

# ŠIKANA OČIMA ŽÁKŮ - BULLYING THROUGH THE EYES OF STUDENTS

Práce za leden.



Your name \_\_\_\_\_

## Anger Map

What kind of face do you have when you are angry? ▼

What things do you say? ▼

How do you behave when you're angry? ▼

What happens to your body when you're angry? ▼

Other ways of handling my anger

What could your anger help you to achieve? ▼

Have you learnt anything about your anger? ▼

What helps when you're angry?

## ANGER JOURNAL

Use this worksheet to keep track of your anger!

What day did this happen? \_\_\_\_\_

What made me angry? (Anger Trigger)

How did I handle it? (Coping Skill)

What ended up happening? (Outcome)

What should I do differently next time?

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## ANGER EXPLORATION WORKSHEET

Use this worksheet to explore and discuss a recent anger episode!

WHAT HAPPENED THAT MADE ME FEEL ANGRY?

WHAT OTHER FEELINGS DID I EXPERIENCE?

WHAT THOUGHTS WENT THROUGH MY HEAD?

HOW DID I RESPOND?

WHAT ENDED UP HAPPENING?

WHAT WAS MY CONSEQUENCE?

WHAT CAN I DO DIFFERENTLY NEXT TIME IF THIS SITUATION HAPPENS AGAIN?

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## ANGER TRACKER

Use this worksheet to track your anger through the week. Circle the numbers (1-10) to show how angry you became. How did you cope with each trigger?

1 = Not very angry - 10 = Extremely angry

**MONDAY**  
Anger Trigger: \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10  
Anger Trigger: \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10

**TUESDAY**  
Anger Trigger: \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10  
Anger Trigger: \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10

**WEDNESDAY**  
Anger Trigger: \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10  
Anger Trigger: \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10

**THURSDAY**  
Anger Trigger: \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10  
Anger Trigger: \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10

**FRIDAY**  
Anger Trigger: \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10  
Anger Trigger: \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10

**SATURDAY**  
Anger Trigger: \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10  
Anger Trigger: \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10

**SUNDAY**  
Anger Trigger: \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10  
Anger Trigger: \_\_\_\_\_ 1 2 3 4 5 6 7 8 9 10

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- Krátkými otázkami jsme zjišťovali, jak si vysvětlují žáci pojem šikana, jestli se s ní setkali a jak s ní pracovat.

Zde přinášíme nejčastější odpovědi.

- With short questions, we were finding out how students explain the concept of bullying, whether they encountered it and how they work with it.

Here are the most common answers.

## Co je šikana?

- záměrné a opakované chování, jehož cílem je ublížit, ohrožit, zastrašovat či ponižovat jiného člověka, případně skupinu lidí
- násilí, ponižování
- fyzické nebo psychické napadání, omezování osoby nebo lidí
- bezdůvodné obtěžování, urážení a napadání osob

## What is bullying?

- intentional and repeated behaviour aimed at harming, threatening, intimidating or humiliating another person or group
- violence, humiliation
- physical or mental assault, restraint of a person or people
- unjustified harassment, personal insult and assault

Zažil jsi šikanu?

Have you experienced bullying?

- pouze 3 procenta z dotázaných ano
- only 3 percent of respondents yes

Viděl jsi šikanu u někoho ze spolužáků?

Have you seen bullying by any of your classmates?

- pouze 3 procenta z dotázaných ano
- only 3 percent of respondents yes

Jak reagovat na šikanu?

How to react to bullying?

- probrat to s dospělou osobou, poradit s rodiči, učiteli
  - pomoci šikanovanému, zastat se ho
  - pokud jde o kyberšikanu, nebát se to probrat s dospělou osobou, které věřím
- 
- discuss it with an adult, consult with parents, teachers
  - help the bullied, defend him/her
  - when it comes to cyberbullying, don't be afraid to discuss it with an adult you trust

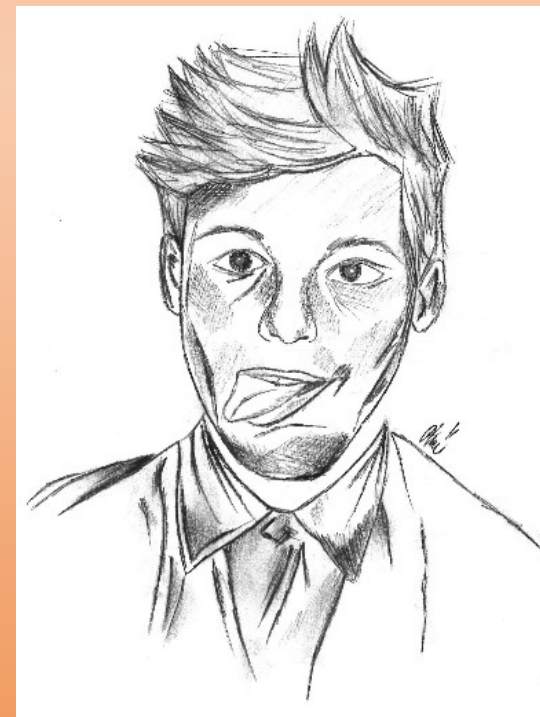
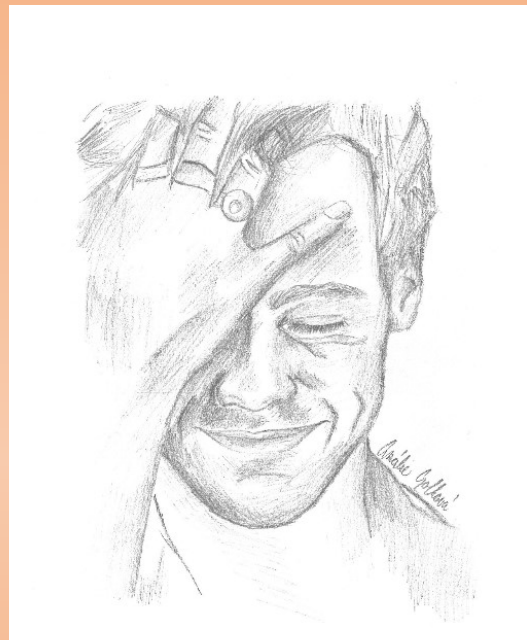
Komu by ses svěřil?

Who would you confide in?

- rodičům, sourozenci, učiteli
- kamarádům
- osobě, které důvěřuji

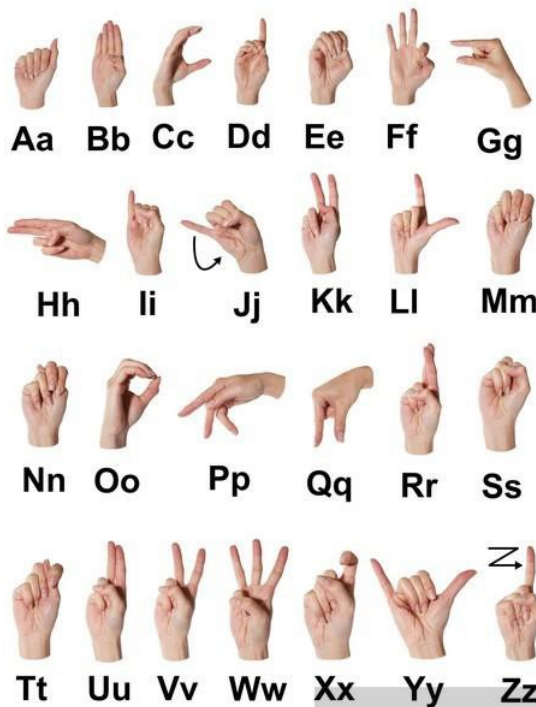
- parents, siblings, teachers
- friends
- a person you trust

Práce za únor.



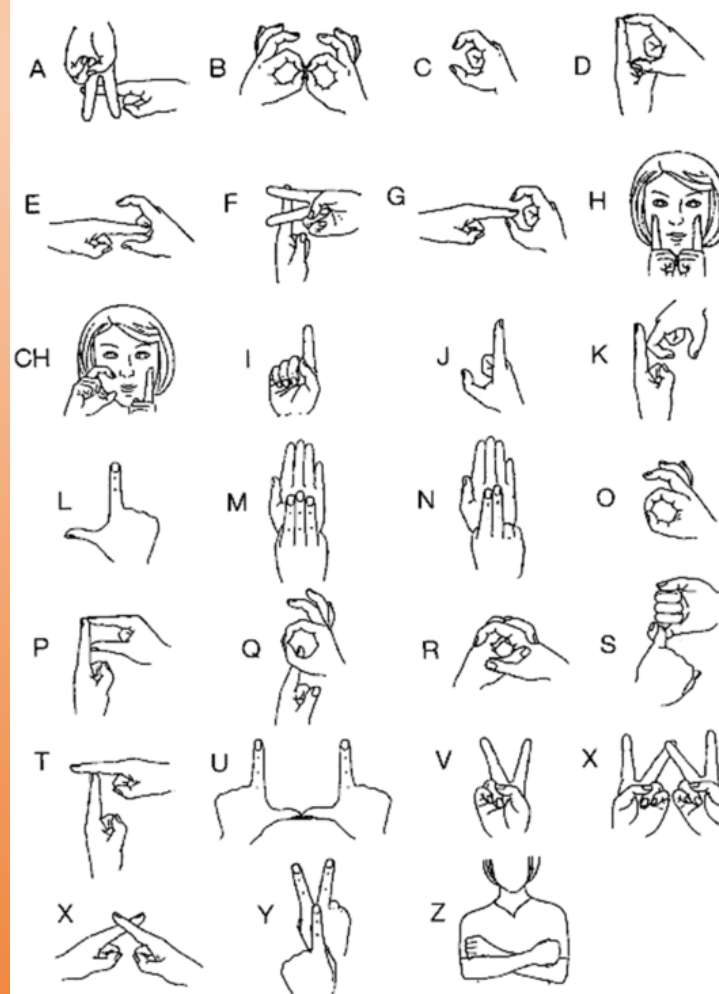
Práce za březem.

## SIGN LANGUAGE



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### Prstová abeceda pro dvě ruce



LAB  
Leave Anger Behind

CZECHIA

Spolufinancováno z programu Evropské unie Erasmus+

LOVE, HAPPY



ANGRY, SAD

