

Pedagogical Innovation

“Stop Hate! Words Have Power”

The pedagogical innovation “Stop Hate! Words Have Power” was developed for sixth-grade students at a primary school. Its main aim is to develop attitudes of empathy, respect and responsibility for one’s words, as well as to prevent hate speech and verbal violence, both in direct interactions and in the online environment.

In the age of digital communication, young people increasingly encounter verbal aggression, hate speech and a lack of sensitivity to other people’s emotions. They are often unaware that words – whether spoken or written – can cause real emotional pain. The innovation aims to make students aware that language has great power: it can build or hurt, support or destroy.

The programme consists of a series of educational and educational-support activities implemented through workshops, discussions, educational games, student projects and work with cultural texts. Students analyse examples of peer behaviour and learn how to respond to hate speech, recognise emotions, develop empathy and communicate positively within a group.

Specific Objectives of the Innovation

The specific objectives of the innovation include:

- developing awareness of the impact of words on emotions and interpersonal relationships,
- developing attitudes of respect, responsibility and empathy,
- preventing verbal aggression, cyberbullying and exclusion,
- building a positive classroom climate based on cooperation and trust,
- developing social, communication and emotional competences.

The implementation of the innovation supports the school’s educational and preventive objectives, strengthens students’ sense of emotional safety and supports the development of their social maturity. By participating in the activities, students learn to use language consciously so that it becomes a tool for kindness, support and dialogue.

The project is long-term in nature and aims to gradually develop a culture of kindness and responsible communication among students. As a result, it contributes to creating a school environment based on mutual understanding, acceptance and respect, in which every student can feel important and safe.

Author and Bibliography

The innovation was developed by Emilia Obłążewicz based on the following bibliography:

1. Agnieszka Ludorowska, Katarzyna Kamińska-Holc, Małgorzata Łaskot, *Zespół klasowy na medal.*
2. ChatGPT.
3. Facebook – *Regulacja emocji.*
4. Renata Malek, *Nasze relacje. Nazywanie relacji międzyludzkich i towarzyszących im emocji.*
5. Alina Naruszewicz-Duchlińska, *Nienawiść w czasach internetu.*
6. *Pedagogika-specjalna.edu.pl.*
7. Jacek Pyżalski, *Agresja elektroniczna i cyberbullying jako ryzykowne zachowania młodzieży.*
8. Jacek Pyżalski, *Agresja elektroniczna wśród dzieci i młodzieży*

LESSON 1: Hate Speech vs. Criticism – How to Recognise and Respond to It?

Specific Objectives

- The student understands the concept of hate speech and its consequences.
- The student can distinguish constructive criticism from hate speech.
- The student develops the ability to express opinions in a respectful manner.
- The student develops awareness of their own and other people's emotions in conflict situations.

Forms of Work

- Whole-class, group and individual work

Methods

- Discussion, analysis of examples, individual reflection

Materials and Tools

- Board or flipchart
- Small cards for writing down associations
- Example statements for group exercises
- Sheets of paper for individual reflection

Definition of Hate Speech

Hate speech – an aggressive, hurtful statement or action directed at another person with the intention of humiliating, mocking or discrediting them. Hate speech may occur at school, online, in the media and in everyday life.

Lesson Procedure

1. Introduction – Associations with Hate Speech

- The teacher writes the word “**HATE SPEECH**” on the board.
- Students give their associations.
- The teacher explains the definition of hate speech and the difference between constructive criticism and hate speech.

2. Group Exercise – Recognising Different Forms of Statements

Task: Groups analyse examples of statements and determine whether they represent **constructive criticism (C)** or **hate speech (H)** and what emotions they may cause.

Examples of statements:

Constructive Criticism

- “Your presentation is interesting, but it could include more examples to make it more complete.”
- “I do not agree with your idea because, in my opinion, it would be worth considering this point as well.”
- “Try solving this maths problem in a different way – it will be easier.”
- “Your artwork is interesting, but you could add more colours to make it more expressive.”
- “You prepared your presentation very well, but next time it might be worth spending a little more time on the introduction.”

Hate Speech

- “This makes no sense.”
- “You can't do this.”
- “Who would want to read this?”
- “Your work is boring.”
- “You don't belong in this group.”

3. Class Discussion – Emotions and Consequences

Questions/reflections to write on the board:

1. How would I feel if someone said something similar to me?
2. Is this statement helpful or hurtful?
3. Can I say the same thing in a different, more constructive way?
4. What emotions does criticism cause, and what emotions does hate speech cause?
5. What can I do if I witness hate speech?
6. Why can constructive criticism be useful?

7. Why is hate speech harmful to others and to me?

4. Individual Reflection

- Students write on a sheet of paper:
 - “For me, hate speech is...”
 - “For me, constructive criticism is...”
- Together, they create a **list of rules for responding to hate speech and expressing criticism** in the classroom and online.

LESSON 2: Hate Speech Around Us – Causes, Consequences and Prevention

Specific Objectives

- The student recognises hate speech in everyday life and online.
- The student understands the motives of a person using hate speech while recognising the harmful nature of their actions.
- The student develops empathy towards victims of hate speech.
- The student can analyse the consequences of hate speech and reflect on their own behaviour.

Forms of Work

- Group, whole-class and individual work

Methods

- Educational video, drama, mind map, discussion

Materials and Tools

- A short educational film or fragment of a social campaign
- Flipchart or board for creating mind maps
- Sheets of paper for drama activities and individual reflection
- Small cards for recording group ideas

Definition of Hate Speech

Hate speech – any hurtful statement or action directed at another person with the intention of humiliating, mocking or discrediting them. Hate speech may occur online, at school, at home, in the media or in public spaces.

Lesson Procedure

1. Introduction – Talking about Hate Speech

- Question: “**Does hate speech only occur online?**”
- Analysis of different places and situations: school, home, sports field, street and the internet.

2. Educational Video and Group Discussion

- Screening of a short educational video.
- Groups create a mind map entitled “**Places and Forms of Hate Speech**” and discuss:
 - where hate speech occurs most frequently,
 - which situations are the most harmful,
 - what emotions victims and witnesses may experience.

Examples of situations for analysis:

- Internet comments such as “This makes no sense.”
- Making fun of someone's appearance or behaviour in the classroom.
- Ignoring or excluding someone during a game on the sports field.
- Criticising someone's clothes or hobbies at home.
- Sharing someone's photograph with an offensive caption.

3. Drama – Scenes and Reflection

- Groups prepare short scenes set in the classroom, online, in sport and at home.
- After the scenes, they discuss:
 - what the victim feels,
 - what emotions the person using hate speech may experience,
 - what witnesses can do,
 - what consequences hate speech has for everyone involved.

4. Discussion and Individual Reflection

Questions/reflections to write on the board:

1. What emotions may a victim of hate speech experience?
 2. What motives may influence a person who uses hate speech?
 3. How may witnesses of the situation feel?
 4. What actions can help stop hate speech?
 5. Is hate speech an effective way of resolving conflicts?
 6. How can I respond when I see hate speech?
- Students write on sheets of paper: “**I want there to be less hate speech in my class, therefore...**”

WORKSHEETS

Worksheet 1 – Lesson 1: Recognise the Form of the Statement

Statement	C/H	Emotions recipient	of	the
Your presentation is interesting, but you could add more examples.				
I do not agree with your idea.				
This makes no sense.				
Try solving this problem in a different way; it will be easier.				
You can't do anything properly.				
Your artwork is interesting, but perhaps you could add some colours.				
Your work is boring.				

Worksheet 2 – Lesson 1: Turn Hate Speech into Constructive Criticism

1. "This makes no sense." → _____
2. "You can't do this." → _____
3. "Who would want to read this?" → _____
4. "Your work is boring." → _____
5. "You don't belong in this group." → _____

Worksheet 3 – Lesson 2: Places and Forms of Hate Speech

Place	Example of situation	How can we respond?
School		
Home		
Internet		
Sports field / sport		
Street / public space		

Worksheet 4 – Lesson 2: Reflection on Emotions and Causes of Hate Speech

Instructions: Read the examples of situations and answer the questions:

1. Who may feel bad in this situation?
2. What emotions may the person using hate speech experience?
3. What can you do to prevent the conflict from escalating?

Examples of situations:

- An internet comment: "This makes no sense."
- A classmate is mocked for the way they complete a task.
- Someone is ignored by another student during a game on the sports field.
- Someone makes fun of another person's hobby or clothes.
- A photograph is shared on social media with an offensive caption.

Suggested Educational Videos about Hate Speech

For Children and Young People

1 [Teen Voices: Hate Speech Online](#) – teenagers' perspectives.

2 [Słowa ranią, czasem zabijają](#) – **Words Hurt, Sometimes They Kill** a Polish educational film.

3 [Hejt w internecie – bajka dla dzieci](#) – **Hate Speech on the Internet – A Story for Children** a simple and accessible film for younger students.

4. [What is Hate Speech: A Kid Friendly Explanation](#) – a simple educational film in English

5. [Online hate i jego konsekwencje dla młodzieży](#) – **Online Hate and Its Consequences for Young People** suitable for groups aged 11–13

BLOCK 2 : Emotions and Their Role in Communication (5 hours)

Lesson 1: Getting to Know Emotions – What Am I Feeling?

Specific Objectives

- The student can name basic emotions.
- The student understands that emotions are natural and that everyone experiences them.
- The student learns to distinguish between positive and difficult emotions.

Methods: guided discussion, working with emotion cards, individual exercises.

Forms of work: individual, group and whole-class work.

Procedure

1. **Introduction (5 min)** – question: “What emotions do you experience most often at school?”
2. **Main part (30 min)**
 - Game: “**Emotion Detective**” – students draw a card with an emoji/emotion, act it out using mime, and the class guesses the emotion.
 - Discussion: Which emotions are pleasant and which are difficult?
 - Individual exercise: students colour in an outline of a person, marking the places in the body where they feel a particular emotion (e.g. anger in the hands, fear in the stomach).
3. **Summary (10 min)** – volunteers complete the sentence: “When I am afraid, I...”

Lesson 2: How Do Emotions Affect Our Words?

Specific Objectives

- The student understands the relationship between emotions and the way we communicate.
- The student can give examples of situations in which emotions make communication difficult.

Methods: case analysis, discussion, role-playing.

Forms of work: group and whole-class work.

Procedure

1. **Introduction (5 min)** – question: “Have you ever said something you regretted because you were angry?”
2. **Main part (30 min)**
 - Analysis of examples: students read short situations, e.g. “Someone received a low grade and shouts at a classmate.” Task: What emotions are involved and what words are being used?
 - Pair work: acting out a mini-scene – one person is upset, while the other tries to respond calmly.
 - Discussion: Is it easy to stop ourselves from using hurtful words?
3. **Summary (10 min)** – exercise: “**Emotions control me when...**”

Lesson 3: Difficult Emotions – How Can We Deal with Them?

Specific Objectives

- The student learns techniques for dealing with anger and stress.
- The student can use simple calming exercises.

Methods: relaxation training, practical exercises, discussion.

Forms of work: individual and whole-class work.

Procedure

1. **Introduction (5 min)** – question: “What do you do when you are very nervous?”
2. **Main part (30 min)**
 - Mini-presentation: ways of dealing with anger – deep breathing, counting to ten, talking to a trusted person and physical activity.
 - Exercise: “**Balloon Breathing**” – students place a hand on their stomach, breathe in and slowly breathe out.
 - Movement activity: “**Anger into Stone**” – students clench their fists and tense their muscles, and then relax.
 - Short relaxation: students close their eyes and imagine a “**safe place.**”

3. **Summary (10 min)** – each student writes down one technique they would like to try.

Lesson 4: Empathy – How Can We Recognise Other People's Emotions?

Specific Objectives

- The student learns to recognise other people's emotions.
- The student develops empathy and sensitivity.

Methods: drama, working with illustrations, discussion.

Forms of work: group and whole-class work.

Procedure

1. **Introduction (5 min)** – question: “How do you know what your classmate is feeling if they do not say anything?”
2. **Main part (30 min)**
 - Working with illustrations: students look at pictures of faces showing different emotions and describe what the person may be feeling.
 - Group exercise: short “**silent scenes**” (e.g. “I lost something”, “I won a competition”). The class guesses the emotion.
 - Discussion: How can we help someone who is experiencing difficult emotions?
3. **Summary (10 min)** – students complete the sentence: “When I see that someone is sad, I can...”

Lesson 5: Emotions and Hate Speech – How Do I Feel When Someone Insults Me?

Specific Objectives

- The student can name emotions associated with situations involving hate speech.
- The student understands that emotions can lead to hate speech if they are not controlled.

Methods: case analysis, group work, discussion.

Forms of work: individual and group work.

Procedure

1. **Introduction (5 min)** – question: “How does a person feel when someone tells them: ‘You are hopeless’?”
2. **Main part (30 min)**
 - Group work: students analyse examples of hate speech and write down what emotions the victim, the person using hate speech and the witness may experience.
 - Discussion: Can hate speech trigger further difficult emotions such as anger, shame or fear?

- Exercise: **“Stop Hate – Start Emotions”** – each student writes down one emotion that overwhelms them when they experience hate speech and suggests a way of managing it.
3. **Summary (10 min)** – students add their emotions to the **“STOP HATE Emotion Wheel”** – a class poster.

BLOCK 3: Words Have Power – How to Speak Without Hurting Others? (4 hours)

Lesson 1: A Word Like a Gift – A Word Like a Stone

Specific Objectives

- The student understands that words can support or hurt.
- The student can identify examples of kind and hurtful words.
- The student develops critical thinking about language.

Methods: educational game, guided discussion, group work.

Forms of work: individual, group and whole-class work.

Procedure

1. **Introduction (5 min)** – question: “What word did you hear recently that made you happy? And which one hurt you?”
2. **Main part (30 min)**
 - Game: **“Gift or Stone?”** – the teacher reads statements and students decide whether the words are positive (“gift”) or hurtful (“stone”).
 - Discussion: Why do hurtful words stay in our memory for such a long time?
 - Pair work: students write down five words that **“give you wings”** and five words that **“cut your wings.”**
3. **Summary (10 min)** – creating a class poster: **“Our Words as Gifts.”**

Lesson 2: Proverbs and Quotes about the Power of Words

Specific Objectives

- The student learns traditional wisdom and quotations concerning the importance of words.
- The student can draw conclusions from short texts.
- The student develops reflection and sensitivity to language.

Methods: text analysis, discussion, creative work.

Forms of work: group and individual work.

Procedure

1. **Introduction (5 min)** – question: “Can words be stronger than fists?”

2. Main part (30 min)

- Students receive a collection of proverbs and quotations, e.g. “A kind word is better than an expensive gift” and “A word can hurt more than a sword.”
- In groups, they choose one proverb and prepare a short performance illustrating its meaning.
- Presentation of the scenes and a group discussion: What do these words teach us?

3. Summary (10 min) – students write their own one-sentence “**motto**” about the power of words.

Lesson 3: How to Speak Without Hurting Others? – “I” Statements

Specific Objectives

- The student learns the principle of using “I” statements.
- The student can communicate difficult information without hurting others.
- The student practises constructive communication.

Methods: mini-lecture, practical exercises, role-playing.

Forms of work: individual and group work.

Procedure

1. **Introduction (5 min)** – question: “How can you tell a classmate that they have done something wrong without offending them?”
2. **Main part (30 min)**
 - The teacher explains the principle of an “**I**” **statement**: instead of saying “You are...”, we use “I feel... when...”
 - Exercise: students transform hurtful statements into “I” statements, e.g. “You are stupid” → “I feel hurt when you make fun of me.”
 - Pair role-playing: difficult situation → constructive communication.
3. **Summary (10 min)** – students create a list of “**Magic Words That Do Not Hurt.**”

Lesson 4: “The Power of Kind Words” Poster

Specific Objectives

- The student can use the knowledge acquired in a creative task.
- The student promotes a culture of kind words in the classroom.
- The student develops creativity and a sense of shared responsibility.

Methods: artistic work, brainstorming, teamwork.

Forms of work: group work.

Procedure

1. **Introduction (5 min)** – question: “What words would you like to hear every day at school?”
2. **Main part (30 min)**
 - The class is divided into groups. Each group creates a “**The Power of Kind Words**” poster containing slogans, drawings and symbols.
 - Presentation of the posters and discussion: Which ideas are repeated most often?
 - Choosing a place in the classroom or corridor where the posters will be displayed.
3. **Summary (10 min)** – reflection: “Which word from our poster will I use today?”

BLOCK 4: React – Do Not Remain Indifferent (5 hours)

Lesson 1: A Witness to Hate Speech – Is It Worth Reacting?

Specific Objectives

- The student understands who a witness to hate speech is.
- The student can identify the consequences of remaining passive.
- The student becomes aware that their reaction matters.

Methods: educational video, conversation, discussion.

Forms of work: whole-class and individual work.

Procedure

1. **Introduction (5 min)** – question: “When you see hate speech, does your reaction change anything?”
2. **Main part (30 min)**
 - Screening of a short video, e.g. from the “**HejtStop**” or “**Empowering Children**” campaign.
 - Discussion: What did the witness do? How did the victim feel? What changed?
 - Exercise: “**Pros and Cons**” – identifying the consequences of reacting and not reacting.
3. **Summary (10 min)** – each student completes the sentence: “**I react because...**”

Lesson 2: What Can a Witness Do? – Role-Playing

Specific Objectives

- The student can identify different ways of responding.

- The student develops assertiveness skills.

Methods: drama, role-playing, discussion.

Forms of work: group work.

Procedure

1. **Introduction (5 min)** – question: “How can we help a classmate who has become a victim of hate speech?”
2. **Main part (30 min)**
 - Students are divided into groups and prepare scenes: a witness reacts → the situation changes.
 - Presentation of the scenes and joint analysis: Which reactions were effective and which were not?
3. **Summary (10 min)** – creating a list on the board: **“10 Ways to Respond to Hate Speech.”**

Lesson 3: What Stops Us from Reacting?

Specific Objectives

- The student recognises their own barriers to responding.
- The student develops courage to stand up for others.

Methods: brainstorming, working with situation cards, discussion.

Forms of work: individual and group work.

Procedure

1. **Introduction (5 min)** – question: “Why do we sometimes pretend that we do not see anything?”
2. **Main part (30 min)**
 - Brainstorming: barriers to responding – fear, embarrassment, lack of courage.
 - Pair work: students receive situations and consider how to overcome these barriers.
 - Discussion: **“Does not reacting mean agreeing to hate speech?”**
3. **Summary (10 min)** – each student writes down one barrier and next to it a way of overcoming it.

Lesson 4: The Tree of Courage – How Can I Help?

Specific Objectives

- The student can identify specific actions that support a victim of hate speech.
- The student develops responsibility for others.

Methods: artistic work, group work, discussion.

Forms of work: group work.

Procedure

1. **Introduction (5 min)** – question: “How can we give someone courage?”
2. **Main part (30 min)**
 - A large sheet of paper with a tree drawn on it is prepared.
 - Students write ways of helping a victim of hate speech on the leaves, e.g. **“hug them”, “stand beside them”, “tell an adult.”**
 - The class completes the tree together and discusses which methods are easiest and which require the most courage.
3. **Summary (10 min)** – the tree is displayed in the classroom as a reminder.

Lesson 5: Where Can I Find Help?

Specific Objectives

- The student knows institutions and people they can turn to for help.
- The student understands that asking for help is a sign of strength, not weakness.

Methods: meeting with an expert, question brainstorming, note-taking.

Forms of work: whole-class and individual work.

Procedure

1. **Introduction (5 min)** – question: “Who would you turn to if someone was using hate speech against you?”
2. **Main part (30 min)**
 - Meeting with the school counsellor/psychologist or analysis of support materials such as the **Blue Line** and **Helpline**.
 - Students work in groups to create mini-lists: **“Help at School”** and **“Help Outside School.”**
3. **Summary (10 min)** – each student writes on a note: **“A person I can trust in a difficult situation.”**

BLOCK 5: Kindness in Action (4 hours)

Lesson 1: Compliment Day

Specific Objectives

- The student understands how a small gesture can improve someone's day.
- The student practises creating positive messages.

Methods: integration activity, discussion, individual work.

Forms of work: individual and group work.

Procedure

1. **Introduction (5 min)** – question: “How do you feel when someone praises you?”
2. **Main part (30 min)**
 - Each student draws the name of a classmate and writes one sincere compliment on a note.
 - The notes are read aloud and the recipients guess who wrote them.
 - Discussion: Is it difficult to say nice things to others?
3. **Summary (10 min)** – students complete the sentence: “**Kind words change...**”

Lesson 2: The Kindness Jar

Specific Objectives

- The student can notice positive behaviour in others.
- The student develops an attitude of gratitude.

Methods: project work, class activity.

Forms of work: whole-class work.

Procedure

1. **Introduction (5 min)** – presentation of an empty jar: “**This is our Kindness Jar.**”
2. **Main part (30 min)**
 - Students write down kind gestures they have noticed in the classroom and put the notes into the jar.
 - Several notes are read aloud together.
 - Discussion: Is it easy to notice good things around us?
3. **Summary (10 min)** – the class agrees that the jar will remain in the classroom permanently.

Lesson 3: Comic – “The Kindness Hero”

Specific Objectives

- The student develops creativity.
- The student can identify actions that demonstrate kindness.
- The student promotes positive attitudes.

Methods: artistic work, brainstorming, presentation.

Forms of work: group work.

Procedure

1. **Introduction (5 min)** – question: “What would a kindness hero look like?”
2. **Main part (30 min)**
 - Students are divided into groups. Each group creates a comic about a hero who helps others and fights hate speech.
 - Presentation of the work.
3. **Summary (10 min)** – choosing a common name for the “**class kindness hero.**”

Lesson 4: Class Mini-Campaign – STOP HATE

Specific Objectives

- The student learns to work as part of a team.
- The student can plan and implement a simple social campaign.
- The student strengthens their sense of agency.

Methods: project work, brainstorming, presentation.

Forms of work: group and whole-class work.

Procedure

1. **Introduction (5 min)** – question: “How can we show others that kindness is better than hate speech?”
2. **Main part (30 min)**
 - Students are divided into groups. Each group plans a form of a mini-campaign, such as posters, slogans, bookmarks or a short video.
 - Preparation of materials and presentation.
3. **Summary (10 min)** – selection of the best ideas and setting the date for the campaign.

BLOCK 6: I Create the Climate of My Class (5 hours)

Lesson 1: How Do I Want to Feel in My Class?

Specific Objectives

- The student can identify their needs related to a sense of safety and acceptance.
- The student understands that the classroom climate depends on all students.
- The student develops self-reflection.

Methods: working with metaphors, guided discussion, brainstorming.

Forms of work: individual, group and whole-class work.

Procedure

1. **Introduction (5 min)** – the teacher shows a drawing of a classroom as a house and asks: **“How would you like to feel in such a house-classroom?”**
2. **Main part (30 min)**
 - Exercise: students draw their classroom as a **“dream place”** and write down the emotions present there, such as joy, acceptance and peace.
 - Brainstorming: **“What needs to happen for our classroom to have a good atmosphere?”**
 - Suggestions are written on a large sheet of paper.
3. **Summary (10 min)** – students complete the sentence: **“In my class, I would like to feel...”**

Lesson 2: What Can I Do and What Can We Do Together?

Specific Objectives

- The student can distinguish between individual and group actions.
- The student becomes aware of their responsibility for the classroom climate.
- The student practises cooperation.

Methods: group work, situation analysis, discussion.

Forms of work: group and whole-class work.

Procedure

1. **Introduction (5 min)** – question: “Can one person change the atmosphere of the whole class?”
2. **Main part (30 min)**
 - Group work: students receive cards with examples of situations, e.g. someone makes fun of a classmate or someone helps others. Task: What could be an individual action and what could be a group action?
 - Presentation of the results and discussion: Why are both forms of response important?
 - Exercise: **“My Contribution to the Class”** – each student writes down one personal commitment, e.g. “I will help my classmates with their tasks.”
3. **Summary (10 min)** – creating a common class slogan: **“Together We Create the Climate of Our Class.”**

Lesson 3: Creating the STOP HATE Code

Specific Objectives

- The student knows the principles of social coexistence.

- The student can co-create a class code.
- The student develops a sense of agency.

Methods: project work, brainstorming, writing and editing a text.

Forms of work: group and whole-class work.

Procedure

1. **Introduction (5 min)** – question: “What rules are needed to prevent hate speech in our class?”
2. **Main part (30 min)**
 - Students work in groups to create proposals for rules, e.g. **“We do not insult each other”, “We help each other”, “We respond to hate speech.”**
 - The proposals are written together on a large sheet of paper.
 - Discussion: Which rules are the most important?
3. **Summary (10 min)** – agreeing on the final version of the code, e.g. ten points.

Lesson 4: Presentation of the Code and Signing by the Class

Specific Objectives

- The student identifies with the agreed rules.
- The student develops a sense of community.
- The student experiences a symbolic act of commitment.

Methods: presentation, signing the document, discussion.

Forms of work: whole-class work.

Procedure

1. **Introduction (5 min)** – question: “Why is it worth signing something we believe in?”
2. **Main part (30 min)**
 - The code is read aloud by selected students.
 - All students ceremonially sign it. The document can be decorated on a large sheet of paper or placed in a frame.
 - The code is displayed in the classroom.
3. **Summary (10 min)** – discussion: **“Which rule will be the most difficult for me to follow?”**

Lesson 5: Summary of the Programme – Kindness Guardians

Specific Objectives

- The student reflects on the entire programme.

- The student can identify what they have learned.
- The student receives positive reinforcement.

Methods: discussion, reflective exercise, presentation of certificates.

Forms of work: individual and whole-class work.

Procedure

1. **Introduction (5 min)** – reminder of the programme slogan: **“STOP HATE.”**
2. **Main part (30 min)**
 - Exercise: **“Experience Backpack”** – students write down what they are “taking with them” from the lessons, e.g. “I learned how to react”, “Words have power.”
 - Group discussion: What was most important? What was most difficult?
 - Presentation of symbolic **“Kindness Guardian” certificates** to each student.
3. **Summary (10 min)** – a class photo next to the code (optional).

