

Bullying Has No Place In Schools

A nine-day exchange in Zagreb · 6–14 May 2026

Croatia · Romania · Serbia · North Macedonia ✦



Co-funded by
the European Union



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COORDINATOR · SREDNJA ŠKOLA IVANA MEŠTROVIĆA DRNIŠ

Four countries, one mission.





From 6 to 14 May 2026, the Erasmus+ Youth Exchange "Bullying Has No Place In Schools" brought together 40 young people and 8 teachers from Croatia, Romania, Serbia and North Macedonia in Zagreb. The project is coordinated by Srednja škola Ivana Meštrovića Drniš, with partner schools Liceul de Arte "Aurel Popp" (Romania), SOU Gimnazija "Goce Delcev" (North Macedonia) and Sedma beogradska gimnazija (Serbia). Co-funded by the European Union.

Stereotypes, prejudice and peer violence affect young people in all four countries. The exchange created a safe intercultural space to challenge those patterns, build resilience, and rethink what a safe school feels like.

Main objectives

- ✓ Raise awareness of stereotypes, prejudice, bullying and cyberbullying.
- ✓ Strengthen mental health and coping strategies for young people, online and offline.
- ✓ Develop empathy, tolerance and supportive peer communities.
- ✓ Compare and improve school protection systems across partner countries.

Partner schools

-  Srednja škola Ivana Meštrovića Drniš · coordinator
-  Liceul de Arte "Aurel Popp"
-  SOU Gimnazija "Goce Delcev"
-  Sedma beogradska gimnazija

LOCATION

Zagreb, Croatia
Timeout Heritage Hotel

DATES

6 May (arrival) →
14 May 2026

PARTICIPANTS

40 young people +
8 teachers

Nine days, one plan. ✨

*"Free afternoons
= Zagreb!"*

We arrived with a plan, and stuck to it – workshops every morning, free afternoons to discover Zagreb, intercultural evening on 8 May.

Breakfast 7:45

Workshops 8:30–14:15 with coffee breaks

Lunch 14:15

Dinner 19:30

0

Tue 6 May — Arrival

1

Wed 7 May — Group and team building
full day

2

Thu 8 May — Stereotypes and prejudices

Stereotypes and prejudices (CRO) · My own stereotypes and prejudices (CRO) · Bullying in school (CRO) · Bullying role play (RO) · Intercultural evening

3

Fri 9 May — Combating bullying

Take a step forward (RO) · Combating bullying in schools (RO) · Cyber bullying (SRB) · Combating cyberbullying (SRB)

4

Sat 10 May — Evaluation & Leisure

Mid-term evaluation · Types of bullying · Free afternoon

5

Sun 11 May — Mental Health

Mental Health Marketplace (SRB) · Mental health exercises (MAC) · Empathy and resilience (MAC) · Social media and mental health (MAC)

6

Mon 12 May — Final Outputs

Creating final outputs (full day)

7

Tue 13 May — Youthpass

Reviewing final outputs · Writing Youthpass · Final evaluation

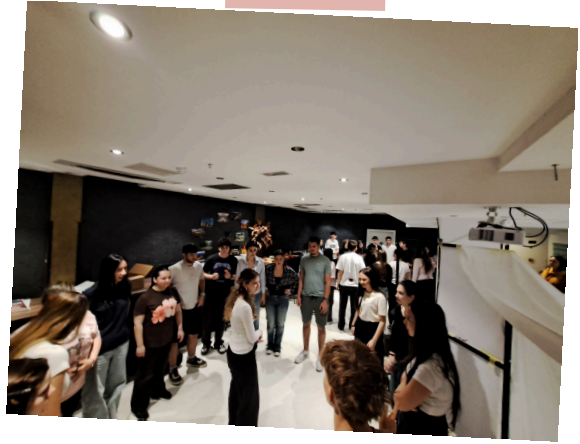
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Wed 14 May — Departure

From strangers to a group.

On the first morning the room was quiet. Forty teenagers from four countries, mostly looking at the floor, mostly shy. Then Marko stepped in. With patience, energy and the right games, he turned forty separate people into one group. By lunch we were laughing at our own names; by the afternoon we trusted each other enough to share something real.

Group and team building filled the entire first day – energizers, name games, trust exercises, paired conversations, small-group challenges. The goal was simple: feel safe enough with each other to actually learn together for the rest of the week.



"Day 1 – the room finally moves."

*"We came as four delegations.
We left Day 1 as one group."*

Where do they come from?

The Croatian team opened the workshop week with two back-to-back sessions on stereotypes and prejudice — non-formal, small groups, lots of debrief.

Workshop card 1 — Stereotypes and Prejudices

Five small groups, five categories: gender, ethnic/national, social-economic, appearance/body image, youth stereotypes. Each group traced where their assigned stereotypes come from — family, media, peers, tradition, social media — and how they affect self-esteem, opportunities, mental health and discrimination.



"Small group, hands in the air."

Workshop card 2 — My Own Stereotypes and Prejudices

A two-part self-reflection: when have we been victims of stereotypes, and when have we treated others through them. Small groups created a safer space to share personal experiences, ending in a full-group debrief.



"Full-room debrief."

small group discussion

self-reflection

debriefing



Naming it, then changing it.

Workshop card – Bullying in School (CRO)

Introduction to the four types of bullying: physical, relational, cyberbullying and verbal. Teams were assigned a minority group – Roma, LGBT, obesity, immigrant, Muslims – and built a short scene showing when teasing crosses the line into bullying, the most common form against that group, and the motivation of the bully. After each scene the room discussed what could have prevented it.



"Take a step forward – one step at a time."

Workshop card – Bullying Role Play (RO)

Four mini-groups, four scenes: exclusion from a group · silent bystander vs speaking up · peer pressure vs standing against it · repair and accountability after bullying. Each group acted out their scene, followed by a full debrief.

Workshop card – Combating Bullying in Schools (RO)

Human Bingo as energizer, then a short acting scene to open the topic. Groups built and presented constructive responses to bullying situations, focusing on what bystanders and upstanders can do.

The bruises you can't see.

Two workshops on cyberbullying led by the Serbian team — first the cases, then what our schools actually do about them.

Workshop card — Cyberbullying (Luna, Nevena, Nina)

Four case studies, four groups, four roles per group — bully, victim, bystander, upstander. Cases: Instagram hate comments · private chat exclusion · fake profile · gaming-platform bullying. Each group built a 3–5 minute realistic scene showing how the bullying starts, how the victim reacts, what the bystander does, and how the upstander intervenes constructively.

Workshop card — Combating Cyberbullying in Our Schools (Zoja, Tamara, Nina)

Poster presentations on four lenses: existing practices in our schools · real-life application vs policy · prevention and parent involvement · gaps and needs. Each team named one idea they would take back, and one small change they could realistically implement soon.



INSTAGRAM
HATE



PRIVATE CHAT
EXCLUSION



FAKE
PROFILE



GAMING
PLATFORM

Bully

Victim

Bystander

Upstander

"What is one small change you can realistically implement soon?"

Building an internal toolkit.

Two 75-minute marketplace-style sessions – ten stations, rotating in small groups.

Session card 1 – Grounding & Self-Awareness (SRB)

Emotional Weather Report icebreaker, then five rotating stations:

- 5-4-3-2-1 sensory grounding
- Expressive writing "Letters to Stress"
- Box breathing (4-4-4-4)
- Guided body scan
- Gratitude journaling

Session card 2 – Empathy & Resilience (MAC)

Positive Mirror energizer, then five rotating stations:

- In Someone Else's Shoes role play
- Support Tree (inner strengths + external resources)
- Social Media Filter and digital boundaries
- Affirmation Circle
- The Safety Web (yarn web of self-care habits)



"Station 1 – 5·4·3·2·1."

"Paper, markers, post-its, yarn, an A0 poster for the tree, and a basket where everyone symbolically threw their 'letters to stress' away."

Caring for the mind, online and off.

Mental Health Types

Myth-or-Fact energizer to clear up misconceptions, then six small groups, six topics: anxiety disorders · depression · social anxiety · panic attacks · eating disorders · digital overload & mental health · self-esteem and body image. Each group presented the condition in simple terms, its symptoms, triggers, coping strategies, school context and when to seek professional help.

How to Protect Mental Health

Shadow-theatre method. Five groups, five protective practices: setting boundaries with school + social media + personal time · managing stress and burnout · asking for help · challenging negative self-talk and building self-compassion · finding healthy escapes (art, movement, nature, mindfulness).

Social Media and Mental Health

Agree/Disagree warm-up, then five groups: positive vs negative impact · effects on girls/women · effects on boys/men · reducing the negative impact · phones in schools – yes or no. Each ended with one personal change.



"Shadow theatre – orange light."



"ARE WE – projected shadows."



"PROS / CONS poster crew."

"What is one thing you will do differently after this workshop?"

Four countries, one long table.

On the evening of 8 May, every delegation was given 30 minutes to share their country – through dancing, music, facts, traditions, rituals and food brought from home. Croatian klape singing, Macedonian oro circle dance, Serbian shopska and rakija toasts, Romanian doina folk songs and pastries. Everyone tried everything. Languages slipped, laughter didn't.

What we learned: traditions look different, but the feelings they carry – pride, belonging, hospitality – are the same in every kitchen.



"Holding hands."



"Whites and laughter."



"Circle dance, brick wall."



"Everyone mingling."

 Croatia · klape singing

 Romania · doina folk songs

 North Macedonia · oro circle dance

 Serbia · shopska & rakija toasts

"The food finished first. The talking lasted until midnight."

From experience to evidence.

Days 6 and 7 were fully dedicated to the project's deliverables. We split into output teams and turned a week of workshops, conversations and feelings into things other young people can actually watch, read and use.

WHAT WE MADE

1

Videos

productions on stereotypes, cyberbullying and mental health.

2

Testimonials

personal reflections recorded on camera.

3

National presentations

each country's contribution to the exchange.

4

This booklet

written, edited and designed by the participants themselves.

Day 7 closed the project: reviewing the final outputs, writing Youthpass certificates, and a final evaluation circle where everyone named what they would carry home.

Day 6 – record, edit, write.

*Day 7 – review, Youthpass,
evaluate.*

In our own words.



CROATIA

PERA TONA

“

I learned a lot about different cultures and the hardships of stereotypes they experience.



NORTH MACEDONIA

MATEO

“

I gained a new perspective on bullying and cyberbullying.



ROMANIA

KATA

“

I was able to improve my communication skills and team work, as well as my knowledge of bullying.



SERBIA

ANA

“

This youth exchange helped me accept cultural and social differences.

One person, one quote, one country.

