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## **Types, causes, consequences for Bullying: a new proposal of mediation in a secondary classroom**

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## **Resumen**

El acoso escolar ha ido ganando terreno a lo largo de los últimos años debido a diversas causas; los diferentes tipos de acoso escolar ayudan a identificarlo y a paliarlo, pero eso no significa que siempre tenga éxito. Se ha demostrado que el acoso es más notable en alumnos más jóvenes y entre el género masculino es más usado el acoso escolar físico, mientras que el género femenino opta por el acoso escolar más sutil e indirecto que los profesores no llegan a veces a notar. A pesar de que la mediación se ha propuesto como medida para batir el acoso escolar, lo cierto es que puede ser más exitoso el uso de actividades a alumnos desde temprana edad. La propuesta didáctica en esta disertación trabaja los tipos de acoso escolar, así como genera escenarios en la vida real para hacer al alumnado partícipe de una situación extrema para que sean capaces de reaccionar al acoso y ayudar a la víctima tanto como fuera posible.

## **Palabras clave**

Acoso escolar, propuesta didáctica, unidad, consecuencias, víctima, acosador.

## **Abstract**

Bullying has been gaining ground over the last few years due to various causes; different types of bullying help to identify and alleviate it, but this does not mean that it is always successful. It has been shown that bullying is more noticeable in younger pupils and among boys physical bullying is more commonly used, while girls opt for more subtle and indirect bullying that teachers sometimes fail to notice. Although mediation has been proposed as a measure to combat bullying, it may be more successful to use activities with pupils from an early age. The didactic proposal in this dissertation works on the types of bullying, as well as generates real-life scenarios to make the pupils part of an extreme situation so that they are able to react to the bullying and help the victim as much as possible.

## **Keywords**

Bullying, didactic proposal, unit, consequences, victim, bully

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# **1. Introduction**

## **1.1. Justification**

Bullying has been existed at schools and in several shapes for a very long time; victims have been suffering the consequences in a short-term time, but also long-term time. However, in the last years, it has become a social problem that it has only increased and has become in the main issue between students; the desire of power and wish to inflict and even injury someone apart from you is what drive them to behave bullies do these days. The world is constantly changing and the incorporation of technological devices in the classes, for example, it has only worsened the problem due to their flexibility, anonymity that exist in online profiles or calls, adaptability to have different outcomes and the consequences that they may cause on the victim.

Our time at school should not be a time for demonstrating something, or a time to challenge other people and be in constant awe or in alert in case someone approaches you to hurt you physically or emotionally. Schools should be considered a safe space, a secure field where students feel they are home apart from their physical house. Educators should take care of the students, look after them and be in awe of different behaviours and having a short response time to prevent and intervene in those cases or scenarios that may feel dangerous or wrong; they do not only teach, but they are supposed to educate pupils. They have to be educated in values, to know what is right and wrong, to be able to identify some scenarios and determine that those are not everyday situations and to comprehend that it does not matter if their classmate is different anyhow from the rest; all of us are the same and they are at school to understand that. Students are not supposed to know everything the minute they walk into the school; everyday, the scholars learn something different, but the most important lesson is to be remained that we all are the same; anyone is better or superior that another student or teacher. We should learn to accompany these victims or those people that do not fit in the social groups; despite they may be shy, it is not a justification for a bully to believe that they deserve to be punished only for being or feeling different than the rest.

Schools shall have different intervention programmes or solutions when these situations happen; victims must be remained that they are never alone and that they are going through this, they just need to speak and despite the fact that they are scared because it would normal, they have to expose the abuse, thus the bully also take the blame and accept the sequences of their actions.

Schools are supposed to be safe spaces where it does not matter if you expose your bully, you will be safe under its roof and with the aid of professionals, it is possible to get out of the situation.

We should teach students that it is not wrong to speak, that it will not happen anything to them, and that the bully will face consequences for their actions. Victimized pupils should know that interventions will be made, that their words have not been said in vain and legal actions will be considered to be done. Victims should not be seen as a guilty person for the fact that they have brought to light the abuse they have suffered; they need to know that they will no longer be in pain for what they have gone through and that it is not their fault to have been chosen as the target. The risk factors to be chosen a victim or to have been the bully would not justify the actions. It is never the victim's fault; they must be remained that.

### **1.2.Objectives of the dissertation**

From primary and secondary schools, the objective regarding bullying, is to palliate this problem, to identify it and try to prevent it as much as possible. Both students and teachers would be aware of all kinds of violence happening in the centres and do something about it, as well as try to teach pupils that these behaviours will have consequences and see all kids as they equal. They would realise that all children deserve the right to be human beings with the same benefits and going to school without being afraid. Schools are meant to be a safe space and to learn and enjoy the company of the classmates and the teachers, not to be a place where students may feel afraid, and they do not want to attend to classes because of their peers. This paper pretends to explain what is considered as bullying, as well as the types of violence that exists at schools, the standard profiles established by psychologists and famous writers and researchers of this topic, as well as the design of activities to work on students, so they realise of these behaviours, and they would be able to identify them and try to help the victim as much as possible.

Also, this dissertation focuses on:

- The existence of bullying as the main social problem that exist nowadays at schools. The paper tries to define it, treat it from the beginning and prevent it as much as possible.
- The expansion of the citizenship competence, as the social awareness between students, so they know that all of us despite the differences that could exist (cultural, physical, psychological, economic, or sexual).
- The development of comprehension between students, as well as their level of respect towards this issue and their cooperation to intervene when they experience it in their own or externally.

## 2. Theoretical Background

### 2.1. Definition and characteristics

For several years now, there has been an unprecedented surge bullying that children and adolescent experiment during primary and secondary school. According to some studies (Olweus, 1994a; Smith, 2016; Stubbs-Richardson & May, 2020), bullying has become one of the most important problems at schools in the last two decades, as the violence has adapted different forms and approaches in order to intimidate students. Ahmed Abd Elhamid et al. (2021) exposed that ‘‘Bullying has risen to become one of the most important forms of interpersonal violence among adolescents worldwide’’ (p. 740), which sums up the topic in just one sentence. Moreover, Cerezo (2009) expresses that bullying as it is cannot be an isolated case of violence; it normally becomes in a continuous bullying and the demonstration of power from a student to another, causing the victim secondary effects that could be appear years later after the aggressions. This bullying normally derivates into social and personal exclusion, devaluation of the victim into the society or increase of violence in different fields (Cerezo, 2009).

Nowadays, it has become such an important topic that researchers have done studies regarding students and the effects this bullying has caused in them over the years (Arseneault, 2018; Lin et al., 2021; Ahmed et al., 2022).

Cerezo-Ramírez (2012) explained that it exists several reasons for a student to interact with other children of their age. Some of them are the following: Desire of competence, achievement, efficacy, and skill to be noticed by their classmates; desire of affiliation because they seek to be accepted and beloved by their social group and desire of power to control other people’s behaviour (p. 25). She also clarifies that in case these reasons are happening in a class and a student uses their strength or their authority to reach these purposes, the ‘‘dynamic of aggression and victimization’’ (p. 25) starts to arise and once there, it is difficult to avoid it.

Bullying is the form of aggression in which a person hurts another one intentionally, and possibly, in more than one way. As Olweus defines (1994a; 1994b; 1997), ‘‘It is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another’’ (p. 1173). The term ‘‘bullying’’ could not be defined specifically in just one mode, but Olweus (1994a) sustained that there are a few essential characteristics to consider in order to differentiate these actions from other kinds of violence (such as child abuse or gender



violence). It has to be clear that bullying has it is, needs to be happening in a certain and specific context in order to consider such as, apart from including these two characteristics: it is repeatedly over time and could happen for several years; in the case of this dissertation, there is an inequality of authority between the students involved: the student who attacks would be more powerful than the student harassed (both in authority and social status in the centre, for example) and they would have difficulties when defending themselves (Olweus, 1994b; 1997). Moreover, the victim often suffers the consequence of such violence in a long-term (for example, depression, anxiety or even suicide) and during the period bullying is happening, the victim tends to lose power and strength, while the bully always boosts it (Menesini & Salmivalli, 2017).

As for the types, Ahmed Abd Elhamid et al. (2021) enumerates 3 forms of bullying: Physical, verbal, and cyber, but there are more kinds of violence, such as psychological, social or sexual bullying (Ahmed et al., 2022), which will be explained later. Furthermore, bullying may be organised into two big groups: direct and indirect. The first kind of violence refers to verbal and physical bullying mainly, by which, as the noun implies, it is straightforward, and the bullies tend to attack very openly and without hesitation to their victims. For the most part, direct bullying is primarily experienced by male students, as it is also mainly perpetrated by men (Olweus, 1994). On the contrary, indirect bullying is specifically referred to social bullying; victims are frequently excluded from social interactions and are susceptible to be physically isolated in school centres. This kind of violence is experienced by both genres at the same time, although women have a larger percentage who tend to practice this kind of intimidation (Olweus, 1994).

According to this subject, in the Spanish educational system, there is a regulation for Compulsory Secondary Education (*Ley Orgánica 2/2006*<sup>1</sup>) which establishes a certain number of policies in order to have a calm and friendly atmosphere at schools. For this reason, the Organic Law is based on some principles and aims (the sum is 18), and one of them works toward bullying. These principles stand for the rights and awe of each student, no matter their physical or psychological condition, sex, ethnic origin, or religion, among other things (*Ley Orgánica 2/2006*). The Spanish educational system also is committed to an equitable education and the inclusion of students allowing to adequate this education towards diversity and trying to make children feel safe and taken care of. Such a system encourages harmony and respect at

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<sup>1</sup> Ley Orgánica 2/2006 (3<sup>rd</sup> May, 2022) Boletín Oficial del Estado. Retrieved 15<sup>th</sup> May, 2022, from <https://www.boe.es/eli/es/lo/2006/05/03/2/con>

schools and problems to be resolved as neutral as possible, thereby favouring a no violence policy under any circumstances and aiding students to identify any kind of bullying and trying to acknowledge them.

## **2.2.Types of bullying**

Tomé (2017) reflected on the fact that bullying has existed from a long time ago; it has been present at primary and secondary schools ever since they started to function as such. The difference between now and then is the variety of violence that exists currently; scholars' use of violence in order to achieve what they desire or to prove the power they can apply over others.

It is exposed by different studies (Olweus, 1993) that bullying happens mostly with younger students; as they get older, they are more conscious of the situations and their levels of violence goes down considerably. However, Olweus (1994) also found that younger students are victimised by older ones in the playgrounds and hallways, although it is important to reflect and indicate the ages of the students in order to define this group 'older students'.

### **2.2.1. Physical bullying**

It could be confused with other kinds of abuse, or with momentary fights between students in the centres. It is classified as a kind of direct bullying. As Olweus mentioned (1994), physical bullying is referred to the physical contact between the victim and the bully, including such actions as kicking, quarrelling, hitting, slapping, punching or even damaging victim's belongings (Smith & Ananiadou, 2003; Ahmed Abd Elhamid et al., 2021; Ahmed et al., 2022).

Different studies have proved that physical bullying is most applied by male students and are this same genre who suffers it the best part of it (Smith, 2016; Ahmed et al., 2022). Furthermore, it is also exposed that younger and powerless students are the ones who suffer bullying the most, because they feel they cannot defend themselves facing stronger peers (Olweus, 1994).

### 2.2.2. Psychological and verbal bullying

Teachers find this kind of violence easy to identify in comparison with other types of bullying (social exclusion, for example) and it belongs to the group of indirect bullying. It is related to verbal harassment (Menesini & Salmivalli, 2017), humiliating the victim verbally by calling names or insulting, threatening, and mocking them, or even describing them by offensive nicknames (Ahmed Abd Elhamid et al., 2021). Psychological violence relates to

There are some studies that prove that verbal violence is the most common type of bullying between the students interviewed (Garamoudi et al., 2014); also, both genders suffer roughly equally, but the bullies are females for the most part. Furthermore, Turkmen et al. (2013) developed a study at a secondary school and interviewed anonymously 6127 students about bullying. The results of such survey demonstrated that students were being victims of verbal (and in this case, emotional) bullying more than physical bullying, although they did not perceive the verbal abuse as such.

### 2.2.3. Social/Relational bullying

Also known as ‘social exclusion’, is the most difficult type of bullying to be identified by teachers in school, as they do not find gossiping, ‘spreading nasty stories, intimidating by staring’ (Boulton, 1997) or excluding the victims from the social groups in the centres (Stubbs-Richardson & May, 2020), making them to isolate unconsciously from other people or even friends and family.

This kind of bullying is an indirect type, as it does not imply any physical contact with the harassed student. As for the genre explanation, Olweus (1994) made a questionnaire to a group of students from 2 to 9 grade, and he found out that girls are more prone to suffer this social exclusion in a more percentage than boys; however, both male and female recognised to be (or have been) bullied in this indirect way. In another survey carried out by Stubbs-Richardson and May (2020), secondary school students indicated anonymously that they suffered social bullying as the most common type of violence in the centre they were studying in at the moment of the study.

However, social violence is such an indirect type of bullying that it could be undetectable, because “Social exclusion and teasing were not regarded as bullying by many teachers should be seen as a cause for concern to school psychologists and others” (Boulton, 1997, p.230).

#### 2.2.4. Cyberbullying

Nowadays, it is the most common way of bullying among students. Kids and adolescents are so accustomed to using mobile phones and online pages in this modern era that they have discovered a new form to humiliate the victims of bullying through these technological devices.

It is the new way of invading the victim’s space, with its own characteristics, and approaches to intervene in order to palliate this new wave of violence. Pupils that go through this kind of bullying are constantly exposed to the public eye, also generating a continuous development of vulnerability and a high-speed broadcasting (Cerezo-Ramírez, 2012). Students who suffer this bullying receive online harassment. According to Smith et al. (2008) and diverse surveys made to different students, such online violence comes in different forms and shapes; most of the victims receive anonymous online text messages and phone calls to mock them. But these are not the only ways of harm students online; victim’s photos could be uploaded without their permission and even they could be edited to increase the level of harassment or the number of viewers (Mesch, 2009). This is the reason cyberbullying is so dangerous, due to its versatility and ease to be transformed into psychological or social bullying, for example (Cerezo-Ramírez, 2012). As other kinds of bullying, it could happen repeated in time and victims cannot defend themselves from these aggressions (Socías, 2006; Kowalski et al., 2014). It is an indirect type of bullying (as social bullying) and it could be anonymously, thus the victim does not know the aggressor or bully that is annoying them, although it often is perpetrated by the classmates or people close to the victim. As it is anonymous, it also could show signs of being dastardly. In addition to this, bullying might also happen outside school due to the flexibility of new technologies, because you can use them anywhere and anytime.

According to a study made by Ahmed Abd Elhamid et al. (2021) to students at selected schools, cyberbullying is found to be the form of violence suffered by only 23.3% of the students interviewed anonymously in those secondary schools. This could be related with the survey conducted by Stubbs-Richardson and May (2020), which showed that cyberbullying was the form of bullying least suffered by the students interrogated. Other surveys (Smith et al., 2008) also demonstrated that female students appear to be who suffer this kind of violence the most comparing with male students, as they are also more likely to initiate this violence, due to the bias of boys to be more physical. This same study, as well as others (Mitchell et al., 2007; Patchin and Hinduja, 2006) showed that older students were the ones who use more the electronic devices in order to bully their classmates or other pupils younger than them due to the practice they have acquired through the years.

#### 2.2.5. Other kinds of bullying

Aside from the conventional forms of bullying previously described and numbered, children might also be bullied because they do not fit in the conventional standard human being, they normally are from different ethnicities, religions, they have other sexual preference, or they have some kind of disability. This kind of violence is provoked because bullies are based on some form of stereotypes and whoever stands out of them, they have to be treated differently, and usually, they receive aggressive attitudes, less respect and different punishments.

The first example is the bullying applied to students who have disabilities, both physical and psychological. Falla et al. (2021), discovered that there were not enough studies which analysed this kind of violence, although it has been discovered that students with disabilities are more exposed to suffer bullying in comparison with pupils without any disability. As in the level of disability, it is showed that students with medium level of disability would be less in the public eye than those kids with physical disabilities or with a high level of them; also, it is exposed that those pupils to attend inclusively to class as the rest of their classmates are less prone to be bullied than those students who are segregated or separated from the rest of their scholar group. This manner of violence is more frequent to happen at school, more specifically in primary and the first or second year after school (Smith, 2016). A study made in England by Chatzitheochari et al. (2015), proved evidence that disabled students are facing a double problem when it comes to bullying and the huge and awful consequences of such violence for

their future and their physical and psychological health in the following years. It also showed that the causes of the abuse they may suffer could be the same for other children and they explained that “ To this extent, any reductions in school bullying are likely to enhance the disabled young people’s transitions and adult outcomes” (p. 709).

Another known form of bullying is racist bullying due to the origins or ethnic of the victim. While bullying itself is easier to identify and nowadays it is more handled by schools than years ago, racism has been lessened (Qureshi, 2013). It involves all kinds of abuse, from physical harassment to social exclusion from groups. Younger students may not be able to identify the signs of racism, so they start calling out students from other origins in an offensive way and having unpleasant attitudes towards them unconsciously; they learn these behaviours and adjectives from their families and the community they live in. What also prevents racism from being downplayed is the reaction time from the school community, which has caused that student of different ethnicities to use their own policies to confront the rest of their schoolmates. As for racist abuses, the religion is considerably growing in recent years and Muslims are the religious group the most vulnerable in comparison with other holy beliefs (Qureshi, 2013).

As another matter of fact, abuse could happen depending on the students’ genre, also called sexist bullying or sexual bullying; according to Smith (2016) the first one is related to sexist behaviours and the second one. This kind of violence is usually suffered by girls in more parts rather than boys, although the spread of the bullying could be done by both genres at the same time in a higher percentage by females. However, concerning this sexist violence is also counted LGBT abuse. It is more frequent to be addressed to the male genre by physical and verbal bullying and it is also exposed that this community has more victims that straight community involving bullying itself (Smith, 2016; Toomey & Russell, 2013).

### **2.3. Bully and victim profiles**

Both victims and bullies tend to have a conventional profile, as distinct characteristics which drive into the patterns settled.

In a study carried out by Olweus (1991), demonstrated that bullies tend to act alone; victims said that they are bullied normally only by one student and if there are more, it is more dangerous and viler if the bully acts with some peers.

Cerezo (2009) also pointed out in her survey that bullies usually have specific characteristics that are self-determined in most cases. Most of the aggressors are males and older than the victims, they are strong and with behavioural problems towards those who are weak in their opinion. Also, they think of themselves that they have high self-esteem and assertiveness, and they are leaders of their social group in schools normally; moreover, they are despotic, a little bit neurotic and they are in favour of physical aggression if needed.

These students feel very lonely at home (although they do not show their emotions) and do not have too much contact with their parents daily. They have a negative thought in relation to education and school, so they always have a passive-aggressive attitude with teachers and in classes; they like to challenge people and they do not study much (Cerezo, 2009). Besides, they have a desire to predominate over other students and people in general (and they have a tendency to like that feeling of dominance), as they do not have any empathy, especially towards their victims and they are very impulsive (Olweus, 1994b).

In support of these factors, Menesini and Salmivalli (2017) revealed that, although bullies see themselves as confident people and very sociable, the truth is that they might not be; they have low self-esteem. Some psychologists over the years have discovered that male bullies are unconsciously very anxious, and they feel inferior, although they do not show this type of emotion (Olweus, 1994a and 2010). In addition, whenever they want something from others, they tend to intimidate the victims in order to get it and they normally, they have a reward in exchange of their aggressiveness (Olweus, 2010), and they feel as if they have won, because they enjoy the pressure they practice on other people.

As Olweus also described bullies (2010), their common characteristics are:

- Strength is what differentiate them from other students and overcome those they think that are in between.

- As they are very impulsive, they get angry easily.
- They not only dislike their teachers and ignore their parents, but they sort of challenge them and show an aggressive attitude even though they are the younger ones.
- These students usually break the rules and always participate in activities of this kind. They tend to steal, destroy personal properties or belongings, and are involved in the drug's world.
- In case of male bullies, they normally demonstrate to be stronger than their victims and than other boys in general. They like to predominate physically.

Olweus (1994a) explained that there are other types of bullies, called the passive bullies. This kind of aggressors participate in bullying, but they do not start the abuse or the problem. It is very difficult to identify, probably the most, as it is also the most alarming one, due to the complexity of the participants (Munro & Phillips, 2020). They let bullying happen to the victims, although they do not act against it in order to protect themselves. They are against this violence and this attitude could be sometime proved and expressed, but they do not tend to do something about it; they just let bullying to keep happening in order to gain social power somehow (Aluede et al., 2008). Jan & Husain (2015) also called them 'nonparticipants' (p.45), due to their election of not be an active role in the abuse, but neither to be an advocate of the victim. According to Ahmed et al. (2022) there are two different types of passive bullies: the 'assistants' (p. 2), who are bullies' friends and help them with the violence, and the 'reinforcers' (p. 2), who are participating indirectly in the aggression by following the bullies' lead mocking the victim, for instance.

As for the victim's role, it could be a little bit more difficult to determine. They normally are students that are most of the time alone at schools, they enjoy their own company; when they are seen with other classmates, it helps them not to be victimized by the bullies (Boulton et al., 1999), and it could also help them build better relationships with other classmates and even to improve their self-esteem. These friends tend to be more popular in the social groups. Also, they often are students with better relationships with their parents, so much so that they are overprotective, and they may have not developed all social skills to help them be integrated in social groups at school (Smith & Ananiadou, 2003).

Olweus (2010) adds to these characteristics some more; for example, victims are also very cautious with their things and are highly sensitive. If they feel attacked, their answer is to



cry in front of their aggressors, maybe perpetrating the violence forced on them. In another study, Olweus (1994a) also supported the idea that victims ‘are lonely and abandoned at school. As a rule, they do not have a single good friend in their class. They are not aggressive or teasing in their behaviour [...] These children often have a negative attitude toward violence and use of violent means’ (p. 1179).

Victimized students consider themselves as embarrassing, unappealing, failings and even naïve, thus it only corroborates the fact that students who suffer from violence from other classmates, they have low self-esteem (Olweus, 1997), and even they could keep having those anguishes years after the abuse ends.

There are diverse types of victims; the first type, the most common and described by Olweus (2010), they are the passive/submissive victims, and their characteristics are:

- They always are very prudent and do not trust everybody they are surrounded with because they feel afraid of them, they are very emotional, do not speak too much when they are with people. Also, they are introverted, they do not like to spend too much time with people and enjoy their own company and are not very sociable.
- They are anxious, insecure, sad and they do not feel confident enough with themselves; they think that everyone is better than them in all aspects.
- They feel very pessimistic and have the constant thought of suicide, much more often than the rest of the students.
- They tend to not have a friend in school, and even they get along better with adults than with people their own age.
- In the case of the male gender, they usually are physically less strong than their bullies.

As for the second type of victims, they are a little bit different and perhaps, even more aggressive when reacting to violence; they are called by Olweus (2010 and 1994a) ‘the provocative victims or bully-victims’ (p. 6). The characteristics are:

- They tend to be distracted very frequently and do not pay attention to what they are doing; they struggle with reading and writing skills and they have problems to focus on tasks, even though it is only one at the time. They do not have self-control over themselves.

- Students tend to have strange behaviours, causing stress, tenderness. They often behave in ways that may cause irritation and tension in people they have around and may cause comfort.
- Only a few of these students are known for always being high-strung and not being able to concentrate in anything for too long.
- Their classmates could be feeling provoked by the victims' behaviour (even though they do not do it on purpose), resulting in negative attitudes or even in microaggressions and causing bad atmosphere in the class and between them.

Apart from these two kinds of victim, there is one last type: the victim/bully. As it is not quite common to know about it, there is not much information about it. For what is worth, these victims are formal sufferers who, after being bullied for many years and getting tired of it, they decide to regain power and control over themselves or over others, they target someone weaker than them and start bullying them. This way, the circle starts again (Gordon, 2022). Ahmed et al. (2022) discovered another term for them, 'Bystanders observe students' (p. 2).

These characteristics help teachers identify strange behaviours and different cases of bullying, as well as act against it and help the victim as much as possible. However, Olweus (2010) explained that, although these features could be helpful identify the problem, they could appear years after the abuse, since the characteristics might be the causes of such violence, but also, they could appear as an outcome of such.

#### **2.4.Causes and consequences of bullying**

As for the profiles exposed previously, bullying might appear from some determined reasons or risk factors, as it could derive in severe consequences years after the aggressions. Those consequences also could be experienced in a totally different manner from one student to another, as they may assume bullying in different ways and might have gone through this violence with diverse characteristics.

Regarding bullies' behaviour, it may start as a result of various effects or as a pattern established from standard conventions or risk factor that bullies have to choose their victims.

Risk factors come from as the types of bullying that exist: Racist bullying (students that are from different ethnicities), disabled bullying (addressed to students that suffer additionally

some kind of disability, both physical and psychological. The risk for them to be bullied in comparison with the rest is even greater than people without any disability) or sexual bullying (female students or those who belong to the LGBT community). They are not considered as ordinary students by the rest, so they are seen as people that deserve to be punished in some way. However, these factors are not the only ones that aggressors take into account in order to bully someone. Menesini & Salmivalli (2017) disclosed in their study that students who have obesity for example, are likely to be victims of bullying from young ages.

Ahmed et al. (2022) studied different risk factors for a person to be either bully or victim. Most of them have been mentioned already, but regarding grade level, they highlighted the fact that, even though as students get older, the desire of violence decrease, those pupils who experienced the change from the highest grades to the lowest one of the next centre (from primary to secondary, for example), their level of aggressiveness and choose a victim increases. Regarding school and family factors, they also detected that the school atmosphere was also an influence for these relationships of abuse; if all students get along and teachers strive to aid those students that require extra needs, students will not necessarily desire to show their power over others. Apart from that, it is important that students feel all the same in socioeconomic terms and under the teacher's eyes; the teachers must treat them all equally, despite the school they are studying in (Menesini & Salmivalli, 2017). Socioeconomic factors are also important, because bullies might have experienced the same kind of abuse at home from their parents due to the low economic situation or their implication in illegal substances, apart from their ignorance and lack of supervision and advice over their children. Research have been made over the years; cyberbullying is nowadays one of the most relevant types of bullying that exist due to the development of media in a small period of time. However, this kind of media (instant messages, anonymous calls, online mocking...) is not the only one that has ever existed, and it is not necessarily the most dangerous. Although for victims, cyberbullying is their nightmare, researchers have discovered that violent video games, films or series could be linked to the growth of such aggressiveness in young people and could originate the desire of violence to others (Mares & Kretz. 2015).

Jan & Husain (2015) carried out a study and they interrogated to students if they have bullied others or if they have been bullied and why. Out of the answers, the most chosen was because of the power they felt when they applied violence over other students, apart from the fact that if they practice it, they would integrate in a social group and students would be afraid of them. Another dissertation written by Cerezo (2009) implies that this imbalance of power does not only come from the desire of such, but also that this aggressiveness might be caused

by a very sad, tender, stressed and possibly problematic atmosphere in which the bully finds themselves.

Also, Ahmed Abd Ehamid et al. (2021) explained in their study that “biological and cognitive vulnerabilities interact with environmental stressors, such as being unpopular among friends, poor and unstable relationships with parents, places individuals at risk of being bullied” (p. 749). It explains the fact that bullies chose those students that feel lonely and were not popular at all (de Bruyn et al., 2021) at school and, as the characteristics previously exposed, they could also be the answer of the ‘stereotype’ that bullies usually look for in their victims. Menesino & Salmivalli (2017) stated this fact writing that “children who are unassertive and insecure can elicit aggression-encouraging cognitions in potential bullies” (p. 245). Also, victims could come from overprotective families, according to Ahmed et al (2022) or “carefree” depending on the gender of the student (p. 4).

On the other hand, the consequences of bullying tend to be an extensive area to examine, and a much more complex, delicate, and exhaustive discussion.

As Chatzitheochari et al. said (2015) “Bullying may constitute an important pathway through which social inequalities across a range of domains are reproduced, underlining the importance of identifying those who experience a higher risk of being bullied in early childhood and adolescence” (p. 696). A cross-sectional study made by Källmén and Hallgren (2021) demonstrates that male gender is more likely to suffer those victimized consequences than females, especially regarding mental health problems time after, what suggests and somehow also confirms that boys are more susceptible to suffer abuse than girls (mainly, physical bullying).

Arseneault (2018) exposed in her paper that, if bullying could be palliate somehow between students and abuse be reduced, the results would be more likely positive for mental health, given the fact that nowadays, most of the children that suffer anxiety or depression among others, is possibly the result of bullying they have suffered over the years. This fact also is supported by Ahmed Abd Elhamid et al. (2021) who justified that “Bullying among students not only decreases their academic performance but also causes mental health problems and physical injury” (p.740). Olweus (1994a) also sides with this affirmation by stating that the constant bullying victims go through might have a possibility of developing the anxious feeling as well as their poor self-image and reducing the self-confidence. Regarding this matter, however, Smith & Ananiadou (2003) claim that all this might end being a vicious cycle. They argued that this could a cause-and-effect situation; the consequences of such victimization are

provoked by bullying, but also these secondary effects are the causes and reasons of a student to be bullied, as it was stated previously in the dissertation (Olweus, 2010).

Along with the consequences of anxiety and the reduction of self-image among others, Arseneault (2018) compared victims of bullying to victims of crimes or vandalism. She explained that both survivors somehow could show time after “symptoms of distress and psychopathology” (p. 407); though the symptoms of the first cases do not need revision of professionals of mental health institutions, symptoms of psychopathology do, because they could be dangerous thoughts and ideas such as suicide or self-injury and might conclude badly. Additionally, Arseneault et al., (2011) explained that victims that were bullies for a long time not only could express and experience all the previous symptoms (already dreadful), but they might also go through schizophrenic events once they are older and time has gone by. In the recent years after the bullying, family is one of the most important roles of support for the victims, due to the loneliness they may feel and the closeness they would probably need (Bowes et al., 2010), not to mention the company, the carefulness atmosphere at home or the affection expressed by their families. It would be very helpful for them this part of their lives, because it may develop in a better adaptation to reality once they have accepted what they have gone through, and they feel confident enough to keep living.

It has been mentioned that those victimized students who were harassed only by one bully was better than having more. To affirm this, Van der Plog et al. (2015) discovered that victims that were bullied by more than one student at the same time, would suffer more and may have worse outcomes (as social anxiety, for example) than those victims who only had one aggressor. So, in this case, the less aggressors, the better. As well, they explored and realized that “students who were victimized by non-classmates (peers outside the classroom) also had a lower level of psychosocial well-being, as they reported more symptoms of depression and a lower level of well-being at school” (p. 10).

The fact that victims could be transformed into bullies over time is explained by Ahmed Abd Elhamid (2021), who argued that those victims do not have enough self-confidence. They feel discouraged due to the pain they have gone through; they may have too much anger and frustration for themselves, and they think they are cowards for not acting against these actions. They still feel bullied even after some time that they evolve a threatening attitude towards other students, developing a bully student within.

However, it has been exhibited that not every student that has suffered this kind of abuse at school has had cruel thoughts or mental health problems. Fisher et al., (2012), as well as Kim et al., (2009) defended that those children who tried to attempt suicide in their young ages was due to a close experience they had with someone that belonged to their family. As for genre, Kim et al. (2009) appeal that, in their study, females commit more attempts of suicide than males.

## **2.5.Prevention and Intervention**

There is a wrong assumption towards bullying and students' attitude about this matter. As Olweus explained (2010), it is a highlight and good news that schools from pole to pole have decided to treat bullying from the principles and the laws of education, so they could be prevented and handled as much as possible and as soon and possible. However, it is not correct to place the blame into victims and their attitude at school; they are not responsible for being the way they are and to be chosen by the bully to be made fun of in class or anywhere. If their character is being vulnerable, shy, or even introverted, no one has the right to change it only to avoid more abuse. Tomé (2017) also defended this affirmation by explaining that, when a case of bullying happened at a school, indirectly it seems that the victims are the ones to take the blame. At the end, the bullied person is who has to exchange schools in order to confront their bully at school and they could end up having severe consequences; however, these bullies do not suffer any kind of punishment despite the fact that they have hurt another person. The one to condemn somehow is always the bully, not the person harassed.

As it has been mentioned previously, teachers are one of the most important roles when it comes to attitude towards bullying at school or in class. According to Boulton (1997), in order to detect a case of bullying in class and being able to intervene in it, they need to feel secure and trust in themselves, because victims look upon them and they hope that teacher may be the redemption of their situations. If they do not feel this way, the best way is to communicate it to director or someone who may be able to act against it. However, in order to wish to palliate this problem from the beginning, first it is important that teachers could be able to notice it and accept it.

However, the fact that they have to be prepared for these scenarios do not extent them to keep being teachers; they have to know how to deal with these situations in class in all aspects possible, but also, they would have to be able to raise students and teach them as natural as possible about bullying and educate them towards it, so it would be prevent it and treated since they are young. (Boulton, 1997). In order to do that it might be very helpful from higher institutions to train teachers in dealing with these situations (Boulton, 1997) and if necessary, be aided by psychologists at schools who also might prevent bullies' attitudes from their office. Ahmed et al. (2022) argue that teachers do not always consider dangerous behaviours in class as bullying. For them, it might be only a child's play, but it is not. It is important for teachers to be always aware of the conversations or attitudes that students have. For this reason, psychologists are particularly important at schools; they may help them identify some problems or micro-bullying situations and prevent them from the beginning.

The most known prevention program created is the OBPP, also called the Olweus Bullying Program. It is used by several schools on a worldwide basis, and it has been awarded. Its effectiveness is shown in the results: it has aided over 30000 students worldwide and in a time of three years (Hazelden Publishing, n.d.). This programme is because, due to this program, dangerous behaviours and bullying has been identified and reduced, according to the National Academies of Sciences, Engineering, and Medicine (2016). based on 4 different principles which have the purpose to make from the schools a place where students feel safe, secure, and welcome (Olweus, 2010). Such principles are (Olweus, 1933):

- Warmth, positive interest, and involvement from adults.
- Firm limits on unacceptable behaviour.
- Consistent application of non-punitive, non-physical sanctions for unacceptable behaviour or violations of rules.
- Adults who act as authorities and positive role models.

These principles have 4 level of intervention: classroom, school, individual, and community, which at the same time, these 4 levels of intervention have different levels of intervention. Olweus & Limber (2019) explained that this program is characterized for being different purposes, as "To achieve these goals, school personnel focus on restructuring the school environment to reduce opportunities and rewards for bullying and on building a sense of community" (p. 71). It is not only the fact that it gives an active and an authoritarian role to

teachers and management team, but also Olweus's desire to transform each school with such program in like a second home and improve students' atmosphere and classrooms' atmosphere, among others.

The program consists firstly in a questionnaire anonymous that must be made by all students at the school, and training by professionals for each of the teachers at the schools, besides online resources available for those who have paid to have this program at their centres. The program follows the evaluation of each school personally for at least three years in order to determine if the rules of program are being followed or not, apart from aid those teachers if needed (Olweus & Limber, 2019).

However, Menesini & Salmivalli (2017) do not agree in the success of these programs. Although most of them show positive outcomes and reductions of abuse in different schools, there are other centres that have not shown any of these results. They have not been visited by professionals to determine the success or such success have not reached the minimum to be evaluated due to the complexity and commitment these programs demand.

Another way of dealing with these problems at school is through mediation, although not all schools agree with the methodology it involves intervening in cases of bullying and prevent it. Mediation would be the aid of a third person and establish an agreement or to come in good terms between two people in conflict, or two different forces (Baraldi & Farini, 2011). Mediation has the purpose of the autonomous power of decision over the topic that is being dealt, but also the acquisition of empathy towards the other party. In other words, the use of assertiveness to express your opinion and understanding other person's point of view but reaching a mutual settlement.

However, it is seen as not the best way to cope with bullying cases. Although it is true that mediation helps two people to solve their conflicts with harmony, bullying is not considered a conflict as such; this kind of violence is not the victim's fault, and mediation could send this message to both parties, increasing their fear and even the level of brutality when suffering the abuse (Anti-Bias Education, 2012).



### **3. Didactic Proposal**

#### **3.1. Justification**

The didactic proposal will be focused on the acquisition of information about bullying for students. They will learn about them with a variety of dynamic activities. This proposal will be developed as an external subject from English classes, although it will be evaluated and students will have to work and somehow, raise their awareness related to this issue, as to know the difference types of violence that exists around them currently, the factors and even consequences for the victim. The unit of bullying is intended to take place at the beginning of the school year, between September and November is possible; this way, aggressors would not have taken advantage of the time to target their victims and the program could be developed successfully.

Although mediation is the centre of the title of the dissertation, it has been thought that it is not the best solution to deal with a case of bullying by talking with both the aggressor and the victim at the same time and with the teacher as a mediator. It is not considered a safe place, due to the discomfort it could bring to both, but especially the harassed; they could deny all violence inflicted and the bully might come out with any problems, meanwhile the victim probably would be suffering the abuse for a long time. Also, mediation of this type is carried out when the problem has already started; this proposal would be done so soon with 12-13 years old students, so the issue could be avoided from happening.

It still may be considered as mediation due to the acquisition of information and acknowledge from the pupils. Through these activities, students could change their point of view and opinion towards this topic; they may be able to re-educate themselves and being more aware of the scenarios and actions that happen around them inside and outside school, as well as having enough information to know how to intervene and help the victim if possible and if they want to be helped.

### **3.2.Context and temporalization**

This didactic proposal has been designed to be put into practice in a public or a state school. It would not matter the physical location of such, but it would be preferably in the centre due to the adaptability for all students; most of disabled students would study in the centre of the city, because it will have special locations and aids for them. The unit is intended to take place in the first year of secondary school, with students between 12 and 13 years old to be more precise. In this case, it is better if they are younger because this way, the re-education or learning process could be more successful and students may know real-life situations, so they would be in awe of the issue from young ages.

Regarding the sociocultural context to carry the proposal out, all students are welcome to practice this unit; the class do not have to be a homogeneous type of class, but a class with a variety of students who would feel welcome and secure in other place different from home. All those pupils must know they are in a safe space, and nothing will happen to them there; the class is to learn and not to look for trouble.

The proposal will not take much time of the teacher's schedule: there are six sessions in total, so maximum it would take a week and a half of English classes, bearing in mind that English in this course is taught four days a week; the sessions are supposed to last fifty minutes so every activity last twenty minutes maximum due to the shortage of time. Each session has three activities, except for the last session, which is a final task with the purpose to be evaluated and help teachers to know if students have acquired the proper information or if they have not. All activities could be known as for reinforcement activities, although the first two sessions contain a presentation each, in which the types of bullying will be explained in detail, with visual aids and answering questions if necessary. These two presentations are counted as activities, but they could be introductory, because as the name implies, they help the teacher introduce the issue in class smoothly. Reinforcer activities are intended to emphasize on the information of the introductory activities, as to help them increase and reinforce itself the acknowledge they could acquire through the activities and because of the intervention of the students.

As for diversity, students should not have further problems. The teacher will explain the activities and if they have doubts, they will be resolved individually. Students with physical disabilities will be integrated in the class group as any other student of the class; only two

activities require physical movement, but special attention has been taken care in the section of the activity. Pupils with other kinds of disabilities should not have more issues due to the flexibility of the unit and the attention that the teacher will have around them. The proposal has been designed with the purpose of being done by all the students of the class; the activities do not have difficulties and are accessible for all students to do them. In case it would not be possible, decisions and changes will be made to let everyone participate in the schemes without further difficulties.

### **3.3.Objectives of didactic proposal**

This proposal contemplates a variety of objectives due to the issue it addresses. Firstly, as it has been previously explained, bullying is a universal problem that it has increased its strength and field of students, as for causes and consequences which have worsened due to the impact of technological devices, and the freedom students may have at schools, or the non-attention of the pertinent teachers.

For this reason, this didactic proposal not only focuses on learning theoretical facts about bullying, their types and trying to acquire information to identify cases of violence, but also it pretends to teach them according to the Spanish regulations of the educational system and the competences that they have to achieve through the scholar year. The proposal is also designed based on the necessities of the society nowadays, due to all the advancements that schools are experimenting, thus one of the most important purposes is to improve the school coexistence, as well as in class and the environment in which the students are found.

The activities promote the learning process through respect, awareness, dedication, implication, and tolerance. The re-education with this unit pretends to avoid the appearance of violence at all levels and if it is present, trying to palliate or even intervene it to make it disappear. It tries to prevent the abuse inside the schools, but also outside them, teach students that in order to reach something, there is not needed to do it through diverse types of aggressions. Students must be conscious of real scenarios and situations they may be involved to know how to act or intervene to end it and to make the victims aware that they are not alone, and they will go through this. Companionship could be the key to everything, as the social groups in class; in order to educating them on the basis of equality rather than rivalry.

### 3.4. Legal framework and curricular components

The proposal helps to develop specific competences or basic knowledge that are exposed in the official law in Spain called LOMLOE, the educational law which allows each community to adjust these rules according to their necessities.

According to the regulations found on the Spanish Education system (*Real Decreto 217/2022*)<sup>2</sup>, there are eight different key competences related to the Spanish law, as well as different specific criteria, basic knowledges, and specific competences. Specifically in this didactic proposal, not all eight key competences are being put into practice, but seven of them are:

- Competence in linguistic communication: Being able to communicate in different contexts and forms and with diverse communicative purposes.
- Plurilingual competence: Usage of different languages in diverse forms and contexts effectively for communication and improve the learning process.
- Mathematic competence, and competence in science, technology and engineering: Specially the competence in science; being able to comprehend the context and the situations in order to ask questions and theories based on the physical evidence.
- Digital competence: Secure, safe, and responsible use of technological devices for learning process.
- Personal and social competence; learn to learn: Being able to retro inspect oneself in order to know, care, and have a personal constant growth. Being able to face conflicts and cope with them.
- Citizenship competence: Students should learn about the civic life and their responsibility as human beings of the planet. Understand different concepts related to society and politics, among others. To know and respect human rights.
- Competence in conscience and cultural expressions: Being able to comprehend and respect that ideas, opinions or emotions are expressed in a different form depending on the culture.

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<sup>2</sup> Real Decreto 217/2022 (29<sup>th</sup> March, 2022). Boletín Oficial del Estado. Retrieved 8<sup>th</sup> June, 2022, from <https://www.boe.es/eli/es/rd/2022/03/29/217>

Apart from the key competences, as the activities are settled for the first year of secondary school (named 1º ESO in Spain), the law establishes a number of specific competences, evaluation criteria and basic knowledges.

The proposal tries to reinforce all the specific competences, due to the growth of the use of different learning and communicative approaches that are registered in the *Real Decreto 217/2022*. The objectives are contemplated in the previous point; thus, contents should be mentioned now.

With the proposal, students should be able to comprehend the concepts of bullying, as the forms that it exists; they would understand written and oral tests adapted to their appropriate English level, as to communicate on the same proficiency. The activities would place them in difficult situations, and they should be able to identify the problem of such and palliate it, if not to find the proper outcome according to the tools they have been acquiring. As for the types of violence that exists, firstly they should be awe of the linguistic and cultural diversity that it could have, among others, in the class, as to treat them with respect and tolerance, and trying to be as helpful with them as possible. They should realize of the equality and equity that must be present at school, so when they witness a case of imbalance of power or social inequality, they should be able to act and intervene to help the victim as much as they could. The solution is to palliate the problem.

### **3.5.Methodology**

This unit presents a variety of activities for students to develop their knowledge of the topic and to acquire new information they may have not known anything about previously.

These proposal's activities are founded on two main approaches: communicative approach and task-based approach. The first one is focused on the way of communicating the message properly taking into account the social context; on another hand, the task-based approach is based on teaching students through the implementation of activities.

In the communicative approach, the language, is key in the process of learning. The teacher observes the actions, helps students if needed and they guide the activities, but they do not intervene much in the sessions. Their role becomes secondary, it is not teacher-centered

learning, but student-centered. The teacher explains the activities, shares the relevant information, and allows pupils to concentrate on the tasks and do them. Students in this case, have the role of communicator; they learn to communicate by doing such action. The most traditional games to do with this approach, are roleplays, problem-solving tasks and plays that involve any form of communication between the students themselves or with the teacher, in this case. For the design of the proposal, bullying indirectly implies the use of roleplays and activities with possible scenarios in which the students would exchange information with their classmates or share their opinion regarding the proper issue and based on the information they have retrieved previously. (Irmawati, 2012; University of Louisiana Monroe [ULM], 2021).

Task-based approach is different. In this case, it is focused on the acquiring of language and information through the activities. The task-based approach (TBA) focusses their purposes on the success of communication between students doing the tasks in class. The TBA divides their methods of working into three different phases: pre-task (the introduction of the task at the beginning of the lesson; it is similar to a warming-up because its objective is to engage students into the task); task (the process of working on the activity itself; students work together either in pairs or in small groups) and post-task (When they finish the main task, they present it, debate the results or gather around to comment their opinions towards the topic). In the case of the proposal, even though there is not such thing as pre-task activities, there are two introductory activities in which the students acquire information in order to do the main task. The purpose of the activities is based on the communication between students in order to reach a common objective and to find the results by themselves without the teacher's help. They do not necessarily need exercises of grammar or vocabulary in order to practice the target language, but to keep them motivated while working and doing the tasks in class.

### **3.6.Sessions**

#### **3.6.1. Session 1:**

Before the beginning of the first class, the teacher would choose eight students from the class and assign them a role to each. Each of them will represent one form of bullying (seven in total) and the last one will be a victim. Students would have to perform as the teacher indicates when classes start and throughout the didactic unit, the activities, and the final task to

be evaluated. Each of the pupil will have to act with different signs, sentences, or gestures in class when it is their turn to do so. The rest of the classmates will have to identify those gestures made and signs and if possible, they would try to help the 'victim' student to be integrated in the group. The purpose of this task is to test students without them knowing about it; the teacher will examine how well scholars would identify the signs of bullying and how they would react without having studied them first. These scholars will have to act in all lessons until the teacher indicates to stop or if the classmates intervene in the cases.

Introduction of the theme to students. The teacher comes into class and explains that during 6 sessions (a week and a half), they would be working on bullying; to identify it, prevent it and help those that need it in a worse-case scenario. The teacher would make sure that the class would transform into a safe place, so students would be able to speak about this topic with no fear or without being judged for the things they say. The teacher would explain that all of us are the same, they would not have to feel afraid or reluctant because all of them are in class to learn, either from the teacher or from classmates. Also, the first two classes will be dedicated to learning about violence and the types that exist, as well as working on them if possible. Other 2 will be focused on developing the knowledge of each type of bullying in a dynamic way and the last session, they will have a final task. They will form groups and will do a writing activity for which they will be evaluated for the final mark of the trimester.

Before starting the first activity, the teacher would start to ask about what students in class know about bullying; if there are diverse types and mention them; if they would know someone who has suffered/is suffering this situation; if they knew what would cause them to have gone through this kind of abuse. Students would raise up their hand and would answer these questions freely and in a safe environment; they would not have any hesitation to speak about this topic in class. The educator would give them the option to write their thoughts anonymously in case they prefer it that way. They will keep their paper for activities that would be practised later.

<u>Task 1</u> - <u>Number of session 1</u>		
Title: Explanation	Type: Introductory	Temporalization: 15 minutes
Classroom management: Big group		Resources: Online presentation

The educator would make a presentation about the 3 types of bullying: physical, verbal and psychological and social/relational bullying. The presentation will be displayed to students with a proper definition of each, some examples, and visual aids if necessary; the presentation will also contain some tips to identify each of the forms of bullying, as recommendations for students to do in case of experiencing it, in a both direct and indirect way. The teacher will wait and see if students have any questions to answer about these types of aggression. Scholars would be supposed to understand the definitions and the relative information of each; they will ask about how to differentiate them independently and the teacher will answer as severe, direct, and honest as possible.

<u>Task 2</u> - <u>Number of session 1</u>		
Title: I have/I have never	Type: Reinforcement	Temporalization: 15 minutes
Classroom management: Big group		Resources: Signs of 'I have/I have never' for each student



Teacher will share the signs to pupils and will show some affirmations and examples about bullying and different scenarios. Students are supposed to answer honestly, whether they have experienced it first-hand or as an outsider. After each of the sentences are pronounced and the silent answers by the teacher, they will tell their experience voluntarily; if they do not feel secure or the teacher feels that students are extremely uncomfortable and anxious, they will ask to have a conversation after the class finishes.

Some examples of sentences are:

- I have experienced cases where people stare at me trying to scare me.
- I have been in a frightening situation where I thought that people would physically hurt me for no reason.
- I have felt alone in class doing activities in small groups or at recess.
- I have arrived home feeling anxious from school.
- I have found myself in a situation where people were laughing at me for something I said wrong or due to the clothes I was wearing

<u>Task 3</u> - <u>Number of session 1</u>		
Title: Bullying traffic light	Type: Reinforcement	Temporalization: 20 minutes
Classroom management: Big group	Resources: 3 circles of different color each. If necessary, 3 more circles Blackboard Glue or adhesive tape	

In this activity, the teacher will bring three circles of distinct colour that will be adhered onto the blackboard. In order to know how to differentiate among the kinds of aggression students have reviewed this first day, the teacher will explain that each colour represents a type

of violence: red is physical bullying; orange is psychological and verbal; green is social/relational bullying.

With this exercise, the teacher will read different statements of situations that anyone may go through related to these aggressions. Students will be standing as the teacher reads the situation; once they have heard the first sentence, they will go to the blackboard and position themselves at the same time and with order under the circle they think that the teacher has described. Once they have done it, they will justify voluntarily (and under the approval of the teacher) their choice and explain briefly if the situation described could cause some kind of consequence in the victim, as well as try to find a way to help them without being intrusive and always looking for the comfort of the student.

Some examples of statements described could be the following:

- The victim is alone at recess time and classmates are mocking them because of this reason.
- Classmates have decided to throw a party and have not invited one student of your class.
- A student has come to class with a sandwich, but someone from you class has stolen it for them.
- The teacher is asking for volunteers to do an activity in class; everyone raises their hand except for one pupil, who thinks that they are not going to follow the instructions correctly.

For students with disabilities, they will have their own circles and signs; when the classmates are under the circle, they would raise at the same time the circle that they think is the correct answer. The teacher will explain the activity slower and more precise in case they need it for further problems.

3.6.2. Session 2:

<u>Task 1</u> - <u>Number of session 2</u>		
Title: Explanation	Type: Reinforcement	Temporalization: 20 minutes
Classroom management: Big group		Resources: Online presentation If possible, an article

As for the first class, this second day will also start with a presentation; the teacher will explain the rest of the kinds of aggression the same way as the previous lesson. Students may have questions and the teacher will answer them with honesty and transparency. As for the ‘uncommon’ kinds of bullying (disabled, racist and sexual), the teacher will explain that it exists cases outside of school and there have been real-life situations. For these 3 forms, the teacher will try to find an article to make student aware of the scenarios that could happen inside and outside of the school.

<u>Task 2</u> - <u>Number of session 2</u>		
Title: Word Search	Type: Reinforcement	Temporalization: 7 minutes
Classroom management: Individual work		Resources: Word Search printable Pen or pencil Notebook Glue

The teacher will bring a Word Search for each student. They will have to find the words pointed out in 7 minutes and when they finish, they will paste it in the notebook. If they have struggles finding the words, the teacher might guide them in order to locate them.

<u>Task 3</u> - <u>Number of session 2</u>		
Title: Debate	Type: Reinforcement	Temporalization: 23 minutes
Classroom management: Big group		Resources: No resources required

When they have finished looking for the words in the Word Search, they will paste it and the class will become into a debate room. Once they have identified and acknowledge all the forms of bullying that it exists at school, the teacher will ask them to give their opinion about the words found in the Word Search. The students are supposed to debate and to express their feelings towards these concepts.

- Do they think that the consequences of bullying such as suicide are real?
- Is it always the victim's fault to suffer the aggressions?
- If you see a case of bullying, would you intervene? Or would you ignore it?
- Is it likely to be a target of bullying when you are not considered normal?
- Is cyberbullying nowadays normalized due to the use of technological devices at all times?
- Do you really think of yourself as someone superior to another person in this classroom? If the answer is positive, why is that?

### 3.6.3. Session 3:

<u>Task1</u> - <u>Number of session 3</u>		
Title: ‘Lou’-Short film	Type: Reinforcement	Temporalization: 7 minutes
Classroom management: Big group		Resources: Computer Screen Projector Speakers

Teacher will project a short film called ‘Lou’ and is on Disney +; it lasts six minutes and students would be watching it quietly and then, they will do two activities related to the main topic combined with the short film.

The film tells the story of a bully boy who always steals other students’ belongings and places them into his backpack. Everything is seen by Lou, a piece made of objects that are placed in the ‘Lost and Found’ box and decides to rake revenge. Lou takes the boy’s backpack and tells him to give it back (along with a toy of his found at the ‘Lost and Found’ box) only when he returns all the objects of the box to their owners. The boy ends finding comfort and proud in the action, because he realises that it makes children happy and relieved for having their objects back. Finally, Lou is no longer in the box because all the objects have been returned and the boy is both happy and sad at the same time because of what he has accomplished.

<u>Task 2</u> - <u>Number of session 3</u>		
Title: Debate about the short film	Type: Reinforcement	Temporalization: 13 minutes
Classroom management: Groups of 4 or 5, depending on the number of students		Resources: Questions provided by the teacher

Students will reflect on the short film by answering these four questions in groups of four or five; if they wish it, they could be in groups with classmates in which they feel comfortable to speak about this issue in a personal way.

The questions are the following:

- Which is the boy's behaviour at the beginning of the short film? Is it related to violence of any kind?
- Do you think it is an appropriate attitude?
- Has Lou's reaction towards his behaviour been correct or it needs to change? If it needs to change, for better or for worse?
- Do you think people with this kind of approaches at school have to be re-educated? Or this attitude could be right for a class full of students?

Once they finish answering the questions, they will go back to the big group and will discuss their opinions generally and will share the answers they think are the most interesting to hear about.

<u>Task 3</u> - <u>Number of session 3</u>		
Title: Theatre	Type: Reinforcement	Temporalization: 30 minutes
Classroom management: Big group		Resources: No resources required unless they want to use classroom objects as props.

To finish with this short film, they will perform a little roleplay in class in a short time. Knowing the story of the film, they will form 3 groups and they will share different roles: the bully, Lou, some students and the bully's toy. They will have 15 minutes to prepare and 15 minutes to perform the act in class very briefly. They are able to change the story as much as they want, but the purpose has to be exposed and the change of behaviour of the bully due to Lou's help must also be well defined and the rest should not have problems understanding the theatre.

At the end of the class, the teacher will communicate the students that for the following day, they must bring colour pencils or materials they want to use decorate a cardboard.

#### 3.6.4. Session 4:

<u>Task 1</u> - <u>Number of session 4</u>		
Title: The Goose Game	Type: Reinforcement	Temporalization: 20 minutes
Classroom management: Big group divided into 3		Resources: Projector Screen Computer Dices

The teacher will design a Goose Game online with the help of Genially, so every student could play it. In order of the groups, they will throw the dices to move forward or backward on the online board game.

The game will be done differently; it will have the traditional squares of goose game (to skip squares, to move backward or to lose turns) but also, there will be ‘special’ squares due to the topic it is been treated: bullying. Some squares will have only words of bullying (the forms that they have learnt about) and which have to be defined if you fall into the square; others will imply to mention 1 risk factor of the victim to be the target or of the aggressor to behave the way they do. If they define them correctly, they could move 3 squares forward, but if the definition is not proper, their token will move 2 squares backwards. If they say correctly 1 risk factor, they could move 4 squares forward, but if they do not, they will have to move 3 squares backwards. Furthermore, they will have extra squares that will help them move backwards for good behaviour for instance, or they will have to move backward due to their presence in a bullying scenario and not acting against it.

<u>Task 2</u> - <u>Number of session 4</u>		
Title: Identification of violence	Type: Reinforcement	Temporalization: 15 minutes
Classroom management: Big group	Resources: Projector Screen Computer	

In this activity, the teacher will project different flashcards with diverse scenarios and cases of bullying. They are all combined; the teacher will choose one student to speak about what is seen on the picture, the situation will be described as well as the form of bullying that is taking place. The scholar will explain the aggression (direct or indirect, if exclusion could be happening, etc), and will think about 2 possible consequences that the victim could suffer in a short-term time after the abuse they are receiving. The pupil will talk in first person, thus



somehow, the feelings might be better expressed as the pain that could grow inside them. Students would realise that this violence has a negative impact on the victim, but also throughout the time it happens, and they could learn to empathize with all their classmates.

<u>Task 3</u> - <u>Number of session 4</u>		
Title: Antibullying poster	Type: Reinforcement	Temporalization: 15 minutes
Classroom management: Groups of 4-5, depending on the number of students	Resources: Cardboards brought by the teacher Material brought by students	

The teacher will explain that for this last activity, they are going to be divided into small groups to create an antibullying poster. The purpose is to distribute them all over the school, so the students that may be suffering bullying, could see the poster and find enough strength to talk to a teacher or the director to end the violence. Each group will have a form of bullying assigned, so the rest of scholars see that it exists diverse kinds of abuse and level of aggression; the victim cannot feel alone, and the poster will support them emotionally.

In case they need more time to finish the poster in class, they will be able to continue and finish it the following day. They could take advantage and ask the teacher about questions they may have about the poster and how they can help. They also could benefit, and they could look for information online in the afternoon, so they write it the following day in their posters.

### 3.6.5. Session 5:

<u>Task 1</u> - <u>Number of session 5</u>		
Title: Antibullying poster	Type: Reinforcement	Temporalization: 10 minutes
Classroom management: Groups divided as in the previous class to finish the posters	Resources: Materials used by each group Cardboard	

The scholars will have the first 10 minutes of the class to finish the posters and they may complete the information they have by having looked for it online, or maybe asking the teacher about writing the correct words and being careful with the message they want to transmit with their words and drawings: Victims are not alone at school, they could look for help in their classmates, teachers or director of the school.

<u>Task 2</u> - <u>Number of session 5</u>		
Title: Writing stories	Type: Reinforcement	Temporalization: 30 minutes
Classroom management: Groups divided in 4 o 5, depending on the number of students.	Resources: Screen Projector Computer Pen Paper Technological device if necessary	

After these 10 minutes, the teacher will explain the final task; they have to form groups again, but if they wish, they can stay in the same group they have formed for the previous activity. At this point, students are supposed to understand all kinds of aggressions and harmful behaviours that could happen at their school. For this last activity, they will have to write a story about it; it should be 150 words minimum. They can write it either from the victim point of view or the external point of view (as a classmate, for instance). The stories will be evaluated according to a rubric that will be shown on the screen to the pupils, so they know what the teacher is looking for in their narrations. If they see it necessary, they could be able to use technological devices for consulting online dictionaries.

The story will describe just one type of bullying that will be chosen randomly at the beginning of the activity with the aid of pieces of paper and a shake. They will have according to the acknowledges they have been acquiring through all the sessions. Stories could be all different, but they must have a common point, or they will not be properly evaluated: stories need to have a purpose at the end. Either students decide to write from the victim or assistant's point of view, the story needs to end with a lesson learned; maybe the victim decided to talk to a teacher about the bullying problem suffered, or maybe they do not talk when it was the time and the secondary effects appeared years after, such as anxiety, depression or socialization problems.

As it will be evaluated for the final mark, they will under the teacher's supervision during the class; if needed, they would continue writing the story the following days for 20 minutes. It would be particularly important that every part of the group cooperates; for this reason, at the beginning of the activity, the teacher will show 4 roles that a groupwork should have: the creative; the coordinator; the cohesive; the investigator and the monitor. If there are more people into the group, they would be into the creative management. All students of the group would have a role, thus in order to make the story successes, they would have to struggle and work. In case it does not happen, they would report it directly to the teacher.

### **3.7.Assessment**

The assessment of the didactic proposal will not be rigorous, as the main objective of the activities is for the students to acquire the information and know how to cope with these scenarios at school. Although the proposal would not be included into the guideline that the first year of secondary school must follow, it would work on some competences and will be taken into account the struggles that students may do in order to incorporate all this new information into their own acknowledge.

It is important to highlight the fact that for this same reason, the final task of the unit will be supervised and will be evaluated with the aid of a rubric that is found on Appendix III. With this evaluation, students may have the possibility to improve their marks at the end of the trimester regarding the English subject. The didactic proposal does not follow a specific didactic proposal as such related to the organization of an entire unit, because activities are interconnected between them, but also, they could be changed to make them individually in a session at the school.

Although the scale of points for the writing will be out of four, this will be taken into account to the final mark to the subject, but it would only be out of a point; it would be the main writing task of the trimester, and everyone must take part of the activity. They will be supervised by the educator; due to the ease it would be to have the point without helping construct the narration.

## 4. Conclusion

Bullying has become one of the most critical issues in the times we are living in; unfortunately, it has always existed, but the development of technological devices or the progress of the times have not done anything but help the issue to extend. It has become a universal problem that could be addressed, intervened, and prevented almost from the beginning, but the start of such diminishing relies on the students.

Although it exists seven types of bullying (addressed in the dissertation), there are forms of it more identifiable than others; the direct type of bullying (such as physical or verbal and psychological) might be challenged and treated than these indirect forms of bullying, due to the confusion they may cause on teacher or external people (previously it has been explained that teachers detect direct bullying, but they have problems confronting social bullying or social exclusion because they considered it as meaningless conversations or games between students).

Regarding the social problem of bullying that has been discussed through all the dissertation, it has been exposed that although the violence is critical and it has increased the radius and the level of brutality, there is not any successful solution capable of alleviate these harmful behaviours or programmes addressed to battle this universal problem. Victims of bullying are invisible as much as the consequences they could suffer time later after the experience. Mediation is one unsuccessful option to challenge the issue at school due to the incomprehension that mediation could have. It is designed to palliate a conflict between two parties, but the violence lived by the victims says otherwise; bullying is not a conflict anymore, it a severe problem that could lead into critical consequences such as suicide or depression in a long-term time.

The activities designed for the didactic proposal may not have an important impact on the students and their point of view towards this issue; however, if they change their attitude and start being in awe in different scenarios or situations to challenge the bullies and defending the victims anyhow, then this unit will have been worth it.

For this reason, it is crucial to educate students as soon as possible; to educate them in the comprehension, cultural awareness, diversity acceptance and tolerance towards those pupils that could be considered 'rare'. We have to educate them from the equality and equity that actually exists in society, making them realize that all human beings are the same, no matter their ethnicity or health.

Students could go to school not being aware of how important this social problem is; if teacher do not teach them otherwise, they would grow up having these thoughts and living in ignorance. Victims, however, could go through those years without showing signs of severe consequences, but they could appear years later and in little details that could be meaningless, for instance the shyness when applying for a job and making new friends because they may be their future bullies, when this could not happen.

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## 6. Appendix I

Activity two of the 2<sup>nd</sup> session. Word Search with the words to be found. Source: <https://online.ulm.edu/articles/education/communicative-language-approach-in-esl.aspx>

### Bullying

N	O	I	S	U	L	C	X	E	O	A	S	N	E
U	I	L	N	N	O	O	O	S	L	E	E	O	E
O	S	E	O	S	E	T	N	E	I	T	N	R	O
I	U	A	I	E	E	M	M	I	I	U	N	M	N
V	P	D	S	C	M	E	O	N	N	C	N	A	E
E	E	E	S	N	E	T	I	T	E	C	O	L	G
E	R	V	E	E	N	U	X	I	I	M	G	N	N
L	I	I	R	U	E	O	E	A	F	O	S	O	S
E	O	C	G	Q	V	O	T	T	A	R	N	N	O
R	R	E	G	E	R	P	A	A	U	R	G	A	P
U	E	S	A	S	E	R	R	L	L	A	A	C	L
O	A	U	P	N	T	S	G	M	T	C	L	N	S
C	I	I	O	O	N	I	E	E	C	L	A	F	N
R	Q	S	R	C	I	U	T	O	E	T	I	C	E

EMOTIONAL  
INTERVENE  
TARGET  
AGGRESSION  
EXCLUSION  
FAULT  
CONSEQUENCES  
DEVICES  
NORMAL  
SUPERIOR

## 7. Appendix II

Template of the Goose Game; it could be changed with the squares wished. Source:  
<https://www.pictoselector.eu/es/creating-goose-game/>

# Goose Game

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

## 8. Appendix III

Rubric for the assessment of the final task. Source:

[http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric\\_id=1628801&](http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1628801&)

Categories	4	3	2	1
<b>Structure of sentence and fluency</b>	At least, half of the sentences are well-constructed and have sense.	At least four of the sentences are well-constructed and make sense.	At least three of the sentences are well-constructed and make sense.	The sentences are not well-structured, and the story does not have 150 words
<b>Content</b>	The topic is easily understood. It is supported and has concordance with the rest of the text.	The main topic is understood, but it does not have concordance with the rest of the story.	The main topic is not entirely clear, and the story does not have enough information to be understood.	The main topic is not clear. The information does not have concordance with the topic and lacks key details.
<b>Grammar &amp; Spelling</b>	There are no errors found in grammar or spelling; the content is fully understood.	There are a few grammar mistakes which diverts attention of the story.	There are several grammar mistakes which diverts attention of the story.	There are too many grammar errors and diverts the attention of the story.
<b>Capitalization &amp; Punctuation</b>	The story has no errors in capitalization or punctuation, and it can be well-read.	The story has a few errors in capitalization or punctuation, but it can be well-read.	The story has several errors in capitalization or punctuation; thus, it distracts the attention and cannot be completely understood.	The story has plenty of errors in capitalization or punctuation, thus it distracts the attention and cannot be understood.