



Guide for prevention of bullying and cyberbullying



Guide for the prevention of bullying and cyberbullying

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The opinions expressed in this document are not necessarily those of the Government Delegation for the National Plan on Drugs or those of the Ministry of Health.

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PRESENTATION of the guide

The relationships and experiences that children and adolescents live in their immediate social environments such as family and school are key to their psychological, emotional, cognitive and social development.

In both contexts, family and school, conflicts inherent to human relationships between fathers, mothers and children, students and adults in the educational environment will arise, which in their resolution process will help to forge more empowered relationships and more mature commitments if these conflicts are dealt with in a constructive way, or they will develop into environments

insecure and emotional and behavioral maladjustments if we are not able to address problems in an adaptive way at home, at school or institute.

The increasing awareness of society in general and the media regarding certain events that imply serious behavioral and coexistence situations, such as cases of bullying among minors in educational centers or through TICOS (Information Technology, Communication and Leisure), is promoting the development of support resources for educators and trainers to help them in their educational work through various programs and tools for conflict prevention and resolution.

The UNESCO report

(2019) “Behind the numbers:

Ending school violence and bullying”, in Spanish “**Behind the numbers: Put an end to school violence and bullying**”, confirms that acts of bullying and violence at school are still problems of great international impact

that

require greater preventive advances in many countries. And, on the other hand, the exposure of students belonging to the generation of "digital natives" to the virtual world of social networks and their insertion from childhood in the consumption of new technologies, makes it necessary to extend prevention plans to the use of TICOS among the younger population. The Information Society Area of the European Commission has been warning for years about the problems evidenced by the inappropriate use of digital resources in adolescence, among which cyberbullying among peers stands out.

From FamiliaArc wtiioen believe that the work of fathers, mothers, teachers, youth trainers and monitors, and educators in general, is essential in the prevention of risks in this area. Their socializing work must involve teaching positive conflict resolution strategies, social skills such as empathic capacity and negotiation, as well as the responsible use and consumption of the Internet.

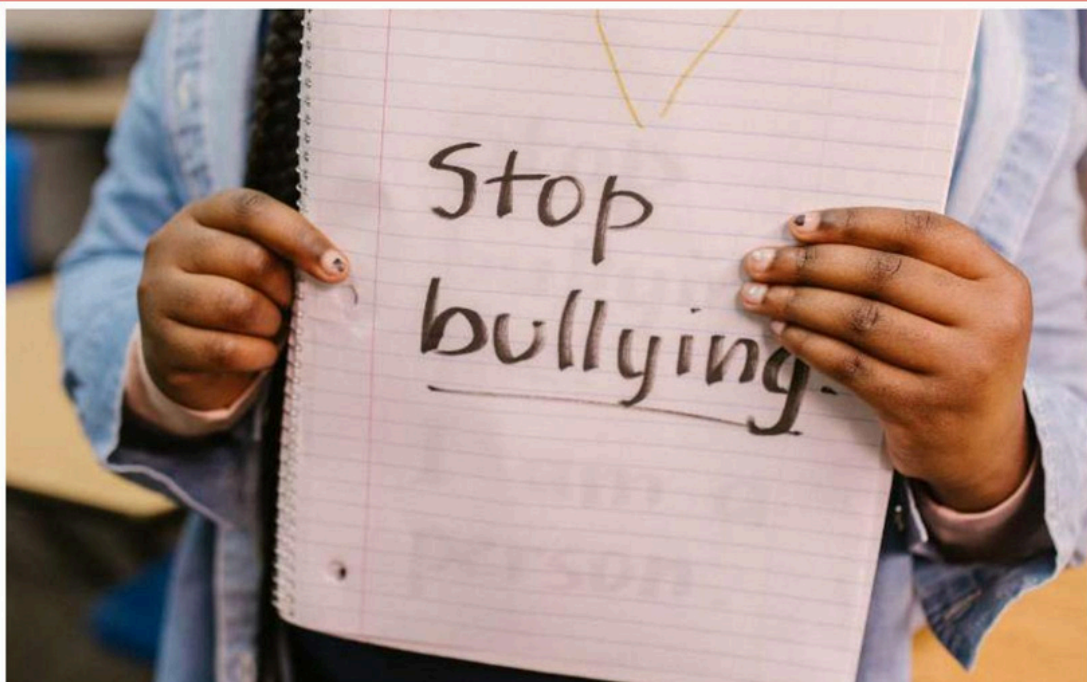
However, sometimes it is the educational staff who

It needs support and resources to guarantee better prevention and education for minors.

This Guide was born with the purpose of **being a tool for the educational community**, offering information on the problems of bullying in the school context and in the digital context among peers, and providing reinforcement activities to implement with young people. The general objective of this guide is to try to answer some of the questions that parents, teachers and trainers may have about bullying and cyberbullying, offer basic information that we need to know to better understand these problems and know how to better guide the preventive actions that we want to develop from the family, the school or training centers with young people.

The Guide is organized around 3 blocks. Block I focuses on bullying in the school context.

In this block we define what bullying is, some myths and realities, we present the types of peer bullying that exist, and the dynamics of bullying.



bullying identifying the main characteristics of the protagonists involved including the spectators as, and we highlight indicators, signs and derived consequences of the cases of victimization, as well as some notes on prevention and actions can do from the family and the school.

Block II focuses on bullying in the digital context. this block starts with a presentation about the use of new technologies in minors, to continue specifying what do we talk about when we use the term cyber bullying

The objective is to try to answer some questions that parents, teachers and trainers/ thus, we can have about bullying and cyberbullying

equal, we differentiate the types of digital bullying, we offer some guidelines to detect and prevent it, and we highlight a series of good digital practices and basic tips that can be done from the family and school.

Blocks I and II include a series of activities that can guide educators to reflect on these issues with minors, especially in adolescent school ages.

Finally, Block III of the Guide incorporates a list of external resources: a basic bibliography

recommended, an interesting website that includes institutional websites and other recommended links, as well as some noteworthy titles for family reading with children and young people in general.

We hope that this Guide is to your liking and offers you the opportunity to delve into these issues that are so relevant in our current context and, above all, that it helps you in mediating work in training with young people.

BLOCK I

Bullying in the school context



What is bullying?

Myths and realities

Educational centers are fundamental scenarios for the psychological, emotional and social development of children and adolescents. In fact, in addition to the family context, the school is precisely the place where they spend most of their time learning and interacting with other peers and teachers.

As in any context of social interaction, it is normal and usual for disagreements and problems to be faced, both between classmates and between students and teachers. Conflicts that arise daily at the classroom, patio and

school, are resolved consensually, agilely and positively on most occasions, activating teaching and institutional resources, as well as those of resolving conflicts between classmates.

However, there are conflicts whose resolution requires special intervention due to their very nature and the characteristics of the situation and the protagonists, such as bullying or bullying.

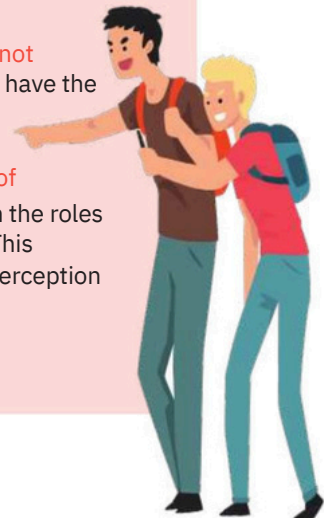
A situation of school bullying supposes an act of abuse between equals. One of the main researchers on bullying was Dan Olweus, who three decades ago, in the 1980s, defined bullying for the first time as “a behavior of physical and/or psychological persecution carried out by one student against another /a, which he chooses as the victim of repeated attacks.

This Action, negative and intentional, places the victim in a position from which it is difficult for him to get out by his own means. This pursuit action installs a

domination-submission relationship that enslaves the emotional, social and academic life of the victimized person.

When we talk about bullying, therefore, we are referring to cases that involve these characteristics:

1. One or more classmates or institute exercise violence towards another person who **has been deliberately chosen**.
2. Violent behavior is repeated and persistent over time. It is not an isolated conflict, but a **repeated and systematic mistreatment**.
3. The aggressor, the aggressor or aggressors **They attack intentionally**. Their goal is to harm the victim, intimidate, tyrannize, threaten, and subdue.
4. The person chosen as the victim is defenseless and feels: **he cannot or does not know how to defend himself**. He does not have the resources to deal with the situation.
5. It is, therefore, an **abusive relationship of power and domination**, since the forces in the roles of aggressor and victim are unbalanced. This imbalance can be real or be a subjective perception on the part of the victim.





It is also worth highlighting **some misconceptions or myths about bullying**.

There are misconceptions about peer abuse and the understanding of the phenomenon that hinder the actions necessary to prevent or intervene in this type of situation. Although most of these ideas are gradually being overcome in our society, thanks to the greater training of educators and awareness programs, it is important to remember them and keep them in mind.

For example, it must be taken into account that there are other conflicts in the school context that, although they are important and serious because they involve violence and, therefore, also require immediate a management by the educational community, cannot be considered cases of bullying, such as isolated fights or acts of vandalism. The cases of school bullying have the particularities that we have previously described and imply temporary persistence.



We must
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We must also banish the idea that bullying can be resolved by itself without the mediation of the educators, considering it "children's things", well, very. Otherwise, these events can lead to serious physical and mental health problems, such as pictures of anxiety and depression which ultimately become in some adolescents in self-harm and suicidal ideation.

These behaviors cannot be considered as jokes or fashions. Yes ok

the problem has acquired a conspicuous visibility for the greater public awareness and for its greater diffusion in the media, the

studies indicate that this problem has always existed. Another mistake is precisely consider that, since it has always existed and "has not happened" nothing", can be ignored and let those involved resolve it by themselves.

Other myths and misconceptions are related to the profile of the victims. Sometimes the victims receive what is called double victimization, when they are pointed out like the causing

and

provocative of the bullying situation. The "had it coming" is a serious mistake.

We cannot justify these attitudes or minimize violent behavior in any case way. Parallel to this idea, a dangerous myth involves considering that the situation of bullying may even be beneficial for the victim to "harden" and "get smart" because this type of thing "strengthens character."

Far from strengthening anything, bullying undermines mistreated children and adolescents, generating negative and even devastating consequences. **Another myth is to consider that it is a minority problem** towards weak people, or that it only occurs among boys. It is not like this. Bullying can affect anyone in any educational center, it has arelevant prevalence in.

This increase can be detected in any educational course, although it is more frequent in secondary education, and involves both boys and girls in all its possible manifestations.

We must banish the stereotype of the bully as a strong boy, coming from a broken family, and who only attacks the most studious classmates: the truth is that there is no single specific and exclusive profile among bullies. Nor is there a school profile.

Abuse **can occur in all schools, it cannot be exclusively associated with certain areas and populations,** since this exclusion may imply that some centers decide not to apply prevention programs, alluding that the problem does not exist in those centers. This position increases the risk of the appearance of new cases and the perpetuation of existing ones.

Types harassment 2 between equals

The type of violent behavior that the aggressor exerts towards his victim can be classified or typified into four main categories that imply that physically, verbal, social sexual aggressions. It is important

to note that in most cases several types of violence against the same victim can be present at the same time.

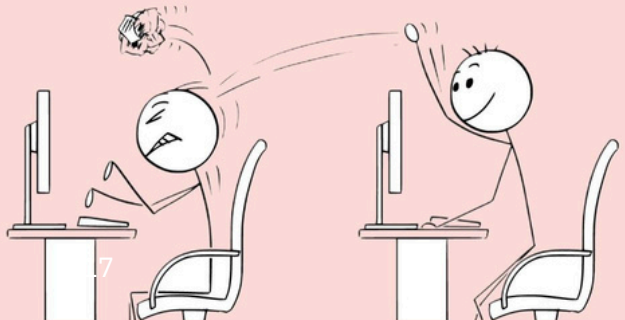
In addition, to this classification we could add the category of digital violence, which, because

it has its own characteristics, we will address in depth in Block II of the guide.

TYPES OF VIOLENCE

1. Physical attacks. The objective of these attacks is to damage the physical integrity of the victim. This includes slapping, hitting, kicking, pinching, shoving, scratching, nailing objects, as well as damaging or stealing the victim's belongings.

2. Verbal attacks. The purpose is to threaten, underestimate and attack self-esteem and psychological integrity of the victim. This category includes insults, threats, blackmail, intimidation, use of derogatory nicknames, mockery and belittlement in public.





3. Social aggressions. Its objective is to damage the context of relationships of the victim to isolate and marginalize her. They include behaviors such as the exclusion of a group in class or in the playground, the breakdown of communication with the victim and with their social network, the distortion of the image of the victim accentuating negative aspects in front of the group, defamation and spreading of rumors. false, as well as the manipulation and coercion towards colleagues so that they separate the victim.

4. Sexual assaults. The purpose is to subdue the victim by putting their physical and sexual safety at risk, through actions that involve non-consensual touching, physical intimidation and the use of obscene phrases towards the victim.

It is important to highlight that all manifestations of abuse between equals, from the most direct to the most hidden, such as violence by exclusion

social, have been shown to have a harmful impact on the psychological well-being of the person attacked.

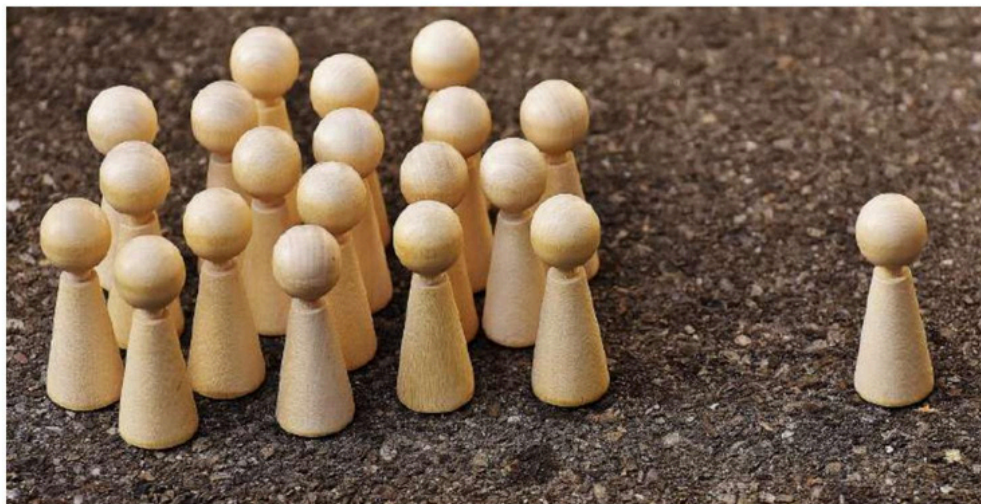
The dynamics of school bullying

Bullying should not be understood as a situation in which there are only two "actors" involved (aggressor and victim), since it is a group and interpersonal phenomenon whose approach and resolution must include the rest of the students. Thus, in the dynamics of bullying among peers, **we can identify different participants with different roles:** on the one hand, there is the person or persons who assault and mistreat a partner; on the other hand, we find the mistreated person who can adopt the role of passive victim (withholding and not reacting to the aggression) or active (chooses to defend himself), and finally there is a series

of witnesses, observers or knowledgeable of the bullying situation. These three roles are called the bullying triangle.

Normally, **bullying situations are, in fact, known to the rest of the students.** The role of witnesses is complex and varied, since some choose to defend the victim, others to applaud the behavior of the aggressor, and others to ignore the situation as if it were not with them. Often the latter are colleagues who do not justify the mistreatment, but who are afraid of possible reprisals for their "tipping". However, **this silence is a great ally** of the aggressors and a way of perpetuating the abuse. This fact is known as the law of silence.

Also within the dynamics of bullying we find the need of the aggressors to feel power and dominance over others, in this case over a victim whom they like to subdue, with the final purpose of achieving social recognition and a certain fame. Within the class group or institute. For this reason, the



The attacks are carried out before an audience of equals and respond to the bully's need for leadership.

The role played by this audience in the social dynamics of bullying is key and fundamental, since either actively

or passive, **the witness** who remains silent and does not defend or communicate the situation, **is covering up and, therefore, encouraging the harassment**. Hence, any prevention and intervention proposal must consider the invaluable help and collaboration of the observers.

The 4 protagonists and the spectators

In the **school bullying triangle** we find a victim who is usually an insecure boy, girl or adolescent with low social self-esteem, which aggravates their situation and makes it extremely complex, sometimes impossible, for them to manage the situation through himself. The fact of not being able to face the situation with strength and resources causes him to **end up feeling great sadness, depressive symptoms** and a deep feeling of loneliness.

They usually lack the social skills necessary to ask others for help

classmates or adults and are submerged in silence where they stagnate on many occasions, perpetuating the situation for months or even several academic years. This silence also responds to their **feelings of shame, fear of what they will say, that the mockery could spread** if their situation is revealed. It is on few occasions that the victim reacts actively defending himself, and he will do so only if he feels that he will get the reinforcement and support of some of his colleagues after rebelling against the injustice he is suffering.

In short, these are boys and girls who normally show shyness and introversion, with communication difficulties and poor social skills, with few friends, sensitive and often responsible and good students, or on the contrary with learning difficulties. Sometimes they stand out for some physical characteristic or belong to more vulnerable groups, such as students with a disability, with high abilities, with a certain sexual orientation, with particular ethnic traits or of foreign origin.

On the other hand, the person who aggresses is usually a boy, a girl or an adolescent who, in general, will show an aggressive attitude in their interactions, as well as difficulties to control their impulses, inability to put themselves in the place of others and to feel remorse or guilt for the consequences that their actions have on the person they victimize. The aggressor has demonstrated **the ability to manipulate, tends to despise established norms**, justify violence and adopt a defiant character.

In addition, these students sometimes acquire a certain popular status in class or at the institute, an aspect that they value very positively and helps to maintain their behavior over time and to place themselves in a position of social advantage with respect to the victim. This situation is aggravated if the students and teachers who are aware of the situation tend to minimize the attacks.

As we have commented, the aggressors **like to perform in front of an audience**, and thanks to this fact they achieve or maintain their fame and power, they gain popularity

Showing **feel untouchable** their abuses in front of the group **sometimes get social prestige**, although in other cases they feed a leadership of a negative nature with the antipathy of certain colleagues.

These witnesses play a fundamental role in the bullying dynamics and can adopt these roles: be active supporting the aggressor, be active supporting the victim, or be passive observing without impeding the aggression. Undoubtedly, the most effective response to stop the abuse occurs when the witnesses reject the bullies and protect and support the victims.

For this reason, among the most effective programs for the prevention of bullying among peers are those that give **priority to raising awareness in the educational community in general and to the empowerment of observers who are aware of bullying situations**.

The main idea is that we are all responsible.

Consequences of bullying

Although bullying mainly affects the student who suffers repeated attacks from their peers, **the negative consequences of bullying go further**. Bullying also affects students who observe these situations and who fear being a future target of the bullies, the bullies themselves who become emboldened in front of their group and who assume increasingly problematic behavior, and to the socio-emotional climate of the classroom where teachers and students live together.

Violence in schools harms social relations, both between students and between students and teachers, **demoralizes and demotivates, forces us to focus attention on the measures to be taken** instead of being able to continue in harmony with the objective of teaching. Violence also generates a negative school climate, which translates into a greater concern of all to manage the situation to recover well-being and normalcy as soon as possible.

Let us think that bullying situations imply a direct attack on the democratic values of the school, on the values of equality, tolerance and peace, developing fear and conflict, aspects that are incompatible with the educational and teaching objectives in a context of mutual respect and dialogue.

Thus, the existence of these situations will cause negative effects throughout the educational community.

CONSEQUENCES ON THE VICTIMS

For the victim, bullying is an extremely stressful situation that has a very negative impact on their general psychological well-being. Although the consequences of bullying will depend on its duration and intensity, **without exception, victims often express feelings** of loneliness, anxiety, depressive symptoms, low self-esteem, decreased academic performance, feelings of unhappiness, insomnia and other somatic complaints (such as headaches, stomach pain, nausea or vomiting), refusal to attend school and, in the most severe cases, thoughts about suicide. Let's not forget that **the victims live in fear**: afraid that the aggression will worsen and fear of reprisals for the threats they may be receiving from their attacker or attackers if they reveal their situation and point out the culprit.

Some of these consequences, such as anxiety problems and depressive symptoms, can persist even years after being bullied, and for some victims the help and support of professionals may be necessary to overcome this situation.

For fathers, mothers and teachers, **observing sudden changes in the victim**, such as fear of going to school, anxiety or insomnia problems, stomach aches or concentration difficulties, lack of energy or inability to concentrate, may be signs from which to ask them if they are immersed in any problem at school.

Faced with these symptoms, it is necessary to investigate what causes them, ask the child or adolescent **what worries them or what situation they are experiencing** that leads to the stress they feel. Of course, the sooner the problem is detected, the sooner it can also be



find asolution and prevent the consequences on the victims be more serious. Besides, the **detection of a bullying situation will automatically activate the protocols** established in education to intervene in each case.



CONSEQUENCES ON THE SPECTATORS



In the case of the spectators well, the fact of knowing these situations can also generate in the witnesses feelings of guilt in case of not helping the victim, or vulnerability in case of help and fear reprisal from also be victimized by their explicit defense.

Other viewers who they are more indifferent to suffering of the victimized person or feel they can't do nothing to improve the situation unfair can, however, reinforce individualistic and egotistical positions, show agrowing insensitivity towards violence, and encourage lack of solidarity in the face of the problems of rest.

CONSEQUENCES ON THE AGGRESSORS



There is a danger in aggressors that they decide to generalize their violent behavior in other contexts and perpetuate it as a habit in their lives, having associated aggressive behavior with quickly and effectively obtaining what they want, be it prestige, power, fame or leadership. This necessarily entails the establishment of problematic relationships not only at school but also in the family, and in other contexts of interaction.

Aspects such as the lack of impulse control, the authoritarian and imposing character, and the use of force and threats can also be aggravated, as well as the decrease in empathic capacity, loss of interest in studies and, in more extreme cases, the possibility of presenting criminal behaviors in adulthood.

In fact, some of these behaviors may imply civil and criminal responsibilities, since certain manifestations of bullying are constitutive of the crime of injury, crimes against liberty due to threats or coercion, and crimes against honor. When the perpetrator of the crime is a minor, the law regulating the criminal responsibility of minors is applied, which in our country requires the responsibility of persons over fourteen years of age and under eighteen for the commission of acts classified as crimes or misdemeanors in the Penal Code.

factors risk and protection

As we have just explained, **bullying affects everyone**: the victims, the aggressors and the spectators, the students, the teachers and the families. In a direct or indirect way, it influences the social relationships established in the school context, the values of coexistence that students learn, and the type of more or less positive school environment in which educational work is carried out. in the classroom.

This is why we can also identify risk factors in the aforementioned contexts that help explain why they develop

these maladaptive behaviors and why they are maintained over time.

The explanations for bullying are **not simple**, because sometimes different causes are added and combined to create certain conditions that can increase the probability that situations of violence will develop.

No single factor can explain all cases of bullying, and we frequently have to consider the combination of personal characteristics of the students together with school integration problems and difficulties in the family environment as explanatory elements of peer bullying.

Thus, a **complete analysis of this problem** requires that we take into account and analyze both social factors (such as the use of TICs that we explain in Block II), as well as family and school factors that have been linked to bullying. Understanding these factors, and the way in which they are related to each other, is a fundamental step to be able to prevent it.

6.1. family factors

The family environment in which children grow and develop is essential for their optimal development at all levels. One of the most important influences occurs through the **type of values and attitudes** that fathers and mothers transmit to their sons and daughters, as well as the way in which they do it (a process we call socialization).

The use of **parenting or socialization patterns that are too authoritarian, or too permissive**, the lack of rules and limits, or a high degree of negligence in caring for children, are elements related to poorer family functioning in general, as well as with emotional and behavioral problems in children in particular.

For proper development, children need clear rules in an affective environment, because when these rules are too rigid, or non-existent, their behavior can become maladjusted and problematic.

The degree of affection and support shown to the children is another key aspect for their good evolutionary development. In families in which children do not receive the affection and support they expect from their fathers and mothers, but on the contrary, obtain signs of indifference to their interests and concerns, it is more likely that in the childhood stage and, above all, All adolescents develop more difficulties adapting to the environment, more emotional discomfort and the appearance of risk behaviors such as substance use, addiction to new technologies, antisocial behavior, or inclusion in groups of friends who practice these behaviors. .

The existence of frequent conflicts, not only between parents and children, but also between the couple, is another very relevant element that affects the attitudes and behaviors of children in relation to violence.

This negative influence occurs when the children observe use of violence within the family, whether physical or verbal, which is justified and chosen as a form of habitual reaction.

and as a means to resolve conflicts: children so they can internalize aggression as the means regulations to deal with situations with the rest. Thus, **insults, slamming doors, shouting or other forms of aggression** that children observe in the context family can reproduce later in the school context to deal with situations classmates or teachers.

Also in some cases, the **adaptation difficulties of the children** have to do with their own problems fathers and mothers who set environments unfamiliar healthy for good development of their children, such as example substance use in the parents, problems

Negative influence occurs when children observe a use of violence within the family, whether physical or verbal.

psychological such as depression that make it difficult to exercise the parental role appropriately, or behavior problems in their own fathers and mothers such as the use of violence to which we alluded to in the previous paragraph.

All these factors increase the risk that the children as they engage in behaviors problems among which they find aggressions between equals or cases of bullying.

6.2. school factors

The environment that is generated in the context of the classroom from relationships in group is an essential part of determine behavior of the students, and this environment will largely depend on the **perception that the students themselves have about the values that predominate in the educational center**, about the standards and teaching style teachers, about the importance given to the welfare of the students, acceptance and respect mutual, against the promotion of values competitive and individualistic tolerance of certain forms of assault.



Negative environments, lack of companionship in the classroom, and inadequate conflict management increase the probability that children and adolescents in school will isolate themselves and suffer social rejection, making it easier for them to become targets of abuse. As we have mentioned, bullies **tend to choose the victims of their attacks** among those students who have fewer friends and who are less likely to be defended by their classmates from the attacks.

Therefore, **situations of isolation and social rejection are an important risk factor** for bullying and, consequently, one way to prevent it from the school context will be to promote the social integration of all students.

The **relationship between students and teachers** is also fundamental. Teachers are reference adults for their students, and the degree to which the victims will decide to tell about the situation in which they find themselves immersed will depend to a great extent on the

level of closeness and perception of support and understanding shown by the protection figures in the school, such as teachers and counselors, among others.

Prevention begins when students **feel welcomed and protected in the school context**, both by their classmates (let's not forget the important role played by witnesses) and by their teachers.

Awareness of the importance of a positive relationship climate, the development of skills in students and the provision of information to parents, teachers and students about the need not to tolerate any form of violence between peers are key elements to reduce the **incidence of bullying** and to enhance the well-being and positive development of students. When these aspects are not given sufficient importance in the school, the atmosphere deteriorates and situations of abuse are more likely to arise.

What can we do from the family?

The family establishes the essential bases for the development of children, the transmission of values, social awareness and the educational bases for our children to be responsible adults. **Within the family we learn about rights and duties**, about socially acceptable behavior and about respect for diversity.

For this reason, meeting the emotional and psychological needs of children and adolescents, in combination with the establishment of reasoned norms, will help them gradually integrate a responsible way of being in the world.

and empathic awareness, increased frustration tolerance, and impulse control. It is necessary to instill in them from childhood the importance of **companionship, solidarity, support, help, and the assertive defense** of their rights.

It is also important that we worry about getting to know the friends of our sons and daughters to prevent them from joining gangs identified with violence. In this sense, families are also responsible for **bringing sons and daughters closer to positive and supportive social models**, offering healthy and constructive leisure contexts where environments are created that prioritize democratic values and equity.

Fathers and mothers are also in a privileged position from which to be **attentive to any sign that alerts us** to possible victimization, such as: lack of concentration and energy, loss of interest in studies and even in activities that likes, somatizations, or refusal to go to school. Given these signs, it is recommended



try to remain calm and ask questions and **actively listen to the minor without making judgments** to prevent them from feeling misunderstood, giving credibility to what they tell us, dispelling any trace of guilt they may have; give support and accompaniment at all times and make sure that we are understanding what you want to communicate to us to find solutions at all levels.

Boys and girls must understand how important it is **for them to report bullying or mistreatment**, and that they know where to go for help at school, an aspect that can be highlighted by families. Fathers and mothers we have to ask and find out what programs exist in the center with respect to prevention in case of bullying and what their policy of action is.

Likewise, we must collaborate closely with the center in the event that our son or daughter is involved in any action of bullying, regardless of the role they are playing in it.

If a bullying situation is suspected, it is vital to intervene quickly. Good **communication between the family and the school** is an essential part of the process of understanding and solving what is happening.

The situation detected at home should be brought to the attention of the school so that both contexts can help to clarify the situation and activate, if necessary, the appropriate protocols. It is essential to maintain the safety of the child while informing ourselves of the resources and services available at the school and the specific actions to be carried out.

What can we do from the school?



Collaboration and communication between families and teachers is essential for proper social development of children and adolescents, and it will also be essential before a detected case of bullying. Although this collaboration is sometimes difficult and not without difficulties, it is important to focus on the connection points, rather than in the divergences.

The main point in common that share fathers, mothers and teachers is their interest in proper development and education of the child and student, and it is important to be aware that This is a job that need the collaboration of both

pillars. Both must "row together" in the same direction. The existence of regular individual meetings scheduled with each family and its approach as a goal of the center can favor this collaboration. It is necessary to create a network in which educational community, families and the students can work together to solve and prevent any situation of maltreatment and abuse among equals.

from school center performances can be performed concrete measures aimed at bullying prevention, margin of all protocols specific action before



the detected cases. Among the **preventive actions** that have been most pointed out in various investigations, the importance of raising awareness about this problem and the development of specific activities and programs stand out.

These programs are based on the development of awareness-raising activities such as those presented in this guide, whose objective will be psychoeducation on the problem of violence in schools: there must be a clear awareness of the fact that bullying constitutes **a serious problem that affects the entire educational community**.

This Awareness must be done in two ways. On the one hand, they must be aware that all forms of violence between students, and school violence in general, are harmful and should not be tolerated in any way.

In this line, it is essential to develop **actions aimed at improving information on this problem and promoting awareness** in the school about zero tolerance towards any form of aggression.

It is convenient to hold meetings with the students to analyze the forms of violence and to make them aware of the negative consequences

that all forms of aggression have.

It is advisable to encourage emotional empathy and its reflection about how bullying affects the victim, making emphasis on raising awareness the negative consequences that some forms of bullying, sometimes considered "minors"

are **insults, nicknames, social exclusion or the spread of malicious rumors**, have

on the welfare of the victim. The values of coexistence and not tolerance towards any form of aggression are the key.

In addition, schools **can organize specific preventive and conflict resolution resources**, such as

School mediation aims to create a climate of dialogue between the parties in conflict to find a satisfactory solution.

program implementation aimed at the development of skills and competencies social in students. He development of activities and specific programs aimed at enhance personal resources and social of the students ace has aclear repercussion and directly in coexistence, in the quality of education and the personal and professional satisfaction of the educators.

These programs include

In some cases, the **analysis of the different forms of school violence and the necessary strategies for the positive resolution of conflicts**, and it has been

have been shown to improve social skills, communication skills, the coping skills and social and school integration of student body.

Another possibility offered great opportunities for prevention and intervention is creating ateam of school mediation.

The existence of these teams, made up of students and teachers, allows the students use them in if there is aconflict with

another classmate, and generate a positive attitude and climate towards peaceful coexistence and towards the adequate resolution of conflicts that positively affects the reduction of cases of bullying.

Through school mediation, it is intended to create a climate of dialogue between the parties in conflict, so that they are able to find, by mutual agreement, a satisfactory solution for both parties.

The time and effort dedicated to this type of initiative significantly improves coexistence in the school and this

It has an impact, in turn, both on the quality of life and well-being of students, teachers, parents, as well as on the curricular learning of the students themselves, as the number of disruptive behaviors is lower and more positive learning climates are generated.







activities for educators

6 activities are presented that invite reflection, designed to serve as a guide for adult educators in their work with minors, mainly adolescents.

Each activity is organized by first offering a brief description that contextualizes it, to continue exposing its purpose, the materials and resources needed to implement it, and an explanation on how to carry it out.

role- playing



Role **playing** -role playing in Spanish- consists of interpreting a specific role in a fictitious setting. In certain situations and depending on the approach taken by these dynamics, it can favor the development of psychosocial skills, personal identity and awareness of social rules.

In relation to bullying, this type of dynamic has been shown to promote socio-emotional skills, such as empathy, reducing violent behavior among students.

Applying role playing in the classroom as a bullying prevention technique can be especially useful since students learn by observing the fictional protagonists of the story.

In other words, through the interpretation of a bullying situation and its possible resolution, the students acquire both social and emotional skills and competencies that contribute to changing or modifying certain behaviors.

WHAT IS THE PURPOSE OF THIS ACTIVITY?

• Know the approximate profile of each person involved in bullying situations.

• Detect possible can situations to trigger it or prevent it.

• Reflect on the potential physical, emotional and social consequences that the bullying has for victims

• Think about the possible solutions to the conflict.



MATERIALS AND RESOURCES

For this activity of theatrical performance are required a script (of a history of bullying) and cards with the roles of the protagonists and spectators

The particular story or case can he propose it case-based trainer actual (obtained from information from the school or media context of communication) or it can be fictitious, and there is even the possibility of writing among all the participants

The cards can be made with cardboard in one of they will write the word

“victim”, in another (or several) the word “aggressor”, and in another (or various) the word “witness or spectator”.

It is recommended that several people play the role of viewer, as long as the number of participants allow, so that some exercises it as apassive witness and another as active in defense of the victim or in support of the aggressor. Therefore, the number of cards is flexible.



HOW DO WE DO IT?

In the classroom, the **collaboration of three volunteers (minimum)** is requested to carry out the theatrical interpretation. Once selected, each one is asked to take one of the cards, which will have previously been placed face down so as not to be able to see the role. Once the role is assigned to each volunteer, they must agree with the educator on the situation of harassment that is going to be exposed. This part of the activity is free, because as we have mentioned you can choose from a real situation that has recently occurred in the school, to an invented situation.

After the representation, the class as a whole is asked, on the one hand, to reflect on the characteristics of each of the actors in the bullying situation represented and the possible consequences (physical, emotional and social). And on the other, they propose **possible actions that represent solutions to the conflict and ways to prevent it**. These solutions can be proposed in a generalized way, or proposing proposals based on the role involved.

That is, asking, for example, “What could the victim or observer do in this case? How could adults intervene? The students will be allowed to express questions and answers, opening a debate guided by the educator.

ALTERNATIVE TO MAKE IT AT HOME

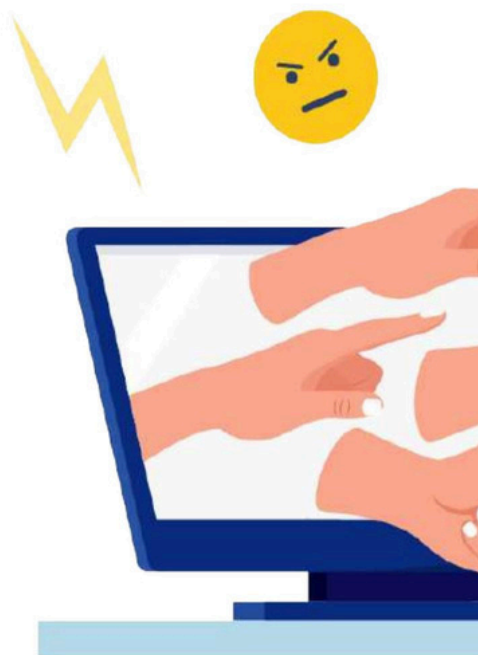
Parents, mothers and/or guardians can view the audiovisual resources presented at the end of the guide together with the young people in the house. After viewing one or more of the resources, the young people are asked to **reflect on the characteristics of each of the actors** in the bullying situation observed and the possible consequences (physical, emotional and social), in addition to proposing possible actions that represent solutions to the conflict and ways to prevent it.

Do we know how to identify possible bullying situations?

Although awareness of bullying in the classroom seems to have increased in recent years, there is still a wide lack of knowledge and difficulty in **identifying the signs that can make us detect** that a situation of bullying is taking place.

In addition, sometimes a certain trivialization of bullying is observed, as well as its consequences. What is clear is that no one is free from being harassed, so knowing how to identify the signs, which are sometimes the tip of the iceberg of what is really happening, is essential to warn that a minor is being harassed and therefore act from minute one.

Early detection makes it easier to solve and eradicate an episode of bullying.



WHAT IS THE PURPOSE OF THIS ACTIVITY?

Know the main characteristics of bullying.

Know how to differentiate bullying from other types of conflicts that may appear in the school.

Analyze different ways in which bullying occurs (physical, verbal, relational).

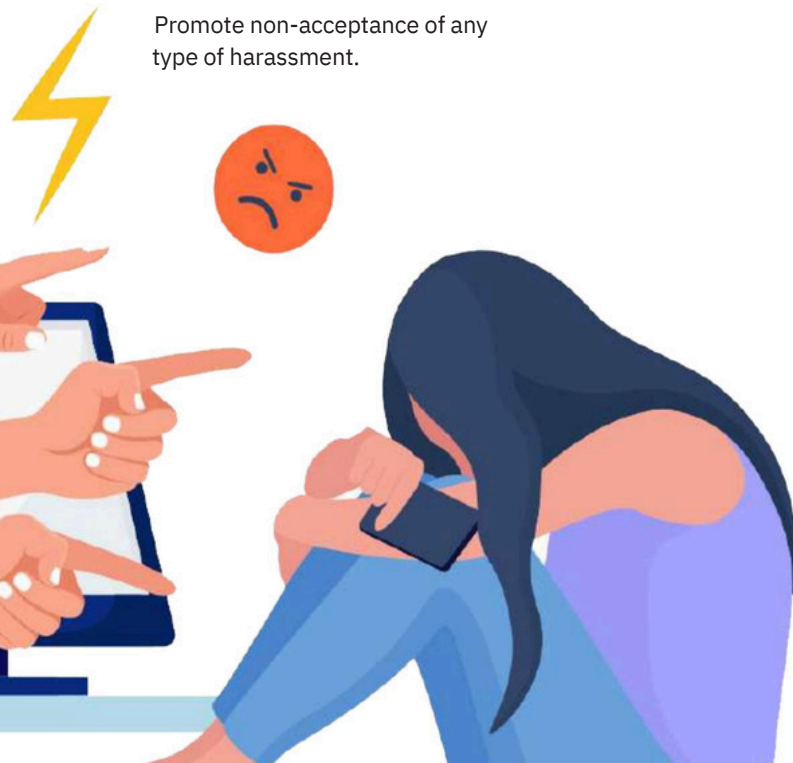
Help detect the signs that allow us to identify when bullying is taking place.

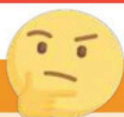
Promote non-acceptance of any type of harassment.

MATERIALS AND RESOURCES

To carry out this activity it will be necessary to have a classroom or a room with a computer and projector/projector, PowerPoint presentation or another format to show the cases in class, although printed cases can be taken.

Sheets and pens will also be needed to take possible notes. If we do the activity at home we will need a computer or tablet.





HOW DO WE DO IT?

The educator responsible for guiding the activity will make a presentation on the different types of peer bullying that can occur in the school context. In this presentation, different cases or examples of bullying will be presented (shown in the annexes), although **teachers can also write others that they think can connect with the reality of their students**. These cases can be collected through the observation of teachers in the different school spaces (classrooms, library, patio, entrances and exits, gym...) and it is important to ensure that the cases that are exposed reflect different types of bullying. It should be noted that it is recommended that the cases that are presented allow the zero harassment policy to also be worked on, understood as the non-acceptance, trivialization or justification of any type of harassment.

After the presentation of the cases (either from the annex or prepared by the teachers), the students are asked to specify the type of bullying in each case in groups and propose alternatives to these models of behaviour. In addition, each of the groups must appoint a person as a spokesperson to expose:

Ÿ The types of bullying you have identified.

Ÿ The signs that led them to think it was bullying school.

Ÿ Some topic that has generated discussion in the group or suggested a question (discrepancies in the type of bullying or other issues that they consider relevant to share with the rest of the class, for example, if any of the situations occurs very often in its center.).

Once the different proposals have been presented, **adebate will be opened with the whole class in order to think of proposals** regarding the cases and situations exposed, which manage to stop and eradicate bullying. During this debate, the teachers will collect the contributions of the students to work on future projects.



ALTERNATIVE TO MAKE IT AT HOME

Fathers, mothers and/or guardians will expose the young people in the house to the different types of bullying between peers that can occur in the school context, whose information is collected throughout this guide. The cases described in the Annexes are presented below and the activity is carried out as described in the previous paragraphs.

CASE 1

“My name is Paula and my story begins when I changed schools at the age of 7. I consider my behavior to be normal.

I behaved as I had always done, but a group of colleagues took a liking to me.

The place didn't matter, whether it was in the classroom, in the playground or in the school toilets, because in all of them they cornered me and insulted me: if I smelled bad, if I was ugly, if I didn't know how to dress...



From so many times that they told me, I believed that all those comments were true. It's hard for me to recover from all that. In my case, I have overcome the most serious sequelae, but sometimes I still get nervous when remembering all that. For me it is like a wound that is still healing and that hurts a little when touched. After the insults, the bullying became more physical: they stole my breakfast and even threw boxes at me. I remember another day when those classmates started throwing wet toilet paper at me after gym class. I hid in a bathroom, but they kept throwing it at me over the door. On those occasions I stayed still, I did not know how to react. In addition, I did not dare to tell anyone because of their threats: 'If you tell someone, you will suffer twice as much', they told me. So neither my mother nor my father found out until my cousins told them.

In my case, I have managed to overcome it at the age of 15 after going to high school and coinciding with a tutor who is very involved in the fight against bullying. From the moment he began to teach us, he spoke openly about the problem and that is why I decided to tell him about it. The fact that I had a sensitive tutor was decisive in my case and that is why I think it is important that teachers and tutors are well prepared”.

CASE 2

"My name is Carlos and it doesn't matter if I have gone through public and private schools because my entire school life has been linked to bullying. At first, when I was younger, other children ignored me and forbade me to play with them. Then later, during my time in boarding school, from the ages of 11 to 15, other children would come into my room and beat me at night.

I think they took it out on me for being very introverted. I have always been a lonely person and had a hard time focusing on studies. Although I think the fact of being from another country has also had to do with it. I came to Spain when I was very young, but I think the harassment against me had a racist factor.

Being such an introverted person, it was very difficult for me to externalize everything that was happening to me. In an attempt to integrate, I even became a stalker. That lasted for a while, until I realized that this path didn't lead anywhere. So I overcame it thanks to a pure and hard resistance exercise".

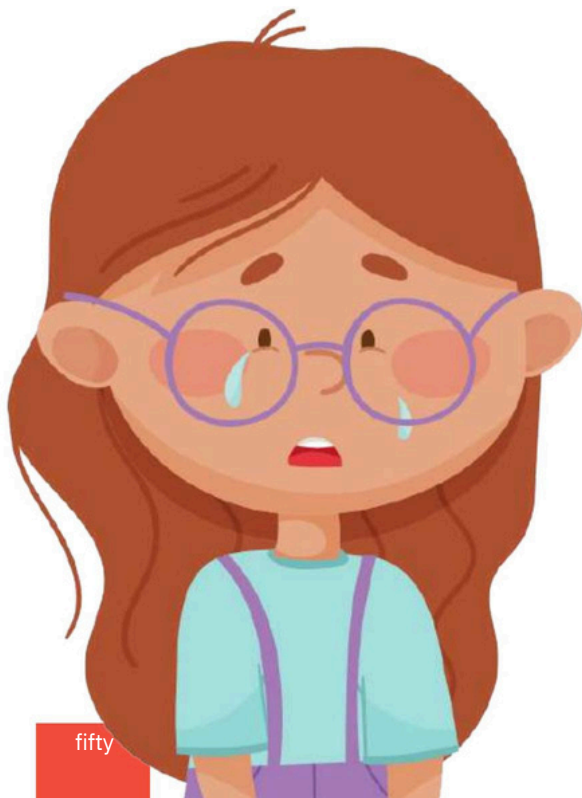


CASE 3

"My name is Miguel and I began to suffer bullying during adolescence. The bullying really started when I sided with other boys and girls who were being bullied. At first the bullies started to mess with me and hit me, but then everything started to get worse: they started slapping me in the corridor and then they waited for me outside the school to hit me.

In my case, I verbalized it quickly and told my teachers, but they didn't give it much importance. I also discussed it with my parents, who insisted with the teachers, although without results. My parents even talked to the parents of my bullies, which didn't help either.

Unfortunately, things didn't get better until I was moved to another class. But even though they didn't manage to straighten things out, my parents became my mainstay and were very supportive."



CASE 4

“My name is Marcos and my classmates began to insult me, to paint me on the tables I occupied in the classroom and to push me when they found out that I like boys. I don't know if the reason for the harassment towards me was due to the fear that I might be different. Fortunately my harassment did not go further and I have not suffered the terrible physical attacks that I have seen in other colleagues. Actually, in addition to being a victim of bullying, I have also witnessed the bullying of other colleagues. I feel bad for not knowing how to react as a witness to this situation, I limited myself to observing, pitying myself and nothing more. But I didn't know how to react as a victim either. I never brought up the problem in front of any adult because I was embarrassed”.



Masculinity – aggression-attraction

Traditionally, the attractiveness of high school boys has been associated with an image of a "bad boy" and even, on occasions, a dominant boy, which in turn has been associated with masculinity.

Promote a An alternative image of masculinity from the family itself and from educational centers can be an ideal strategy to prevent bullying and even possible future problems of gender violence.

This masculinity alternative should promote the attractiveness and security of those boys who show respect towards their peers, who establish equal relationships with them and who do not intend to impose themselves on the rest.

It is, therefore, that these guys take a position against



of any aggressive behavior and harassment, while being given reinforcement and visibility as good and attractive boys. No

However, and so that this image alternative masculinity

take effect, it must be generated a clear rejection of bullying, eradicating the attractiveness attributed to the actors of these.

WHAT IS THE PURPOSE OF THIS ACTIVITY?

ÿ Identify the characteristics that are linked to masculinity traditional, such as domination, lack of sensitivity etc

ÿ Know the characteristics of an alternative masculinity, characterized by equality respect, etc.

ÿ Eliminate the characteristic of “attractiveness” to those teenagers dealing with violence: despising, humiliating, degrading, etc.

ÿ Enhance the attractiveness of those people who treat with respect, in an equal and supportive way.

MATERIALS AND RESOURCES

To carry out this activity it will be necessary to have in the classroom a computer, a projector, sound equipment, blackboard and marker or chalk

For this activity is recommended that teachers to lead the activity prepare before several scenes (from movies, series, some book fragment...) that reflects the traditional masculinity that is intended to be addressed in this activity.



HOW DO WE DO IT?

To start the activity, the teachers will ask the following question, addressed to all the students:

“What are the most successful boys like [they like the most, they tend to be considered leaders, popular]?”

With this question, the boys and girls who are participating in the activity are expected to provide a list with numerous traits. However, in the event that the debate is yielding few results, or, for example, the traits are only directed at the physique, the debate can be redirected by commenting: "you are only talking about the physique, are there no character traits that you can name? or “How is the treatment of these boys towards other people, boys or girls? or How do the most successful kids treat others?” If at this moment it is observed that the debate is not progressing, it may be a good moment to project the scenes so that the students can visualize more easily what we want to work with this activity.

Parallel to the debate, the blackboard will be divided into three columns (as shown in the table): the first to write down all the traits compatible with a dominant and/or aggressive boy, but who is attractive; the second for all those traits that identify with a good, non-aggressive boy, and that is mostly considered unattractive; and the third for all the traits that identify with a good boy, not aggressive, but attractive at the same time.

TRAITS		
Domineering/ aggressive and attractive	Nice boy / not aggressive and not attractive	Good boy / not aggressive and attractive



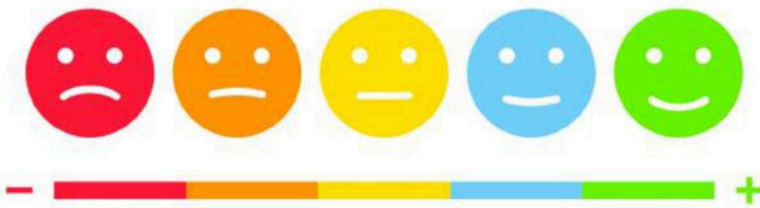
Generally, and from what we have associated with traditional masculinity, those more dominant and aggressive boys are the ones who will obtain the greatest number of positive traits related to success and attractiveness.

In this line and when the columns are filled in, it is proposed that **the students reflect on why the boys who treat their peers worse are/are more successful**. The objective of this reflection is that the student body is able to delve into the different elements that people in general, regardless of gender, assume as typical of attractive boys and how this image is promoted in the media, social networks and even literature. .

ALTERNATIVE TO MAKE IT AT HOME

This activity can be easily replicated at home. To do this, fathers, mothers and/or guardians will begin the activity by asking "What are the most successful boys like [they like the most, they tend to be considered leaders, popular]?". Next, the activity can be carried out as described for the classroom, with the exception that instead of using the blackboard to share the answers of the participants, a notepad, a notepad or even paper can be used.





i need to tell you

We have already said that emotions are often neither good nor bad, but those that we do not express stay inside and can harm us; For this reason, it is more convenient to express emotions instead of hiding them, even when it comes to positive emotions – joy, laughter...-.

However, there are various ways of expressing emotions that can also be positive or negative, and expressing them inappropriately can have negative consequences.

Assertiveness is a form of conscious expression whose objective is to communicate ideas, opinions and feelings in an authentic, clear, direct and balanced way, respecting our rights without hurting the other person.

WHAT IS THE PURPOSE OF THIS ACTIVITY?

- Learn to detect emotions that generally tend to be pleasant and unpleasant
- Know options to express emotions appropriately.
- Work on communication assertive
- Reflect on the negative consequences of expressing certain emotions inappropriately.

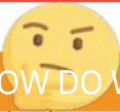
MATERIALS AND RESOURCES

For this activity, paper and pens will be necessary, as well as the text/dialogue (see box) in which the conflict is printed or, failing that, they can be projected if the classroom has a computer and projector/projector.

In physical education class, he asks to team up to play basketball. To do this, he selects Natalia and Blanca as captains to form the respective groups. Both begin to select partners and partners simultaneously. Once the teams have been formed, Marina, a classmate, has not been selected, Natalia and Blanca look at each other between giggles and ignore Marina so as not to choose her on the team. The teacher asks Marina to join Blanca's team. At that, Blanca's facial expression turns negative and Natalia makes a mocking gesture at her, while feeling relieved that Marina didn't get her on her team.

Later, during the game, Natalia and Blanca take out their cell phones to view photos of the party they were at with the rest of their classmates the previous weekend, but to which Marina was not invited. At that moment, a circle is formed again to remember anecdotes that happened at the party and from which Marina is once again excluded.





HOW DO WE DO IT?

In the classroom we ask them to make groups of between five and seven people. Once the students have been divided into groups, they should ask themselves the following questions:

• What emotions do you think Marina, the rest of the group, Blanca and Natalia have experienced? • What has been the most representative behavior of each of the protagonists? • Do you consider any of the behaviors better than the other? • In your case, would you have acted differently? • Analyze the following answers and imagine that it is Marina who responds in this way to the relational bullying she is suffering. What type of communication would each response be characterized with (passive, aggressive or assertive) and why?

Given the situation described:

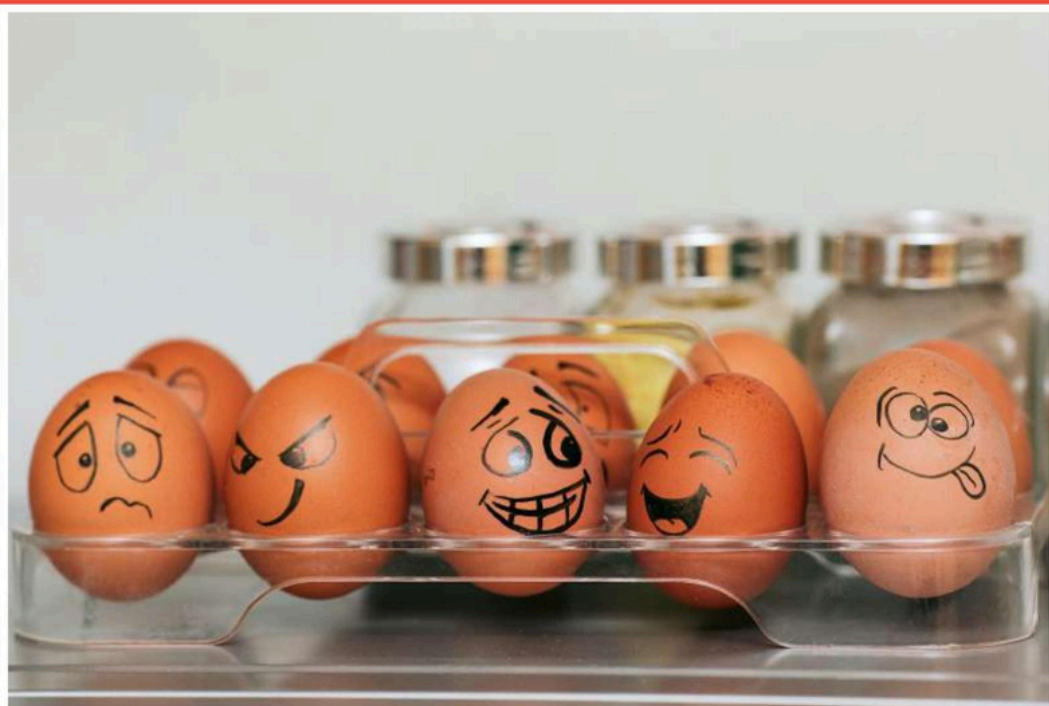
*Marina lowers her gaze and says nothing, she doesn't even explain how she feels. She even comes to think that perhaps the problem of being rejected is hers.

* Marina addresses the group of classmates making the following comment: "I think you are all stupid and you will never amount to anything in life. You guys are always giggling and teasing, but you should see each other first before you laugh at each other."

• What would be an assertive answer, that is, one that helps us solve conflicts appropriately?

• Present an assertive alternative that Marina could respond to their stalkers.

After each group has answered all the questions on a sheet of paper, a debate will be opened to share all the answers, especially those in which the way in which the students process certain emotions associated with different behaviors can be clearly observed. , and contrast the possible differences between them.



ALTERNATIVE TO MAKE IT AT HOME

Parents, mothers and/or tutors discuss with the young people the types of communication that we can use when expressing our emotions and feelings. Subsequently, the text/dialogue prepared for this activity will be read and the questions presented in the previous paragraphs will be answered.

Do we use prejudices in a justified justified?

Prejudices are feelings and emotions that we can have about something, someone or a social group, and they can be positive or negative. These are opinions that in most cases are not founded or verified and mainly originate from a lack of information and knowledge. **People are born without prejudices**, however, these are gradually instilled according to the influence of the family, social, educational environment, and also through the media.

As we grow up and begin to socialize with other people, **we often give opinions of our friends without thinking too much**, and this causes us to “label” people, without realizing that we can do them a lot of harm and that they can truly feel evil. Let the young people know

what prejudices are and how they originate may be the first step to reduce them.

WHAT IS THE PURPOSE OF THIS ACTIVITY?

- Know what prejudices are and how they are instilled.
- Reflect on the prejudices we have.

• Raise awareness of in view of the other people's problems.

• Reflect on how the rest may feel because of prejudices.

MATERIALS AND RESOURCES

For this activity you will need a box, pens or markers and cardboard or paper.



HOW DO WE DO IT?

This activity will be divided into two phases. For the first phase, there will be a box in the classroom and we will ask for the collaboration of 5 or 6 volunteers. The rest of the students will be asked to sit in a circle in the middle of the room. The group of volunteers will be asked to write on a piece of paper or cardboard (they may have been previously cut as cards) some of the prejudices they have heard directed towards some of their colleagues in recent days. **Ideally, it is possible to record as many prejudices as there are students in the classroom** without counting this group of volunteers. When they have finished writing the prejudices they will be asked to enter them in the box.

In the second phase, the group of volunteers is asked to randomly pick up the prejudices from the box, and then silently hit each one of them on the back of the classmates who are sitting in a circle. Once everyone has their label/prejudice, it is explained to them that they must move freely around the classroom observing, reading and acting based on the prejudice that is on the label. At no time should they say what is written on each label, but **behave or adopt a certain attitude**.

Meanwhile, the group of volunteers must act as observers, taking note of what they observe, as well as the behaviors, attitudes and reactions of their peers. The position of the observers, since they do not have a label, is neutral, acquiring a more balanced view of what is happening.

After the activity, **the observers are asked to inform the teachers directing the activity** of the behaviors they have observed during the dynamics. Subsequently, the same will be done with the rest of the participants, who will have the opportunity to share what happened during the development of the game.

Lastly, the teachers will explain that in most cases prejudices trigger bullying, and then **they will hold a short debate with the following questions**, although others can be used as examples, about actions or prejudices in general.

What do you think that a colleague is judged like this and is a reason to reject him/her or exclude him/her from different activities?

What do you think is the reason for this prejudice?

How do you think the person receiving the prejudice might feel?

Do you think it is appropriate to use this type of prejudice towards someone?

ALTERNATIVE TO MAKE IT AT HOME

Fathers, mothers and/or guardians explain to young people what prejudices are and how they are formed. Once the concept has been made clear, the young people are asked to give an example of prejudices that they have heard in the classroom at the school. Once one or several prejudices have been identified, the questions in the previous paragraph will be asked.



Solve conflicts and disagreements

We all want to enjoy satisfying relationships with the people around us. But in daily life, difficulties arise that cloud and make relationships with certain people problematic.

Conflicts are always complex events whose resolution requires careful analysis of the facts, from the point of view of the various people involved. The natural tendency is to do something to solve these problems, and many times we opt for superficial, easy solutions that normally come from channels unrelated to the understanding of the facts that have shaped the conflictive situations. Whether we like it or not, the truth is that **only from the acceptance and analysis** of conflicts can we find an adequate solution to our problems.

WHAT IS THE PURPOSE OF THIS ACTIVITY?

Learn to analyze conflict from different perspectives.

Internalize appropriate strategies for conflict resolution.

Become aware that violent solutions generate new problems.

Value the positive interventions of other members of the class.

MATERIALS AND RESOURCES

For this activity, you will need sheets of paper (you can also take the activity templates printed), pens, a blackboard and chalk, as well as the texts with the printed conflicts.



HOW DO WE DO IT?

At the beginning of the activity, the students are told that they are going to be presented with two types of problematic situations that other boys and girls have had to face, and that they have to solve effectively. To achieve an adequate solution to the conflict, the following script is exposed as a help:

- Analyze the causes.
- Think of different solutions.
- Coordinate means and ends.
- Evaluate its consequences.
- Analyze the perspectives of the people involved.

Next, groups of 5 or 6 students are formed, naming a representative per group to take note of the contributions and transfer them to the final sharing. Once the groups are organized, **each group is given a text** with the two conflicts (see at the end of the activity) and they are given time to work on possible solutions to them. Adapt to the family, which I understand that they can do individually in the first place.

After the established time has elapsed, **a final pooling** is made, paying special attention to the alternatives that have been found to resolve the conflicts. Finally, the value of the work done is emphasized and students are encouraged to analyze the problems they are encountering in their lives and in the school and try to find effective solutions as they have done in this activity.

ALTERNATIVE TO MAKE IT AT HOME

Young people, fathers, mothers and/or tutors read together the two exposed conflicts. After the initial reading, a time is established so that, individually, each of those present in the activity think about possible solutions, to end with a sharing.



CONFLICTO 1

"Soy Jorge y tengo problemas con un chico de mi clase. Este chico (David) siempre critica a los/as demás a las espaldas. Cuando yo no estoy me critica y eso me fastidia mucho. Un día hablé con él, pero no me hizo caso. Siempre intento controlar mi rabia, pero hace dos días perdí el control y le pegué. Inmediatamente nos separaron y castigaron a los dos. Pese a esa situación él sigue igual y me temo que si no deja de meterse conmigo volverá a pegarle. Sé que una opción es hablar de este problema con el/la delegado/a de la clase e incluso con algún/a profesor/a, pero estoy convencido de que eso no resolvería nada y prefiero solucionarlo a mi manera. Esta situación me está resultando insoportable y me gustaría darle una buena paliza".

PREGUNTAS

1. Jorge ya ha intentado solucionar el problema a su manera y ha comprobado que no le da buenos resultados. ¿Por qué se empeña en repetir lo que ya ha hecho y no busca otro tipo de soluciones?
2. ¿Ha utilizado su inteligencia para resolver el conflicto?
3. ¿Qué otras cosas hubiera podido hacer?
4. ¿El hecho de que David critique a Jorge, da derecho a este último para pegarle?
5. Si cada vez que uno insulta el otro pega, y cada vez que uno pega el otro insulta, ¿cuándo y cómo acabará el problema?
6. ¿Cómo creéis que se siente Jorge?
7. ¿Creéis que está en condiciones de saber y decidir él sólo qué cosas se merece su compañero o, por el contrario, creéis que otras chicas y chicos de la clase, no tan implicados en el problema, podrían ayudarle a encontrar una solución mejor?
8. Jorge dice que David siempre le critica, ¿qué significa realmente siempre?
9. ¿Es posible que Jorge exagere? ¿Creéis que la exageración juega un papel importante en los conflictos?
10. ¿Cómo creéis que se siente David?
11. Imaginad que una amiga o amigo vuestro a menudo critica a otra persona, ¿qué le diríais?, ¿qué consejos le daríais?
12. Pensad una solución inteligente que le daríais a Jorge y que no implique recurrir a la violencia.



CONFLICTO 2

"Me llamo Laura y hace algunos días salí con un grupo de compañeros/as de clase. Era la primera vez que salía con ellos/as, aunque los/as demás se conocían mucho y habían salido otras veces juntos. La cosa fue bastante bien hasta que debí de hacer algo que les molestó. Empezaron a meterse conmigo. Recuerdo ese día como una auténtica tortura. No sabía qué hacer. Nunca me habían tratado tan mal. Se burlaron de mí y me dijeron cosas terribles. Quería irme, pero tuve miedo de que si decía que me iba todavía me atacarían más. Dos días después se disculparon y me dijeron que nunca habían pensado que yo sea todo lo que me dijeron, que lo dijeron sin pensar, que sienten haberme hecho daño. Aunque se disculparon creo que aquel día me demostraron cómo son realmente, así que paso de ellos/as, e intento no estar a su lado. A esto se ha unido otro problema, que es que no quiero contar a nadie lo que ocurrió, pero eso hace que los demás presten atención a mi comportamiento y empiezan a decir que soy rara. Encima ellos se rien de mí porque no digo nada. Sé que debo de hacer algo, pero no sé el qué. No me gusta denunciar y no quiero que nadie sepa lo que dijeron de mí".

PREGUNTAS

1. ¿Por qué creéis que el grupo de compañeros/as con el que iba Laura se enfadó tanto?
2. ¿Qué creéis que les dijo ella para que reaccionaran así?
3. ¿Por qué pudo desencadenarse la agresión verbal?
4. ¿Qué creéis que dijeron los/as demás?
5. ¿Por qué creéis que se comportaron de esta forma?
6. ¿Qué pensaron?
7. ¿Cómo se sintieron?
8. ¿Por qué se rien de ella si en el fondo parece que sienten lo que hicieron?
9. ¿Creéis que ante una situación así es suficiente con disculparse?
10. ¿Qué otra cosa podrían hacer para mitigar el dolor que le causaron?
11. Si a una de vuestras amistades le pasa lo mismo que a Laura, ¿qué consejos le darías? ¿Qué le dirías que hiciera? ¿Por qué?

BLOCK II

Bullying in the digital context



use of new technologies in the adolescence

The so-called new Information, Communication and Leisure Technologies (TICOs) have spread rapidly in all areas of today's society. Today it is impossible not to feel immersed in them, especially in the case of the youngest, who are exposed practically from birth to the influence of technological devices.

Educators and psychologists are increasingly interested in the impact that this widespread use may be having on psycho-emotional and behavioral development in children and adolescents. In fact, one aspect that worries

Particularly is the increase in cases of inappropriate use of TICO by some young people who show vexatious, controlling and violent behaviors towards other people.

The massive introduction of TICs in daily life has generated new ways of communicating and relating, especially in the case of adolescents, who yearn to be the protagonists of what happens and is created on the Internet.

In addition, there is evidence that these new technologies promote improvement in student learning and teaching methods. Digital tools, compared to the traditional means of pencil and paper, arouse great interest in the students of today's society towards school tasks.

In the same way, the potential of TICs in pedagogical practice lies in promoting greater autonomy in students and greater responsibility in collaborative work with their peers and with regard to their own learning. That is, the TICs make it possible to improve some of the higher functions of

reasoning and dexterity, and opportunities for integration of students with difficulties increase.

This digital transformation in that society is involved evidence that TICOs not only **They are very valuable tools.** as teaching methodology and learning in the field educational, but also have become powerful communication tools and leisure in the general population.

The importance of TICs in the daily life seems to be greater among the young people born in full technological society (Generation Z or postmillennial generation), either that **since its birth have coexisted naturally with technology and digitization.**

For young people, having high performance devices technologies configured by multiple functions and numerous applications, it is essential for their daily activity with the TICs.

According to current studies, the adolescents **dedicate six hours a day to the use of new technologies** (mobile, Internet, game console, television...), what

The potential of TICs in pedagogical practice lies in promoting greater autonomy

can be seen as excessive harmful when this activity interferes with other areas of life adolescent's daily life.

virtually the entire population school between 10 and 15 years has Internet access (above 97%) according to published data by the National Institute of Statistics in 2021. The age

The average age for obtaining the **first mobile phone is 11 years.**

Nine out of ten adolescents first and second of ESO has one, providing the digital experience through these devices, numerous entertainment resources, communication, learning, creativity and participation which may explain the interest permanent and fascination of the and the young by the TICOs.



Among the possibilities offered by the Internet, [access to Social Networks is preferred by adolescents](#), responding to the psychological need to feel integrated into groups. Through these communication tools, adolescents perceive and feel that they have the possibility to connect with others at all times, to make them part of what is happening in their world even in real time.

There are a number of specific reasons why mobile devices are especially attractive to adolescents (Chóliz, 2011), such as these:

In short, TICs have become such essential tools in the daily activities of adolescents that many of them are unable to conceive of a world without the Internet or without

1.Autonomy: mobile devices are digital tools that provide minors with independence from their parents, allowing them to define their own personal space.

2.Prestige and identity: the brand of the mobile or the type of phone can become a sign of status, but it can also reflect image and personality as it is a customizable object.

3.Variety of functions and mobile applications (Apps): innovation associated with technology and electronics arouses a special fascination among young people, which leads them to invest time and effort in downloading those Apps that provide the desired functions.

4.Leisure activities: mobile phone technology offers possibilities related to entertainment, becoming a source of leisure for adolescents.

5.Increase and creation of interpersonal relationships: the mobile phone, through different applications, favors the establishment of interpersonal relationships in adolescence by facilitating communication between the users of these technological tools.

mobile phone. However, despite the multiple advantages that technologies and their devices show for the user, **the centrality they have in the lives of pre-adolescents and adolescents** may also imply their inappropriate use.

and that arouse enormous concern in the educational, scientific community, and in society in general.

In this sense, the incorrect use of TICs can trigger important problems, which are typical of this digital society.

Cyber bullying

digital violence

At present, the improper use of TICs includes that many conflicts traditionally present between minors in the school context have been transferred to the so-called cyberspace. Many disputes and confrontations that were observed in the playground and in the corridors of schools, now start or continue on social networks such as Instagram and Twitter, and also by email and instant messages such as WhatsApp and Snapchat.

Consequently, the **development of a new widespread problem** is observed with concern.

that increasingly affects adolescent boys and girls of this interactive generation and that we can call behaviors of digital violence, sometimes even cyberbullying.

Cyberbullying is defined as **"aggressive and intentional behavior that is repeated frequently over time through the use, by an individual or group, of electronic devices on a victim who cannot easily defend themselves."** Currently, it is one of the most well-known forms of digital bullying used by adolescents to attack each other, and in recent years it has increased at a dizzying rate among adolescents in all developed countries of the world.

According to data published by the WHO in 2020 in a study in 45 countries to assess international prevalence rates, it is concluded that these can range between 1% and 61% for cyber victims, a 2019 UNESCO report indicates that the proportion of youth between the ages of 11 and 16 who reported having experienced cyberbullying increased from 7% in 2010 to double today.

The popularity achieved by cyberbullying is mainly due to various particularities that give it its own entity compared to traditional bullying behaviors in the school environment, such as the following:

- New technologies have an exponential diffusion capacity, allowing any message to be propagated or forwarded quickly and conveniently to a list of contacts, groups, etc. In this sense, TICOs can encourage the aggressor to act alone without the need to have the support of a group. This aspect increases the defenselessness of the victim.

- Digital violence goes unnoticed in the eyes of adults due to the lack of supervision in the daily use of technology. It is also more difficult to detect who the aggressor is, since, unlike bullying, where the aggressor is usually more easily identified, in cyberbullying the aggressors camouflage themselves through nicknames and thus preserve their anonymity.

- Cyberbullying is an "always open channel" in which no

There seems to be an escape for the victims, since the damage can be inflicted 24 hours a day, 7 days a week, even simultaneously in the different contexts and situations in which the victim finds himself.

- The perpetuity of the Internet makes it easier for cyber attacks to be permanently stored as digital content on different servers and electronic devices. Thus, the images and videos remain intact over time, and can only be deleted, depending on where they are, partially or

The development of a new widespread problem that affects more and is called behavior of digital violence is observed with concern.



quasi-definitive at the request of the victim or pertinent authority.

- In line with the anonymity of the aggressor and together with the disinhibition effect generated by the TICs, it is relevant to highlight the scarce possibilities of

obtain feedback from the victim by these means. Thus, digital bullying prevents the aggressors from directly and immediately perceiving the pain they are causing the victim, which can promote moral disconnection and insensitivity towards the victim.

Types cyber bullying 3

We can broadly distinguish **two types of digital bullying**: direct and indirect. Direct digital bullying refers to the abuser's use of instant messages, text or multimedia messages, or emails intended to have a direct, and in most cases immediate, effect on the victim, but in a limited way, since it is restricted to the digital space that the aggressor and victim share.

In these cases, the victim can be **harassed physically** (for example, damage to the victim's property, in this case, the computer by sending viruses...), verbally (for example, messages

by emails, websites, teasing phone calls intended to annoy and cause harm), **social** (for example, excluding the victim from chat groups, conversations, and games) or **through visual elements** (for example, through images and videos).

Indirect digital bullying involves behaviors and attacks that use content manipulation (for example, creating or manipulating someone's photos or videos), identity theft (for example, pretending to be someone else to say or do mean things online or in social networks) and passwords (for example, changing the password of someone's social networks and/or accounts so that they cannot access it) (Buelga, Postigo, Martínez-Ferrer, Cava and Ortega-Barón, 2020). They can even convince other people to act as aggressors or to collaborate in these acts (spreading rumors, marginalizing the victim, etc.) with or without their consent.

In addition, it has the advantage that **it can run on multiple digital platforms or social networks and asynchronously**, which means that

it can involve a much wider audience and the victims become aware of the bullying only after the fact.

Regardless of the type of harassment or tool that is

use, the Center for a Safe and Responsible Use of the Internet in the United States has

established the following differentiation of behaviors that can occur in cyberbullying:

OWN BEHAVIORS OF CYBER BULLYING

1. Electronic insults: refers to a brief and heated exchange between two or more people, which takes place through one of the new communication technologies.

These insults usually take place in public contexts, such as chat rooms or discussion forums, in contrast to the exchange over private emails.

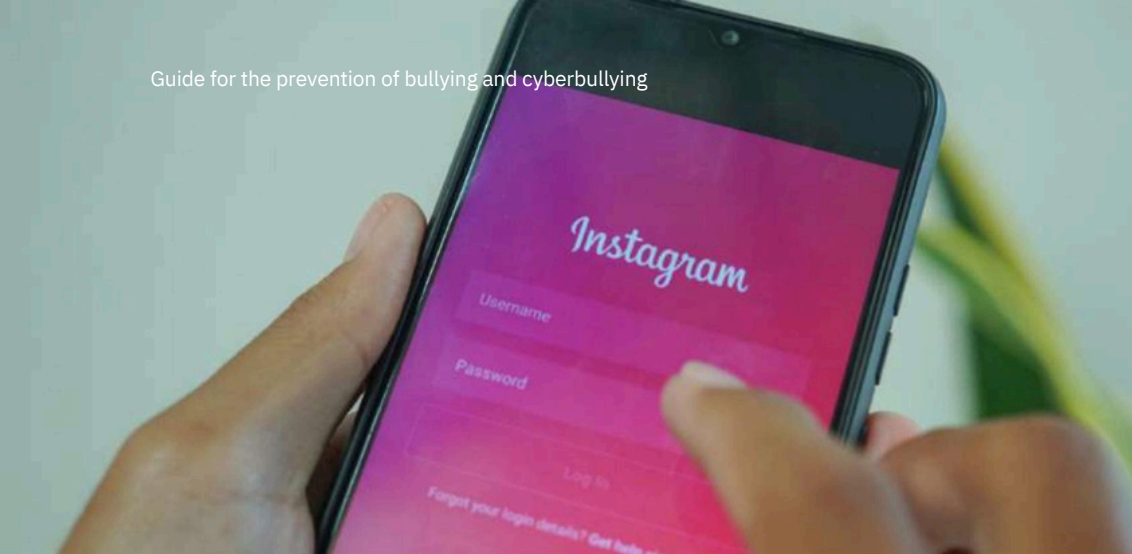
2. Harassment: reiterated or persistent words, behaviors or acts that, directed at a specific person, annoy, alarm, or generate a substantial emotional disturbance in said person. Harassment most often takes place through personal communication channels such as email, chat rooms, and discussion forums. **3. Denigration:** refers to the handling of derogatory and false information regarding another person. The information can be posted on a web page or it can be disseminated to other people via e-mail or instant messages. Included within this type of cyberbullying is posting or sending digitally altered photos of someone in a way that reflects sexual attitudes or harms the person in question.

4. Impersonation: in this case, the harasser pretends to be the victim. Most of the time, the impersonator uses the victim's password to access their online accounts, and then sends negative, cruel, or inappropriate content to other people, as if the victim were the one expressing those thoughts.

5. Exclusion and ostracism: online exclusion can take place in any environment protected by an access code, or by removing the victim from contact lists. Ostracism could be compared to a type of isolation in the virtual world, but it tends to be more subjective than objective, for example, when someone does not answer an email as quickly as the sender expects, or when questions that are asked are not answered. a user launches into a discussion forum or chat room. These phenomena influence the perception that minors have about whether they are within the group or outside it.

6. Cyber-stalking: refers to the use of electronic communications to stealthily pursue another person through repeated exchanges with the purpose of annoying and threaten.





Among adolescents, **the most common behaviors** are usually the following:

- Upload compromising information and images about the victim to the Internet (real or manipulated material).
- Create a web page against the victim (where they vote, for example, as the most hateful girl or boy in school).
- Open a false profile of the victim on a social network.
- Register the victim's email address or mobile phone on compromised sites so that the victim receives messages from strangers.
- Change the victim's email password to enter his account.

- Provoke the victim so that she reacts violently and, consequently, is intimidated and expelled from social networks.

- Spreading false rumors about the victim to provoke criticism and rejection from others.

- Sending threatening messages to the victim by e-mail or instant messaging to cause them anguish and concern.

Among the various behaviors used by young people to harass in cyberspace, it is worth **highlighting a modality of cyberbullying known as happy slapping**.

This type of aggression consists of recording, using a mobile phone, acts that involve direct physical violence to later upload or share it on social networks.

Other forms of 4 cyberbullying

To the types of cyberbullying mentioned in the previous section, we can add others. Two of the most common and dangerous behaviors are called sexting and grooming.

4.1. sexting

What sexting is? ^{he} Etymologically, sexting is an [English neologism between the words sex \(sex\) and texting \(mobile phone text messages; SMS\)](#). This behavior consists of a person recording or photographing themselves in sexual postures or attitudes, and sending these images via mobile to

another person (usually a partner). When the file is sent through the webcam or the computer, rather than sexting (although the most widely used term is still sexting) we talk about sex-casting.

Data from various international and national studies report that [the practice of sexting is fashionable](#) among young people, especially among girls. The recipient of the images of sexual content sent by adolescents does not have to be exclusively the couple, but sometimes also includes another person they like, friends in general, their best friend, and even strangers.

Obviously, both the immediate and long-term consequences of sending other people photos or videos with more or less explicit sexual content can be very negative for the person who has been photographed or recorded.

The repercussions will depend, in part, on the content of the material sent, as well as the importance that the person places on their privacy. These [private images sent as a gift](#) to the couple, as a sign of flirting,

as a fun way to keep an asexual relationship, like a game between friends, can have a fatal outcome for the person who has sent that private material.

The dissemination of these intimate images through TICs can become public domain in a nanosecond and cause irreparable psychological damage to the adolescent.

The moment a compromised photo or video leaves its owner's mobile, a situation of no return is generated.

The impossibility of stopping the distribution of images or of foreseeing what can happen in cyberspace with this more or less explicit sexual material, exposes adolescents who do sexting to serious risks. It is not uncommon for the young person who receives this type of racy image to show it and forward it to their friends (who, in turn, can forward it to other people), either to show off or as revenge towards the ex-partner. .

The fact is that the dissemination of private photos or videos of a

person without their consent, in addition to causing enormous psychological damage to the victim, constitutes a crime of violation of privacy and can even be a crime of distribution of child pornography. On the other hand, in sexting, the danger of disseminating sexual images can also occur with the theft and loss of the mobile phone, as well as with third-party access to the technological device (cracking).

In these circumstances, it may happen that the adolescent is the victim of sextortion: economic or other blackmail in exchange for not publishing that compromised material, which can also be carried out by the ex-boyfriend, or person for which the material was originally intended. In some cases, blackmail may consist of forcing the victim to continue sending the extortionist more photos or videos of a sexual nature and, in extreme cases, forcing them to have an asexual encounter.

4.2. grooming

Another type of sextortion or sexual blackmail through the TICs is grooming. In this case it is bullying by an adult.

towards a minor, there being, therefore, a **huge power imbalance between the victim and the aggressor**.

Grooming is a criminal offense in Spain consisting of shares deliberately made by an adult for the purpose of establish a relationship and emotional control over a child or girl to sexually abuse younger.

Those **sexual purposes** include almost always getting images recorded of the minor naked, the realization in direct sexual acts in front of the webcam and, in some cases,

force the minor to have a sexual encounter with him aggressor.

Grooming **is a process that usually lasts weeks, even months**, and usually goes through the following phases, but also as you will see, it can be a lot faster:



GROOMING PHASES

1. The adult pretends to be a minor in forums, chats or social networks of children and adolescents to contact minors;
2. The adult, under that false identity of being another child, begins to establish emotional bonds of friendship and trust with the victim. Obtains personal and intimate information from the minor, which may be used for subsequent blackmail;
3. In this climate of fictitious friendship between two supposed children or two adolescents, the adult cajoles, deceives the minor into doing adult sexual “things” (photographing themselves semi-naked, posing naked in front of the webcam, etc.);
4. Obtained the intimate images of the minor (recorded, where appropriate, without the minor knowing), the adult then proceeds to the blackmail phase. In exchange for not disseminating these images on the Internet or to their contacts (family, friends, acquaintances), they demand that they provide videos or photographs, each time, with more sexual content.

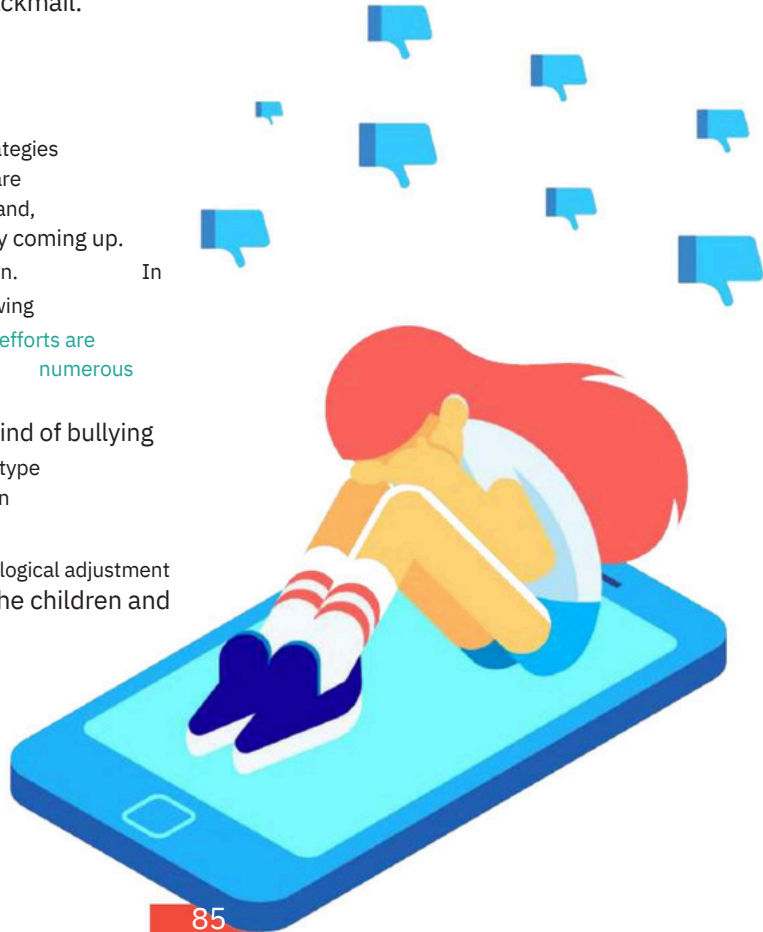
In this way, the minor enters an endless spiral of abuse ; each photo or video more and more compromised for the child or adolescent, serves the sexual offender to threaten and continue with the blackmail. A photo or video that is more or less innocuous at first can be, in many cases, the cause of unlimited blackmail, from which the minor will not know how to get out as they still do not have psychological maturity or social resources. enough to know how to solve problems of this type.

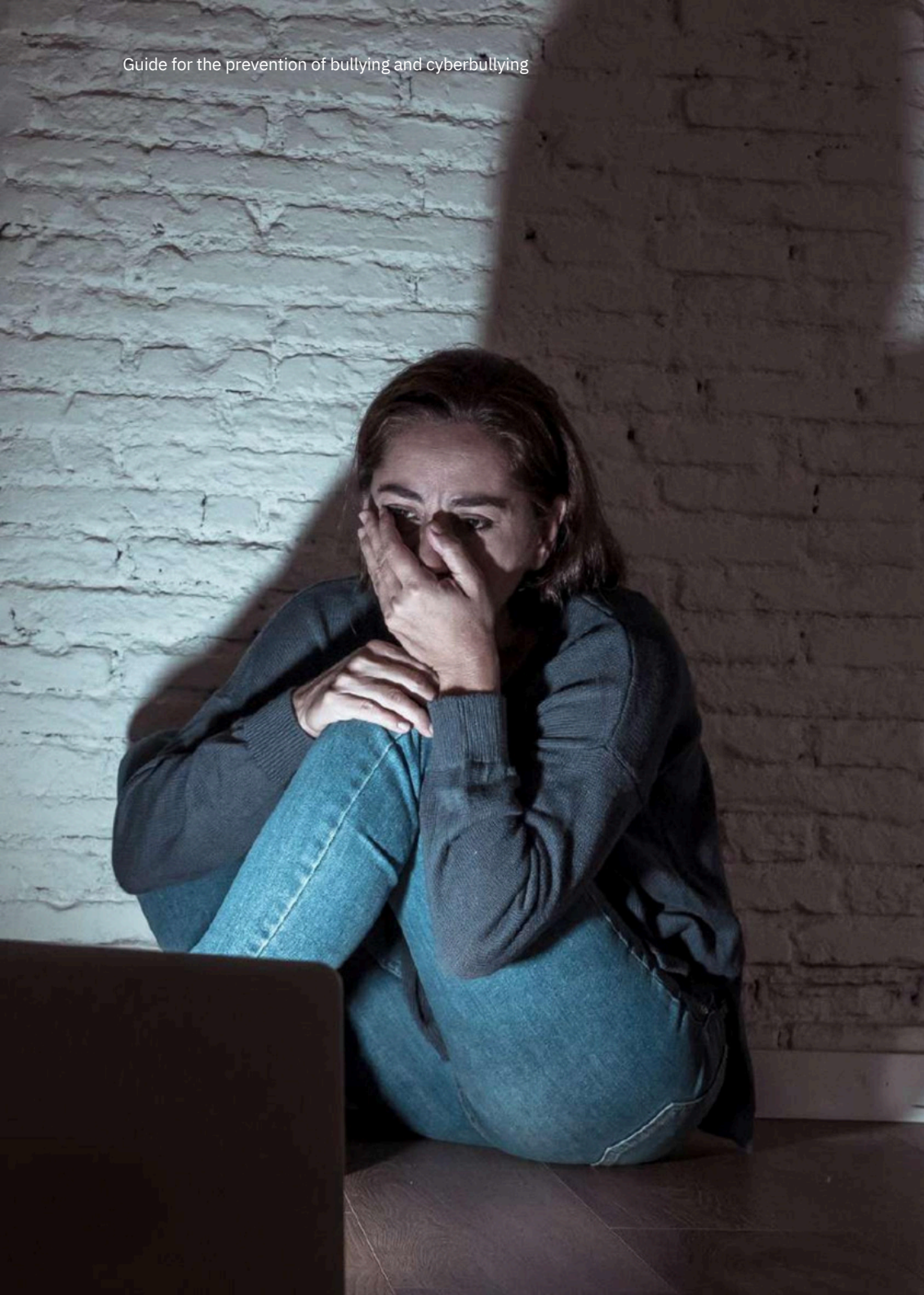
Tactics to make a blackmailing a child or a teenager are very diverse, and although grooming usually happens through the four phases mentioned, extortion can also be much faster. For example, the aggressor can access directly to information or pictures of his victim using force (password theft, for example) or using third parties, and from there, start the blackmail.

Unfortunately, the strategies and grooming tactics are many and very varied and, Others are constantly coming up. new unknown. In Ultimately, in this growing technological society, efforts are necessary to eradicate non numerous just this insidious kind of bullying digital sexual, but any type of cyberbullying that, in final, deeply hurts well-being and psychological adjustment and emotional of the children and teenagers.

The minor enters an endless spiral of abuse.

Each video and photo helps the aggressor to continue with the blackmail





Warning signs of danger on the net

Some signs that show that a child or adolescent may be the victim of some type of violence or harassment through TICs are **the fear and avoidance** that, incomprehensibly, is beginning to manifest now with respect to the mobile, tablet or computer.

Examples of **specific signs** are: getting scared when receiving a call or message on the mobile phone, getting nervous when turning on the computer or mobile phone, or being exaggeratedly startled when he enters his room without warning him. Another behavior that can also alert is **to stop using the computer and mobile**.

In addition, other more general symptoms can be observed such as states of sadness without an apparent cause, nervousness and anxiety, or headaches and insomnia. This list includes **some more signs**:

- Receiving phone calls or text messages that make you nervous and scare you.
- **Abruptly change your mood** when looking at your mobile, email, Messenger, social networks, etc.
- **Getting scared** when told you have a call or message.
- **Hide or hide** what you are doing on the computer (this behavior is also done by the offender, and not just the victim).
- **Getting upset** if your room or another place in the house is entered without warning, while you are using your mobile phone or computer (this is also done by the aggressor).
- **Get angry or upset if your mobile phone is taken** or your computer is accessed (the aggressor also has a violent reaction in this situation).

- **Being afraid** to connect to Internet.
- Often forgetting the mobile.
- **Requests for money** without justifiable reason (you may be a victim of blackmail and threats).
- **Give up playing** or being with your usual friends.
- Fear of leaving home, social withdrawal.
- **Headaches** , stomachaches or other pain whose cause is unexplained.
- Irrational fears, change of character.
- States of **sadness without apparent cause**, strange outbursts of rage.
- Sleep disorders and eating disorders.

For this reason, **preventive education is essential**, so that, in the case of any type of cyberbullying, children and adolescents, educated in safe browsing, know from the first attempt at aggression or

blackmail, what do they have to do and who to ask for help in these cases. It is important that they keep in mind that in difficult situations there is always an older person (relative, educator, tutor, teacher, coach, etc.), who, from their position as an adult, will know how to take the appropriate measures to protect them **and guarantee its integrity and security**.

With respect to the aggressor, there are also signs that indicate that the adolescent may be exercising aggressive behavior towards another person through TICs, such as making excessive use of the computer and mobile phone, having violent behavior when using the electronic devices, with the verbalization, for example, of offensive comments about someone, showing a lack of empathy in the face of the pain and suffering of others, and in general, showing a defiant attitude in daily dealings with others. Some indications are collected:

- **Prefer to be at home** with the computer than to go out with friends.



- Observing the person's aggressive behavior or offensive comments while using electronic devices.

- Having open **many accounts with false names** in all kinds of social networks.

- **Telling many lies** to justify strange behaviors that have been observed in TICs (for example: short and repeated calls to the same number at night or school hours).

- **Being aggressive in daily dealings** with others, with tendency to get angry quickly and for no apparent reason.

- Show **lack of empathy** towards the pain and suffering of others.

- Having **money or objects that are not yours** and whose origin you cannot justify (they may have been obtained with threats and coercion through social networks).

- Make **excessive use** of the computer or mobile.

Preventive and support work from the family and the school is essential in the educational work of our young people.

Next, we present a series of ideas regarding what can be done from family and school institutions.

What can we do from the family and school?

As we already commented in Block I, collaboration and communication between families and teachers is essential for the proper social development of children and adolescents in all senses, therefore the guidelines that we indicate in said section are equally applicable in the case of cyberbullying.

In the case of the prevention of digital violence, **digital literacy will be essential**, including the prevention of risks of misuse, which we recommend starting from infant or primary education, since boys and girls will begin to expose themselves to risks.

from the first moment, although these can be minimized with the use of parental controls adapted to their age. Other recommendations to families these are:

- That the family set some **guidelines for use**, explain the risks and how to act.
- **Supervision** of parents or older siblings with the younger ones.
- Make them aware at home of the photos that are taken, saved or shared (their own or not), **that they think about the possible negative repercussions** of their interactions and that they not add strangers.
- **Do not share your password** with anyone, not even your best friends. Change passwords from time to time and choose strong passwords.
- **Leave the WhatsApp groups** in which you have been included and in which you do not feel comfortable, or in which you share content that is denigrating, offensive or that violates someone's privacy.

- If someone blackmails them on social networks, tell their parents, teachers or trusted adults.

- Block the relationship with the person who annoys (cyberbully).

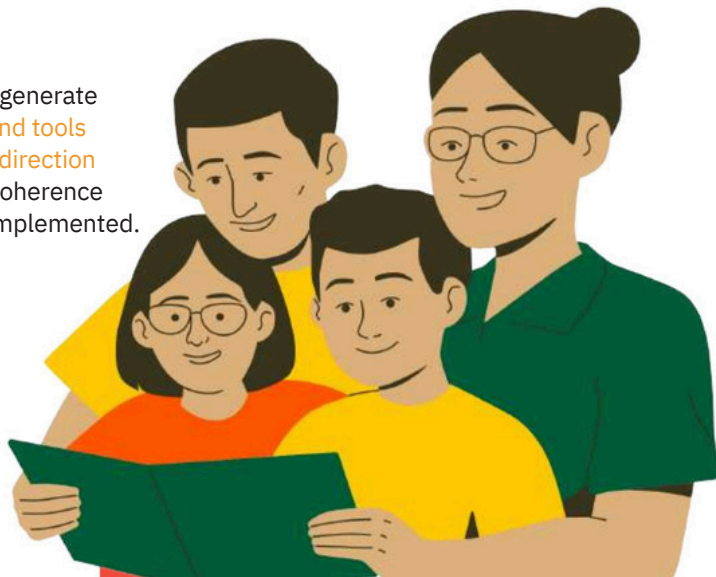
- Report (be careful not to erase the evidence) before the State Security Forces and Corps so that they can take the pertinent measures.

The possibility of organizing awareness modules with fathers, mothers and teachers on the contents addressed can be considered, since the information and training of adults is essential to respond to an objective of raising awareness of the entire educational community.

These meetings in turn generate spaces to share ideas and tools to educate in the same direction and offer security and coherence in the strategies to be implemented.

From the school, the management teams and the coexistence committees have a fundamental role in this regard, in accordance with their clear commitment to fight against all types of violence among students.

Peaceful coexistence should always be an educational priority and for this, teacher training in bullying and cyberbullying prevention and intervention is essential. Schools can also organize training programs for families, as well as use the resource of the tutorial action as a vehicle for promoting peaceful coexistence, through the development of activities such as the ones we propose below.







activities for educators

As in Block I, we present below a total of 6 reflection activities on the themes of the use of technologies in adolescence and cyberbullying among peers.

Each activity is organized by first offering a brief description that contextualizes it, to continue exposing its purpose, the materials and resources needed to implement it, and an explanation on how to carry it out.

Emotional blindness in TICOs

One way to consolidate the relationships we maintain with the people around us is to try to understand their emotions. This recognition requires an effort, since to achieve it we must understand the feelings and attitudes of the people around us, as well as the circumstances that affect them at all times. This recognition is not easy, since it is about **working our most analytical and intuitive side** to recognize the emotions of others.

However, this difficulty can be even greater when it comes to recognizing the emotions of people we cannot see. This is a clear example of **when our relationships are established through the Internet** and social networks. On occasions, this type of relationship tends to be neglected among young people and even to be very negative, due to the fact that the environment

makes it difficult to recognize the emotions and possible consequences of the people behind the screen.

Having a base of (re)knowledge can be very useful for young people to be able to anticipate the possible emotions that their “cyber peers” may feel and their possible consequences.

WHAT IS THE PURPOSE OF THIS ACTIVITY?

Teach to anticipate and intuit the possible emotions that people who see you.

Understand what the rest.

Recognize expressions
emotions through nonverbal behavior.

ÿ Identify and recognize different emotions in themselves and in others, as well as talk about them.

ÿ Respect the feelings, opinions, and needs of others.

ÿ Teach them to listen actively showing interest in others.

MATERIALS AND RESOURCES

To carry out this activity, paper or electronic magazines, illustrated books or even institute manuals will be necessary -regardless of the date of publication- although they could also be obtained from the photo banks that are available online and freely accessible -in that case it would be interesting to have a printer-, scissors, glue and cardboard.





HOW DO WE DO IT?

First of all, we will ask the students to divide into groups of 3 or 4 people. Once the groups are established, we will ask **them to think about different situations that they have experienced** through TICs and that have aroused certain emotions, such as joy, fear, sadness, etc., in themselves or in those people with whom they interact. through the screen.

Next, we will ask them to select from the media used (magazines, image bank...) those **photographs that represent the emotions that the aforementioned situations aroused**, and once selected they will be cut out and pasted as a collage on the cardboard. When all the groups have the collage, they will be asked to display their mural one by one and explain the following issues.

¿ What situation/s have you thought about to select the photographs?

¿ What emotions did these situations arouse? ¿ What signs have you observed in the photographs to associate it with the emotions described?

¿ Was it easy to guess what the people in the photograph are feeling?

¿ What clues could we take into account to detect other people's emotions through TICOSs? In this question, they are asked to reflect on the responses they observe in other peers through the TICs (both positive and negative). For example, when someone receives an insult through a Social Network, there is usually a long silence.

¿ Is there an emoticon (for example, the ones we have available on WhatsApp) that matches the representative emotion of the selected photograph? What features are observed in that emoticon so that it represents the emotion described?





ALTERNATIVE TO MAKE IT AT HOME

For this activity, fathers, mothers and/or guardians must approach the young people so that they can get them to expose a situation that they have experienced in the TICs. *Ideally, the situation they describe has aroused certain emotions* in themselves or in those people with whom they interact through TICs.

However, for this reason it can be difficult for them to externalize this type of situation. Subsequently, the part of the selection and clipping of photographs in newspapers is passed and the questions that appear in the previous paragraph are asked.

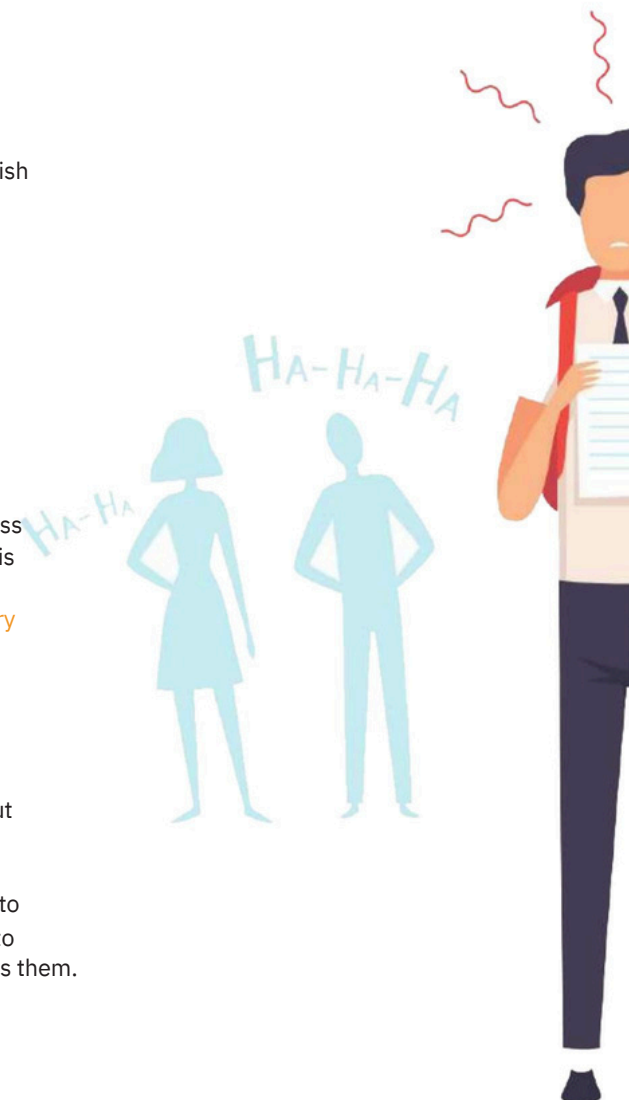
What would I do...?

It is increasingly difficult to establish healthy habits around the use of new technologies and social networks, both at home and at school. Among the most notable consequences of the misuse of TICs we find **cyberbullying**.

In this sense, it is recommended that the centers provide the information, training and awareness necessary for the prevention of this problem, since **minors will be connected to social networks every day**.

It is, therefore, necessary for students to be well informed about its use and the risk behaviors to which they are exposed due to misuse of the Internet, as well as to know how to act and who to turn to in the event that someone misuses them.

harass



WHAT IS THE PURPOSE OF THIS ACTIVITY?

• Learn to identify characteristics ^{further} the representative of cyberbullying and the consequences they have for those who suffer it.

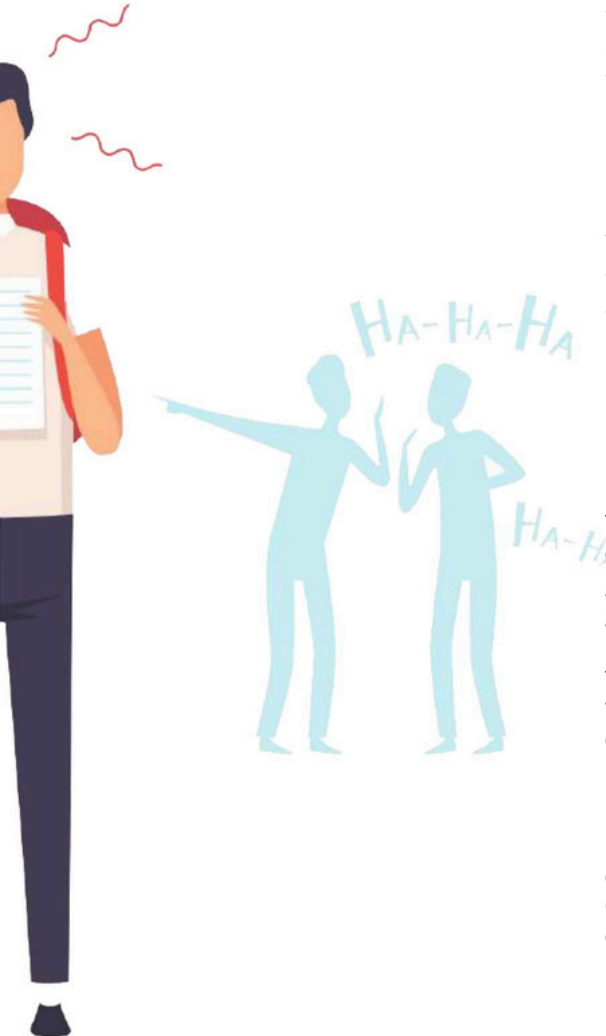
• Recognize the different roles involved.

• Know different guidelines of action in cases of cyberbullying among equals.

MATERIALS AND RESOURCES

For this activity, it is recommended to make templates with blank sheets of paper as cards with different guidelines for action. These guidelines will be the recommendations that adolescents, faced with a specific situation, would give to a cybervictim, a cyberaggressor or a cyberobserver.

Below are some guidelines depending on the role to intervene. Other guidelines may be added as deemed relevant.

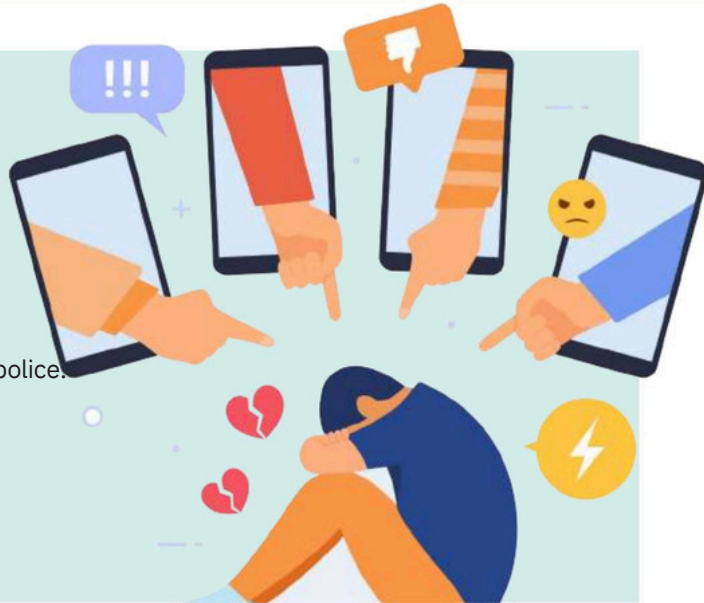


Guidelines for CYBER VICTIMS

- 1. Keep sensitive information private.** the more spread sensitive information about yourself - especially compromised images - the more vulnerable you will be. Remember that you have no control over what is published on the Internet and that someone could use it in the future to harm you.
- 2. Not responding to provocation** to break the dynamics of the harassment. Bullies are simply trying to get attention to gain status. If ignoring the harassed does not work, you can try to communicate the situation to the aggressor and tell him to stop: but for this you need to feel prepared to transmit the message in a respectful and firm way, not in an angry or aggressive.
- 3. Talk about it.** At first you may think that you can fend for yourself or telling someone doesn't solve anything, but talking about the problem will be very helpful. Don't wait until you feel really bad, find someone you trust and if they don't seem to understand you, try someone else.
- 4. Ask for help.** When you consider that a behavior has exceeded the limit -you feel physically or emotionally threatened- it is time to seek the help of adults.
- 5. Make new friends.** Bullies don't usually direct their attacks towards those who perceive that they are well supported socially. If you have friends who show support, the bullying will likely stop.
- 6. Block the harasser and report** abusive content. Most online services (social networks, instant messaging, forums, etc.) allow you to block users who behave inappropriately (insult, threaten). In the same way you can report content that is offensive.

7. Keep the evidence.

It is advisable to save the messages, screenshots and other evidence of bullying, in case they are necessary in the future to report it to your parents, school or police.



Guidelines for CYBER OBSERVERS

1. Show your rejection. Some people cyberbully because they think that people approve of what they are doing or because they think they find it funny. Criticizing what is happening, saying that it is not fun and that it is bullying, can be enough for the bully to lose motivation and stop doing it.

2. Someone has to be first. If you take a step forward you may see that you are not alone. Most young people dislike cyberbullying, they are just waiting for someone to take the initiative to support them.

3. You have more power than you think. Young people have more power than they think. Young people are more likely to convince other young people to stop bullying than teachers or adults themselves. The opinion of classmates counts a lot.

4.Report abusive content. Most services in

The network (social networks, instant messaging, etc.) allow you to report offensive content (photographs, comments, even profiles). Complaint to build a more respectful network.

5.Break the chain. If they send you humiliating comments or images about someone else, it's time to put a stop to it. If you feel comfortable doing it, respond by saying that it doesn't feel right to you, that you don't want to encourage it, and that you encourage other people to do the same.

6.Offer your help. If you are a friend of the affected person ask him what he is going through and show him your support.

Let them know that you don't approve of what they are doing to them and that they don't deserve it.

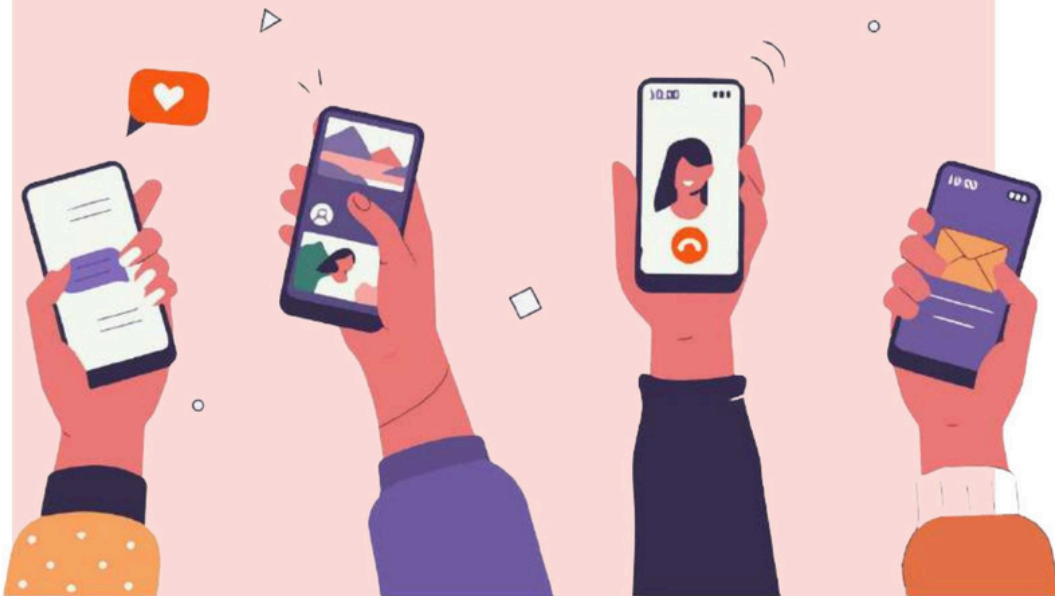
Even if you are not his friend, you can also do it, he will surely thank you.

If you see that things are getting complicated and getting worse, seek the help of a teacher.



Guidelines for CYBER BULGERS

- 1. Avoid justifying yourself.** People look for excuses to justify what is doing: "the other started", "if he deserves it", "it was just a joke". Try to remember that there is no justification for any kind of bullying. Nobody deserves it and it is always harmful.
- 2. Seek help.** Tell someone you trust that you are trying to correct some behaviors, for example, being less aggressive online. Ask him how he can help you.
- 3. Limit access to certain sites.** If you associate some websites or applications with cyberbullying, try to avoid them or at least limit what you can use.
- 4. Think before posting.** After typing something, but before send or publish it, relax for a few moments and reread it. Next, reflect on how the message could be interpreted: Will it bother anyone? Would it bother me if that was said about me?





HOW DO WE DO IT?

First of all, they are told about the **characteristics of cyberbullying** that help them identify it and the main people involved in it (this information can be found throughout the guide). After this introduction and with the cards with the guidelines already prepared, we will select a table or work surface and **divide it into three sections**, one for cyber-victims, another for cyber-aggressors and the last one for cyber-observers.

Next, cards will be drawn at random, like a board game, and the guideline that appears on it will be exposed. The idea is that adolescents are **able to correctly assign** which of the three types of people involved in this behavior would be best suited, leaving each card in its corresponding section. Like the table, a blackboard can also be used, but in this case it would be necessary to use some type of adhesive to adhere the cards to each section.

ALTERNATIVE TO MAKE IT AT HOME

In the first place, mothers, fathers and/or guardians must expose the characteristics of cyberbullying so that young people can identify the situations of it. Subsequently, the activity will be carried out as a board game, as described in the previous paragraph.

The pot of marbles

Throughout adolescence, the foundations of the personality that will finish forging in adulthood continue to be established. This process is what leads adolescents to be more susceptible to the influences of the environment, affectingb emhaanvyio orsf t.heir actions and

since its supervision is difficult.

WHAT IS THE PURPOSE OF THIS ACTIVITY?

• Become aware of the influence that others have on oneself.

Generally, the influences of the circle of friends or the environment in which adolescents move is usually positive for their development, since it will allow them to learn from their own mistakes and those of others, and gradually build their personality.

• Reflect on the possible risks of letting ourselves be carried away by the influence of other peers.

• Extrapolate the influence of the real context to the cybernetic one, which is more difficult to be aware of.

MATERIALS AND RESOURCES

However, this influence is related to the search for acceptance by their peers, which can be considered something "normal" at this stage of life, and sometimes includes participation in uncivil and disrespectful behaviors, with the purpose of obtaining the approval of the group. These behaviors are accentuated through TICs

For this activity you will need a transparent glass jar and as many marbles as will fit in it. It will be necessary for the person leading this activity to have previously counted the marbles, in order to know the exact number of them.

In addition, students must have paper and pen to write.



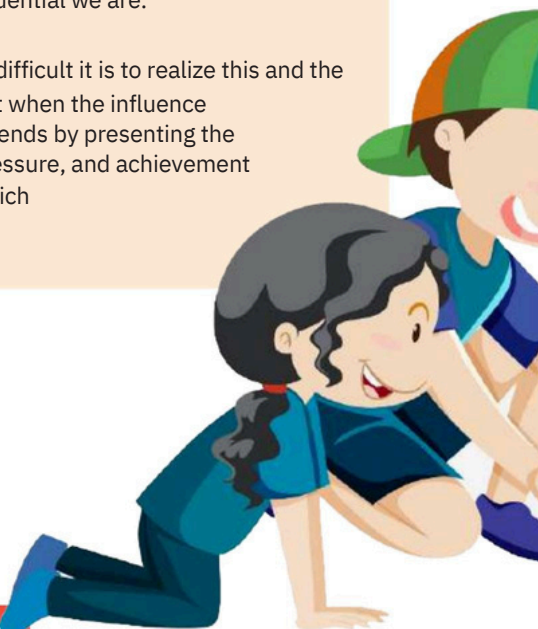
HOW DO WE DO IT?

First, the jar with the marbles is presented to the students. they Ask them to write on a piece of paper, individually and secretly, the number of marbles that they think are in the pot. That paper **must be folded and kept so that no one else sees it.**

They are then asked to form groups of approximately five people. In a group they must carry out the same activity, it is That is, they must decide **how many marbles are in the pot by consensus.** Once they have decided they should write it down on a paper and everyone can return to their place.

The next step is to ask in a general way if the students He considers that he allows himself to be influenced by the rest of his peers. after answers, they are asked to compare the answer they gave so individualized at the beginning of the activity and the one given in the group. **In most cases the answers differ quite a bit,** which allows adolescents to become aware of how influential we are.

At this moment they are exposed to how difficult it is to realize this and the greater complexity of detecting this effect when the influence comes from social networks. The activity ends by presenting the relationship between influence, social pressure, and achievement of behaviors, such as cyberbullying, in which we are involved by social pressure.



ALTERNATIVE TO MAKE IT AT HOME

To carry out this activity at home, it may be difficult to get a jar full of marbles, however, we can version this activity with a jar filled with beans or chickpeas or with any similar alternative that we have easy access to.

It is also convenient that for this activity there are at least 4 participants, in order to achieve the purpose of the activity.

Subsequently, the activity is carried out in the same way as in the previous paragraphs, with the exception that instead of making groups of five people, they will have to get together in pairs and reach a consensus.



We have the right to say "NO"

As explained in the guide, there is another type of harassment through the TICs called **grooming**. The "good" point of this bullying is that saying NO can protect the victims of it. However, sometimes it is difficult to say "NO", especially when a person we love or consider our friend asks us to do something that we do not want or that we know we should not do, or even when he forces us to do something . **to do something** we really don't want.

In these cases, we have the right to say "NO". That is, we have the right to refuse those requests that do not seem correct or make us feel bad, as is often the case with grooming. **Saying "NO" is one of the best ways to prevent it from happening.** But most of the time we don't say "No" because we don't

we don't know how to do it or because we don't want to hurt the feelings of others, lose their trust or we fear disappointing that person. In this sense, among the reasons why it is not easy to say "NO" the following stand out:

iNeed to please equals.

iFear of the consequences of "no" (revenge, aggressiveness...).

iFear of the possibility of disappointing the person on the other side of the screen.

iPreference to face the consequences of their attitude due to the difficulty of saying "no".

WHAT IS THE PURPOSE OF THIS ACTIVITY?

ÿ Know the main characteristics of grooming that help to identify it.

ÿ Become aware of the risks of speaking with strangers through Internet.

ÿ Know the methods and strategies used by groomers.

ÿ Acquire and develop skills to detect and deal with situations with a potential risk of grooming occurring.

MATERIALS AND RESOURCES

For this activity, a blackboard, paper, pens, a classroom with a computer and a cannon/projector will be necessary to project the cases presented in the following table so that the students can work with them.





HOW DO WE DO IT?

In the first place, the educator will remind the students what grooming is, as well as the phases through which the groomer manages to gain the trust of minors and carry out the harassment. Next, the students are asked **to organize themselves into groups of five or six people** to work in groups. Once organized, two volunteers will be asked to read the situations presented in the cases to be screened (see table):

GROOMING CASE

You've been talking on WhatsApp for several weeks with a guy you don't know. You like him/her very much and you have sent him/her a photo of his/her underwear, he/she has also sent you a photo of him/her in his/her underwear. He asks you to contact by webcam to talk and tells you to undress because he wants to see you. After rejecting this request, he threatens you with sending your photos to your relatives or classmates. You finally agree to do as he asks.

After a few days you discover that the supposed boy/girl you were chatting with turns out to be a man or a woman who used a fake profile to gain your trust.



After the presentation of the cases, they will be asked to answer the following questions in groups:

ÿ When we meet someone on the Internet, do you think there is any way to make sure they are trustworthy? ÿ

Why do you think that the groomers' requests are finally being granted?

ÿ How would you act if this situation happened to you in reality?

ÿ Why do you think it is so difficult to say "No" in a situation that makes us feel bad?

How could

we say "No" without hurting the other person's feelings? Do you observe any detail of the stalker that could have alerted you?

ÿ Would you know what to do if you find yourself in a similar situation, in which a person you have met on the Internet asks you for photos or videos with sexual content under threat?

Once the round of questions and answers is over, it would be advisable to establish a debate in which the adolescents discuss the possibility of reporting a case of grooming, where to go, what evidence they would show..., in this way they would try to Young people do not normalize clearly risky situations.

ALTERNATIVE TO MAKE IT AT HOME

This activity would begin with the presentation by fathers, mothers and/or guardians about the problem of grooming. Next, the grooming situation of the example table is presented and the activity will be carried out in the same way as the dynamic proposed for the classroom.

What is my name in the TICs?

Unlike face-to-face relationships, the **relationships we maintain on the Internet** and through social networks involve difficulties not experienced before the appearance of new technologies.

The fact that digitization makes it possible to have asynchronous conversations and between people who do not share a physical space, facilitates susceptibility to certain problem behaviors. Among these behaviors, talking about another person and/or giving them a nickname without their being aware is quite common. However, this behavior that a priori can be interpreted by many adolescents as innocent can have **quite harmful consequences for those who receive these comments or nicknames**.

WHAT IS THE PURPOSE OF THIS ACTIVITY?

- Know the risks of publishing certain things through TICOs.
- Become aware of the difficulty of knowing the labels we receive in the cyber environment.
- Reflect on the negative consequences that labels have for the person labeled as such.

MATERIALS AND RESOURCES

To carry out this activity, it will be necessary to have a pad of sticky post-it notes (it would also be possible to make these notes with sheets of paper) and pens or markers.



HOW DO WE DO IT?

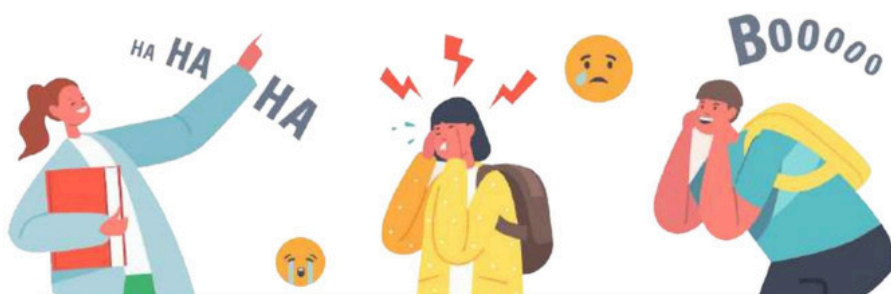
To begin this activity, students will be asked to dictate pejorative and negative nouns or adjectives that are used in TICs to refer to someone in particular. **The person directing the activity** will be located in the educator's place and will write down the words to the notes individually, so that each note contains one word.

Next, the coordinator asks the rest of the classmates to approach the place where they are in an orderly manner, so that they can place a random note on the back of each one. The students will not be aware of what grade they have received, but the rest will be able to see it. This first part of the activity **will allow adolescents to experience the discomfort that cybervictims feel** when they are aware that TICs are talking about them behind their backs.



For the second part of this activity, students are asked to clear the classroom and make a circle in which they all fit. A student is asked to stand in the center of the circle surrounded by the rest of the classmates, as a cybervictim. At that moment **they are asked to whisper about the note** that the person in the center is carrying, trying so that the person in the center cannot hear them.

After a minute of whispering, **the "cybervictim" is given the turn to speak** so that she exposes to the rest of the classmates the feelings she has experienced during that time, so as to increase empathy towards the cybervictims.



ALTERNATIVE TO MAKE IT AT HOME

The adaptation of this activity is complicated since a group is required for the dynamics to flow. However, to make an approach, mothers, fathers, and/or guardians can inquire together with the young people about the pejorative comments that are made through the TICs directed at someone they know and analyze the possible consequences for him/her.

But... Why is it done?

A type of cyberbullying called sexting has been mentioned throughout this guide. Some people, mainly younger people, tend to underestimate the risks associated with sharing diverse content through social networks, especially of an intimate nature.

This in turn makes it difficult for them to be aware that **the moment they share any information with other people**, they lose control over it, and from that moment it is no longer private. Despite the fact that there are many and diverse reasons that lead young people to practice sexting, we can highlight the following:

- **The pressure exerted by others** (partners, ex-partners, a boy/girl they like...) by asking them for certain compromising images.
- **To impress** (in the same cases) or even self-affirm and reinforce their self-esteem when the "responses" to these images are encouraging and positive.
- **The lack of perception of risk** that accompanies adolescence and the transgressive spirit trigger certain challenges.
- **Flirting** or giving other content to a relationship.
- **Consider images as a substitute for sexual intercourse**, which can turn sexting into the emotional motive they need to keep an intimate relationship alive.

Peer group membership is also an element that influences sexting.



On certain occasions, it may be a common practice among them, despite the fact that **there may be no intention to disseminate the photographs or videos.**

However, various situations such as these young people's devices being stolen, lost, or broken can lead to the spread of compromised loving, content.

WHAT IS THE PURPOSE OF THIS ACTIVITY?

- Identify and know the characteristics of sexting.
- Become aware of the risks involved in sharing compromised content through TICs.
- Reflect on the reasons that drive them to take and send those images or videos.
- Provide strategies that make it possible to prevent these practices among adolescents.

MATERIALS AND RESOURCES

For this activity, you will need paper, pens, a blackboard, chalk, a classroom with a computer and a cannon/projector, and a link to a video where sexting is represented. We propose this as an example:

[https:// www.youtube.com/ watch? v=fXIeOmIc8Bs&ab_channel=inaimexico](https://www.youtube.com/watch?v=fXIeOmIc8Bs&ab_channel=inaimexico)
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HOW DO WE DO IT?

To carry out this activity, the educator will begin by asking what they know about sexting and the answers will be written down on the blackboard. After collecting all the answers, the educator will make a theoretical introduction to it and will end by asking the students to form groups of 5/6 people.

Next, they will proceed to play the video (see here) in which a girl sends compromising photos to the boy she likes, who finally ends up spreading them on social networks. After viewing the video, the students are suggested **to try to find the reasons that have led the girl to act in this way**. After a period of time, speaking time will open for each group to present the reasons they consider. Based on the answers, the educator can present some of the reasons (presented in the introduction of the activity) so that the adolescents know them.

To end the activity, students are asked **to propose alternative responses to sending compromised content** with the same group that carried out the previous activity. In this way they will gain experience to respond to a possible situation of sexting.

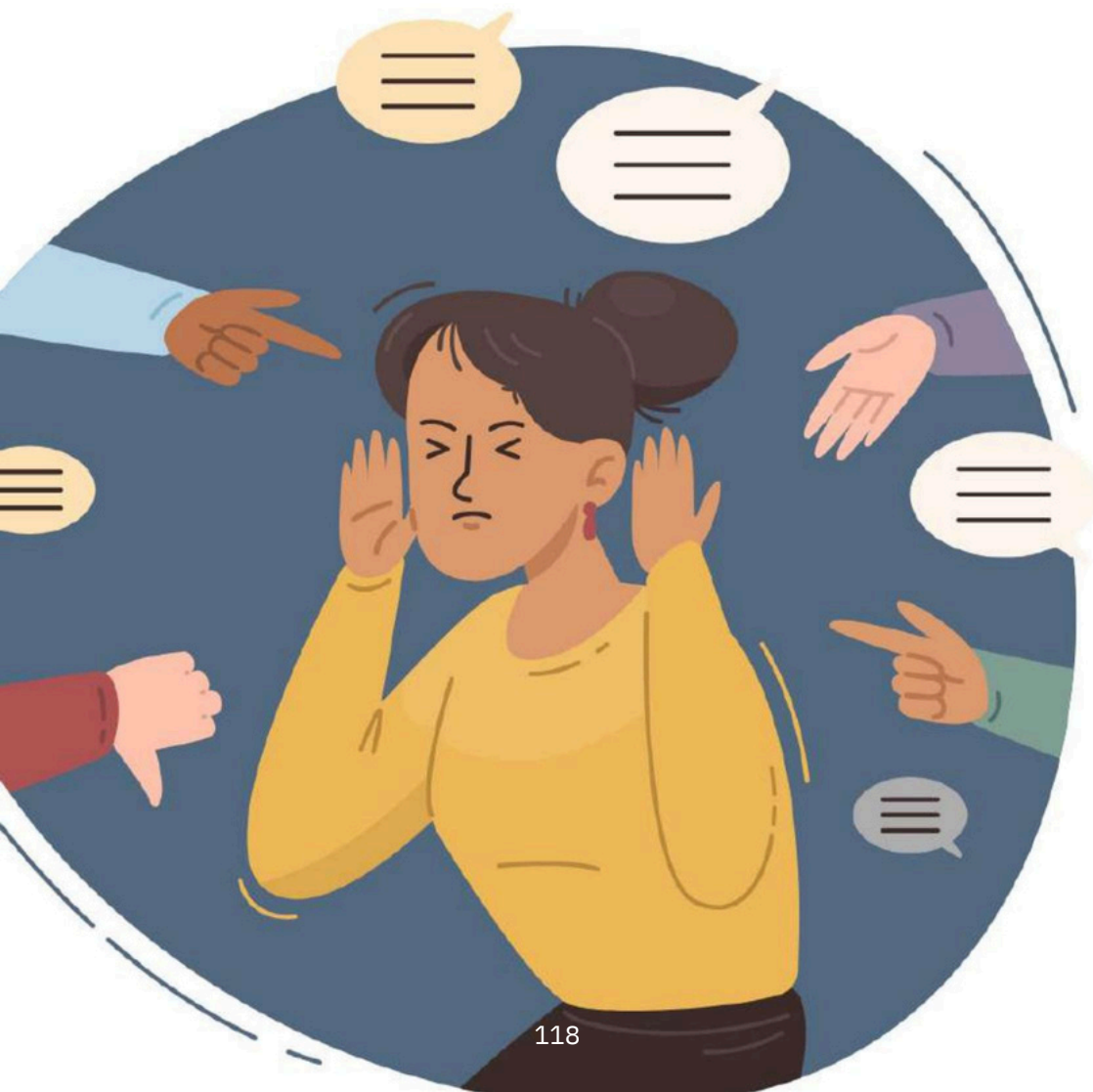
ALTERNATIVE TO MAKE IT AT HOME

Fathers, mothers and/or guardians will present the main characteristics of sexting to young people, and they will watch the link video with them. Next, the adolescents are asked to explain the reasons they consider justifying sending compromised photos and videos. Finally and jointly, it is proposed to seek possible alternative responses to this type of harassment.

BLOCK III

Resources
to learn more





In this section we offer a series of varied resources that we consider to be of interest to educators in general, and to families, children and adolescents in particular. These resources include a list of recommended basic references of a more academic nature, as well as institutional websites and other recommended web links, where the information offered in this guide can be expanded.

We have also incorporated a list of informative book titles for families and educators, as well as publications more oriented towards child and adolescent readers and audiovisual resources.

1. Recommended basic bibliography

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Cañas, E., Estévez, E., León-Moreno, C., and Musitu, G. (2020). Loneliness, family communication, and school adjustment in a sample of cybervictimized adolescents. *International Journal of Environmental Research and Public Health*, 17(1), 335.

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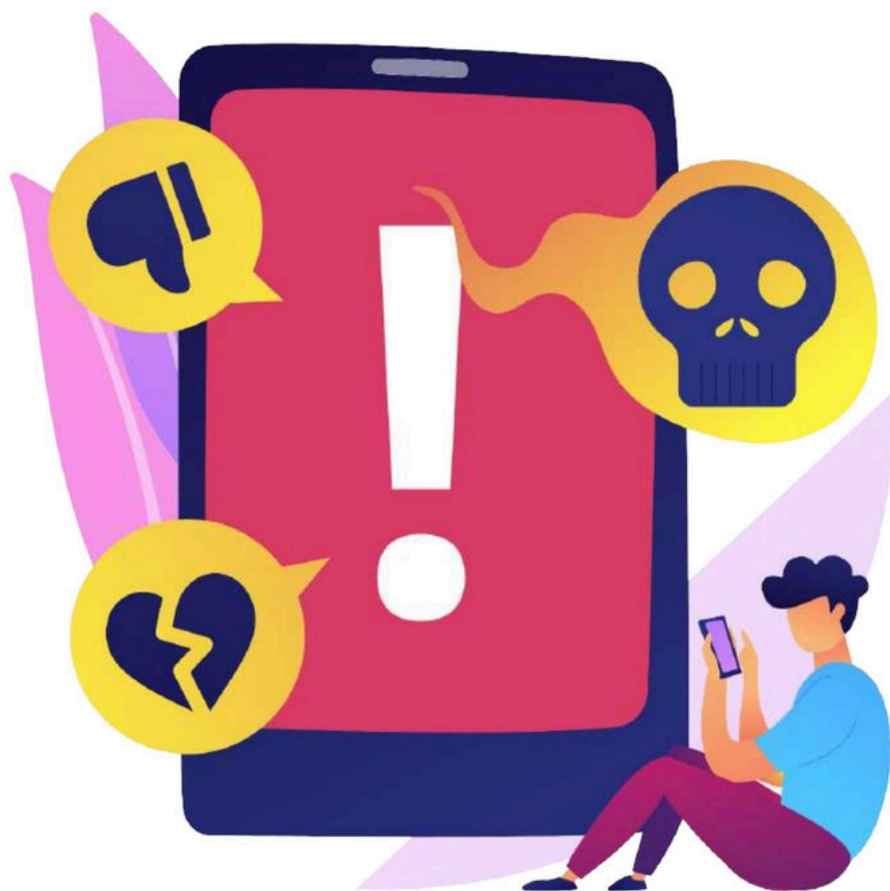
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2. Webgraphy of interest

2.1. Institutional websites

Aragon. Protocols for action in the event of aserious conflict with violence between students

https://convivencia.files.wordpress.com/2010/04/conflictos_alumnos.pdf

Asturias. Protocol of action against school bullying

[https://www.educastur.es/documents/34868/38433/2018_03-](https://www.educastur.es/documents/34868/38433/2018_03-instrucciones_protocolo_acoso_escolar_Asturias.pdf/f0f0c5ed-74a3-ad61-c1f5-f4a239e8bdaa?t=1621)

[instrucciones_protocolo_acoso_escolar_Asturias.pdf/f0f0c5ed-74a3-ad61-c1f5-f4a239e8bdaa?t=1621](https://www.educastur.es/documents/34868/38433/2018_03-instrucciones_protocolo_acoso_escolar_Asturias.pdf/f0f0c5ed-74a3-ad61-c1f5-f4a239e8bdaa?t=1621)

Cantabria. Action protocol for educational centers in apossible situation of bullying [https://](https://www.educantabria.es/documents/39930/261258/Protocolo_acoso_escolar_sept_2016.pdf/e46d9063-cee3-5356-ac5f-0e739f3dda65?t=1631101086078)

[www.educantabria.es/ documents/](https://www.educantabria.es/documents/39930/261258/Protocolo_acoso_escolar_sept_2016.pdf/e46d9063-cee3-5356-ac5f-0e739f3dda65?t=1631101086078)

[39930/261258/Protocolo_acoso_escolar_sept_2016.pdf/e46d9063-cee3-5356-ac5f-0e739f3dda65?t=1631101086078](https://www.educantabria.es/documents/39930/261258/Protocolo_acoso_escolar_sept_2016.pdf/e46d9063-cee3-5356-ac5f-0e739f3dda65?t=1631101086078)

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[convivenciaescolar/es/acoso-buen-trato/protocolo-actuacion-cases-harassment](https://www.educa.jcyl.es/convivenciaescolar/es/acoso-buen-trato/protocolo-actuacion-cases-harassment)

Catalonia. Prevention, detection and intervention protocol for bullying and cyberbullying among peers [https://xtec.gencat.cat/](https://xtec.gencat.cat/ca/centres/projeducatiu/convivencia/protocols/assetjament_ciberassetjament-entre-iguals/index.html)

[ca/centres/projeducatiu/convivencia/protocols/assetjament ciberassetjament-entre-iguals/index.html](https://xtec.gencat.cat/ca/centres/projeducatiu/convivencia/protocols/assetjament_ciberassetjament-entre-iguals/index.html)

Madrid's community. Protocol for intervention in situations of bullying

[https:// www.educa2.madrid.org/ web/ convivencia/ protocolo-de-intervencion](https://www.educa2.madrid.org/web/convivencia/protocolo-de-intervencion)

Valencian Community. Action protocol for educational centers in cases of bullying <https://ceice.gva.es/es/web/inclusioeducativa/assetjament-escolar>

Extremadura. Protocol of action in situations of bullying
<https://www.educarex.es/convivencia/acoso-escolar.html>

Galicia. Galician strategy for school coexistence <https://pdabullying.com/es/resource/protocolo-galicia>

Government of the Canary Islands. Materials to prevent bullying http://www3.gobiernodecanarias.org/medusa/campus/doc/htmls/acoso/htmlframe/modulo_04_f/seccion_03.html

National Institute of Educational Technologies and Teacher Training <https://intef.es/>

Balearic Islands. Bullying Protocol
<https://pdabullying.com/es/resource/protocolo-islas-baleares>

Junta de Andalucía. Action protocols in cases of harassment
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Junta de Andalucía. Educational resources on coexistence in educational centers
<http://www.juntadeandalucia.es/educacion/webportal/web/convivencia-escolar/materiales/bibliografia/ayudante>

The Rioja. Action in cases of bullying <https://www.larioja.org/edu-aten-diversidad/es/protocolos/acoso-escolar>

MECD. EDUCALAB
<http://educalab.es/recursos/historico/orientacion-tutorial/convivencia-escolar/acoso-escolar>

Ministry of Education, Culture and Sport. Strategic Plan for School Coexistence

<https://sede.educacion.gob.es/publiventa/d/21878/19/0>

Navarre. Guide for intervention in cases of bullying and harassment among peers <https://>

www.educacion.navarra.es/web/dpto/educacion-en-valores/asesoria-para-la-convivencia/profesorado/guia-para-la-intervencion

Murcia region. School coexistence protocols [http://www.carm.es/web/pagina?IDCONTENIDO=4001&RASTRO=c792\\$m&IDTIPO=100](http://www.carm.es/web/pagina?IDCONTENIDO=4001&RASTRO=c792$m&IDTIPO=100)

2.2. Other recommended links

Spanish Association for the Prevention of Bullying (or AEPAE or AEPAE) <https://aepae.es/>

REA Association

<https://www.asociacionrea.org/documentacion/>

edualter. Network of resources in education for peace, development and interculturality

http://www.fundacionfide.org/red/recurso/edualter__red_de_recursos_en_educacion_para_la_paz__el_desarrollo_y_la_interculturalidad.html

EDUCARUECA.ORG: Materials for managing coexistence in classrooms

<http://www.educarueca.org/spip.php?article942>

Between corridors and classrooms. Resources to deal with bullying in schools <http://entrepasillosyaulas.blogspot.com.es/2010/12/recursos-para-tratar-el-acoso-escolar.html>

digital family

<http://famiadigital.net/resources>

ANAR Foundation

<https://www.anar.org/consejo/guide-sobre-bullying-o-acoso-escolar-para-menores/>

ANAR Foundation and Mutua Madrileña. Materials for the tutorial action <http://www.cabemosconelbullying.com/>

New Website:

let's treat each other right

<http://www.xtec.cat/~jcollell/ZGuia%20Alumnes%20Primaria.pdf> And

what can you do [http://](http://www.xtec.cat/~jcollell/ZGuia%20Alumnes%20Primaria.pdf)

www.xtec.cat/~jcollell/ZGuia%20Alumnes%20Primaria.pdf

INTECO Information Security Observatory, (2009) Study on safe habits in the use of smartphones by Spanish children and adolescents http://www.inteco.es/Seguridad/Observatorio/Estudios/Estudio_smartphones_menores

INTECO Information Security Observatory, (2009) Legal guide on cyberbullying and grooming http://www.inteco.es/Seguridad/Observatorio/guias/guiaManual_groming_ciberbullying

INCIBE Internet User Security Office <https://menores.osi.es/>

ScreensFriends

<http://www.pantallasamigas.net/>

psychoactive

<https://www.psycoactiva.com/blog/bullying-el-papel-del-espectador/>

Save the Children. School Harassment or Bullying

<https://www.savethechildren.es/donde/espana/violencia-contra-la-infancia/acoso-escolar-bullying>

telephone. Good use of the Internet by children

<https://www.telefonica.com/es/sala-comunicacion/blog/how-we-contribute-so-children-make-a-good-use-of-internet/>

UNICEF. Education on children's rights

[https:// www.unicef.es/ educa](https://www.unicef.es/educa)



3. Books for families and educators

Bruna, C. (2021). Educate against bullying. Spain: Editorial Alba.

Cáceres, P., and Oria de Rueda, R. (2016). Let's End Bullying: The Guide for Parents, Students, and Teachers. Madrid, Spain: Eride Editions.

Casamayor, G., Antúnez, S., Armejach, P., and Checa, P. (1998). How to respond to conflicts: discipline in secondary education. Barcelona, Spain: Graó.

Comas, VR, Moreno, AG, and Moreno, AJ (2002). Ulises Program: Learning and development of emotional self-control. Monitor's Notebook. Ministry of Education (National Plan on Drugs).

Collell, J., &Escudé, C. (2005). Bullying among students. Guide for families.

[http:// www.xtec.cat/ ~jcollell/ ZGuia%20Pares.pdf](http://www.xtec.cat/~jcollell/ZGuia%20Pares.pdf)

Duchement, P. (2019). I'll wait for you at the exit, a manual for parents against bullying. Independently published.

Flores, J., and Casal, M. (2008). Cyberbullying. QUICK GUIDE for bullying prevention through new technologies. Ararteko, Ombudsman's Office CAPV town.

<https://www.ararteko.eus/es/ciberbullying-quick-guide-for-the-prevencion-del-harassment-through-the-new-technologies>

Fernandez, I. (2005). Bullying among schoolchildren. Guide for parents. Ombudsman for the Minor. Spain: Community of the Community of Madrid.
[https:// www.observatoriodelainfancia.es/ oia/ esp/ documentos_ficha.aspx?id=713](https://www.observatoriodelainfancia.es/oia/esp/documentos_ficha.aspx?id=713)

González, I. (2002). Discover how to protect your children on the internet: Digital babysitting method. Independently published.

López, L., and Sabater, C. (2018). bullying. Definition, characteristics, causes-consequences, family as a key agent and ecological prevention. Madrid, Spain: Pyramid.

Luengo, JA (2011). Cyberbullying: resource guide for educational centers in cases of cyberbullying: intervention in educational centers: materials for management teams and tutorial action. Ombudsman for Minors in the Madrid's community.
<https://www.madrid.org/bvirtual/BVCM013909.pdf>

Merayo, MM (2013). bullying. Guide for fathers and mothers. Spain: CEAPA: Spanish Confederation of Associations of Parents of Students.
https://bienestaryproteccioninfantil.es/wpfd_file/acoso-escolar-guia-para-padres-y-madres/

Observatory for School Coexistence in the Autonomous Community of the Region of Murcia (2013). Tips to avoid risks on the Internet.
Notes to improve relations in the centers. [http://www.carm.es/web/?IDCONTENIDO=11896&IDTIPO=246&RASTRO=c\\$m4330](http://www.carm.es/web/?IDCONTENIDO=11896&IDTIPO=246&RASTRO=c$m4330)

Oñate, A. and Piñuel, I. (2007). Harassment and school violence in primary, ESO and high school students. Cisneros Report VII. IIEDDI (Institute of Innovation Education and Management Development). Madrid.
<https://bienestaryproteccioninfantil.es/informe-cisneros-vii-acoso-y-violencia-escolar-en-espana-en-alumnos-de-primaria-eso-y-bachillerato/>

Pérez-Carrillo de la Cueva, E. (2021). Bullying kills. Child coaching and bullying prevention. Seville, Spain: Calígram.

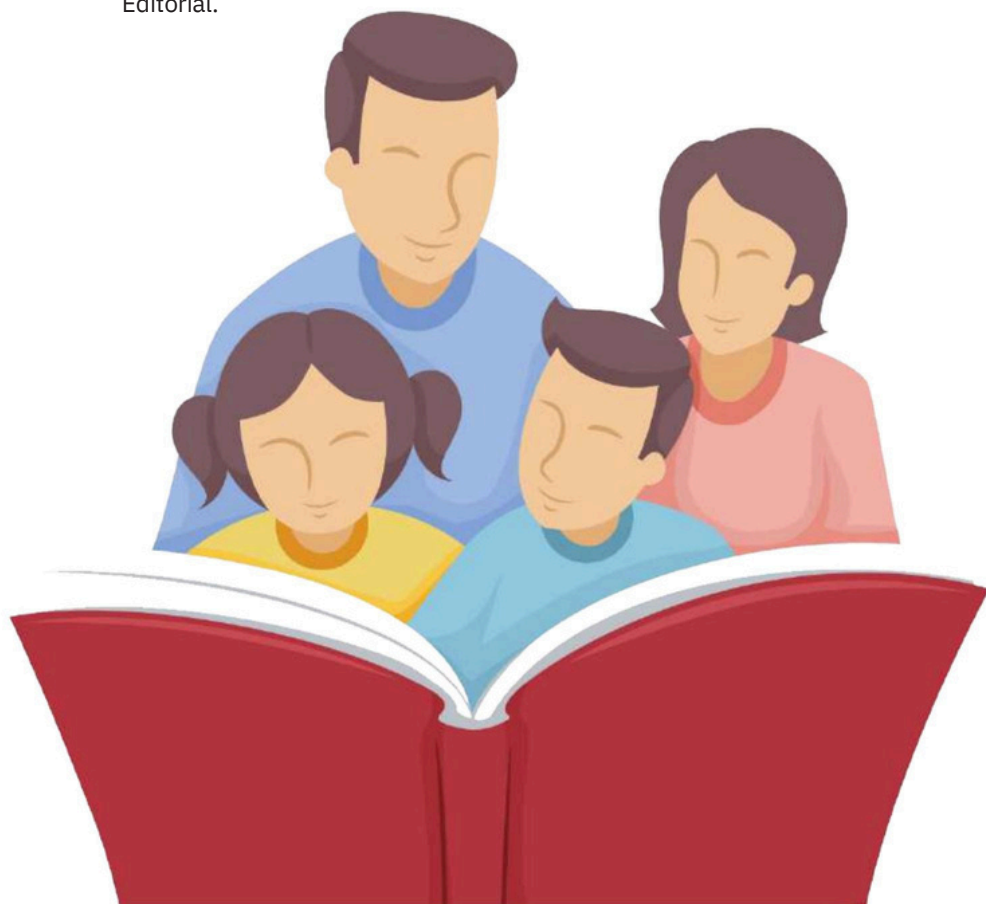
Ramírez, FC (2001). Aggressive behavior at school age. Madrid, Spain: Pyramid.

Serrate, R. (2007). Bullying bullying. Guide to understand and prevent the phenomenon of violence in the classroom. Madrid, Spain: Editions of the Labyrinth.

Sevillano, J. (2019). Parents against bullying. A practical and different guide. Spain: Editorial Club Universitario.

Whitson, S. (2017). 8keys to end bullying: Strategies for parents and schools. Barcelona, Spain: Eleftheria.

Zabay, M. and Casado JA (2018). All against Bullying. Spain: Encourages Editorial.



4. Readings for children and young people

Aparicio, B., De la Rosa, P., Jiménez, E., Mars, A., Pueyo, G., Pujol, E., Requena, M., Saavedra, M., Martín, R., and Terceño, S. (2018). For you and for all your companions. Madrid, Spain: Editorial CCS.

Borrás Sanjurjo, A. (2010). Cream and chocolate (School bullying). Madrid, Spain: Anaya.

Castañares Martí, G. (2021). Never. Castellón de la Plana, Spain: Blender Editions.

Chambers, A. (2011). Challenge at school. Barcelona, Spain: Noguer and Caralt.

Collell, J., and Escudé, C. (2004). "Let's treat each other well." Guide for primary school boys and girls.

<http://www.xtec.cat/~jcollell/ZGuia%20Alumnes%20Primaria.pdf>

Collell, J., and Escudé, C. (2005). And you, what can you do?: Guide for high school adolescents.

<http://www.xtec.cat/~jcollell/ZGuia%20Alumnes%20Secundaria.pdf>

Collell, J., and Escudé, C. (2008). Do not get entangled in the network: Guide to know about cyberbullying and some dangers of the Internet and new technologies. <http://www.xtec.cat/~jcollell/ZGuia%20Ciber.pdf>

Compton, A., Ruescas, J., Herrejos, M., Sanchez, J., & Carbajo, M. (2017). And then you win. Five stories about bullying. Spain: ink cloud.

Domenech, M. (2018). Bullying, why me? Spain: Dome Books.

Fernández, I., and Hernández, I. (2005). "The mistreatment between students". Youth Guide . Ombudsman for Minors in the Community of Madrid.
[http:// www.codajic.org/ sites/ default/ files/ sites/ www.codajic.org/ files/ El%20maltrato%20 entre%20escolares%20Guia%20para%20J%C3%B3venes%20.pdf](http://www.codajic.org/sites/default/files/sites/www.codajic.org/files/El%20maltrato%20entre%20escolares%20Guia%20para%20J%C3%B3venes%20.pdf)

Jiménez-Barbero, JA (2016). The boy who didn't want to cry. Spain: Editorial Falsaria. Catalonia, Spain: Bruguera.

Laubalo, C. (2019). Be more you: Abullying story with a happy ending. Spain: Bruguera.

Marble, A. (2021). From heaven to hell in one post. Spain: Dome Books.

Moreno, E. (2018). Invisible. Catalonia, Spain: Ink Cloud.

Rostock, M. (2016). Bittersweet. Barcelona, Spain: Platform.

Serrano, P. (2018). You don't play today. Spain: NubeOCHO Editions



5. Audiovisual resources and films

Ben X(2007, Belgium). Film based on the novel “Nothing was all he said” by Nic Balthazar, inspired by the true story of a boy with autism who committed suicide due to being bullied by his classmates. <https://www.youtube.com/watch?v=Mp-8gRAWWqI>

“Bullying”: short winner of the first school violence contest

Cowards (2008, Spain). Film that addresses the issue of bullying in which the protagonists are the aggressor, Guille whose appearance is "idyllic" (good grades, a good athlete and with a family that supports him), and the victim, Gabriel, whose distinctive quality is to be a redhead.

Cyberbully (2011, United States). The film tells the story of Taylor Hillridge, a teenager who falls victim to cyberbullying after receiving a computer as a birthday present.

The boy with red hair: the role of witnesses when they act in solidarity

<https://www.youtube.com/watch?v=By3GNhGXFNo>

The land of fear (2015, Spain). This film projects the story of a father who finds himself involved in a series of distressing situations when Marta, a 13-year-old girl, begins to extort money from her son Pablo.

Rock-paper-scissors. Video to reinforce solidarity and empathy: <https://www.youtube.com/watch?v=udRW5zFkauE>

Point of no return: short film by Carlos de Cozar about a story of bullying.

<https://www.youtube.com/watch?v=Vi0AZ-DI9OU>

“Today is dark tomorrow will be back” : video clip made by students to raise awareness about bullying <http://plataformadeinfancia.org/jovenes-contr-el-acoso-escolar-componen-a-song-and-publish-a-video-clip-to-prevent-these-cases/>

Wonder (2017, United States). This film tells the story of Auggie Pulman who, after ten years of operations and long recovery periods at home due to a congenital facial malformation, now has to face going to school for the first time and starting high school.



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