

GAINS AND CHALLENGES EXPERIENCED BY K5 COLOMBIAN STUDENTS  
DURING THE IMPLEMENTATION OF A UNIT ON BULLYING USING CRITICAL  
READ-ALOUDS

A thesis presented by:

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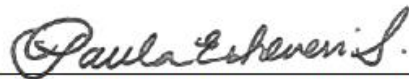
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## DEDICATION

To my wonderful family, especially to my parents who patiently supported me night and day and understood my dedication to this work. I also want to dedicate this work to all of my friends who always kept me up and to all of those who believed in me even when I thought I would not make it. To all of you, thank you.

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## ABSTRACT

# GAINS AND CHALLENGES EXPERIENCED BY K5 COLOMBIAN STUDENTS DURING THE IMPLEMENTATION OF A UNIT ON BULLYING USING CRITICAL READ-ALOUDS

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Nowadays, it is very common to hear about cases of bullying taking place in schools, this is a form of unwanted and aggressive behavior that has become a social issue given its spread in schools. To deal with this, critical literacy scholars proposed to use Critical Read-alouds. These are high quality readings that are carried out for children in public to support their literacy development. They are critical because the conversations that emerge from those books before, during and after the read-alouds give students the chance to reflect upon and transform their realities.

In spite of the importance of dealing with bullying situations, and of the potential usefulness of Critical Read-alouds to deal with the issue, a review of studies in main Colombian EFL journals reveal that there are no studies on how to deal with bullying in EFL classrooms in Colombia. To fill this gap, the researcher prepared a pedagogical unit through which K5 children in a private school in Medellín would be taught about bullying

through Critical Read-alouds and the use of big books, drawings, videos, posters, among others. Along with it, a study was developed in order to explore the gains and challenges of using Critical Read-alouds to raise awareness about issues of bullying among these students. The specific question posed by this study was: *What are the gains and challenges, if any, experienced by K5 Colombian students as a result of the implementation of a unit on bullying using Critical Read-alouds?*

Findings suggest that main gains had to do with the following: (a) identifying types of bullying and what bullies do, (b) identifying different participants in bullying situations, (c) understanding ways to stop bullying, (d) differentiating what bullying is and what is not, and (e) identifying feelings that bullying raises. Main challenges had to do with: (a) drawing mainly on physical types of bullying, (b) difficulty to identify the participants in a bullying situation, for some of the students, and (c) identifying feelings that bullying raises for some students. These findings suggest that, Critical Read-alouds are a good way to raise awareness about different aspects of bullying among K5 EFL students. Nonetheless, teachers need to place a special emphasis on other types of bullying besides physical and also work with the participants of bullying situations.

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## **Introduction**

Bullying is an unwanted and aggressive behavior that has become a social issue in most schools around the world (Espelage & Swearer, 2003). It is defined as a form of aggressive behavior which meets three requirements. First, it causes intentional harm. Second, it is repetitive, and third, there is an imbalance of physical and social power (Olweus, 1993). During a bullying situation “Bullies experience a wish for power that is stronger than their empathic sense, so they are willing to hurt others in order to feel powerful” (Davis & Davis, 2007, p. 10).

Different studies coincide in the fact that it is a problem that needs to be stopped as it has many negative consequences, especially for children. Some of those consequences include children’s low academic performance, social and psychological difficulties, school apathy and lack of motivation, isolation and other psychological problems (Kochenderfer & Ladd, 1996, p.1315 & Ministerio de Educación Nacional, 2013).

This is why different international organizations and foundations have been created to stop and prevent bullying. These organizations include [stopbullying.gov](http://stopbullying.gov) and [bestrongglobal](http://bestrongglobal.com) from the US, [bullyformate.org](http://bullyformate.org), from México, [bullyingsinfronteras.blogspot.com](http://bullyingsinfronteras.blogspot.com), and [colombianschools.co](http://colombianschools.co), from Colombia. They aim to help children and teenagers stay away from bullying by giving them information on how to identify bullying, how to stop it and how to remain safe (U.S. Department of Health and Human Services, 2018). They also offer children to be part of the solution by encouraging them to be kind, helpful and respectful (Moore, 2014) and by giving them tips about how to protect themselves, make the right choices, and love themselves (Fundación en Movimiento, 2019).

According to Igarapé Institute (2018), Colombia is in the top 20 of the most violent countries in the world. Within this violence, there are high percentages of violence against women, femicide, murders by the partner, physical violence to children and teenagers, sexual violence and elder abuse (Gaviria, Gómez & Mora, 2014). It is no wonder, then, that it is also starting to see great instances of bullying in schools. According to a recent study from Bullying Sin Fronteras (2019), a total of 2,981 bullying cases were reported in 2018 and the locations with the highest scores were Cundinamarca (589), Antioquia (445) and Valle del Cauca (399).

This bullying spread has been quite evident in the private institution where I work, especially among K5 children whose age ranges between 5 and 6 years old. Indeed, violent behavior has been constantly repeated among preschoolers in the American School in Medellín during the last school year (2016-2017), and regardless teachers' efforts to improve the situation and the counselor's participation, results were not successful given that behaviors with malicious intentions among children remained.

Aware of the importance of dealing with bullying situations, in 2013, the Colombian government issued Law 1620 "por la cual se crea el Sistema Nacional de Convivencia Escolar y Formación para el Ejercicio de los Derechos Humanos, la Educación para la Sexualidad y la Prevención y Mitigación de la Violencia Escolar", which states that the responsibilities of the Ministry of Education are to include in the curriculum educational materials that deal with bullying and violence at school and promote analysis, reflections and discussions with students about bullying in order to raise awareness among children about this issue that is becoming popular in students every day (p.10).

But how can school teachers deal with this bullying issue? One good way to deal with the issue in the classroom seems to be Critical Read-alouds. These are high quality

readings that are carried out for children in public to support their literacy development. They are useful to deal with social issues such as bullying in the sense that they provide children with opportunities to think, talk and critique those issues that affect them every day (Meller, Richardson & Hatch, 2009, p.77).

In spite of the importance of dealing with bullying situations in countries like Colombia and of the potential usefulness of Critical Read-alouds, a review of studies in main Colombian EFL journals such as *IKALA*, *How*, *Profile*, *Colombian Applied Linguistics* and *Lenguaje* reveals that there are no studies about Critical Read-alouds that deal with bullying in EFL at any level in private or public education. Nevertheless, some studies have been published about read-alouds and storytelling, and even though they are not the same, they share the story time event. On the one hand, a read aloud in early years of school seeks to enrich vocabulary, increase comprehension, and enjoy reading through dialogues before, during and after the reading event (Beck & Mckeown, 2001). On the other hand, storytelling is defined as the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination (The National Story Network, 2017). Additionally, shared reading is defined as an interactive read-aloud with a different purpose, it aims to develop print-based skills and provides opportunities to enrich phonological awareness, vocabulary and comprehension (Schickedanz & McGee, 2010; Beauchat, Blamey, & Walpole, 2009).

The few studies found used other methodologies, such as creating stories (Porras, 2010) and storytelling (Vanegas, 2001), not read-alouds. Besides, they dealt with other issues, which included development of social values such as respect and responsibility (Gómez, Rodríguez & Rojas, 2013). The only study on Read-alouds that was found focused

on solving problems such as overcoming low proficiency and trying to become successful readers while expressing their own opinions in the Read-alouds sessions (Norato, 2014).

Given this gap and the need to solve problems with bullying in the private American School where I work, I designed a case study which aimed to explore the gains and challenges of using Critical Read-alouds in relation to bullying with my K5 students. To reach this goal, I posed the following question: *What are the gains and challenges, if any, experienced by K5 students during the implementation of a unit on bullying using Critical Read-alouds?*

The next sections explain the theoretical framework that supports the study. Also, they describe the bilingual school and the K5 class where the study was conducted, as well as the methodology used to collect data. Additionally, they explain in detail the process of data gathering and analysis and the activities designed to implement the Critical Read-aloud unit on bullying. Finally, they report the findings obtained over the course of the unit on bullying, followed by the discussion and conclusions.

## **Theoretical Framework**

This study is based on Critical Literacy theories which advocate for social justice and the importance of everyone's roles as challengers or accepters of the social inequalities that are found in the world (Leland, Harste & Huber, 2005, p. 259), but, it is also related with literacy and literacy development given that children are in the early reading and writing process. While literacy deals with spoken and printed language as a way to read and understand different ways to communicate (DES, 2011), literacy development includes reading and writing processes as recognition of words, development of vocabulary, fluency, reading comprehension and development of writing. In this manner, Critical Literacy goes beyond, it involves questioning, looking for invisible messages in texts, and raising questions about how power acts upon the reader (Luke, 2004). Therefore, Critical Literacy helps individuals to become aware of inequalities, making an effort to fight against them in their communities and realities (Leland et al; 2005, p. 259). It also, guides students to better understand the issues to finally transform their reality (McLaughlin and DeVogd, 2004).

In contexts where children interact in their mother tongue, but also learn a foreign language, it is important to talk not only about critical literacy but critical biliteracy. Biliteracy is defined as "any and all instances in which communication occurs in two (or more) languages in or around writing" (Hornberger, 1990, p. 213). Critical biliteracy then would be the integration of cultures, contexts and power given that the meaning expressed in those places where biliteracy occurs and is developed is what makes transformation possible. Street (1996) stated it is not about "how can a few gain access to existing power", but "how can power be transformed", it is through language that power is negotiated (Hornberger, 2003; Hornberger & Skilton-Sylvester, 2000).



The following paragraphs will first define the concept of bullying, as a social problem that can be tackled through critical biliteracy. Specifically, it will describe its types, participants, effects and ways to stop it. Then, they will present an overview of studies on bullying that have been conducted over the world, the strategies the studies have used to deal with this phenomenon from a critical perspective, and the results they have obtained. Finally, they will define Critical Read-alouds, as an important strategy within critical literacies to deal with bullying in early school years.

## **Bullying**

While schools face many problems nowadays, bullying appears as one of those situations that cannot be ignored. Bullying is defined “as a specific type of aggression in which behavior towards others is intended to harm, occurs repeatedly over time and involves an imbalance of power in which the person with power attacks the less powerful victim” (Nansel et al; 2001) cited in Flanagan, Vanden, Shelton, Kelly, Morrison, and Young (2013, p. 692).

Although some authors have questioned its existence in preschool claiming that interaction difficulties among peers in the early years are part of children’s natural social development (Vlachou, Andreou, Botsoglou & Didaskalou, 2011, p.331 and Jacobsen & Bauman 2007, p.1), some studies give account of bullying in the early years (Alsaker & Nägele, 2008, Griffin, 2013, Kochenderfer & Ladd, 1996;) stating that bullying actually happens among preschoolers and that it is important to act in order to prevent it and create new and better prevention programs.

Indeed, studies have reported bullying happening at every level of the academic trajectory: preschool (Griffin, 2013; Morales & Villalobos, 2017), elementary (Castillo,

2011; Hennig & Cuesta, 2017 and Garaigordobil & Machimbarrena 2019), middle school (Beltrán, Torrado & Vargas, 2016; Tural & Kemal, 2018) and University (Takami & Haruno, 2018). Bullying has also been reported as taking place in many countries around the world including The United States (Griffin, 2013), Spain (Garaigordobil & Machimbarrena, 2019), Turkey (Tural & Kemal, 2018), Japan (Takami & Haruno, 2018), Costa Rica (Morales & Villalobos, 2017) and Colombia (Castillo, 2011; Beltrán, Torrado & Vargas, 2016 and Hennig & Cuesta, 2017), although not in the EFL field.

Regardless of the place or time in which it occurs, bullying has certain characteristics, types, participants, and effects. As for its characteristics, they involve intentional harm which is repeated over time and an imbalance of power from the aggressor to the victim (Olweus, 1991) therefore, the victim is helpless and it becomes difficult to defend himself/herself (Espelage & Swearer, 2003, p.368).

Bullying can be classified into physical, relational and verbal. Physical bullying involves physical harm as pushing, punching, kicking and so on. Relational bullying includes isolating children from social groups. Finally, verbal bullying includes mistreatment through nicknames, and verbal threats that hurt people's feelings (Jacobsen & Bauman, 2007, p.1).

In all bullying situations, everyone involved is called participant. These participants can be divided into the following three categories: Bullies, victims, and bystanders. "Bullies are individuals who perpetrate aggressive behavior," acting in some way to physically harm or control victims by direct physical means" (Moulton, Allen, Prater & Taylor, 2011, p.120), and victims are the recipients of aggressive behavior" (Jenkins, Mulvey & Floress, 2017, p. 405). Bystanders are people who are often present during the

bullying event. They are commonly known as assistants, reinforcers and defenders (Kochenderfer & Ladd, 1996).

Bullying can have many negative effects among which are lack of motivation to go to school, rejection among peers and psychological problems (Kochenderfer & Ladd, 1996, p. 1315). It can also bring negative thoughts about their own cultural background when it is produced because of their racial origin or cultural beliefs (Jacobsen & Bauman, 2007). Concerning children's academic and emotional development, they can be immersed in situations at school in which their peers assault them both verbally and physically. These assaults can flow into lack of motivation to go to school due to the negative and fear emotions they develop during these situations (Jacobsen & Bauman, 2007; Kochenderfer & Ladd, 1996).

In order to avoid undesirable consequences in children's life, bullying situations need to be detected and stopped on time. When bullying is tackled in the early years, it is more likely to not appear during high school and university (Vlachou et al., 2011 & Saracho, 2017). This is why, different scholars have proposed a series of strategies to teach children about bullying. These strategies include the following (Saracho, 2017).

- Class agreements: disruptive behaviors are not allowed, focus only on positive behaviors.
- Knowledge about bullying and its behaviors.
- Discussions about how to behave and self-control.
- Teacher's training about bullying.

Although all of these strategies are key, knowledge about bullying seems to be key, as the more the students know about the issue, the more they will be able to protect themselves.

In sum, bullying is increasing around the world in the educational scenario, including early years of schooling. It involves an imbalance of power from the aggressor to the victim, hurting them physically, socially and verbally. This behavior affects children emotionally and psychologically. It needs to be stopped on time to prevent damages to children as the school years advance.

### **Studies on bullying in the educational context**

Different studies have been done in relation with bullying around the world in educational contexts. Abroad, these studies have focused on aspects such as bullying prevention, values, ways to repair bullying effects, and students' perceptions on bullying. The studies that focused on bullying prevention (Barcaccia, Pallini, Baiocco, Salvati, Saliari & Schneider, 2018; Piht, Talts & Nigulas, 2016) did this by promoting values such as tolerance, respect, consideration and courage. These values were developed through drawings about how students imagine a good friend, and about their emotions. Other drawings represented students' thoughts and experiences with bullying (Slee & Skrzypiec, 2015).

As some studies focused on prevention, some others focused on ways to repair its effects at a social, academic and emotional level. To do this, researchers used measure scales for victimization, repression, anxiety, anger and forgiveness, then, they worked on forgiveness and friendship among students given that the absence of these two elements

promotes attitudes related to bullying such as physical and verbal aggression, friendship and forgiveness allowed students to stay away from bullying (Barcaccia et al; 2018).

Still other studies focused on students, teachers and parents' perceptions and understandings of bullying and its relation with self-esteem (Purcell, 2012; Ang, Chong, Cheong, Lee, Tang & Yen, 2018). Purcell (2012) tried to find this out by semi-structured interviews with children having bullying experiences, especially those who might be bullies and victims. Ang et al. (2018) applied different tests scales of self-esteem and bullying behavior to children, and did a semi-structured interview with open-ended questions about student's views and experiences with bullying. With the results, Ang et al (2018) devised an action plan for the school which included an anti-bullying program that helps children to re-direct their aggressive behavior in a more positive way and their self-esteem in a better social way (p.15).

Finally, in Colombia, studies on bullying have focused mostly on identifying bullying in middle and high school (Paredes, Álvarez, Lega & Vernon, 2008; Uribe, Orcasita & Aguillón, 2012; González, Mariaca & Arias, 2014) and perceptions of bullying in elementary school (García & Niño, 2018). The study by Paredes et al. (2008) aimed to explore the existence of bullying in middle schools in Cali through a series of questionnaires that explored bullies and victims' behavior tendency, the way bullies act, and how they solve the problem. The study by Uribe et al. (2012) had as its purpose to identify bullying in middle and high school in Santander through questionnaires intended to detect bullying, check how family works in regards to bullying and coexistence, and come up with ideas to prevent it.

Finally, the study by García and Niño (2018) aimed to identify the perceptions of bullying and coexistence in the 5<sup>th</sup> grade in a school in Bogotá throughout two perception

questionnaires of bullying and coexistence and a semi-structured interview directed to teachers, coordinators and directives to figure out how bullying takes place.

As can be seen, researchers have explored different aspects of bullying in educational scenarios abroad and in Colombia. While studies abroad have focused on how to manage and solve bullying situations as prevention, ways to repair, teachers and parents' perceptions, forgiveness and ways to re-direct aggressive behavior; in Colombia, the focus has been on detecting bullying in institutions by identifying bullying in upper grades, students' perceptions of bullying in elementary and explore its existence in schools.

### **Critical Read-Alouds**

Critical Read-alouds are readings related to social issues that support literacy development in children. Their usefulness lies in the power that emerges from the conversations that take place before, during and after the readings (Meller et al; 2009, pp.76-77). As a result, children develop their thinking; they talk, critique or propose solutions to the problems that affect their daily life. These conversations transform a regular read-aloud into a Critical Read-aloud (Meller et al; 2009).

A way to approach Critical Read-alouds in early years is through critical books (Vásquez, 2003). Critical books have certain characteristics: They “explore differences rather than make them invisible, enrich understandings of history and life by giving voice to those traditionally silenced or marginalized, and show how people can begin to take action on important social issues” (Meller et al; 2009, p.77).

In terms of benefits, Critical Read-alouds help children to make connections that are critical and at the same time develop skills like reading and thinking; those critical connections allow them to go beyond the content of the book by asking questions as: who

is telling the story? Why do you think the character was evil? (Meller et al; 2009). This reading practice may offer to students “visibility of difference”, that is to say, raise awareness about diversity, about what looks different in the eyes of humans, and how silenced people recover their voice by taking part of social issues as racism, poverty, bullying, among others, and questioning their position among society.

To promote Critical Read-alouds, McLaughlin & DeVogd (2004) proposed some strategies among which are: Problem posing questions, mind and alternative mind portraits and exploring identities. Problem posing is used with different texts as narrative and informational, as well as conversations. This strategy “raises some questions in order to promote a critical analysis and to demand a critical position from the student” (McLaughlin & DeVogd, 2004, p. 41). In the case of bullying, such questions could be: “Was there bullying in this story?” “Who was the bully here?” “Who was bullied?” “Was it intentional?” “Was it repeated?” “What type of bullying did you see?” “How do you think the victim felt?” “What is the right way to treat someone?”

*“Mind and Alternative Mind Portraits”* is a strategy in which two different perspectives from the same text are analyzed by readers. The first perspective belongs to the story and the second one to something that is missing in the story. Once both perspectives are selected, students draw two human shapes and write over them a variety of words, descriptions or thoughts that might represent the two perspectives. This activity leads to critical debates about real life situations taken from a text (McLaughlin & DeVogd, 2004, p.51).

Finally, *“Exploring Identities”* is a strategy that seeks to challenge the different identities established by society, once more by challenging the common place. This strategy follows three stages. First, students imagine the characters in a different way in the story

and give them a new role. Second, they talk about how the new roles could change the story. Third, they imagine the effect this change would have on other situations in life (McLaughlin & DeVogd, 2004, p. 90). This means, how things could change if they instead of hurting others made them feel good or were kind to them, of if they played with them instead of pulling them out of the game, etc.

The strategies mentioned above are appropriate for K5 children because, at their age, those are activities they can understand and are able to do. At the same time, children can reinforce values that have been worked on in the school such as respect, fairness, caring, trustworthiness, responsibility, citizenship, etc. Besides, such strategies provide opportunities for children develop and use the L2 to express their thoughts. Additionally, those strategies can help them see problems that might be happening in their classrooms, and help them find ways to solve it. Finally, they can help them read stories in a different way, contrast the world presented in the book to theirs, and make them more aware of their actions towards others.

Using Critical Read-alouds with young children can bring many benefits: First, through critical literacy, readers are the ones who own the power to critique and question the story's messages and illustrations. Second, "students who engage in critical literacies from a young age are likely to be better able to contribute to a more equitable and socially just world by being better able to make informed decisions regarding issues of power and control" (Vasquez, 2010, p.4).

Critical literacy empowers children with tools to interpret the world around them differently. Critical Read-alouds and some Critical Literacy strategies to work with texts as Mind and Alternative Mind Portraits and Exploring Identities help children to own the



word, speak their minds and make sense of their humanity. It is the starting point to raise awareness and generate change.

## Setting

This research took place at a bilingual school located outside of Medellín-Colombia. The school is divided into early years (K4, K5, and first grade), elementary school (second to fifth grade), the middle (seventh and eighth grade) and high school (ninth to twelfth grade).

In early years and elementary school, all classes are taught in English, except for Spanish and Ethic classes. The school supports its teaching on the basic standards of the Colombian Ministry of Education and the American Common Core standards, thus ensuring accreditation from both countries: Colombia and the United States (The American School PEI, p.27). The Common Core standards focus on development of reading and writing. To develop these skills which are conceived as literacy skills by The Common Core standards, activities such independent reading, partner reading, writing, literacy stations, word study, and read-alouds are promoted.

Besides, students are given access to a wealth of literacy material, including interactive platforms with a variety of books and activities, an elementary library, Ipads for all children with abc applications and specific class materials to develop each literacy skill. However, activities are intended to develop reading comprehension skills such as prompting and supporting, asking and answering questions about key details in a text, and describing the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) (The American School PEI, 2015). They are not intended to develop critical literacy as defined in the theoretical framework.

English courses in K5 are focused on the development of literacy, which is broken into reading, writing and word study. Reading is considered to be a recognition process

where the child looks and explains what he/she sees, once this process becomes successful the child proceeds to decode the words and achieve fluency. Writing is a creative process in which the first writing expressions of children begin with a drawing, through this; they represent something that is happening, how, when and where. After the drawing, children label the pictures and start writing what is happening there. Finally, word study involves grammar, spelling and writing patterns where children recognize abc sounds isolated and how they sound together.

Values also play an important role in this school. Starting in K4, teachers are prompted to teach different values such as respect, responsibility, citizenship, caring, trustworthiness and fairness throughout the courses (The American School PEI, 2015, p.5). Nevertheless, they are not prompted to discuss social issues such as bullying in the classroom, and even less so in the English courses. This issue seems to be increasing everyday among K5 students, causing them lack of motivation to go to school, parents' concern about their children, social difficulties in the classroom and a serious concern among teachers, counselors, principals and parents.

### **The Unit on Bullying**

The unit on bullying had as its main purpose to make students familiar with the topic of bullying, from what bullying is to different ideas and strategies to stop bullying in the school environment, given that children never had any contact with the topic. The unit consisted of a set of activities including pre-reading, during read-aloud, and post reading activities that led students to develop a position on bullying behaviors through the use of Critical Read-alouds. This specific strategy was chosen because it fits students' age and did not change their already established routine with read-alouds. Besides, children were

fascinated with big books, and these allowed for the development of children's reading comprehension and vocabulary, which was one of the aims of the grade.

The whole unit lasted 8 weeks and was divided into 3 main lessons, composed of 6 sessions each. Each lesson dealt with a different book about bullying. These books were carefully selected with the support of the school librarian and the master thesis advisor, based on the following criteria: (a) that they were suitable for 5 years old children in terms of topics and literacy development, (b) that they would allow for the exploration of main issues regarding bullying such as physical, verbal and relational, and (c) that they give voice to the ones that are marginalized and give them power to take action regarding social issues (Meller et al; 2009). These books were the following: "Henry and the bully by Nancy Carlson", "Leave me alone by Ann De Bode and Rien Broere" and "Freda stops a bully by Stuart J. Murphy".

In the first book, Henry a first grader who started being bullied by a second grader. He could not be helped by his mother, teacher or friends, but he found a way to stop the bully on his own and became friends at the end. The book allowed students to work on the three types of bullying (verbal, physical and relational), what a bully is and ways to solve the bullying situation. In the second book, Peter started at a new school and he met Jack the bully, who hurt him and his feelings. He looked for his mother's help and then, he was able to solve the problem in a friendly way. The book gave them the opportunity to work on physical bullying and some ideas to prevent it.

In the third book, Freda went to school wearing her favorite shoes and one of her classmates started calling her using nicknames. She used different strategies coming from her mother and friends to stop the bully. This last book helped children to work on verbal

bullying, its characteristics and once more, ways to stop it. To see the complete unit, please refer to Appendix C.

Each book had a pre-reading, during reading and post-reading part. In the pre-reading, students were prepared for the topic through videos, songs, pictures and questions where they showed that it was the first time that they came in contact with concepts such as bullying, bully, types of bullying and participants in a bullying situation. Along the videos, questions were asked to check students' understanding as "what do you see in the video?" "Is the boy being a bully?" "How do you know?" Once they had the first contact with the topic, they were also asked to make connections among the books, videos or pictures with their own lives through questions such as "Do you think there was bullying in the story?" "How do you think the girl/boy felt?" "Have you ever felt like them?" "What can you do to stop that situation in your school? After that, children were engaged in different activities such as drawings of what bullies do, how a bullied person feels, or ways to stop bullying, writing big books where they showed their learning regarding bullying and the ways to stop it, and so on.

The topics were reinforced with pictures aiming to reduce any kind of misunderstanding. Also, short stories using only images were told to children (the teacher showed them a picture without words while she told a short story where a type of bullying happened), so they could be ready for the read-aloud, in which picture books were used to tell a story. For example, for the first lesson on March 20<sup>th</sup>, given that students did not know any information about bullying, a short but at the same time an attractive and a simple video was shown to children. After the video, bullying characteristics were reviewed with students through a brainstorming. Finally, who a bully is was reviewed using images and asking questions as "is a bully someone who gives love? Is it someone who

shares with others? Is it someone you give hugs? etc.,” so that students would understand that bullies hurt other people’s feelings and need support to realize this and change his/her ways that affects everybody.

During the critical read-alouds, children listened carefully to the stories read by the teacher while sitting on the wooden floor. At different moments of the reading children and the instructor exchanged ideas about the characters, and children got a chance to make connections between what happened to the characters in the story and what had happened to them with their friends at school. For the first lesson, for example, during the reading aloud, the teacher asked” Is Sam bullying Henry?” “How do you think Henry was feeling?” to make sure students were understanding the story to allow them to make connections to their own experiences.

In the post-reading stage students answered problem posing questions such as: was there bullying in the story? Who was the bully there? What types of bullying did you see? How do you think the victim felt when the bully hurt him/her? How did the victim solve the situation? After those questions, children carried out other activities such as: drawings of what bullies do, how someone feels when is bullied, and ways to stop bullying; role playing the different characters and the right and wrong ways to solve a bullying situation; and responding to surveys to check their comprehension.

This last activity consisted of questions which they would respond mainly by circling the right answer. For example, they would be given the question “How would you feel if they were bullied as the character in the story?” The options for the answers were “emojis” showing happy, surprised, sad or angry faces. Children had to circle the one with which they felt most identified. Also, they could be asked what types of bullying they saw in the read-aloud and be given 3 images representing the three main types of bullying:

verbal, relational and physical. The students would have to circle “Yes” or “No” in front of each image.

As for the role-plays, children were asked to form four groups. Two groups were asked to perform a right way to solve a bullying situation according to what they had learned from the read-alouds and other activities. The other two were asked to perform what they believed would be the wrong way to solve that situation. The whole class judged whether they used appropriate or non-appropriate ways to solve it. Each group was supported by the homeroom teacher, the assistant, the counselor and the vice-principal.

Children also developed some of the activities proposed by McLaughlin and DeVoogd (2004) such as “Mind and alternative mind portraits” and juxta positioning texts. In the “Mind and alternative mind portraits” children had to write in a poster characteristics or actions of the bully and then in other poster write new characteristics and actions in order to transform the character. In the “juxta positioning text” students wrote a new version of the first Critical Read-aloud book which was a big book, transforming the bullying story into a friendly one.

At that time of the school year (second semester), K5 students were able to understand most of the instructions given by the teacher in the target language and some students even responded and communicated in the same language. As for writing, they were able to write short stories using some sentences. To achieve this, teachers supported them with conferences in which they checked that they were following the steps to write a book by asking them questions such as the following: Did you think of a story? Did you draw what is happening in the story? Did you use sentences to tell what is happening in the story? If children struggled with writing, teachers helped them by stretching sounds and asking them more than once what was happening in every page of their book. If they

discovered that their writing level was too low, they would refer them to the learning center for extra help.

For the big book, children worked during stations time, a moment where they rotated every 10-15 minutes in each literacy station (activities), one of those stations worked on the big book. The teacher gave instructions for the page they had to work on and supervised their writing as well as helped if they struggled. At the end, the whole book was written in English. Those activities and strategies gave account of children's learning and understanding in the pre-readings and read-alouds, and their position with bullying as they realized how it happened at school.



## **Research Methodology**

This study can be classified as a qualitative case study. “Qualitative research methods are used to understand some social phenomena from the perspectives of those involved, to contextualize issues in their particular socio-cultural-political milieu, and sometimes to transform or change social conditions” (Glesne, 2006, p. 4). Similarly, this study explored a current phenomenon: bullying among K5 students and explored the phenomenon in its socio-cultural-political milieu: a K5 class in a bilingual-private school in Medellin, Colombia. Finally, it aimed to get better understanding of the gains and challenges experienced by these K5 students while taking the unit on bullying awareness so that future iterations of the unit could be more successful in tackling bullying, and therefore, more likely to bring about change in regards to this topic.

### **Participants**

Participants of this study were 23 K5 students, 12 girls and 11 boys between five and six years old who were developing literacy in both languages (Spanish and English). As mentioned in previous sections, children were able to write small books using short sentences and basic vocabulary in English. Additionally, children were able to understand more than 50% of what they heard in the target language. Although they were a disciplined and mostly joyful group, sometimes they excluded their peers when they could not get what they wanted, or manipulated peers to play with them or work for them in the classroom. This raised some concerns to the teacher who welcomed the idea of having a unit on bullying to teach students about the phenomenon and about how to properly solve bullying situations.

Some of these attitudes are part of children’s stages of development. In Piaget’s theory, the preoperational stage states that between 3-7 years old, egocentrism prevails in children, indicating feelings and other’s needs are difficult for them to understand, their own perspective is the only one valid (Grusec & Lytton, 1988).

### **Data Collection Procedures**

Three data collection instruments were used for this study: video recordings of classes, students’ work, and a researcher journal. Data collection started on March 20<sup>th</sup>, 2018, after parents signed a consent form. It ended on June 6<sup>th</sup> for a total of 8 weeks and 18 classes taught at a rate of 2-3 classes a week. Table 1 below shows a summary of all data collected, specifying the month, week and class on which it was collected, and the total number of weeks the unit lasted and classes the unit took. It also shows the type of work students handed in, and number of videos and journal entries that were registered per class. The following paragraphs describe the instruments used and their purpose.

Table 1.

#### *Summary of Data Collected*

|              | <b>Week</b> | <b>Classes</b> | <b>STUDENT’S WORK</b>  | <b>VIDEOS</b> | <b>JOURNAL ENTRIES</b> |
|--------------|-------------|----------------|--|---------------|------------------------|
| <b>March</b> | <b>1</b>    | <b>1</b>       |  | <b>X</b>      | <b>X</b>               |
|              |             | <b>2</b>       | Survey-identify relational bullying                                | <b>X</b>      | <b>X</b>               |
|              |             | <b>3</b>       | Drawing what bullies do<br>Choose feelings physical bullying raise | <b>X</b>      | <b>X</b>               |
| <b>April</b> | <b>2</b>    | <b>4</b>       |  | <b>X</b>      | <b>X</b>               |

|             |   |              |  |           |           |
|-------------|---|--------------|--|-----------|-----------|
|             |   | 5            | The bully wall part 1  |           | X         |
|             |   | 6            | Drawing ways to stop bullying  | X         | X         |
|             | 3 | 7            | Answer yes/no physical bullying in the story<br><br>Draw how children feel when they are bullied | X         | X         |
|             |   | 8            | Mind and alternative mind portraits  | X         | X         |
|             | 4 | 9            | The bully wall part 2  |           | X         |
|             |   | 10           | Big book exploring identities  |           | X         |
| <b>May</b>  | 5 | 11           |  | X         | X         |
|             |   | 12           |  | X         | X         |
|             | 6 | 13           | The bully wall part 3  |           | X         |
|             |   | 14           |  | X         | X         |
|             | 7 | 15           | Label the picture with participants of bullying  |           | X         |
|             |   | 16           |  | X         | X         |
| <b>June</b> | 8 | 17           |  | X         | X         |
|             |   | 18           | Individual videos  | X         |           |
|             |   | <b>Total</b> | <b>13</b>  | <b>13</b> | <b>16</b> |

*Note. Self-made*

### **Video recordings**

Video recordings registered pre-reading, during reading and post-reading activities.

They were 13 total and were gathered 3 videos in March, 4 in April, 4 in May and 2 in June, the dates on which the critical read-alouds were developed. The aim of these video recordings was to procure another source of information in regards to the gains and challenges they experienced during the critical intervention.

## **Students' work**

Students' work comprised all work done by students in the classroom. Those works, 13 in total, included surveys to identify feelings bullying raises, drawings about what bullies do, feelings when bullied and ways to stop bullying for the bully wall, questions with pictures to identify bullying, writing a big book twisted story and an activity to flip bullying actions into good actions and a students' video of every topic they learned. The purpose of collecting this work was to see the gains and challenges children had with the Critical Read-alouds as reflected in the activities children developed in class.

Surveys consisted of a question that required students' understanding of the last activity or read-aloud of the day in which the teacher read, explained and modeled with the question and possible answers represented with emojis (happy, surprised, sad and angry) of how would they feel if they were bullied as the character in the story. Also, after readings children worked independently on different drawings that showed their understanding of what bullies do, feelings when bullied and the ways to stop it, once their drawings were finished, children would hang them in the bully wall outside of the classroom.

As for the Yes/No questions, children had to observe the types of bullies in the paper and then circle the yes/no answer if there were those types of bullying in the book. Then, students had to write a new version of the book called "*Henry and the bully*" in a big book, but this time with no bullying and a friendly ending. Next, in the activity where they flipped bullying actions into good actions, learners wrote different actions and characteristics of the bully in the story and they as they participated, they wrote the actions or characteristics that could replace them in a good way to coexist. Last but not least, along the whole unit children recorded a video where the teacher asked them questions of the things they learned and they just answered without anyone's help.

Some of those works (e.g., drawings of what bullies do, feelings bullying raise, ways to stop bullying, alternative mind portraits activity and the big book twisted story about bullying) were posted in the K5 hallway, aiming to let other students know about the students' reflections and learning about bullying. Also, the students' video showing what they learned in the unit about each aspect of the topic (e.g., who is a bully, types of bullying, what bullies do, feelings bullying raise and ways to stop bullying) was uploaded in the school platform in order to share children's new knowledge about bullying with the school community.

### **Researcher journal**

The researcher's journal was a notebook used by the teacher to write notes on student's expressions, reactions, questions and answers about the main topic: Bullying. It also tried to capture students' behavior in and outside of class, and some of their reactions to situations similar to those discussed in class, so that gains and challenges of the lesson could also be seen through their behavior. Such annotations were made at different moments of the school day (e.g., stations, recess, free centers), after every read-aloud lesson, and after any conversations with children or their parents in which they expressed any comment or happening related to bullying.

The goal with the journal was twofold: to register moments of gains and challenges that were not captured by the videos or the students' work, and to see the lesson's impact on students' behavior, interactions and attitudes in relation with bullying. At the end of the unit there were 21 entries in this journal with five categories as types of bullying and what bullies do, participants in bullying, ways to stop bullying, what bullying is and feelings that bullying raises, each of these categories included gains and challenges.

## **Data Analysis**

Data were analyzed using a deductive-inductive approach (Richards, 2003). That is, five categories which corresponded to unit objectives and unit lessons, were pre-established, as follows (a) Identifying types of bullying and what bullies do, (b) Identifying participants in bullying, (c) Understanding ways to stop bullying, (d) Differentiating what bullying is and what is not, (e) Identifying feelings that bullying raises. Within each of these, two more categories were pre-established gains and challenges. Once these categories were created, subcategories were allowed to emerge. For example, for the first pre-established category, gains, subcategories such as differentiating types of bullying from what bullies do, identifying participants in bullying situations, and understanding ways to stop bullying. Similarly, for the pre-established category, challenges, and subcategories such as differentiating what bullying is from what it is not, and identifying participants in bullying started to emerge.

Nonetheless as some of these categories were repeated in the category of gains and then in the category of challenges, it was decided to present the gains and challenges associated with each category and not have a list of gains and a list of challenges. Next, data in each specific subcategory were analyzed to check which students presented evidence of it and how prevalent the gain or challenge was. Pseudonyms, instead of students' real names, were used to code all data.

To increase "trustworthiness" of the findings (Shenton, 2003), two types of triangulation were used: methodological triangulation (in which different sources such as video recordings, students' work and researcher journals are contrasted) and data

triangulation (in which data from one single source, e.g., students' work is contrasted) (Guion, Diehl & McDonald, 2002, pp. 1-2).

### **Ethical Considerations**

To conduct this research, all ethical considerations as outlined by Drew et al. (2008) were considered. These, included obtaining consent from the principal of the institution, from parents, ensuring confidentiality and privacy, also, including in the consent form information about risks, capacity, information and voluntariness.

To secure consent from the institution, previous to the unit implementation, the primary school vice-principal was given a cover letter and a consent form (see appendixes A and B) in which I detailed the name of the study, the purpose of the implementation, and the techniques and instruments to be used. I also committed to inform the institution about the results of the study at the end of it. After the approval of the cover letter, parents were given the consent form in which they were informed about the study, the purpose of it was explained as well as the positive aspects of it, the techniques and instruments that were going to be used to collect data (e.g. Class observations, video recordings), Finally, parents were told of children's identity protection and the authorization for children's participation in the study was requested. Once their permission was granted, students were asked for a name of their preference to avoid using their real names; some of those names were repeated so, when data collection started, the first letter of their last name was added to the chosen name.

During data collection, the teacher/researcher was the only one who manipulated all the information collected from participants, including general and private information as consent forms, names, students' work, recorded videos and transcriptions. Data were

collected and processed in the teacher/researcher's personal computer, using the pseudonyms provided by students. As the students' work were returned to students at the end of the school year, copies were made of this work, and stored in a personal computer and a hard drive also using pseudonyms. They will be kept there until after the rendering of the thesis and the potential publication of an article, as both events might require demonstration of participants' consent.



## **Findings**

This study aimed to explore the gains and challenges, if any, experienced by K5 Colombian students as a result of the implementation of a unit on bullying using Critical Read-alouds. Findings suggest that there were several gains and challenges regarding the implementation of this unit. Concrete gains were that most children were able to: (a) differentiate the types of bullying from what bullies do, (b) identify the different participants in bullying, (c) come up with different ideas on to stop bullying, (d) differentiate what bullying is from what it is not, (e) identify the feelings that bullying raises. Concrete challenges some of the students had were the following: (a) being able to think only of actions related to physical bullying when asked about things bullies do (b) struggling to identify participants in a bullying situation, and (c) not going beyond to feelings like sad or bad. The following paragraphs provide details about these gains and challenges and some examples from the data collected.

### **Differentiating Types of Bullying from What Bullies Do**

In relation to identifying the types of bullying and what bullies do, data analysis showed that one main gain was that most students (20 out of 23) were able to differentiate types of bullying from the things bullies do (e.g., bullies push, bullies laugh). However, when asked about things bullies do in drawings or other activities, most of the participants (14) limited their answers to actions related to physical bullying (e.g., hit, push, “*pow*”, etc.) more than the things that other types of bullying do (9) (e.g., “laugh” for verbal bullying and “don’t play” for relational bullying) even when the class had gone over these

actions several times after read-alouds and mentioned those things bullies do when participated after those read-alouds, which became a main challenge.

Students who struggled with differentiating types of bullying from what bullies do but then succeeded in differentiating both aspects of bullying were Luciana, Lucas, Pedro U. and Pedro P. In the third lesson on March 22<sup>nd</sup> after the first read-aloud called “Henry and the Bully,” where a second grader called Sam bullied a first grader called Henry by using nick names, stealing his soccer ball and causing Henry physical harm, Luciana, for example, showed confusion of these two concepts. Indeed, during the whole class discussion in the first post activity, the teacher asked the question *what was the type of bullying in the story?* Luciana answered “push” instead of “physical bullying”. Her answer showed that the types of bullying and the actions were confusing to her even though they were related, but children needed to have these concepts clear to avoid misunderstandings as the lessons advanced.

As activities and lessons of bullying moved on, some challenges were overcome and turned into gains. The consistency of classes every week, allowed children to feel comfortable with friends and themselves enough to share their opinions and thoughts of the books or other activity in class. In the following lessons, Luciana started showing improvement in relation to the topic. On April 10<sup>th</sup>, for example, during a review activity for the pre-reading of the types of bullying, when the teacher asked them aloud “*what is the type of bullying when you hit and hurt someone?*” Luciana dared to participate and answered, “*physical*”. Her answer showed she started to understand the difference between types of bullying and actions, and that she felt confident with her knowledge enough to

participate in a whole class activity, as well as her friends that were struggling with the same concepts.

Finally, on April 17<sup>th</sup>, after the second read-aloud called “Leave me alone,” where a boy used relational, physical and verbal bullying to hurt and bother the new student in his class, children were given a paper with images of the types of bullying with a yes/no in front of every picture. Students had to check yes/no if that type of bullying was represented or not by the picture in the story that the teacher had read to them. The expected answer coming from participants was “yes” for all types of bullying, and all of the students, including Luciana, chose “Yes” in all options. This showed that while the lessons progressed, Luciana and the rest of the class obtained a good understanding of the topic, possibly because the new topic was becoming familiar, the read-alouds and activities helped them to understand progressively and the most important children were hooked on the topic.

Although in Luciana’s answer, there is a “No” crossed out, this was then erased and switched to a “yes” on her own before the activity ended. When she was asked about this change of mind, she said she erased the “no” because she had made a mistake to finish the activity faster than the other students. Maybe the answer of Luciana changed when she listened to other classmates talking about their answers or, maybe she could reflect upon the situation and made the right decision. Sometimes little children change their decisions when they see that their classmates are doing different things.

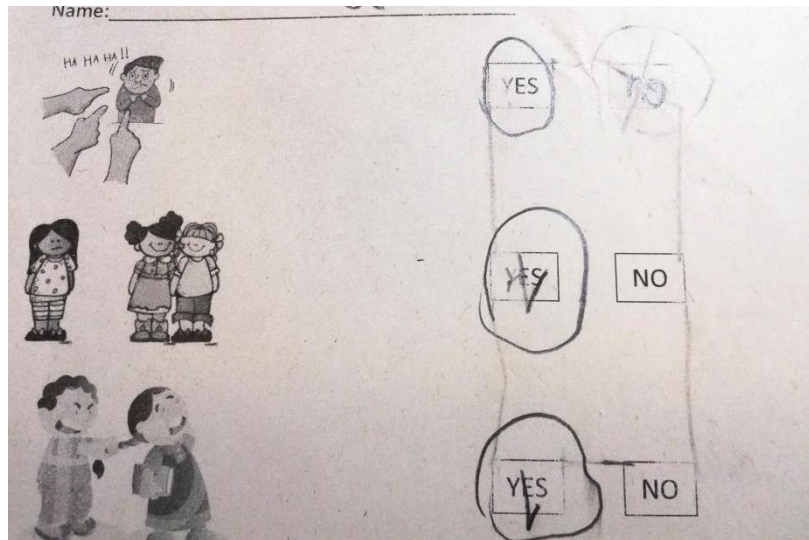


Figure 1. Activity Yes/No Bullying in the story.

(Luciana, Yes/No Activity: Bullying in the Story, Lesson 7, April 17th, 2018)

When asked about what bullies do, all children were able to provide a variety of answers (e.g., hit, push, “pow”, laugh and “don’t play”). However, most of these actions were related to physical bullying, not to verbal or relational bullying as showed on the second lesson which took place on March 21<sup>st</sup>, and where 16 out of 23 students drew on cardboards actions corresponding to physical bullying when they answer to the question “what bullies do?”; what allowed to think children felt more identified with physical by choosing those actions as the answer in class activities.

One example of this comes after the first read-aloud of the book “*Henry and the Bully*”, when students were asked to individually draw and then label things that bullies do. Then, a student called Martina drew a girl kicking a boy with a big foot, while she smiled, and wrote the word “*kic*” [*sic*] on top, meaning that when bullies hurt, they feel happy.

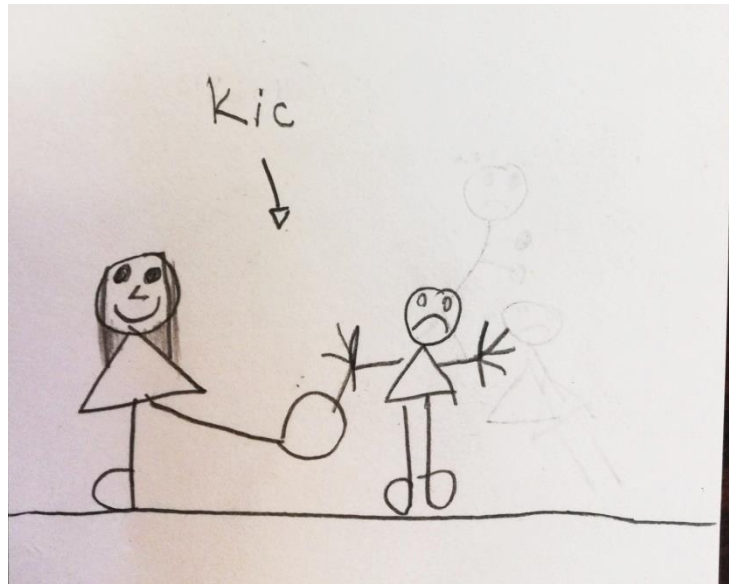


Figure 2. What Bullies do Activity

(Martina, What Bullies Do Activity, Lesson 2, March 21st, 2018)

The tendency to relate bullying to physical actions was again seen during the activity called “*The Bully Wall*” which took place on April 11<sup>th</sup>. For this activity, the class was divided into 3 different groups and then each one was assigned one topic, they were asked to draw *things bullies do, feelings bullying raise and ways to stop bullying independently*. In the first group (*things bullies do*), 7 out of the 9 students answered with drawings related to physical bullying. One example of them is Aaron, who added “bullies push” in his answer. He drew a boy pushing, a boy crying, and a boy hurt and then wrote on the paper between the bully and the victim “*pow!*” “*bullie’s push*”.

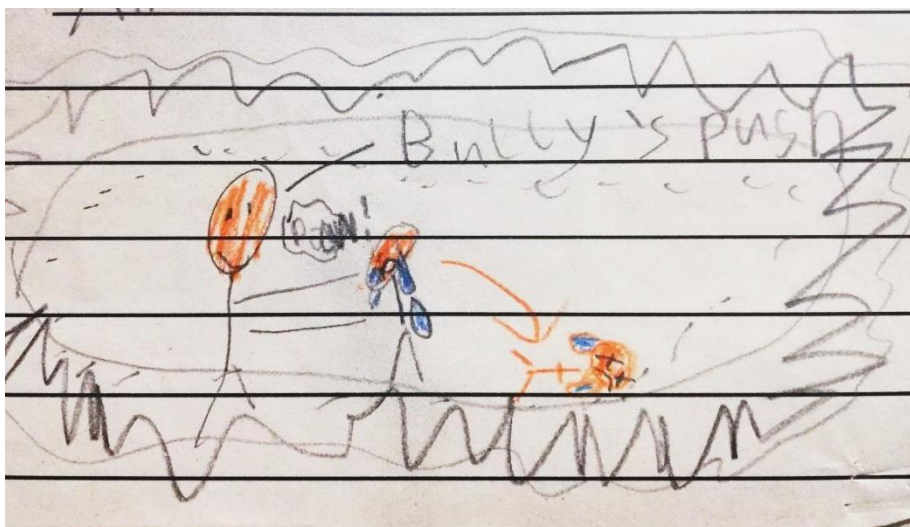


Figure 3. The Bully Wall: What Bullies do

(Aaron, The Bully Wall: What Bullies Do, Lesson 5, April 11th, 2018)

The two previous examples clearly show how much children related bullying to physical harm probably because of how common this type of bullying was in the school environment.

### **Identifying Participants in Bullying**

Regarding the participants in bullying, data indicated that most of the students (16 out of 23) were able to identify different participants in a bullying situation. Nevertheless, some students like Julieta, Amalia, Jacob, Lucas, and Vicente struggled with the topic which was eventually overcome, and some students like Isabella and Martín were able to identify the bully but missed the victim and the bystander.

One example of a student who, after some struggle, was able to identify all the participants in a bullying situation was Julieta. On May 21<sup>st</sup>, the last post-reading activity

was developed with a book called *“Freda Stops a Bully”* and was divided into two parts. First, children had to label all the characters presented in the pictures by giving them a name even though they never had a lesson about characters in bullying apart from what they watched in videos or heard in the read-alouds. The pictures were easy to identify and the expectation was the recognition of the bully, there were no wrong answers because they were not familiar with the topic. Julieta could not identify any participant or character in the bullying event and her only label on the picture was “picture girl,” referring to the bystander.



Figure 4. Label Participants of Bullying Part I

(Julieta, Participants of Bullying- Part 1, Lesson 15, April 11th, 2018)

Julieta’s answer showed her little knowledge about the characters, even the bully, who was known by students since the beginning of the intervention.

In the second part, after an explanation about the role each participant plays in bullying, children were given the opportunity to repeat the first exercise. The expectation for this activity was the recognition of all the characters. This time, Julieta actually identified all the participants, except the “picture girl”. Instead, she wrote “Bystander” to the character laughing at and labeled the missing characters (e.g., Bully and victim) properly. Below is her card.



Figure 5. Label participants of bullying part 2

(Julieta, Participants of Bullying- Part 2, Lesson 15, April 11th, 2018)

### **Understanding Ways to Stop Bullying**

In relation to ways to stop bullying, one major gain was that the 23 participants were able to understand the ways to stop bullying appropriately and come up with different



ideas taken from videos, read-alouds and class discussions. A good example of a student who was able to come up with different ideas to stop bullying is Emiliana. She gave the right answer at different moments of the unit on bullying, except for the first time, in which she immediately corrected her answer.

As previously mentioned, the first read aloud called “Henry and the Bully” dealt with a second-grade boy who bullied a first-grade student boy in different ways (e.g., laughing at him, pulling him and pushing him away from the game). The boy learned from all the experiences he had and one day stopped the situation using one of the ways to stop it such as (e.g., treating the bully the way he would want to be treated and inviting him to play with the first graders). On March 22<sup>nd</sup>, after the read aloud mentioned above, the teacher asked the class, “*Now that you know about bullying, how can we stop it in our school?*” Emiliana’s answer was, “*don't play more with him*”. Her answer gave account of relational bullying.

Then, after thinking for a minute about her answer, she said “*be good friends*”. After this, the teacher asked the whole class questions like: “*Do we stop bullying hitting back?*” Children: “*no*”, “*do we stop bullying saying to our friends they cannot play?*” Children: “*no*” and told them: “*remember we do not solve the problems hurting others or making them feel bad*”. Her answer means one of two things. The first one is that she could not understand the question and, so, she said what the bully boy said in the book. The second one is that she misunderstood how to stop the situation appropriately using unfriendly alternatives. Nonetheless, when Emiliana was given an opportunity to reconsider her answer, she used what she saw in the book to propose another alternative: try to be friends or at least getting alone.

Later, on April 12<sup>th</sup>, after having read the book “Leave me Alone” the class had a discussion about the new ways they learned to stop bullying. The book dealt with the physical and verbal bullying that an elementary school boy gave to a new student. During the discussion, when the teacher asked how the character could have stopped the situation in the book, Emiliana answered, “reparar lo que hizo”. This showed that she realized bullying hurts other people feelings, and a way to solve it is to try to do good things to others and fix the situation.

The same day, during another activity, where students had to draw individually on a cardboard the ways to stop bullying learned along the lessons, Emiliana drew two choices according to a video she watched in previous classes and wrote “stop the situation first and second give a balloon” the last one to fix what happened.

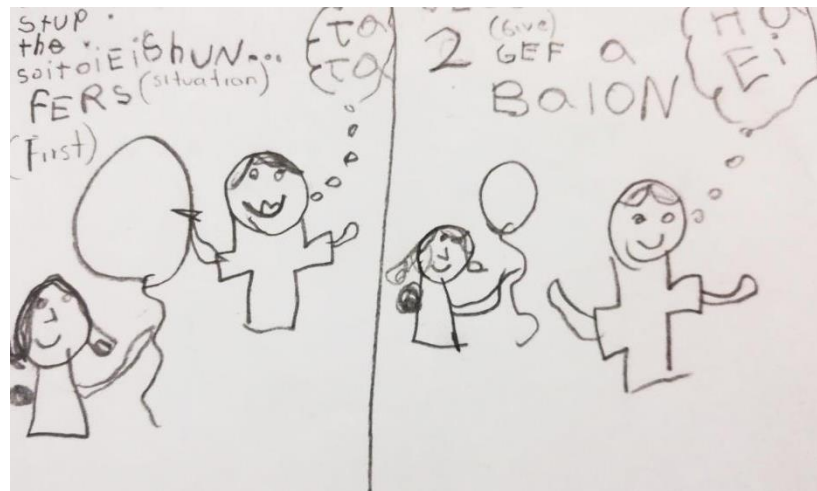


Figure 6. Ways to stop Bullying

(Emiliana, Ways to Stop Bullying, Lesson 6, April 11th, 2018)

Emiliana's reactions to the activities showed she improved along the different activities carried out in class to promote healthy ways to stop bullying. Above in *figure 6*, is Emiliana's drawing in the activity where she told through drawings ways to stop bullying. Subsequently, on April 19<sup>th</sup>, after the second read-aloud of the book called "*Leave me Alone*", the class discussed the new ways to stop bullying they could find in the story, different from those that they learned in the first unit. When the teacher asked "*can you tell me new ways to stop bullying according to the book?*" Emiliana participated and said that a new way to stop bullying in the book was "*to give love and share*". Her participation gave account of the message in the book, that regardless of the negative attitude from others, the answer should always be the opposite.

Also, in the Bully Wall activity carried out on May 16<sup>th</sup>, an activity where a group of 7 students drew and wrote a way to stop bullying to publish it on the bulletin board outside of the classroom for other K5 students to see, Emiliana drew and wrote "*no push others another time with the hand*".

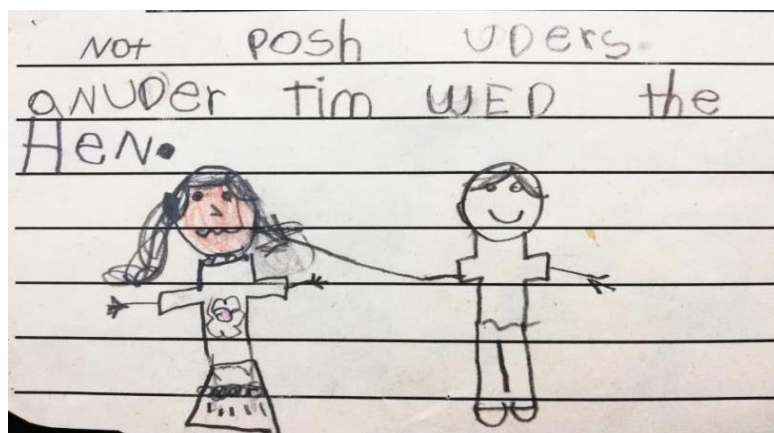


Figure 7. The Bully Wal: Ways to stop Bullying (1)

(Emiliana, The Bully Wall: Ways to Stop Bullying, Lesson 13, April 11th, 2018)

With this answer, Emiliana demonstrated a great improvement in her understanding about the ways to stop bullying; showing that she understood the hands should not be used to hurt other people.

Another example that showed the variety of ways to stop bullying that children provided took place on May 16<sup>th</sup>, during the same activity described above. For this bully wall activity, Lucas drew and wrote “*talking and say stop two times*”.

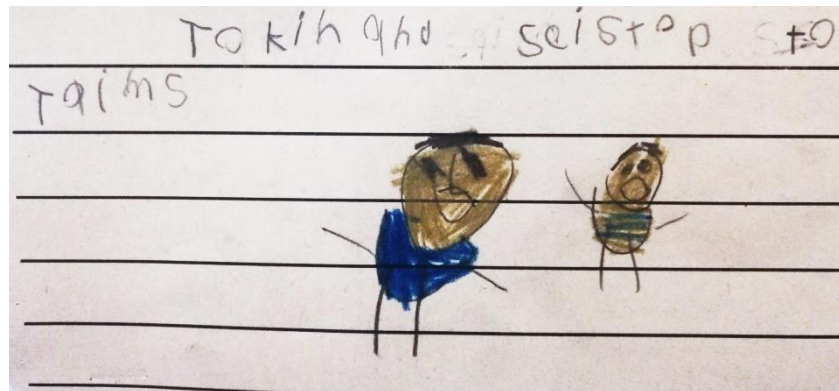


Figure 8. The Bully Wal: Ways to stop Bullying (2)

(Lucas, The Bully Wall: Ways to Stop Bullying, Lesson 13, April 11th, 2018)

In his answer, Lucas showed that he understands one way to solve problems or how to stop when he does not want the situation to continue, children can talk and also say “stop”. A good example of how talking can reduce aggression among children in order to solve problems.

One more example through which students showed their understanding of the ways to stop bullying came from the activity “*Mind and alternative mind portraits*”. In this activity children had to recognize things the bully did in the story and then give a different

characteristic to the character in order to change his bullying behavior. On April 19<sup>th</sup>, after the second read aloud called *“Leave me alone,”* the teacher drew the head of the character and asked students for all the things they saw Jack, the bully boy do to Peter. The first student who participated was Juan José, he wrote *“het”* (*hit*). The second student was Mateo, who wrote *“puhs”* (*push*). The third student was Emiliana, who wrote *“stomp the toi of pিরer”* (*stomp the toy of Peter*). Finally, Tomás added, *“Jack bic”* (*Jack big*).

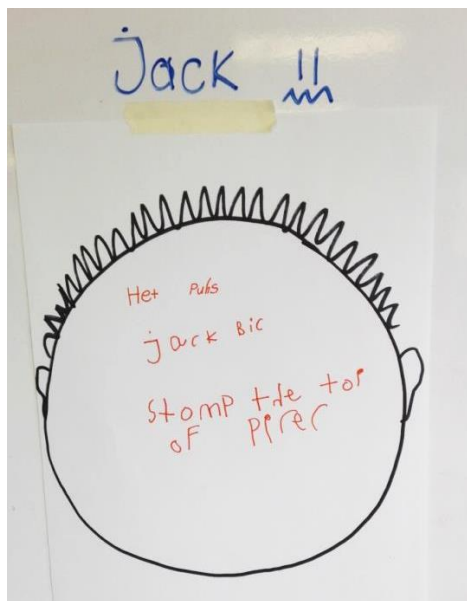


Figure 9. Mind and alternative mind portraits (part 1)

(Juan, Mateo, Emiliana and Tomás, Mind and Alternative Mind Portraits, Lesson 8, April 19th, 2018).

In the second part of the activity, the teacher drew the head of Jack the bully again, but this time children said the things Jack should have done to Peter instead of making him feel bad. Emma participated by writing *“smael and go to the squl wiht pter”* (*smile and go*

to the school with Peter). Then, Luciana added “befrend of ol for ebor” (be friend of all forever). Next was Amalia who wrote, “sei gud sgs to pিরer” (say good things to Peter). Finally, Mateo participated again, saying “sher wet perer” (share with Peter).

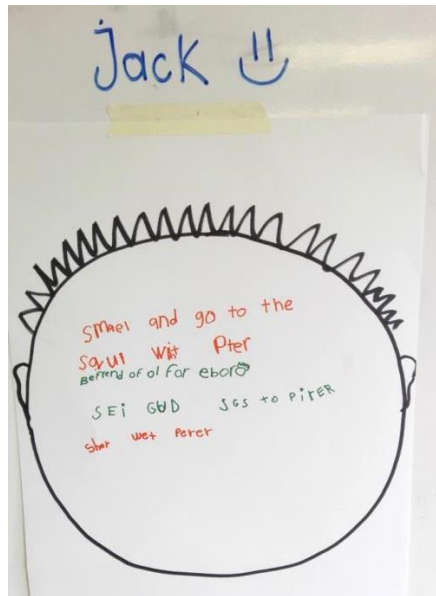


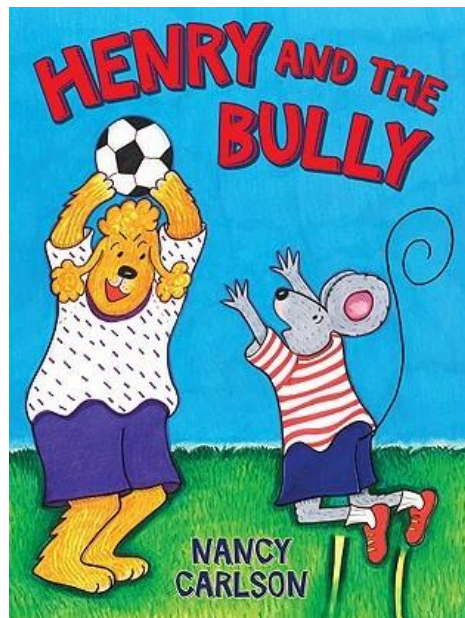
Figure 10. Mind and alternative mind portraits (part 2)

(Emma, Luciana, Amalia and Mateo, Mind and Alternative Mind Portraits, Lesson 8, April 19th, 2018)

The last example was a big book written by children on April 26<sup>th</sup>, which showed one of the biggest achievements of the unit, children were able to solve situations by changing the actions of the characters and taking better choices. It was taken from McLaughlin and DeVogd, 2004 strategy called “*Exploring Identities*”. In this activity, students wrote an alternative version of the first read-aloud book called “Henry and the

Bully” from Nancy Carlson, in which they twisted the story into a friendly one and excluded bullying.

The writing was done in groups in one of the literacy stations that were set up for them every day. The teacher supported them in the station, guiding them with reminders about the structure of a story (beginning, middle and the end), checked that all students participated somehow and was attentive for every questions or doubt. Maximum five students worked on every page of the book (five pages in total including the cover), and they were free to decide whether to draw, color or help writing the story. Additionally, they had the opportunity to manipulate the original book in order to observe the pictures and other details as a model. The cover of this book is shown on Figure 11 below.



*Figure 11. Henry and the Bully (Original Book)*

(Henry and the Bully, original book by Nancy Carlson, Lesson 10, April 26th, 2018)

Elías, Matías and Julieta worked on the title for the cover of the book. They drawing and colored, and agreed to name it “*Henry and his Friend by K5B,*” as the original book is called “*Henry and the Bully*”.



Figure 12. Exploring identities: Henry and his friend Cover

(Elías, Matías and Julieta, Exploring Identities: Henry and his Friend, Lesson 10, April 26th, 2018)

Mateo, Rafael, Juanita, Martín and Emma worked on the first page. They drew, labeled, colored and wrote what happened at the beginning of the story: “*One day in the school a mouse is playing soccer and Samantha and Henry don’t like to play soccer together*”.



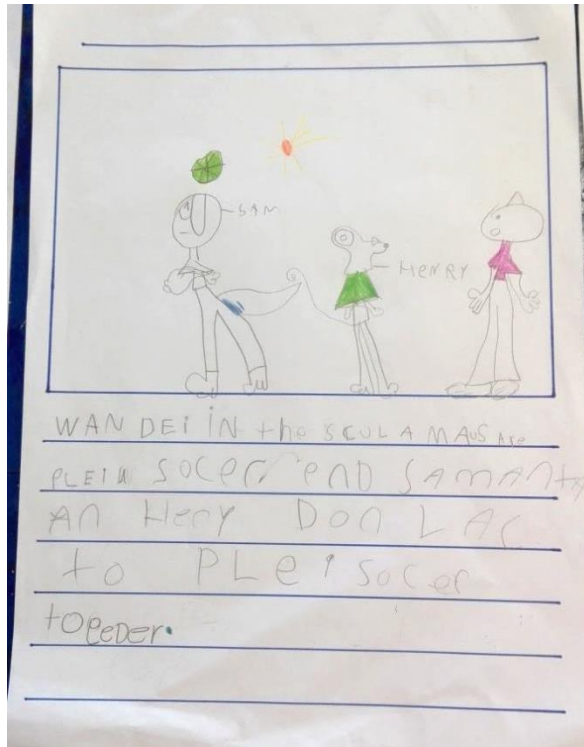


Figure 13. Exploring identities: Henry and his friend (part 1)

(Mateo, Rafael, Juanita, Martín and Emma, Exploring Identities: Henry and his Friend, Lesson 10, April 26th, 2018)

Emiliana, Isabela, Pedro P. and Martina were in charge of the second page. They explained how Henry and Samantha solved the situation and even included speak bubbles showing that they solved the problem talking. They wrote, *“Then say Henry sorry to Samantha and Samantha say sorry to Henry.”*

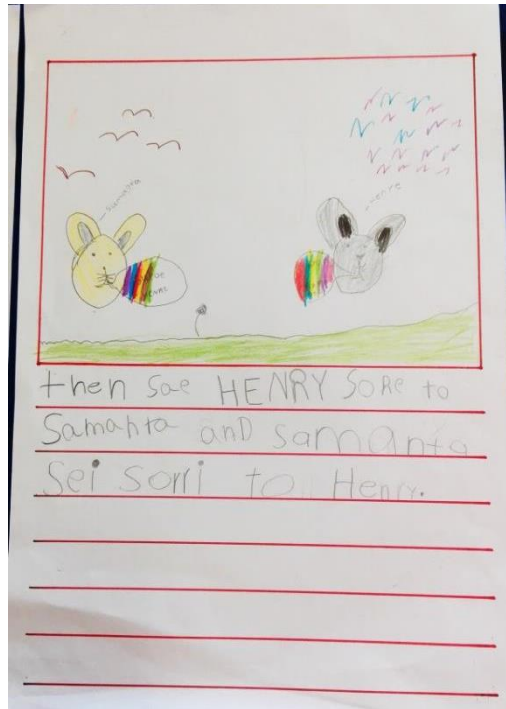


Figure 14. Exploring identities: Henry and his friend (part 2)

(Emiliana, Isabela, Pedro P. and Martina, Exploring Identities: Henry and his Friend, Lesson 10, April 26th, 2018)

Jacob, Pedro U, Vicente, Tomás and Aaron wrote and illustrated the third page, showing what happened after they solved the problem, “*Henry do a goal extra and Henry said to Samanta: Play with me!*” This is a demonstration of the way students think and how they act. They know specifically when they are doing something wrong but sometimes, they do not act accordingly. That means that families and teachers should start thinking about clear strategies to accompany and support their children during the first years of their lives and explain them clearly what is and what is not correct.

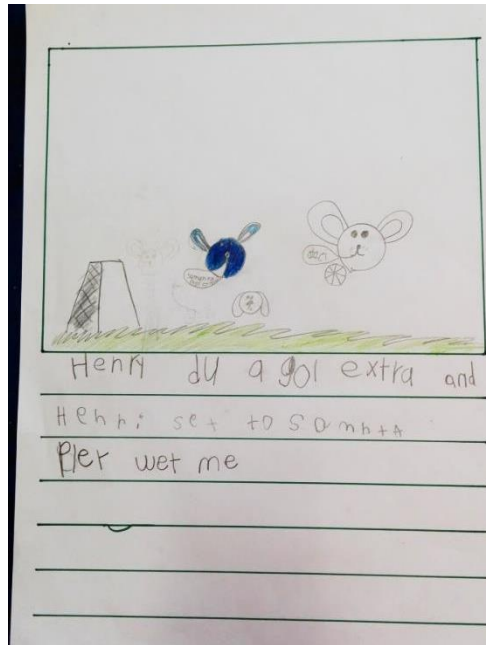


Figure 15. Exploring identities: Henry and his friend (part 3)

(Jacob, Pedro U, Vicente, Tomás and Aaron, Exploring Identities: Henry and his Friend, Lesson 10, April 26th, 2018)

Finally, for the last page Amalia, Juan, Lucas, Camila and Luciana wrote a fun and happy ending by saying “*And they make friends and they do a party in the school and they play soccer together*”. As in figure 14, these children specified their happy ending with a good action “make friends”. That means that they recognize the importance of friendship and they know when someone is doing something wrong. In that case, as it is mentioned before, there is a need to support children during the first years of life, explain them different real situations and how to act in them or face them in a proper and respectful way.

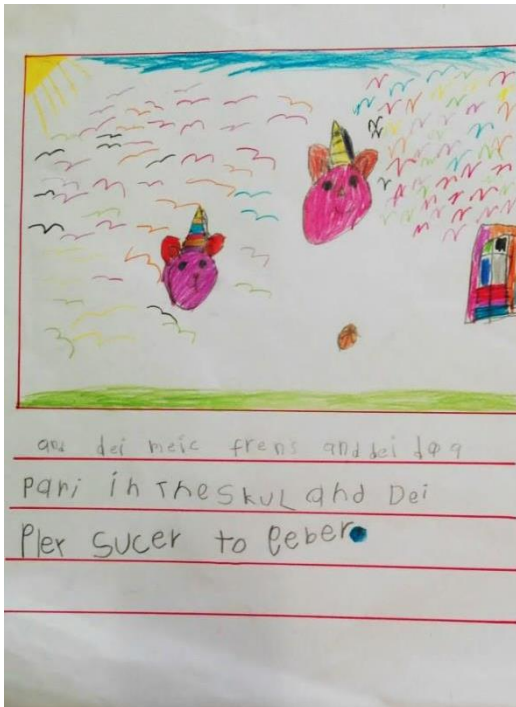


Figure 16. Exploring identities: Henry and his friend (part 4)

(Amalia, Juan, Lucas, Camila and Luciana, Exploring Identities: Henry and his Friend, Lesson 10, April 26th, 2018)

With all these activities, children demonstrated they can use different ways to stop bullying peacefully, most of those ideas coming from the read-alouds and other activities to strengthen their knowledge about the topic.

### **Differentiating What Bullying is from what it is not**

A fourth main gain relates to students being able to differentiate what bullying is from what it is not. Indeed, even though at the beginning of the implementation, in March, a few children (e.g., Jacob, Amalia, Juan José, Rafael and Julieta) started to call bullying every single misunderstanding with a friend (e.g., “*Camila: teacher Lucas touched me, he bullying me*” (from researcher’s journal, March 23<sup>rd</sup>, 2018), as lessons and different

activities developed, children began to differentiate bullying from other types of accidents or misunderstandings with peers.

An example of a student who confused what bullying is with other situations with friends at school, like accidents with friends hurting them without intention, is Jacob. On April 10<sup>th</sup>, after recess, when the teacher was waiting for children to sit on their spots, he approached her and said *“In recess, Nicolás pushed me, he was bullying me”* (from researcher’s journal, April 10<sup>th</sup>, 2018). The teacher reminded him that bullying occurs when the same boy/girl repeats an action he does not like several times aiming to hurt him or making him feel bad. She also explained to him that pushing can happen during certain kinds of play without being considered bullying.

Another example of a student who was able to recognize when real bullying was happenings was Julieta. At the beginning of the intervention on March 22<sup>nd</sup>, Julieta told the teacher very upset that Amalia bullied her because she called her *“Julia”*. The teacher took advantage of the situation to clarify not just to her but to the whole K5 class that bullying happens when it is not an accident (intentional), when it comes from the same person and when it happens many times or repeatedly.

Later, on April 11<sup>th</sup>, the teacher met Julieta’s mother during lunch time who mentioned that Julieta had told her that a girl had laughed at her in the school, so she had said *“she was bullying you!”* and Julieta had replied *“No mamá, no me estaba haciendo bullying, porque bullying es todos los dias al mismo niño y eso no me pasa a mí!”* (from researcher’s journal, April 11<sup>th</sup>, 2018). The conversation with her mother showed children were becoming aware of bullying characteristics in and outside school and the misunderstanding confusing bullying with every accident with friends was becoming smaller every day.

Also, on April 19<sup>th</sup>, during a word study activity, Amalia and Isabella were sitting together and Amalia told Isabella her work was ugly and everything she did was ugly too. Isabella started crying and told the teachers what had happened. Immediately, the teachers talked to Amalia and asked her why she did that. She answered, “*es que ella no me gusta*”. The teachers asked her “*what happens when you bother a friend and make them feel bad not only one, but many times all days?*” Amalia answered, “*I am bullying her*”. Later the same day, she wrote a letter of apology to Isabella.

Then, on May 9<sup>th</sup>, after a few weeks from the last incident, children were playing in free centers, a moment of the day where they play what they want or can do what they feel more comfortable, and Amalia was caught drawing and writing on the board next to some images about the types of bullying “*Not Bully*”, This last happening can be seen on the figure 18 below and demonstrates that children actually think about what they learned in the bullying sessions and reflect about behaviors related to it.

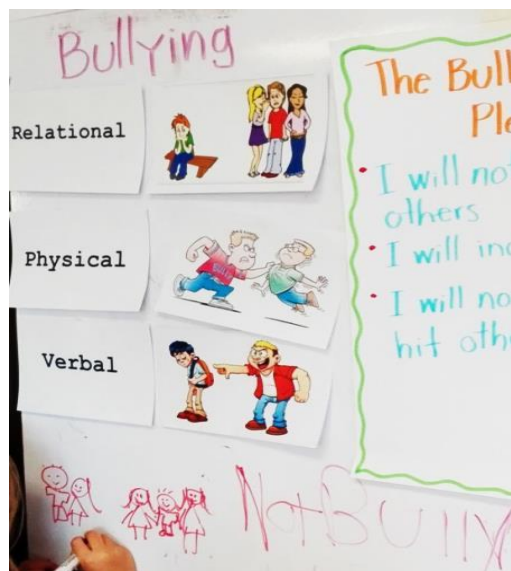


Figure 17. Amalia's activity in free centers

(Amalia, Activity in free centers: Drawing and writing of bullying, May 9<sup>th</sup>, 2018)

Finally, on May 29<sup>th</sup>, almost at the end of the 3<sup>rd</sup> book which mainly focused on the ways to stop bullying. On this day, the teacher talked to Jacob and other friends about bullying in recess. She asked them *“how do you know if someone is doing bullying to you?”* Jacob answered, *“when a boy hits me 1,2,3 times and all the days”* (from *researcher’s journal, May 29<sup>th</sup>, 2018*). His response showed that his misunderstanding at the beginning of the second lesson was clarified before the last lesson ended, by telling when bullying is actually happening.

### **Identifying Feelings That Bullying Raises**

Regarding the feelings that bullying raises, one main gain was that all students were able to identify without any problem the feelings involved when someone is bullied through drawings, class participation and videos; meaning that they had the capacity to express their feelings and to be in others’ shoes when someone hurt them. However, a main challenge in regards to this aspect had to do with the fact that they mostly mentioned sad and bad, and scared on March 21<sup>st</sup>. They were not able to mention other feelings awakened by being bullied, such as being afraid of having friends or coming to school.

One example of a student who was able to identify her feeling but was not able to express a different feeling but sadness is Emma. On April 25<sup>th</sup>, during stations time (a class where children rotate through a variety of activities in order to develop different skills); students had to draw how they would feel if they were bullied. Emma drew herself crying in front of a boy who apparently punched her. She wrote *“I filin sad”*. This time she clearly showed the way she was feeling when someone bullied her and even though this answer was totally valid, she was not able to use other words such as angry to refer to the situation

using adjectives as unfair to describe her feelings which is a common word used by K5 children. Below is Emma's drawing about how she would feel if she were bullied.

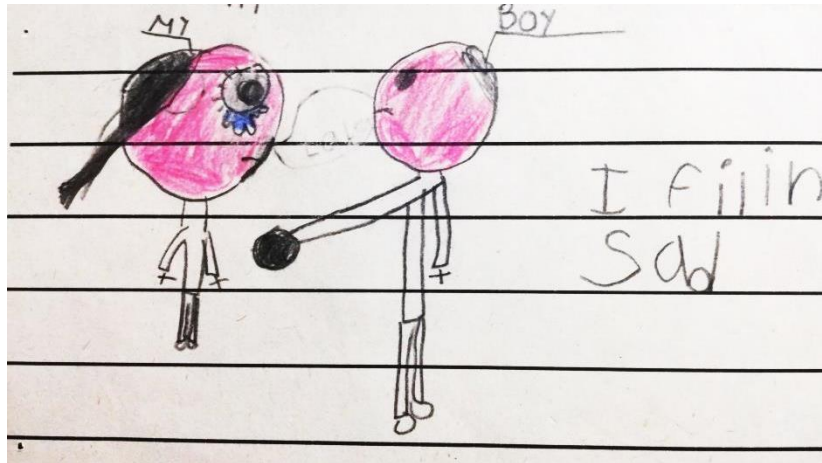


Figure 18. The Bully Wall: Feelings bullying raises

(Emma, The Bully Wall: Feelings Bullying Raises, Lesson 9, April 25th, 2018)

Another good example of this happened on April 12<sup>th</sup> when Amalia started pushing Isabella away from the wooden floor where all children were sitting, teachers talked to Amalia and asked her how she would feel if someone do the same to her, her answer was “sad”, then, she apologized to Isabella saying she was not going to do that again.

As can be seen from the evidences presented above during the implementation of the unit on bullying children were able to gain an understanding of crucial topics regarding bullying such as types of bullying, what bullies do, who are the participants in bullying, the ways to stop bullying, differentiating what bullying is from what it is not and identifying feelings that bullying raises. They reflected this, not only in their drawings, class participation, questions/answers and writings, but also in the way they behaved in class



with their peers. Nonetheless, they also struggled identifying participants in bullying and some children preferred to draw or talk about physical bullying more than the other types of bullying, thus, becoming into challenges.

## Discussion and Conclusions

This study explored the gains and challenges experienced by K5 Colombian students during the implementation of a unit on bullying using Critical Read-alouds. In general, findings suggest that gains had to do with: (a) being able to differentiate types of bullying from the things bullies do, (b) identifying different participants in a bullying situation, (c) understanding and coming up with different ideas about the ways to stop bullying appropriately, (d) differentiating bullying from what it is not, and finally (e) bullying awareness. Main challenges were related to: (a) not drawing other types of bullying but physical and (b) identifying participants in a bullying situation (for some students) and (c) not going beyond to feelings like sad or bad.

The previous findings are significant for different reasons. First, when students can differentiate the three types of bullying from the things bullies do, they can increase their chances of detecting different forms of bullying when they take place. They can also tell parents and friends about types of bullying and make them more aware of bullying when it happens, so that they can become less likely to judge others as bullies when they are not or let others get away with bullying when they should not because they are just unaware that it is bullying. Finally, they can argue why a specific behavior is or is not bullying when it comes to a simple accident or an inconsequential act (Mishna, Pepler & Wiener, 2006).

Nonetheless, when children, preschoolers in this case, can identify only physical bullying, they usually admit behaviors that qualify as bullying such as laughing at others, saying things from others that are not true, or rejecting to include peers, etc. Besides, they can assume these behaviors themselves because they think they are valid ways of

interacting with friends (Vlachou, Andreou, Botsoglou & Didaskalou, 2011, p.331 and Jacobsen & Bauman 2007, p.1).

Second, when students can recognize the participants in a bullying situation, they can more easily recognize the role they are assuming and try to assume a different one. For example, they can realize that being quiet when a friend is being hurt or just doing nothing is tantamount to being bystanders and therefore, they must try to take action and help the friend. They can also realize they are being victims of a bully and try to get out of the situation. Finally, they can think twice before hurting someone because they will know that amounts to bullying and their behavior can cause rejection from others (Piht et al; 2016). Conversely, if students cannot identify participants in a bullying situation (for example children who could not identify bystander or victim), they are likely to become one of those participants without even knowing it.

Third, students who understand ways to stop bullying can think of a range of options to stop the situation when it is happening to them or to others. They can also involve other parts easily, like adults and teachers who are more equipped to deal with the problem, that is to say adults who have more information and strategies to tackle the possible situation. Besides, they become clever always have a solution in mind when bullying is happening and more able to solve problems as they know there are different alternatives to stop bullying, not just one, and not just retaliating forms. Moreover, they become empowered to speak up when bullying happens instead of not saying a word because they know speaking up is important if they want the problem to be solved and to stop feeling sad or bad. Finally, children realize they are not alone and they can always count on adults as teachers and parents when they feel helpless if they are victims or know

someone else is. As they get help and feel supported by adults, they can start feeling more comfortable and secure (Beran & Shapiro, 2005).

Fourth, when students can differentiate what bullying is from what it is not, they can stop confusing accidents that are common at school among peers with bullying, and avoid problems with their classmates, teachers and even parents. Indeed, when children are not sure of how bullying is manifested, they can easily claim that any accident with a friend at school is bullying and cause the parents and the teachers to get upset and intervene. Conversely, when bullying is clear for them, the possibility to confuse these accidents with bullying becomes smaller and misunderstandings can be avoided (Mishna, Pepler & Wiener, 2006).

Fifth, when students can identify feelings that bullying raises, they can more easily put themselves in their classmates' shoes, understand the range of emotions that bullying raises in the different participants and become more empathetic when they see someone being bullied (Beran & Shapiro, 2005).

The fact that students chose physical bullying instead of other types when it comes to give examples or develop activities and identifying participants in a bullying situation, suggests different things. First, when students constantly prefer physical as a reference of bullying, it may perfectly mean that it is the form of bullying that is more prevalent in the school, which is an alarm for teachers about possible bullying cases among their students. And second, when students have trouble identifying participants in a bullying situation, it may point to the fact that teachers are too focused on identifying bullies but not the victims or the bystanders and teachers need to also call attention on these participants.

This study is also significant because it expands on the work done by Purcell (2012), Piht et al. (2016), Slee and Skrzypiec (2015), and Ang et al. (2018). For example,

Purcell (2012) found that first grade children had problems with differentiating what bullying is from the types of bullying such as relational and physical when they were asked to describe them orally. However, Purcell's (2012) study did not find that children could differentiate types of bullying from the things that bullies do, both through oral descriptions and drawings after receiving instruction on how to differentiate them as this study did. Similarly, Piht et al. (2016) found that children struggled to differentiate some feelings involved in a bullying situation in primary school, consistency was needed in the bullying prevention intervention for better results, but the current study found that children were able to differentiate these types of feelings when they were asked to draw about them. Also, neither Purcell (2012) nor Piht et al. (2016) highlighted challenging areas for children when identifying the participants or feelings involved in a bullying situation as this study did.

Also, Slee and Skrzypiec (2015) found that children drew bullies larger than victims expressing through their drawings that bullies are powerful and victims weaker. Additionally, bullies had different face expressions to those of victims, thus, showing children experienced bullying situations and they know how to identify them, aspects that the current study did not include. Nevertheless, Slee and Skrzypiec's (2015) study did not find that children may have trouble identifying the participants in a bullying situation. Finally, neither Slee and Skrzypiec (2015) nor Ang et al. (2018) found that children were able to come up with ideas to stop bullying after exposing children to Critical Read-alouds and discussions on bullying as this study did.

In conclusion, getting the right information in the early years can make a significant difference when children identify bullying is actually happening and in the way they assume their role when they face a situation related to bullying. Being clear with the ways to stop it gives outnumber of possibilities of being safe and help others to overcome

bullying, especially when they know how might their friends feel. But also, there is a thin line when one aspect of the topic is missing or do not have the priority it deserves, a clear example is when children identify much better physical bullying than the other types, meaning that they can become even invisible and affect silently other children.

### **Implications for teaching**

The results of this study have several implications for teaching. First, authors such as Monks and Smith (2006) have stated that bullying in preschool is not clear, given that children are not conscious of the bullying behaviors and it happens only after the 8 years old that children realize it is more than a simple fight with their classmates. This study shows that bullying not only can, but should be addressed at this level because children do understand, and they are ready to discuss bullying issues in their lives, classrooms and schools. They can differentiate types of bullying from what bullies do, identify participants, differentiate what bullying is from what is not, propose ways to stop bullying and identify feelings caused by bullying. As such, teachers should not wait until students are older to hold these discussions with them.

Second, the study has shown that bullying should not be a taboo topic. It can be addressed openly in class, whether it is happening in this space or not, and students will not take it the wrong way or react badly if it is approached correctly by teachers. Third, big books and Critical Read alouds are a good way to teach about bullying and other social issues as students become more motivated to talk about the issue when they see it happening to the characters in the story. As little as they are, they are ready to be asked critical problem-posing questions about the issues in the books and make connections between what happens in the books and what happens in their lives. They are also able to

take what happens in the book and modify it, offering alternative narratives to those presented in the books, with different endings and different outcomes (McLaughlin & DeVoogd, 2004). Finally, activities like drawing feelings bullying raises, what bullies do and ways to stop bullying are a good way to familiarize children with the language used to discuss bullying and to get them to represent their understandings of the topic.

### **Limitations and further research**

As valuable as the study proved to be, it did present some limitations, such as the following: first, it did not include a systematic observation of students in different environments to see how students were putting into practice this knowledge about bullying outside of the classroom or how much their behavior had changed because of the intervention. Second, the study did not involve parents in the bullying unit. Therefore, students did not have in parents a way to reinforce what they were learning. Third, although the study did have an impact on the school in the sense that the students posted a video of their learning on the school web site, no big campaigns were designed where students could go and teach what they learned in other classrooms or school areas and so on. As such, the impact of the project was limited around the school community.

These limitations suggest some questions for further research such as the following: How do students apply the knowledge of bullying that they learn in the classroom in other environments (breaks, events, home)? How much do students, especially those who are becoming bullies, change their behavior as a result of the intervention? How does parents' knowledge of bullying serve to reinforce what students learn about bullying in class? How can the impact of the study be expanded to the whole school and how would lessons have to be modified if this were the intent?

When children are given the opportunity to learn about issues that affect their social, emotional, academic and personal life, they not only become aware of their own power to face adversity and seek for solutions, but also, they become more humans, because they realize they are not the only ones who feel, they realize they can help others to feel better no matter where they are.



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## APPENDIX A: Cover Letter for Parents

Medellín, noviembre 15 de 2018

**Diana Mitchell Light**  
**Vice-principal**  
**Escuela elemental**  
**American School Medellín**

Cordial saludo,

Yo, Paula Andrea Alzate Rodríguez con CC 43991269 de Medellín, asistente de docencia en el grado K5 y actualmente estudiante de la Maestría en Aprendizaje y Enseñanza de Lenguas Extranjeras de la Escuela de Idiomas de la Universidad de Antioquia, solicito su aprobación para llevar a cabo un estudio en mi clase de K5. Esta investigación hace parte de los requisitos de la maestría para la realización mi tesis, el cual pretende promover valores de convivencia entre los niños para una sana relación en el colegio mediante la siguiente pregunta de investigación: ¿What are the gains and issues of implementing a unit on bullying using Critical Read-alouds?

Teniendo en cuenta los procesos que conlleva el proyecto, utilizaré diferentes técnicas e instrumentos para la recolección de datos tales como: Observaciones de clase, las cuales registraré en un diario de campo; grabaciones de video de las unidades de intervención incluyendo las sesiones de lectura en voz alta; finalmente, muestras de los trabajos realizados por los niños acerca de los temas tratados en las clases. A dicha información sólo tendrá acceso mi asesora de maestría la Dra. Doris Correa y yo por motivos de protección de la información. Sin embargo, los resultados pueden ser publicados en diferentes artículos y/o eventos de Educación en Lenguas Extranjeras.

Es importante aclarar que la identidad de los participantes estará protegida bajo seudónimos en cualquier publicación y/o conferencia que se presente relacionada con la investigación. También al final del estudio dejaré un informe donde reportaré los resultados de la implementación de las unidades de lectura crítica en voz alta con los niños y que puedan contribuir a la mejora del aprendizaje y la convivencia de los mismos.

Agradezco su apoyo en este proyecto, si está de acuerdo, solicito su aprobación mediante esta carta.

Cordialmente,

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Paula Andrea Alzate Rodríguez

Estudiante Maestría-Asistente K5B

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Primary School Vice-principal

## APPENDIX B: Consent Form

Envigado, 21 de noviembre de 2017

Apreciados padres de familia,

Como es de su conocimiento, actualmente estoy realizando la Maestría en Aprendizaje y Enseñanza de Lenguas Extranjeras de la Escuela de Idiomas de la Universidad de Antioquia. En los primeros meses del próximo año iniciaré un proyecto de investigación sobre “Critical Read-alouds” en clase. Este proyecto busca, a través de los eventos de lectura en voz alta realizados en clase, crear conciencia sobre las causas y efectos del bullying en el ambiente escolar de los niños. De igual manera, el proyecto pretende promover valores de convivencia entre los niños para una sana relación en el colegio.

Teniendo en cuenta los procesos que conlleva el proyecto, utilizaré diferentes técnicas e instrumentos para la recolección de datos tales como: Observaciones de clase, las cuales registraré en un diario de campo; grabaciones de video de las sesiones de lectura en voz alta; finalmente, muestras de los trabajos realizados por los niños acerca de los temas tratados en esas clases. Esta información será recogida como parte de la metodología para el análisis de datos y por consiguiente obtener los hallazgos de la investigación.

Es importante aclarar que el aprendizaje de los niños no se verá afectado con las prácticas que se llevarán a cabo durante las lecciones de clase, al contrario, dichas actividades se realizarán en inglés para la mejora de las habilidades de lingüísticas de los niños en la segunda lengua. Además, la identidad de los niños será totalmente anónima.

Teniendo en cuenta que todo proyecto de investigación requiere divulgación ya sea en las clases de maestría, conferencias y/o publicaciones, requiero de su autorización para la participación de su hija/o en mi proyecto de maestría.

Si desea estar enterado sobre los resultados de los trabajos que realizan los niños, estos serán compartidos vía Schoology con los padres de familia. Si está de acuerdo con todo lo anterior, por favor firmar este consentimiento informado.

De antemano agradezco mucho su colaboración.

Cordialmente,  
Paula Andrea Alzate Rodríguez

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Estudiante Maestría-Asistente K5B

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Padres de familia



## APPENDIX C: The unit on bullying awareness

| <b>First read-aloud</b>  |  |   |  |   |
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| <b>Objetives:</b>  |  |   |  |   |
| <ul style="list-style-type: none"> <li>● To recognize bully characteristics through a video (one sided, on purpose, repeated and harmful).</li> <li>● To learn types of bullying through a set of questions (what is physical bullying? etc...).</li> <li>● To learn who is a bully and things bullies do</li> <li>● To propose ways to prevent bullying in the classroom through a “Bully blocker pledge”.</li> </ul>   |  |   |  |   |
| <b>Pre-activities</b>  | <b>Book</b>  | <b>Post-activities</b>  | <b>Class project</b>   | <b>Data collection</b>  |
| <p><b>Pre-activity 1. Show video about bullying</b><br/>           Considering children were able to sit on the wooden floor for 10 minutes or more, the following video was presented (and was stopped to explain things that probably was difficult for them to understand)<br/> <a href="https://www.youtube.com/watch?v=xcFICCVWliY">https://www.youtube.com/watch?v=xcFICCVWliY</a></p> <p><b>Activity 1: brainstorming</b></p> <ul style="list-style-type: none"> <li>● Review bullying characteristics from the video</li> </ul> <p><b>Activity 2: memory game</b></p> <ul style="list-style-type: none"> <li>● Review about what children saw in the video only to check if they gather something from their first contact with the topic through a memory game with pictures and words answering the next questions:</li> <li>● What is physical bullying?</li> <li>● What is relational bullying?</li> <li>● What is verbal bullying?</li> </ul> <p><b>Activity 3: reviewing with pictures</b></p> <ul style="list-style-type: none"> <li>● Review who is a bully</li> </ul> | <p><b>Book 1: Henry and the bully</b></p> <p>This book allows me to work on the following aspects of bullying:</p> <ul style="list-style-type: none"> <li>● Verbal bullying (laughing and using nicknames)</li> <li>● Physical bullying (picking on Henry, pulling and pushing)</li> <li>● Relational bullying (Excluding, Threatening)</li> <li>● Bullying characteristics (On purpose, power imbalance, repeated).</li> <li>● What a bully is</li> </ul> | <p><b>Activity 1:</b><br/>           After the teacher explained them the characteristics of bullying, the teacher asked them the following problem posing questions:</p> <ul style="list-style-type: none"> <li>● Was there bullying in this story? let’s decide:</li> <li>● Was it on purpose?</li> <li>● Was it repeated?</li> <li>● Then, do you think there was bullying or not?</li> <li>● Who was the bully here?</li> </ul> <p><b>Activity 2: Survey</b></p> <ul style="list-style-type: none"> <li>● What kind of bullying did you see in the read-aloud story? Was it physical? Verbal? Relational? Why?</li> </ul> | <p>(Things to be worked on at the end of each class).</p> <ol style="list-style-type: none"> <li>1.Pledge</li> <li>2. Every week students will record a video about the things they learned about bullying during each lesson.</li> <li>3. The bully wall. There is going to be a</li> </ol> | <p>Researcher’s journal – entries per day based on observation in terms of gains (students’ behavior, attitudes, and responses) and issues (students’ behavior, attitudes, and responses)</p> <p>Video of whole classes</p> |

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| <ul style="list-style-type: none"> <li>● Is someone who gives hugs? And show a picture of someone hugging (so they can understand better the questions in case a student has lack of vocabulary)</li> <li>● Is someone who likes to share with others? And show a picture</li> <li>● So who is a bully? Then, show bully pictures</li> <li>● Write a list of things bullies do with the group</li> <li>● Important question!!!<br/>Can we prevent bullying?<br/>Stop and think, how?</li> </ul> | <ul style="list-style-type: none"> <li>● A way to solve bullying (golden rule)</li> </ul> | <ul style="list-style-type: none"> <li>● After those questions children will circle in a worksheet relational bullying picture among other types of bullying</li> </ul> <p><b>Activity 3: Drawing</b></p> <ul style="list-style-type: none"> <li>● According to “Henry and the Bully” draw something bullies do and label</li> </ul> <p><b>Activity 4: Pledge</b><br/>Bully blocker pledge similar to the first video.</p> <ul style="list-style-type: none"> <li>● We have these three ideas from the video: <ol style="list-style-type: none"> <li>1. I pledge not to bully other students</li> <li>2. I will help others who are being bullied.</li> <li>3. I will include those who are left out</li> </ol> </li> <li>● Do we want to pledge that?</li> <li>● Do we want to pledge that?</li> <li>● Do we want to pledge that?</li> <li>● What other pledges do we want to make?</li> </ul> <p>We will keep adding pledges to this every session</p> <p><b>Activity 5:</b></p> <p><b>Activity 6: Video</b></p> <ul style="list-style-type: none"> <li>● During the week after recess, students will make a video saying who is a bully, the types of bullying and two ways to</li> </ul> | <p>paper wall with columns (types, who is a bully, and ways to prevent/stop bullying, and other things about bullying they want to draw or write) where students can draw or write their knowledge about them.</p> <p>4. During the station centers in the upcoming classes, students will begin writing a big book in which they write an alternative version of the story without bullying</p> | <p>Samples of student work from post-activities:</p> <p>-Individual:</p> <ul style="list-style-type: none"> <li>● Survey</li> <li>● Drawing</li> </ul> <p>-Group Work:<br/>Pictures of the pledge, big book, video</p> |
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| <b>Second read-aloud</b>   |  |  |   |  |
| <b>Objectives</b>  |  |  |   |  |
| <ul style="list-style-type: none"> <li>● To check understanding about types of bullying</li> <li>● To be able to express feelings that bullying raise</li> <li>● To learn other ways to stop physical bullying (looking for mother’s help)</li> </ul>  |  |  |   |  |
| <b>Activity 1: Video and questions</b> <ul style="list-style-type: none"> <li>● Show video “My badger is a bully”<br/><a href="https://www.youtube.com/watch?v=KIXfSeofZAE">https://www.youtube.com/watch?v=KIXfSeofZAE</a></li> <li>● From previous classes, who can remember the ways bullying hurt other people? (when we laugh at others, when we hit, when we exclude)</li> </ul> <b>Activity 2: Choosing feelings</b> <ul style="list-style-type: none"> <li>● The teacher read a small paragraph of a story when someone is bullying physically to another.</li> <li>● After the short story, from a paper with different feeling expressions children choose how do they think the child from the story felt when the bully did mean things to him.</li> </ul> <b>Activity 3: Writing of new ideas</b> <ul style="list-style-type: none"> <li>● New ideas to stop bullying</li> </ul> <p>In a piece of paper students will write an idea to stop bullying from the video</p> | <b>Book 2: Leave me alone!</b><br>This book allows me to work on the following aspects of bullying: <ul style="list-style-type: none"> <li>● Physical bullying (repeatedly)</li> <li>● Ideas to prevent bullying: <ol style="list-style-type: none"> <li>1. Tell to mom</li> <li>2. Include the bully boy in children’s activities and being caring</li> </ol> </li> </ul> | <b>Post-activities</b><br><b>Activity 1: problem posing questions after read-aloud</b> <ul style="list-style-type: none"> <li>● Do you think there was bullying in the story? Give 3 reasons why</li> <li>● Was there physical bullying? Why?</li> <li>● Match pictures with physical bullying with yes or no to answer</li> <li>● How do you think Peter felt when Jack punched him?</li> <li>● Draw in a cardboard how children feel when they are bullied (physically)</li> <li>● How should Jack treat Peter?</li> <li>● How did Peter solve the bullying situation? (telling his mom and inviting Jack to a party)</li> <li>● Do you agree the way Peter solved the problem with Jack?</li> </ul> | Samples of student work from pre-activities:<br>-Individual: <ul style="list-style-type: none"> <li>● Choose different feeling expressions</li> <li>● Writing new ideas of how children feel when they are bullied</li> </ul> Samples of student work from post-activities:<br>-Individual: <ul style="list-style-type: none"> <li>● Match</li> </ul> |  |

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|  |  | <p><b>Activity 2: Poster</b></p> <ul style="list-style-type: none"> <li>● In a poster the teacher will draw two silhouettes of a head, in the first one write physical actions Jack did and in the other the way Jack should have acted.</li> </ul> <p><b>Activity 3: Role play</b></p> <ul style="list-style-type: none"> <li>● Students who want to participate will model a situation where there is physical bullying and the public will have a green and a red card. At the end of the scene they have to show the red or green card if they thought there was physical bullying. Then there is going to be another role modeling for a good way to stop bullying and students will show the green or red card if they considered there was a good way to solve it.</li> </ul> <p><b>Activity 4: Video</b></p> <ul style="list-style-type: none"> <li>● Students will make a video saying different ways of physical bullying, how did children feel when they were bullied and two ways to stop bullying</li> </ul> | <p>pictures</p> <ul style="list-style-type: none"> <li>● Drawing</li> </ul> <p>-Group Work:</p> <ul style="list-style-type: none"> <li>● Poster two silhouettes</li> <li>● Pictures of the pledge, big book, video so far</li> </ul> |
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| <b>Third read-aloud</b>   |   |   |  |  |
| <b>Objectives</b>   |   |   |  |  |
| <ul style="list-style-type: none"> <li>● To identify verbal bullying</li> <li>● To identify who is a bystander and roles of the bystander</li> <li>● To find out ways to stop verbal bullying situations (character’s strategies, friends should not support bullying behavior)</li> </ul>  |   |   |  |  |
| <p><b>Activity 1: Picture recognition</b></p> <ul style="list-style-type: none"> <li>● Through different pictures of daily actions students have to recognize verbal bullying.</li> </ul> <p><b>Activity 2: label the participants</b></p> <ul style="list-style-type: none"> <li>● Show a bullying picture so children can label the participants in the situation, probably bystanders and victims are going to be left.</li> <li>● After an explanation of the participants in bullying, same picture will be given to children and they have to label again according to the new explanation</li> </ul> <p><b>Activity 3: turn and talk to partner</b></p> <ul style="list-style-type: none"> <li>● Do you remember how to stop physical bullying?</li> <li>● Close your eyes and think about new ways to stop verbal bullying</li> <li>● Now, turn and talk to your partner about those new ideas</li> </ul> | <p><b>Book 3: Freda stops a bully</b></p> <p>This book allows me to work on the following aspects of bullying:</p> <p>Verbal bullying (laughing at others, using nicknames)</p> <p>Characteristics: repeated and intentional</p> <p>Ways to stop physical bullying: Don’t listen, Walk away, get help, say stop)</p> <p>Get friends support</p> | <p><b>Activity 1: problem posing questions</b></p> <ul style="list-style-type: none"> <li>● What did Max say to Freda? Is that ok?</li> <li>● Was it bullying? What kind of bullying?</li> </ul> <p>Questions were taken from the book)</p> <p><b>Activity 2: label the participants</b></p> <ul style="list-style-type: none"> <li>● What did Percy and Emma do to help Freda?</li> <li>● What would you do if you saw someone being bullied?</li> <li>● Try to give a name to the friends who see someone is being bullied and label the pre-activity picture.</li> </ul> <p><b>Activity 2. Role play</b></p> <ul style="list-style-type: none"> <li>● What did Freda do to try to stop Max?</li> </ul> |  | <p>Samples of student work from pre-activities:</p> <p>-Individual:<br/>To choose feeling expressions</p> <p>-Group Work:<br/>Photo of the pic students labeled</p> <p>Samples of student work from post-activities:</p> <p>-Group Work:<br/>● Photo of the labeled picture with</p> |

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|  |  | <ul style="list-style-type: none"> <li>● Voluntarily some students will participate modeling the class the new way to stop bullying according to the book</li> </ul> <p><b>Activity 3: Video</b></p> <ul style="list-style-type: none"> <li>● Students will make a video saying how verbal bullying occurs, two ways to stop verbal bullying and telling how might they feel when they are able to stop it (Later it will be uploaded in the school platform, so it can be available to the school community).</li> </ul> | <p>bystanders</p> <ul style="list-style-type: none"> <li>● Video of role play</li> <li>● Pictures of the pledge, big book, video so far</li> </ul> |
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