

Tabasco

Bullying - Awareness of practices and consequences

WebQuest

1 – Introduction

This WebQuest is aimed at students between 12 and 17 years of age and aims to create a research group dynamic oriented from guide questions and task proposals aimed at raising awareness of the different factors involving bullying.

Violence between individuals or groups is a multifactorial phenomenon that has been the object of study and assumes a great diversity of practices and typologies

Violence can be active or passive, psychological or physical, direct or indirect, individual or collective.

There are violent relationships between individuals, but also violent environments that affect other people directly or indirectly.

Bullying is a specific form of violence, which you can define as "any purposeful physical or psychological aggression, exerted by an individual or group of individuals, continuously over time." [1]

Feelings of denial, fear, shame, and guilt are usually associated with this phenomenon. In violence, there is always a power problem; an asymmetry that is used as a source of abuse and triumph of force over frailty. [2]

A current expression of violence in the school context, bullying refers to a persistent pattern of aggression. Associated with the development of technological means, subtly cyberbullying arises but has devastating consequences, interrogating the school community in a very particular way.

2 – Task

There is growing concern about bullying. This is evident in the various actors and institutions involved, directly or indirectly, in education. Bullying has largely come to be recognized and fought and this is due first to the awareness that society and the school population have been developing of the phenomenon and its consequences.

The present task aims to promote this awareness by conceiving and debating the phenomenon.

Students must work in small groups (4/5 elements) and follow all the guidelines indicated in the webquest, to produce the final product.

3 - Process

Step 1 - Defines Bullying

In small groups (4 or 5), they should reflect and answer the following guiding questions:

- I. In bullying is there an oppressor and an oppressed?
- II. Is bullying a practice of violence?
- III. Can bullying be exercised by physical force?
- IV. Illustrate physical violence with examples.
- V. Can bullying be psychological violence against someone?
- VI. Exemplify psychological violence.
- VII. Some authors claim that bullying has a characteristic to be a repeat or continued practice on the victim. Agree?

If there is no consensus, the different perspectives should be presented, arguing their position.

Step 2 - After this reflection, performs the following tasks:

- I. Web search types of bullying by creating a log.
- II. Were all types of bullying identified known or considered by group members to be bullying?

Step 3 - Identifies motivations for bullying.

- I. Identifies motivations for bullying (search the sites indicated in this web quest.
- II. It categorizes motivations according to age groups.

Step 4 - Identifies Consequences of Bullying

- I. Identify and reflect on the consequences of Bullying.

4 - Product: Creation of a tripartite panel (space for motivations; space for identification of actions, space for consequences) that would be exposed to the community, as a way of disseminating the work developed.

5 – Resources

All sources can be based on internet-specific websites, social media, and Wikipedia.

Examples:

<https://www.educaciontrespuntocero.com/recursos/acoso-escolar-o-bullying/>

<http://enable.eun.org>

<https://aepae.es/como-detectar-acoso-escolar>

<https://www.kivaprogram.net/what-is-kiva/>

[Page not found | Netherlands Youth Institute \(nji.nl\)](#)

[Stop Bullying NOW](#)

However, newspapers, books, and documents can also be used as sources.

Sources of information must be credible and their origin mentioned.

6 - Conclusion

At the end of the webquest should each participant answer the following questions:

A) What have I learned?

- I. Is there some form of bullying you didn't know about before?
- II. Are there possible motivations for bullying you didn't know before?
- III. Are there consequences of bullying that you didn't know about before?

B) Were there any changes in "my" attitude toward Bullying?

- I. Have there been emotional or sentimental changes in the face of bullying victims?
- II. Have there been changes or perspective changes in my behavior in the face of bullying situations?