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TRABAJO FIN DE MÁSTER

Improving Bullying Recognition by Written and Spoken English Activities

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1. Introduction

In the last two decades, bullying has become one of the main concerns in schools all over the world (Smith et al., 1999). Some intervention programs have been developed and applied in schools to prevent bullying, such as the Olweus Bullying Prevention program or the Bergen project with certain success cases and failures (Smith, 2004) (Olweus and Limber, 2010). Most preventing programs share the need for the teaching staff to be aware of the seriousness of bullying, but differ on the preventive and interventive procedures (Smith, 2004).

Working on the positivity and empathy of the students figure among the preventive measures offered in those programs. Orpinas and Horne (2006) explored the need to create a positive environment and to develop student's social competence skills for engaging in healthy relationships to prevent bullying. Certain studies have analyzed how students discuss their personal feelings when suffering depression and develop empathy in doing so (Siriaraya et al., 2011). Regarding bullying, researchers have found that "interacting with friends helps teens learn to make joint decisions express empathy, and deepen their perspectives", while "positive peer relationships also appear to discourage aggression" (Hair *et al.*, 2002, p. 2). But, how can teachers develop positivity and empathy among the students?

Curriculum work is a main feature in some anti-bullying programs, informing the students on "what constitutes bullying, the harm it does to victims, and the help children can receive from their school if they are victimized" (Smith, 2004, p. 3). Classroom discussions have been used as key tools to help students develop abstract thinking and to prevent bullying through the understanding of the problem (Hoover and Oliver, 2008). Digital media is another powerful tool that can be used by teachers to attract the students' attention with their preferred content and to develop their bullying identification, empathy, and English skills while doing it (Contreras Espinosa et al., 2015; Smith, 2017).

This work will try to make a humble contribution to this rich literature. Taking advantage of the access provided by the internship in the Vega Del Prado High School, curriculum work through activities was chosen as the best tool to approach one of the main educational topics, bullying. Activities based on old and new media, to attract the students attention, were designed to contribute to bullying prevention by developing the bullying identification and empathy among the students while improving their English skills.

1.1 Justification

Many studies have been written since the pioneering and guiding work of Dan Olweus (1999) on school bullying. Publications and dissertations from the psychology field to the educational arena have enriched our understanding and prevention of this specific issue that has affected each centre (Limber et al., 2018; Grandinger, 2017; Figueredo, 2012; Núñez, 2015; González Montañez, 2014; Monelos, 2016). In Spain, certain measures have been adopted to prevent bullying as part of the official norm, but they focus on the aggressor and on corrective measures rather than having an educative base (Cerezo, 2017).

The High School where the internship took place was no exception and bullying was one of the main educational topics developed in the centre. In order to develop a comprehensive understanding of the students' perception of bullying while developing their general competences and English skills, we chose a qualitative and pragmatic approach.¹ This study describes, analyses, and reflects about the centre's situation managing bullying through curriculum design, participant observation in the classroom, interviews with the scholar community, and literature review. The final goal is to provide an example for the student and teaching body to extract implications from the study and to improve the bullying situation by preventing it.

Considering the guidelines of this type of projects, this study approaches certain great educational topics:

- Coexistence problems in the centre: Bullying is one of the main coexistence problems that can take place in the centre and this is why it is the main great educational topic that the study is focused on. This work tries to face it and prevent it.
- ICT's incorporation: During the development of the internship, we have used online platforms, such as Netflix, to engage the students with content that attracts their attention and that they can relate to. One of the main activities was to watch a chapter of a tv series related to the main topic: *Master of None's* 'Thanksgiving' chapter (dealing with homophobia, racism and machismo).

¹The activities were developed in two classrooms, at the 4º Secundaria level and at the 2º Bachillerato level. A complete description and a justification of the choice of groups are provided in a subsequent section.

- Education and ethic, civic responsibility and citizenship: During these activities, I tried to improve the empathy skills of the students in order to face bullying by developing educational activities where these values were developed and reinforced.
- Intercultural education: The goal with this work is to incentivise this type of education. Some bullying cases are caused by a lack of intercultural knowledge, producing a different type of bullying: racist bullying. By exposing students to racist bullying cases, we have tried to broaden their identification of bullying and to reflect on how they perceive and deal with diversity in their own classroom.
- Social relationships between students: This work focused on helping students recognize bullying cases in texts and series, trying to improve this recognition of real cases in their daily lives.

Therefore, this study could contribute to certain key education topics as well as the ever-growing literature on bullying prevention while still delivering on our main role as English teachers: improving the English skill levels of our students. This study will try to contribute to bullying prevention, ICT's incorporation in the classroom, the improving of empathic skills among the students and their social relationships, and the exposure to social diversity through the design and implementation of specific classroom activities.

1.2 Framework

Through this brief literature review and justification, we have tried to show an outlook of the multiple approaches to bullying in the context of second language classrooms. A general conclusion reached in the literature is that bullying prevention should be one of the key focus of the educational programs. The tentative thesis defended in this study would be that, in order to contribute to bullying prevention, activities in the English language curriculum should focus on developing awareness of the problem and empathy among the students by appealing to their interests towards personal narratives in traditional and new media they can identify with.

The goal of the study would be to prevent bullying by developing engaging activities in the English classroom to work on the students' identification and perception of bullying through their written and oral production in English. In doing so, the study established certain specific objectives:

- to observe and use the captivating effect of new media production on the students' engagement in a classroom activity.
- to analyze the development of empathy among the students through the use of personal narratives in several activities in the classroom.
- to study the students' perception of bullying and their own recommendations to prevent it.
- to develop key competences through the realization of the activities.

As the present study was developed in actual lessons of the Compulsory Secondary Education stage, the legal framework that applies for Spanish Education has been considered. Consequently, we have followed the Organic Law for Improvement of the Quality of Education, **LOMCE 8/2013**, December 9th, which modifies Organic Law of Education (LOE) 2/2006, 3rd May.

By the same token, the Order **ECD/65/2015**, 21st January, describes the relationships among the competences, contents and evaluation criteria of Primary and Secondary Education and Bachillerato. More precisely, we focused on the Article 2, which states that the seven key competences (linguistic, cultural awareness and expression, digital, learning to learn, entrepreneur spirit and initiative sense, social and civic and mathematical) need to be developed in Compulsory Secondary Education. It cannot be denied that learning a second language favors the direct development of them all, as well as the role of the English teacher combining different activities to work those competences and helping our students expand their skills. For this reason, we wanted to carry out our study following this dynamic. Therefore, we tried to incorporate certain key competences in the development of our activities, being approached as it follows:

a) **Linguistic Competence:** undoubtedly, it was the competence we most worked in the lessons as we use the English language both in oral and written activities.

b) **Cultural Awareness and Expression Competence:** it refers to the understanding and interaction with cultural contents, as it will enrich and widen our students' cultural knowledge. For that purpose, we have used the **SAFE@SCHOOL** texts and the tv series that talk about multicultural problems related to bullying and racial discrimination. Both media provide an approach to the Canadian and the US culture, which share differences and similarities with the Spanish context.

c) **Social and Civic Competence:** the main goal of this competence is, first, to promote respect and tolerance among all members of the class and their cultures and principles, since nowadays schools are spaces of encounter of students coming from a wide range of backgrounds. Furthermore, students will learn that languages provide the possibility to know, understand and enjoy other cultures and ways of life. Considering this competence, we provided students a range of texts and activities, so they could approach other opinions, tastes and preferences, favoring respect, interest and acceptance of cultural differences.

The framework for this study is the current Spanish legislation on Education which emphasizes the importance of certain key competences. The curriculum and the regulation of the implementation, evaluation and development of the English language teaching in secondary education and Bachillerato were a guideline in the creation and design of the activities conducted in the classroom (BOCYL, 2015). Guided by this legislative framework and educational perspective, the study developed certain activities to engage the students in the English classroom through new and old narratives to prevent bullying and develop their empathy.

2. Theoretical Background

2.1. Bullying

According to Collins Dictionary (2018), bullying is the repeated use of threats or violence in an attempt to harm or intimidate others. The broadness of the definition demonstrates that it is not only an educational problem, it is a social problem that affects and involves every one of us. In the educational sphere, we, as teachers, must work as hard as possible to locate the cases where bullying is taking part and try to solve these situations in order to help everyone, the bullied and also the bullies (Mishna et al., 2005; Leff et al., 1999). It is one of our duties and we all should be concerned about it.

But why should we help a bully if s/he is bothering and causing pain to his/her classmates? First of all, the bully is one of our pupils and we should educate him/her and, second, if we only focus on the bullied and ignore the bully, s/he will continue bothering other partners. But the most important reason is that most bullies have been bullied before and this behaviour is a consequence of the damage that they suffered from other bullies (Mishna et al., 2012). That is the reason why we should focus on bullying identification, to make them

understand how bad this behaviour is and the terrible consequences that it provokes, producing an ever-growing chain of harassment.

This is a global problem, students all around the world get bullied and the numbers keep increasing. Last year in the UK there were more than 24,000 Childline counselling sessions with children that suffered bullying and more than 16,000 young people were absent from school because of it. In addition to this, nearly half of gay, lesbian, bisexual and transgender young people from the UK have declared that they have suffered bullying at school only because they were part of the LGTB community. Therefore, bullying not only affects the students' daily and personal life, but also can ruin their academic and attendance record.

But which is the worst scenario that bullying can create? What is worse than ruining your personal and academic life? In my opinion, if not the worst, one of the worst scenarios is the case of Nikolas Cruz, a bullied 19-year-old boy who was bullied when he was studying in the Marjory Stoneman Douglas High School who killed 17 of his former partners last 15 of February (Lynch, 2018). By this, I am not saying that bullying is the main cause of school shootings, I only want to make a point on how devastating bullying can be.

In Spain, bullying is a reality and an increasing problem. In 2016, ANAR (*Ayuda a Niños y Adolescentes en Riesgo*, for its acronym in Spanish) Foundation registered 1207 bullying cases, which represents an 87.7% increase compared to the previous year and a 240% increase since 2015. These numbers are alarming, but so it is the profile of the bully and its age. The Spanish bully is getting younger, the assaults to children under 7 years old represent the 14% of the total bullying assaults, with boys tending to physical assault and girls preferring cyberbullying. The results of these practices show their cruelty: 8.4% of the bullying victims have hurt themselves and/or have thought about committing suicide according to ANAR's data.

As with other phenomena, the most effective way to combat bullying is to prevent it. If we detect some behaviours that could end being bullying we should face the potential bully or bullies and explain them the consequences that these practices could have not only to their partners, but to themselves too. They must understand how bad it is for the victim to make them feel empathy, and, if this does not work, make them see that these behaviours could ruin their lives too. In order to prevent it, we should look for signals such as unexplained bruises,

fearing to go to school, being continuously sick to skip classes, suffering a decline in the grades, demanding or even stealing money (to give it to the bully), getting nervous, losing confidence, having eating and/or sleeping problems, etc.

If we detect these symptoms we must alert the parents and make clear how we all (parents and teachers) should act in order to solve the problem. I considered that these tips for parents by the National Society for the Prevention of Cruelty to Children (NSPCC) (2018) sum up what should we do if we suspect that one of our pupils is being bullied and his/her parents need help or advice:

1. Talk about bullying and cyber bullying. They must explain to their child what is bullying, ask him or her if he/she is being bullied and listen carefully and calmly because they may feel scared or embarrassed to admit it and they may be worried about telling anyone.
2. Make sure they know who to ask for help. They may think that talking to her parents about bullying could only make things worse, so the parents must let them know that they can always talk to them. If the parents do not want to or cannot talk to their child, they can suggest them for an external help like Childline or other helping platforms.
3. Help them relax and take time out. The pupil may feel down, worried or without confidence, so their parents should find things that make them feel good and make them know they are loved and valued in order to recover their confidence.
4. Teach them how to be safe online. Cyberbullying can be really hard for a child to deal with because they can feel they do not have any escape. Stopping them from using the internet or their phone could not be helpful because they could stop telling their parents what is happening. Tools like *Thinkuknow* could be very helpful because they explain to children how to contact social media sites if they believe someone has posted something embarrassing about them.
5. Parents should talk to their school if their children are being bullied. It does not matter if the bullying is happening outside the school or on the internet because all the

schools have to protect their students from bullying. They should meet and after that first meeting they should speak again in order to follow the evolution of the case.

In this study, I wanted to focus on the reasons of bullying over bullying itself. The most used reasons or excuses are race, gender or sexual orientation. These types of bullying are defined as racist bullying (due to the skin colour, the cultural or religious background, the accent or the ethnic origin), sexual bullying (when gender or sexuality is used as a weapon between boys and girls, with a tendency for girls to be the victims) and homophobic bullying (which is the bullying produced for being a member of the LGTB community).

2.2 Education, TV Series and teenagers

We live in the Golden era of television. Everybody watches it and everybody wants to appear on it (Lawson, 2013). We know that most of this television has no quality at all but we still consume it. Is there any good television? Where? And the most important: How bad is television for our children? To answer these questions we must consider how much television our children watch. According to Todd Spangler (2016) and his article in 'Variety' Magazine called "*Younger Viewers Watch 2.5 Times More Internet Video than TV*", the average child watches 1500 hours of TV per year while school attendance amounts 900 hours per year. This fact sums up the problem: we let our children spend almost double the time in front of the TV than getting educated. They spend an enormous amount of time watching tv in the detriment of physical activities which could contribute to their healthy development or their reading time.

As a consequence, American High School Students are reading books at 5th-grade-appropriate levels. A Huffington Post Article (2012), with the same title that the mentioned fact, included an analysis on how this is produced and strong opinions like the one provided by the professor of education reform at the university of Arkansas, Sandra Stotsky, who stated that: "A fifth grade reading level is obviously not high enough for college-level reading. Nor is it high enough for high school-level reading, either, or for informed citizenship". Therefore, we can conclude that this problem affects education in both school, high school and college levels.

All these students watch too much television, but what do they watch? Which are the programs that keep their attention focused on the TV instead of their books and papers? Is it

only a problem in the US? Recently, I conducted an informal survey with teenagers in Valladolid asking the amount of time they spend per day watching TV series, what type of shows they watch and why. On average, teenagers spent 3 hours per day watching as much new TV shows as they could so they can talk and share their opinions about the series after watching them. As the goal is to watch as much TV shows as possible, they do not pay specific attention to the details of the show, including specific characters, scenes, or arguments. They consume TV, but they do not process the information contained in it.

In order to find how much time of their free time teenagers spend watching series, I found an article from Variety magazine called “Younger Viewers Watch 2.5 Times More Internet Video Than TV (Study)” where the author, Todd Spangler (2016), stated that “Consumers aged 13-24 watch 12.1 hours of video per week on Youtube, social media and other free online sources, and another 8.8 hours weekly on Netflix and other subscription-video services, according to a survey fielded by digital-media firm Defy Media”. That’s more than two and a half times the 8.2 hours weekly they spend watching television. Therefore, the way in which these new shows are consumed, binge-watching, involves a quicker consumption of the product and a bigger amount of time spent consuming it (Stoldt, 2016).

According to the survey, the usage of subscription-video services like Netflix, HBO or Amazon Video is increasing, which supports my initial informal survey about the increasing daily usage of series. However, is there a way to take advantage of the time devoted to TV consumption for educational purposes: how can we, as teachers, take advantage of this? How can we use this massive watching of series in our classrooms? (Smith, 2017).

As it was pointed out before, we live in the golden era of TV and, more specifically, in the golden era of TV series. The level of these series is outstanding and the viewer can learn a lot from the hidden messages inside their chapters. Series like “The Sopranos”, “Breaking Bad”, “The Wire”, “Fargo” or “True Detective” are masterpieces that reflect perfectly the society where we live in, but their constant usage of violence makes these series non-appropriate to be shown in a classroom full of teenagers.

But then, which type of series should we use to educate our pupils? My first thought was to use series located in high schools where the students could see situations and conflicts that they are living or have lived. I thought about “Merlí”, a Spanish series where the way of thinking of teenagers, teachers and people in general is much more realistic than in other

Spanish series about High Schools like “Física o Química”, “Compañeros” or “Al salir de clase”. This series tells the story of a long-time unemployed Philosophy teacher called Merlí, his particular way of thinking and acting, his relationship with his son (who is also one of his new students) and the rest of the teachers and how he manages to solve the problems that happen in a situation like that one in a realistic and sometimes rude way. I considered this series perfect to be shown to my students in my activities, but there was a problem: This series was made in Catalan and I am an English teacher, so I had to keep searching because one of my goals was to improve the written and oral English level of the students by the usage of series.

There are a lot of series made in English and, inside this enormous quantity, there are many series about High Schools, but most of them, like “High School Musical” or “Glee” are too “perfect” and very far from the reality of the world that they are supposed to represent in order to improve their English level and their recognition of bullying cases. But we can also find series where this reality is not only shown but explained. Series like “Family Guy”, “American Dad” and “Bojack Horseman” reflect the problems and thoughts of teenagers about puberty and their daily lives in the High School but they also have a problem: They are too graphic and can be very offensive.

In order to provide a source which could include a reflection regarding interculturalism, bullying, and a coming of age narrative, a Netflix series called “Master of None” was chosen (other example where this show was chosen for a classroom is Ralston, 2017). The show tells the story of Dev, a 30-year old actor who is son of an Indian immigrant couple living in America. This cultural environment, the situation of the different immigrant families in America and their adaptation to the American lifestyle supposed an interesting reason to choose this series between the others: To improve the knowledge of the class in terms of American culture and history, as well as reflecting over the difficulties of cultural integration.

The chosen chapter is “Thanksgiving”, the eighth chapter of the second season, and it shows the discovering of Denise’s (Dev’s best friend) sexual orientation through her childhood, adolescence and adulthood and how she and her family dealt with it. The chapter is full of subtle details that tell us about homophobia, racism, sexism, and prejudices and that is the main reason why it was chosen. It deals with a lot of social problems that the students suffer and the way in which these problems are reflected is not problematic or offensive, so

wecould watch it in the classroom and work with it. In addition, these social problems are usual reasons or excuses used by bullies to bother their classmates andthe chapter could be aperfect example to see if the classroom could recognize these “reasons” and discuss the problem of bullying.Furthermore, the recognition of sociocultural diversity and both familiar and unfamiliar issues in oral and written production is one of the goals evaluated in English education at the Spanish secondary education and Bachillerato levels. The chapter could allow the perfect opportunity to recognize and discuss bullying and multiculturalism and to improve the students’ written and oral English level.

3. Contextualization

3.1 SAFE@SCHOOL texts

Taking into account the mentioned reasons used by bullies to bother and harass their classmates, activities to develop empathy among the students were planned, specifically looking to discuss in the classroom what bullying victims suffer every day. Personal experiences written by bullying victims were researched in order to show them in the classroom and make students face the consequences of this problem. Although a lot of terrible experiences described by bullying victims were found, most sources where these experiences were explained did not have the credibility that I considered acceptable to be used as a teaching resource.

A project developed in Canada in 2007, *safeatschool.ca* (2013), provided reliable texts about bullying cases explained by bullying victims. According to this webpage:

“Safe@School is a provincial project launched in 2007 led by the Ontario Teachers’ Federation (OTF) and the *Centre Oontarien de Prévention des Agressions* (COPA, for its acronym in French). The project is funded by the Ontario Ministry of Education. As we are all aware, real change requires a concerted, long-term multi-pronged approach. Those who work with and provide care for students are more likely to be successful in creating and sustaining a respectful, safe, and healthy environment for students in a visionary and collaborative environment. The goal of the Safe@School project is to foster just such innovation and cooperation, highlighting best practices that feature COPA’s unique and constructive approach to violence prevention and the creation of *safe, strong and free* schools and communities.”

In order to reach these goals, Safe@School provides valuable information about the prevention of bullying, counselling for the parents and teachers, promotion of equity and inclusion, educational videos and strategies for positive action against bullying. Among all the

information provided by the project, we can find several texts written by victims of bullying who explained their case in detail. I used these texts in my classroom to give visibility to victims like Kevin, Aisha, Pierre, Kate, David, Tadelesh, Miyanda and Fawzi and to work on developing empathy among the students by reading these cases and extracting their conclusions and personal opinion about them. The texts show a wide range of bullying types, based on sexism, religious prejudices, homophobia, or even socio-economic exclusion. The complete texts can be found in the appendix.

3.2 Thanksgiving Chapter

But these texts are not the only material I worked with in order to make students reflect about the problem of bullying. As I mentioned before, I wanted to use the huge amount of series that are produced and consumed by teenagers nowadays as an educational source to discuss bullying and the eighth chapter of the second season of 'Master of None', 'Thanksgiving', was chosen. The episode won several awards including a Primetime Emmy Award for its "Outstanding Writing for a Comedy Series" made by Aziz Ansari and Lena Waithe (first black woman to win an Emmy), who are also the actors that play the roles of the adult version of Dev and Denise respectively. Besides its quality, this chapter was chosen due to its autobiographical nature, which can be compared to the previous narratives, and the controversial topics it explores that coincide with the most common bullying factors: racism, homophobia and machismo.

As the previous bullying victims' narratives, the chapter itself is a compilation of facts of Lena's life. The chapter relies on certain autobiographical facts and that is the reason why it is written by both Lena and Aziz instead of Aziz alone who is the writer of all of the episodes of the series. In a recent interview to Vulture Magazine by E. Alex Jung titled "Lena Waithe wrote her most personal story for Master of None" Lena explained how she used this "autobiographical" facts in writing the chapter with Aziz:

"Aziz and I did the heavy lifting, scene by scene by scene. I would put things back in, take things out. I was trying to remember and relive those moments so people could go, "Oh, this is *her* version." It's not everybody's story, but you can hook into the emotion of it. It's not easy subject matter, but it's important subject matter — something that's personal to me, things that involved my family members. It's how I remembered it."

The main theme of the chapter is how Denise discovered her sexual orientation and how her family reacted to it. The fear of telling it (she uses the word "Lebanese" to refer to

her sexuality because she felt uncomfortable with the word “lesbian”), the way Dev, her mother and her aunt reacted to it, the different relationships that she had through the years, how her grandmother reacted and treated her girlfriends, etc. was inspired by facts that Lena lived, specially the way she came out of the closet:

“It was a lot like that. I have a sister in real life, although the character doesn’t. I also have a really small family, so I came out to my sister first. And then it was just my mom. She really, genuinely, didn’t want me to tell my grandmother, so I didn’t. I was not close to my father growing up and he passed away when I was 14. So I never really came out to anyone other than my sister and my mom. But it was really just that one person for me, and we were in a diner — all that stuff is real — and it was post college. It’s scary; it’s nerve-racking. You have to prepare yourself for the worst. I knew I wasn’t going to be disowned, but the dynamic of your relationships changed a little bit.”

Both Lena and Denise expressed their fears related to coming out the closet, but the greatest fear between them all was to get disowned by her family due to her sexual orientation because, like Denise said in the chapter, “it’s more intense for black folks. All right, so everything’s a contest for us, and your kids are like trophies. Me being gay is like tarnishing her trophy”. Some sons and daughters of African American families get ignored or even disowned after their parents find out that they are gay.

This common prejudice and rejection is reflected by the mother and the aunt of Denise. They both do not feel comfortable with her sexuality but aunt Joyce shows her acceptance after her sister asked her where she went wrong during all her years taking care of Denise by replying: “What do you mean where you went wrong? Denise ain’t never been arrested, she’s in college, she keep a job, and she respects her elders. Honey, she wants to lay around with some women, baby that is her business”.

But it is not that easy for Denise’s mother. She does not disown or reject her daughter, but accepting it is hard for her. I provided a part of the chapter’s original script in the appendix because the scene was used in the classroom with the students to reflect on the position of each character and it was a key feature of the activity.

Due to the importance of the scene and its use in the classroom, I will briefly describe it for the unfamiliar reader. In it, we can observe that Denise’s mother does not feel rejection or hatred, she feels impotence and sadness. She, knowing that her daughter is going to suffer

discrimination because of the tone of her skin, does not want her to be even more discriminated because of her sexuality.

The scene is so emotional that even the script by itself expresses all the feelings that both characters show and share. The scene reflects perfectly what parents might feel when their children come out of the closet and their first impression, and that wish of “not wanting to add anything else” shows the main feeling that parents have about their children: They do not want them to suffer. Lena also talked about this situation:

“I’m happy I got to tell that story, because I think that’s the root of most parents. They may be buried or shrouded in other things, but when you strip everything away, that’s what it is: They want their children to lead a happy, “normal” life. And I also think there’s a dream they have to bury of what they thought their children’s lives would look like, and that’s a mourning process gay children have to allow space for. I was a little rebellious about it, but looking back, I can see that I had to give that same amount of space and understanding that I’m asking for as well. It’s growing. It’s a journey for both sides.”

This desire of having a happy life is what makes Catherine (Denise’s mother) realize at the end of the chapter that her daughter is living the life she wants to live with her girlfriend instead of choosing a more difficult life by considering herself gay. Catherine does not completely accept the sexuality of her daughter, but she feels happy seeing her daughter happy with the person she loves.

Such a highly sensitive scene was used to work on the students’ empathy. By re-enacting the scene and taking sides, the goal was to make the students understand the different perspectives and positions people can have when dealing with differences.

3.3 Students’ Bullying Recognition

The main reason why I selected this chapter and these texts is making the students conscious about the problem that bullying means not only to the victims, but also to the rest of students, teachers and parents. Specifically, I took into account that some students could identify themselves in the chapter and/or the texts, feel what these victims suffered and find a solution to this problem like they did.

I wanted them to face the facts and consequences that bullying provoke, but I wanted to do it in an entertaining way, appealing to their personal experiences and recreational activities. Traditionally, the bullying issue has been presented to students through dense

peeches about the topic. These speeches addressed the problem, provided a valuable information about it and gave it the importance that it actually has. However, students tend to get bored in this type of interactions forgetting what was said in them. today I only remember that these speeches were boring (Auman, 2011). Reading actual experiences of real people and how they dealt with bullying and watching a TV series can appeal in a more direct and entertaining way to teenagers, while helping improve their English skills.

I knew that texts were going to describe it perfectly and make them realize about the consequences that bullying has, but I also knew that if I only worked with texts, most of the students would finish feeling the same way I felt when I received those long speeches and they would not recognize bullying cases in their day-to-day activities, because they were reading specific cases in a concrete context. The TV series was not specifically design to present a bullying case. Inside the chapter racism, homophobia, machismo, commonly used as reasons by bullies to harass their victims, are not hidden nor evident - like the documentaries about bullying that represent fictional cases in a way so exaggerated and obvious that the spectators feel like everyone is a bully -, they appear in the same subtle way they do in our daily life. The chapter could help students to find the subtle hints of bullying they see every day. In addition to this, 'Master of None' is a comedy as funny as realistic and its sophisticated sense of humour makes you enjoy watching daily situations like this without losing the perspective of the social problem and giving it the importance it deserves.

Another reason why I used TV series to talk about bullying in classis a strange phenomenon that I have confirmed in my personal experience: You can learn English watching series. It is a common strategyfor people to watch series with English as the main language, with Spanish or English subtitles (Hyland, 2004). By this you expand and improve your vocabulary, learn new verbal structures avoiding the repetitive usage of structures that you already control, improve your pronunciation by listening conversations between natives,learn colloquial expressions and improve both oral and written comprehension (Huang and Eskey, 1999). Therefore, the amount of time students spend watching TV could be used to improve their English skills (Nathapong, 2018).

Finally, we must take into account that the selected texts from SAFE@SCHOOL that tell the stories of bullying victims show a specific vocabulary that most students do not have. Consequently, their vocabulary about the topic would be improved after working with

these texts. Furthermore, thanks to the activities' designed, both oral and written production would be improved after working with the texts and the chapters.

3.4 Description of the Groups

I implemented these activities during my internship in Vega Del Prado High School, an educational public centre which offers this public education since 1988 in levels such as the mandatory secondary education (ESO), Bachillerato and audio-visual professional training degrees (FP). It is situated in Cebada Square, next to the Pisuerga river' shore.

In this centre, my tutor was Julia Esther Álvarez, English teacher and Head of the Foreign Languages Department, who helped me during all this process. She trusted me and gave me the confidence that I needed to develop the classes and the activities. She let me use several sessions with her groups, giving me the advices I needed to improve the way these activities should be prepared and letting me rule the sessions by myself but also letting me know that she could help me if I wanted her to. She was a great tutor and I could not be more grateful about the way she helped me, but I needed some materials in the classroom to put the activities into practice too:

- A computer with internet connection in order to use Netflix
- A projector and a big screen where the pupils could watch the chapter and read the subtitles properly
- An appropriate sound system that could be heard all around the classroom
- Movable tables to work individually or in groups

The English classroom had all these items and all the activities could take place on it although at first I had a problem with the sound system and the wireless connection. After this we can conclude that the High School, the tutor and the classroom where I was supposed to make my activities provided all the resources that I needed in order to develop these activities.

Regarding to the groups, my tutor taught three groups from 1°ESO, 4° ESO and 2°Bachillerato, but I considered that the students from the first year were too young to work onbullying and, more specifically, to work with real cases and to watch a chapter in English, that they could not understand or follow. At first I thought about only using the group of 4°ESO, but I considered that comparing the results of this group and the group of

2º Bachillerato would be interesting due to their differences. Before analysing the groups, we must consider and point out these differences:

- The groups are from different courses.
- One group is much more numerous than the other.
- One group belongs to the bilingual program while the other does not.
- The age difference between the groups.

The level acquired in the bilingual program by the 4º Secundaria group and the cohesiveness and maturity of the students could bring the group to the English level of the 2º Bachillerato group, according to the tutor's and my own assessment of the level of both groups.

The group from 4º ESO is formed by 11 students, 8 boys and 3 girls, and most of them were class partners since their first school years. This sense of a solid group made me think that the working atmosphere was going to be the ideal one. I confirmed that assumption in the first activity when all the members of the group participated actively and seemed interested. Another advantage of working with a small group was having enough time to observe how the students work both individually and in groups, and that allowed me to realize that the group was not as solid as it seemed.

One of the boys was a newcomer student from Syria who lived in Spain since the beginning of 2018. He could understand Spanish, but he could not speak it, and his level of English was quite good, so during my internship I sat next to him and tried to integrate him to his new class. He was not isolated, bullied or marginalized, but his adaptation was a slow process due to the amount of daily Spanish jokes and anecdotes that his partners shared that he could not understand. Even though I considered that he was not a victim of bullying, I thought that these activities, and, more specifically, the texts of similar personal experiences in the cases of Kevin or Aisha from the texts of SAFE@SCHOOL could help him to feel that his situation was going to improve.

But the most interesting case that I discovered due to working with a small group was a student that was part of the main group since his school days. He seemed shy, introverted and he was terrified of speaking out loud in English. At first, I thought that it was just his personal behaviour, but days passed by and, after hearing him speaking in

English and the reaction of his partners, I realised why he was that way: he was being bullied or he could end suffering bullying. He was not bullied in an explicit way, he was considered one of the members of the group and his partners considered him a friend, but their way of treating him was similar to the way that bullies treat bullying victims. They laughed about his English oral skills, they assigned him many different nicknames, and most of the jokes told during the class were jokes about him. I talked about it with my tutor and she told me what I already knew: his partners did not make those jokes with an offensive intention, but the teachers counselled them to treat him better.

They were not conscious about what they were doing and he did not feel like a bullying victim, but it was evident that his situation could be much better. I decided not to take part in an active way, but doing it in a subtle one during the activities. After reading the texts and doing the written activities, we had a talk about bullying and its types, all the students participated in the talk in a very active way, and this conversation took place:

Me: *Have you ever feel bullied?*

All of them: *No*

Me: *Have you ever feel bad about a comment that someone said to you?*

All of them: *Yes*

Me: *“And have you ever made this type of comment? Have you made a comment that could result offensive to someone... Today?(No one replied)When I was your age me and my friends used to make these type of comments and jokes continuously between us, we gave and received these comments because we thought that it was really funny, but one of us never made one of these comments, he only received them. One day he told us that he did not like this kind of jokes because these comments made him sad. We felt terrible and realised that we were doing something wrong, we apologized to him and stopped making these comments. Today we are still friends. Sometimes we are not conscious about the damage we can cause to others only by comments, jokes, nicknames... We must take the other’s place and think if we would like to be treated this way. Bullying is not only physical abuse, insults or violence. Sometimes bullying is comments, jokes and nicknames.”*

We all remained silent and the class ended right after, but I could see in their faces that the message was received. Since that day the jokes between the potential victim and his partners were reciprocal and not offensive. I saw him much more comfortable and happy, and his partners (who were good kids whose only mistake was not being conscious about

what is offensive) seemed happy too. Sometimes the best way to fight bullying is preventing it.

The other group, from 2º Bachillerato, was formed by 17 students (10 girls and 7 boys) and like we saw in the other group, most of them have been together for many years. The fact that this group was bigger than the other group and they only had 3 hours of English per week made impossible to develop an individual following like I did with the students from the other group, but, during the observational phase of my internship in the High School, I concluded that they could create a great work environment too because most of them seemed very interested in English and proved a high level of spoken English. The main inconvenience was the factor that alters everything during 2º Bachillerato: The University Entrance Examination. The students were too focused on it and they used any free minute to talk about it. Apart from this, I used my position as “observer” to help them when they had doubts and getting to know them better by this.

There were two boys that showed more interest than the rest. The first one had a great level of English both spoken and written and he continuously consulted me to check if his answers were right trying to improve his grammatical knowledge. He was an exceptional student looking for perfection, and that was not bad at all. The other student that got my attention was a newcomer student who was incorporated to the school this year from the Dominican Republic.

He used to be an excellent student in his former country but his grades in Spain were much lower and he seemed disappointed and frustrated. His level of English was not bad, but he mixed words and expressions from English and Spanish. I tried to let him know that the adaptation from foreign educational centres to Spanish ones is a difficult process and failing subjects was one of its most common consequences. I also recommended him to work hard in order to adapt to this kind of education, because it was the only way to improve his academic results. After that he started to ask more doubts and show more interest, and he was sit next to the mentioned exceptional student, so I counselled them to help each other in their goals.

In conclusion, both groups seemed prepared enough to complete all the activities, my initial ideas were confirmed and I was convinced that they all would provide interesting ideas and opinions about bullying.

3.5 Activities

3.5.1 Planning

As we previously mentioned, we wanted to improve the recognition of bullying cases using oral and written English exercises. In order to create the most adequate activities to reach these goals, we took into account the criteria and the learning standards of both groups to continue the teaching strategy that my tutor was using based on the current legislation in Castilla y León (BOCYL, 2015). This criteria and these learning standards recommend to create different activities for the two groups due to the fact that there is a two-year academic difference between them, but we wanted to check our initial hypothesis about the similar spoken and written English level of both groups. Therefore, we created the same exercises for these two different groups using criteria that could allow us to check and improve the English level of both groups and their abilities in terms of bullying recognition. We considered that these activities could have been perceived as “too difficult” for the younger group, but we relied on our initial premise and, more specifically, in the extended knowledge of the tutor and the observation process evaluating the level of this group.

Following the criteria and learning standards of the Castilla y León English language teaching norms (BOCYL, 2015), the following oral and written production criteria was considered in our activities design:

Oral production:

- To understand general and specific information from oral texts about both common issues and specific themes relevant to the personal interest of the students, employing strategies to recognize the communicative functions of the text, syntactic, discursive and acoustic patterns, idioms, etc. The students would be able to comprehend specific information from oral texts, identifying sociocultural elements on them and distinguishing communication functions, that can range from formal or abstract aspects to personal feelings. This assessment criteria was planned and developed through the screening of a chapter in English, as well as, by discussing the content between the students and roleplaying a scene.
- To produce comprehensible oral texts with a correct registry, regarding everyday topics and others which can be relevant for the student, including the work place and sociocultural knowledge using an understandable phonetic repertoire, idioms, and a

cohesive and coherent syntactic structure. The students could use their own strategies to develop their oral texts with creativity.

- To interact using a simple, but adequate registry, discussing common and less familiar topics. Certain interruptions or pauses to articulate less frequent words and expressions are allowed, as well as, gestures or formulas for turn taking. The students would be evaluated on their participation in simple conversations with one or several speakers and their capacity to respond and produce simple questions.

Written production:

- To understand general and specific information of written text describing familiar and relevant topics, identifying sociolinguistic aspects and using strategies to understand the text, through the recognition of discursive and syntactic patterns, idioms, and the main orthographic standards.
- To write simple and coherent texts concerning daily themes and less familiar issues relevant for the future work place, including sociocultural and sociolinguistic knowledge and following the recommended strategies to develop relevant communicative functions (using lexicon, idioms, punctuation signs, and orthographic standards).

3.5.2 Development

In the first session we worked with the texts of SAFE@SCHOOL. We preferred to work with several texts, because we wanted to avoid reading the same analysis and conclusions over and over again and each text had a different problem, so their analysis and conclusions about the texts would be different. I gave one text per student and they had to read it calmly and underline the most significant sentences of it, at first. After that, I told them to make a brief summary of the text and provide their personal opinions and conclusions about what they have read.

The choice of this type of questions and activities was based on our main goal during all the work design: to recognize and analyse bullying cases. In the particular case of these texts, which were descriptions of bullying cases in these texts, the goal was to analyse the cases and their characteristics. Underlining the most significant sentences and making a brief summary could help them organize their ideas in order to provide strong opinions and conclusions.

After completing the written activities related to the texts from SAFE@SCHOOL, we worked with Master of None's 'Thanksgiving' chapter. We elaborated a questionnaire about the topics seen in the chapter because they only had half an hour of class after watching the episode. These were the questions of the questionnaire:

1. "A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard". What does Denise's mother mean by this sentence? Is it racist?
2. Why do you think teen Denise used the word "Lebanese" instead of lesbian to refer to her sexual orientation?
3. What about the way Denise's mother reacts to her sexual orientation? Do you think it is negative or positive? How does the rest of the family react to her sexual orientation and her girlfriends?
4. How many examples of discrimination can you distinguish in the episode? Name them
5. After yesterday's reading and today's viewing what are your conclusions about discrimination in and out of the classroom? What should we do to change these situations?

As you can see, the questions were written in a colloquial style, trying to avoid making them feel as if they were in an exam and they were being evaluated. The goal in doing these activities was to make them realize about the dangers of bullying and trying to improve their capabilities to recognize this problem in their daily life as well as improving their written and oral English level. I wanted them to provide their sincere opinion and their personal point of view and conclusions about the topic instead of the "correct" answer that is supposed to be given.

As I previously mentioned, I wanted the students to complete the questionnaire in half an hour, but most of them asked me to keep their questionnaires in order to complete them calmly at home. This surprised me in a positive way because I saw that they were interested in the activities and the topic and they wanted to provide valuable responses.

Regarding to the oral activities, after reading the SAFE@SCHOOL texts and completing the written activities about them, I asked the students to read out loud their personal opinion and conclusions about the cases during the last 20 minutes of the session. I

told them that they could not do it if they felt uncomfortable, but most of them did not have any problem and shared their opinion.

There were 8 different texts, so some of the students of 2º Bachillerato had the same text because the groups were formed by 8 secondary education students and 17 students of 2º Bachillerato. As a solution for the repetition, I told them to sit right next to the person who had the same text and compare their opinions and conclusions. This practice made them reflect about facts and characteristics of the case that they did not realize at first and reading out loud the different cases made them take into account the different types of bullying that exist and feel empathy towards the victims and their experiences described in the texts. After this we shared a 10-minutes-talk about bullying, its types, its consequences and how we live with it every day.

During the second session and after watching the episode they had no time to do any oral activity after answering to the questionnaire about the episode, so I decided to spend the entire third and final session doing oral activities. During the first half of the session we had a chat about the questionnaires, their answers, the cases of homophobia, racism and machismo that the episode showed and their impressions about the episode. The entire group participated (in both classrooms) and even the students whose oral level was not good made an effort to express their thoughts. After that I wanted them to take the place of Denise and his mom and defend the point of view and way of acting of each of them in a debate that lasted 15 minutes.

Taking into account that defending Denise was much easier than defending the point of view of her mother, I organised the two teams that were going to compete in the debate and assigned the point of view of Denise to the students who had more difficulties with their oral expression while the students who were more skilled in their oral level had to defend Catherine. They all had a good time arguing and defending the characters and the students who had difficulties with their oral production made great efforts to express themselves, so both my tutor and me appreciated it and took the activity as a complete success.

After this activity we all had a colloquial talk about the chapter, the texts, the activities and bullying. This time, I did not want them to provide any written material or conclusions. I wanted to know what they really thought about it and what their solutions to this problem were. All the students of both groups participated and gave their opinion, and

that provided the most significant result of all the activities. I also asked their opinion about what they thought that teachers should do to solve and prevent bullying. At first they seemed shocked and surprised about a teacher asking them for advice, but then they told me their possible solutions and some of them were quite interesting. After the class some students came after me and told me that they considered that the activities were great, that I was a great teacher and even invited me to their graduation, a simple gesture which meant a lot to me.

Obviously, due to the limitations to recording class activities, I cannot provide the results of these oral activities, but they contributed the whole group of activities and they helped to develop and improve their oral skills and competences, which were some of the goals of these activities.

4. Results

The main goal of these activities was to improve the students' ability in terms of bullying recognition and consciousness about the problem. In doing so, I wanted to corroborate one of the initial hypothesis that I elaborated during the observational phase: The level of the group from 4º ESO was similar to the level from the group from 2º Bachillerato. This might seem improbable, but we must take into account that the first group received bilingual education since 1ºESO and the other group did not. In addition to this, the group from 4º ESO is smaller than the one from 2º Bachillerato, which eases the development of the sessions and the capacity of improving the level of the students individually and as a group. The conclusions provided by the members of both groups confirmed the initial hypothesis: Both groups were able to recognize the different types of bullying and the students were very conscious about the problem, sharing a similar level of English understanding. The hypothesis was not only confirmed but improved, because some students at the secondary education level showed an extraordinary maturity which was reflected in their personal opinions and conclusions about the topic and the activities. The results of these activities are not reflected in numbers, percentages or a direct comparison between students to see who made the activity better. The results show their personal opinion about bullying, their way of facing a problem like this and their ideas on how we can solve it.

4.1 SAFE@SCHOOL texts results

The first written activity that the groups completed was summarizing and providing their personal opinion and conclusions about the texts from SAFE@SCHOOL. I considered that using all the results from the groups would be excessive due to the quantity of material provided by both groups. Because of that, I decided to use 5 students with 5 different texts from 4ºESO and compare their results with the results of the same texts provided by 6 partners from 2º Bachillerato (2 students from this group had the same text and the conclusions of both pupils were so interesting that I could not choose between them).

The selected texts from SAFE@SCHOOL were the cases of Tadelesh, Miyanda, Pierre, Kevin and Kate. These cases can be found and read in the appendix. As we have mentioned before, these texts tell the real stories of students who have suffered different types of bullying and during this activity we wanted the students to show their ability to analyse this problem while evaluating their English written production. In order to provide accurate information, I have transcribed the same words that the students used, including grammatical and spelling mistakes. From these words, I have extracted my results and conclusions, so I will repeat and use the same words that they did.

Kareem and Elena

The first case was Fawzi and Hadya, who suffered bullying and harassment due to their religious beliefs after Hadya decided to cover her head. The students that worked with this text were Kareem in 4º ESO and Elena in 2º Bachillerato. Kareem was the previously mentioned student who came from Syria in the beginning of 2018. He focused on underlining the sentences of the text over summarizing it and providing his conclusions and personal opinion, but I did not realise it until the class was finished. It was such a shame because I believed that he could provide outstanding material due to his personal experience and the similarities between his case and this case in terms of cultural adaptation, but he provided a brief and interesting opinion about the behaviour of Fawzi and Hadya's partners and how he would have reacted: "My opinion: I won't care if she did that or not. In the end that her decision and it's normal that her friends were surprised because for me I'll be surprised too but I won't react in the same way that they did."

While Kareem focused on underlining the most significant sentences and forgot to provide a summary of the text, Elena made a brief summary and she also underlined the

sentences that she considered most significant. In her summary, we can see how she recognized that this bullying was based on religious reasons over racism when she wrote “Hadya made the decision of covering her head and as a reaction, people of the school bullied her”. This might seem obvious but a lot of people mix up racism and religious hatred. Sometimes they are connected but not in this case where the classmates did not have any problem with Hadya until she made her religious choice.

Elena also provided a strong opinion about the text and bullying: “In my opinion, in every school it should be taken some kind of subject that teach students that everyone is equal so they see someone different they don’t bother him or her”. The student also enumerated several conclusions that addressed the problem and its possible solutions:

- ✓ Many students suffer bullying due to their race or culture.
- ✓ Some kind of solution should be taken against bullying.
- ✓ Kids can be very cruel in some situations.
- ✓ Education in tolerance must start in the first years of school.

Comparing Elena and Kareem’s activities we can conclude that she provided a more complete and, in general terms, better understanding of the assignment than him. Although Kareem did not provide a summary of the text and his personal opinion was too brief, I considered that his personal opinion was interesting because he understood the position of Fawzi and Hadya’s partners. He understood that they were surprised but he did not like the insults and the harassment. That proved his level of empathy and his sensibility against discrimination. Elena showed these skills too along with a strong opinion and her possible solutions, and that is the reason why both of them showed valuable information and results about the activity.

Alberto and Andrea

The second case was Tadelesh’s, who suffered homophobic bullying and harassment due to his physical appearance. The students that worked with this text were Alberto in 4º ESO and Andrea Feroso in 2º Bachillerato. During my observation phase, I concluded that Alberto did not like to express himself in English, nor written or spoken, so I thought that he would not complete the activity or even not do it at all. However, during the activity, he asked me several questions about vocabulary, completed it and he provided an interesting summary where he talked about the reasons why the bullies discriminated Tadelesh:

“The text talks about 12 years old that has been bullied by some classmates because of his small body. His classmates treat him like if he were a girl and he was terrified because he thought that if he never look “masculine”, he will never have a girlfriend”

Following his summary, we can observe how Alberto was able to distinguish between the homophobic reasons behind the physical aspect which made Tadelesh feel less masculine than his partners. Alberto also focused on the solution for this problem in his personal opinion about the case:

“In my opinion I think tell this situation to the teachers was a good decision to stop it (without violence).

I also think the best decision was tell it to a social worker because of him will know how to avoid the situation an make conscious people not to the bullying and not to the racism, and the problems that you would have if you do some of that thing.”

By this we can see that Alberto, like many other students, believe that the students’ duty is to inform the teachers when bullying is happening in order to let them solve the problem instead of solving it by themselves, the wisest choice in order to avoid violence, like he mentioned.

Like her partner, Andrea provided a brief summary where she considers that the homophobic treatment that Tadelesh receive from his partners is the main cause of his frustration: “They consider Tadelesh like a girl, it make that his self-esteem go down”. However, she also considers that the main reason why they bully him is his physique and not homophobia and that the homophobic comments are a consequence of this physical-based bullying: “Tadelesh is a boy who is shy and little for his age. For this reason, the PE lessons have become a torture and his classmates do bullying at him”.

To conclude, she added her opinion about bullying, its importance and the role of teachers and students:

“In my opinion, bullying is a serious problem and it’s important that teachers are ready for solve this problems.

The boys who make bullying aren’t conscious about the problems in the self-stem that are occasioned at another person.”

Both students shared similar summaries, opinions, conclusions and even mistakes. They both provided their sincere opinion and point of view about bullying and how they would solve similar situations. Consequently, the results about this activity are as positive as similar, but the most significant result was the attitude change that Alberto showed. He

surprised me because his normal attitude during the English class was much more passive, but during this activity he seemed very interested, engaged and trying to improve his level of written English.

Gonzalo and Francisco

The next case was Kevin, who did not suffer any kind of bullying but whose adaptation was a problem due to the situation of his family, his difficulties trying to adapt to his new school and the possibility of winning easy money selling drugs dropping out from school. The students that worked with this text were Gonzalo in 4º ESO and Francisco in 2º Bachillerato. These two students had similar profiles: They had a great level of English, they did not have any problem participating in class, they had a proper attitude and they showed their interest in the subject. Taking this into account, I expected great results and conclusions from both of them.

Gonzalo underlined what he considered were the main sentences from the text in order to structure his summary. He summarized it highlighting its most important ideas, including the situation of Kevin's family and his feelings at school: "Kevin sometimes is depressive and feels like he is nothing and no one cares of him". Gonzalo's emphatic and social skills made him recognize the relief that Kevin felt when he discovered that his teacher cared about him too: "One of Kevin's teachers started to talk to him about his potential and also that he could do better in school. He felt so well about what the teacher told him because he concerns himself that he can do better and have a good future."

He also provided his personal opinion about the text and the problems that it addressed: "I'd really liked the text because it talked about many raw realities and the difficulties that life has". In addition, he pointed out the social issues that can be found in the text, showing his capacity to recognize these issues as well as the real problems that Kevin faced: "The text also talks about everyday problems that we have accepted as if they were normal things for example: drugs delivery and refugees. I liked how the way of talking, can help people to find a better option in life."

This capacity was also shown by Francisco, who elaborated a shorter summary, but made a complete and interesting analysis and personal opinion too. He focused on racial equality and empathy as weapons to reach this equality little by little:

“I think we should help this people to get into our society; helping them it will transform this world into an equal world, with no racial differences. Before criticise someone, we should take others place and then think what’s good for them. Many people suffer this kind of problem and to end it. I think we should change the way of thinking of our society, but this won’t be easy for us, because we can’t change it spontaneously, this should do in progress.”

It seems clear that Francisco’s point of view is and accurate and realistic one. He pointed out the main problem in the text and provided his possible solutions and he even explained the difficulty in reaching a solution and how all of us play an important role solving this type of problems.

As I previously mentioned, I had great hopes in the activities from Gonzalo and Francisco based on their English level and regular performance in the classroom. They lived up to these expectations and even surpassed them, because their texts were not as explicit as the other examples and they could have lost the focus or miss the main problem. Instead, they provided outstanding conclusions about the social problems behind bullying and the possible solutions.

Clara and Guzmán.

The fourth text talked about Kate, who was disrespected by her class mates after she considered that her partner during a debate did not take the activity seriously. The students that worked with this text were Clara in 4º ESO and Guzmán in 2º Bachillerato. These students had similar profiles: Clara had the best marks of her class and she was an extraordinarily mature girl for her age. Guzmán was the previously mentioned student who wanted to improve his English level as well as reach excellence in all other subjects. Taking this into account, I considered that these two students would be able to analyse the text and extract strong conclusions from it.

Both of them provided a very accurate summary of the text that was focused on the facts and did not talk about the problem behind this text and the way Kate felt. They preferred to express their opinions in the conclusions from the text. Clara’s conclusions were clear and accurate: “For me, Kate is right. People shouldn’t get mad at her just because she knows more about some topics than others will not know. She has prepared and study for that project so she deserves the respect from the others while she’s talking.”

She considered that the main problem in this case was the lack of preparation by Byron and the reaction of their classmates over a possible case of sexism: “I don’t think they would have taken her more seriously if she had been a boy, it depends on the person. Now, people are changing and starting to realise that men and women are the same (even though there are still some exceptions).”

Here is a clear example of the mentioned maturity that Clara has. She stated that there is still sexism in our society, but also she clarifies that we, as a society, are in the right path towards gender equality. She considered that this case had a shade of machismo, but that the problem was related to the use of popularity as a weapon against a superior intellectual capacity:

“I think the main problem is that Byron felt embarrassed, he expressed it insulting Kate and, as he’s popular, everyone started feeling bad for him and thought the villain was Kate, the fact that Kate is a girl accentuates these problems. Girls are expected to be less intelligent than men because of sexism and this, has to finish.”

Guzmán, by contrast, rejects any type of machismo in this case: “As I concerned, this wasn’t a cause of gender difference, because girls bothered her as well, so I don’t think so”. The reason for Guzmán to reject sexism is that some girls also bothered Kate after the debate, not taking into account that there can also be girls whose way of thinking and acting involve machismo. He considered that the main problem in Kate’s case was the maturity of Byron and the rest of their classmates:

“In my opinion the students weren’t old enough to differentiate a good work against a poor work. And as he was popular and funny the classmates didn’t care about the debate as they cared about a funny moment (...) To conclude all the students must be grown up enough and act like older, intelligent person.”

He also considered that this problem could have been solved if the teacher had controlled the classroom, specifying that “a normal teacher would act to give a serious atmosphere to the debate” and avoiding the immature comments and reactions of Byron and his friends.

The results provided by Clara and Guzmán show the kind of students that they are: excellent, developing the assignment without major issues. Personally, I expected a better analysis by Guzmán, considering the age difference and maturity. He focused too much on the popularity and completely ignored bullying, which was the main topic that we were

working with. In spite of this, I consider that both of them completed their activities successfully and provided their sincere opinion about the topic, which was the most important requirement.

Rubén, Susana and Óscar

The last text talked about Pierre, who, along his partners from school, suffered bullying due to their Francophonyinan Anglophone school. The students that worked with this text were Rubén in 4º ESO and Susana and Óscar in 2º Bachillerato. In this case, I decided to use the activities from two different students from 2º Bachillerato because the conclusions and opinions both students reached were very interesting and different, providing a wider range of opinions in the comparison of the students' points of view.

The summaries from Rubén, Susana and Óscar were very similar: They told the facts in a few lines and did not talk or analyse the problem. This was basically what I told them to do in order to focus their analysis of the problem in the personal opinion and the conclusions, but most of students spent a lot of time making the summary instead of providing their personal point of view about the topic. In this case, their summaries were brief, but their conclusions and points of view about the text and the topic were full of interesting aspects.

Rubén focused on the importance of bullying as a problem and blamed the teachers from both schools because they did nothing until the conflict happened: "I think bullying is a very important problem and schools didn't care too much about it until it happened". However, he also considered that the creation of a bullying prevention strategy by both schools, especially in the school bus, was a great choice: "I think the idea of both schools is great because the problem can only be solved if students from both schools start to speak". He also showed his rejection to violence as a response to bullies, which was a very mature conclusion: "Pierre's idea of retaliate English students is the worst because the situation would only bring more problems".

Meanwhile Rubén focused on the problem itself and its solutions, Susana decided to pay attention to the main characters involved in this case. She highlighted the intolerance that the Anglophone School students showed towards their partners, but she also pointed out that the Francophone students should have told their teachers about this bullying problem before: "what Anglophone students is very incorrect and intolerant, but, it's also bad on the

part of the Francophone students not to tell a teacher or other adult”. With this explanation, she made clear her position facing bullying: The students should inform the teachers as soon as possible if they know about or have seen a bullying case and they must let the teachers take the decisions, which is similar to the conclusion that Rubén reached, but she suggested a stricter solution than just the school bullying prevention strategy and the protocols on the school bus: “Both schools must take immediate action and Anglophone students must have to punishment”.

Like Rubén, Óscar paid more attention to bullying itself than to the specific case of Pierre: “In my opinion this text show us a reality in some places. That bullying can grow even on a little difference on the language students learn, and how serious it can become”. Nonetheless, he made clear that, being not as harsh as Susana, the solution that the schools took seemed correct to him: “It also show us the good side of these cases, when it get solved”. To conclude, Óscar made a reflection on why bullying, being a social problem, does not get the recognition that it deserves and why governments do not pay the attention it requires: “This is a big problem in our society, but there are many other problems more important that don’t allows government to focus on bullying so much.”

The results provided by Rubén, Óscar and Susana exemplified the great attitude that they had. They focused on their personal opinion over the summary, like I constantly emphasized, and these opinions were exactly what I wanted them to provide. The differences between the way of thinking between them made these results even more interesting, but the most significant result that I obtained from these activities is their consciousness about the problem and their great attitude towards the activity.

All the personal opinions and conclusions provided by the students of both groups made me realise that the main goals of this activities were fulfilled: They were conscious about the problem and their capacity to recognize bullying cases were more than acceptable. In addition to this, they also added some material that I considered more than significant like the identification of bullying as a global problem that involves all the members of the society and their concerns about social topics like refugees or drug dealing. Therefore, the students understood the sociocultural dimensions of the texts and the different topics addressed on them. Some of them even addressed the teachers as the main “solvers” of this problem and stated that the students’ duty is to inform and the teachers must act after knowing this information in order to avoid violent situations between students.

Consequently, the students produced new ideas, arguments and suggestions to deal with bullying. These ideas and proposals are the main reason why I considered this activity and its results completely successful.

4.2 Results from the Questionnaires of *Thanksgiving* Chapter

The second written activity that the groups completed was the questionnaires of *Thanksgiving* chapter. In these surveys, we wanted to obtain their personal opinion and their sincere points of view about bullying and the most common reasons used by bullies like racism, sexism or homophobia. In order to reflect the opinions of the different students, we will quote their literal answers, including grammatical or spelling mistakes. We considered that these conclusions were the most valuable result of these activities as they both reflect their written production and how the students improved in bullying recognition, after developing the rest of the activities.

In order to provide the results of these questionnaires in an orderly manner, we have organised them question by question so we can observe the different responses given by the students and the conclusions extracted from them.

1. *“A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard”. What does Denise’s mother mean by this sentence? Is it racist?*

Most of the students realised the connotations to racism and machismo in this question, so they based their answers on their ideas of these topics. An example of this was Clara, from 4^o, who stated that Denise’s mother “means that minorities are oppressed and have to work harder in order to fight for the things they want to get”. She identified the machismo and the racism associated to this question like Guzmán, a student from 2^o, who said that “Denise’s mother means that Denise is female and has the skin black it is like a twice minority so she has to work harder”. Several students like John (4^o), Susana and Elena (from 2^o) identified perfectly that machismo and racism are implicit in the society and that black women suffer even more discrimination than black men. John stated that “black people have to work three times as hard because in this time black people are discriminated everywhere they go and even more if you are a black woman” which were almost the same words that Elena used (“She means that black people has more difficulty in getting things in life and this fact is even worse if you are a black woman”) and Susana (“in the society black

men work more than white men and Denise is a black woman, as a result she has to work more than black men”).

Some other students did not see machismo in the sentence and the reality behind it and only referred to the discrimination that African American people suffer. This was a common mistake committed by students of both groups, like Gonzalo and Alberto from 4º and Andrea and Noelia from 2º. These answers are so similar that they all could be from members of the same group, which confirms our initial thoughts about the activities. Andrea focused on the difference of salary between white people and African Americans (“in the world the black people won less money than the white people), just like Gonzalo (“in their world most of the times black people work harder than white people and they got a lower salary”). Meanwhile, Noelia (“Black people have more difficulties to get the same things as the black people”) and Alberto (“most of the black people continue been considered as if they were less than a white person”) also focused in the rest of the social aspects where black people suffer discrimination apart from salaries.

According to the second part of the question, some of the students from both groups thought that the sentence from Denise’s mother is racist, but among this general opinion we can find remarkable differences. Students from 4º, like Gonzalo (“The sentence is racist and machist”) and Rubén (“Yes, of course the sentence is racist because she means black are less important than white people”), and from 2º, like Enrique (“yes, it is racist”), Marta (with the exact same answer as Enrique), Elena (“Of course it is a racist sentence”) and Sara (“it is very racist”) stated that the sentence was racist and even “very racist”, but they did not explained why. Some other classmates also considered that the sentence was racist, but tried to explain the reasons for the mother to say this sentence and the sociocultural elements behind it. John, from 4º, declared that “Yes, its racist because in this time ehtere weren’t equality between black and white people” while Óscar, from 2º wanted to make clear that: “Yes, but only because she knows how black people is treated”.

This recognition of the social problem behind the sentence was also showed by partners that believed that this sentence was not racist, but realistic. This opinion was shared by Guzmán, Francisco and Andrea from 2º and Clara from 4º. Francisco stated that “It’s not racist because it shows the reality of the society”. This argument was supported by Guzmán: “She seems to be trying to be realistic, racism is what they are suffering”. Andrea (“it isn’t a racist comment, she only said what se have lived”) believed that this sentence was inspired

by what Denise's mother lived and the racism she suffered and Clara even made clear that this is not only an American problem and compared the racist discrimination that Denise's mother suffered with other types of discrimination like machismo or religious and cultural hatred:

"It isn't racist. Is kind of true, white people have more facilities than black people in some countries, the same happens with women and people with different believes or cultures."

2. *Why do you think teen Denise used the word "Lebanese" instead of lesbian to refer to her sexual orientation?*

Taking into account that this question can reflect the sincere and intimate personal opinion of those who had to answer it, it was answered by the majority of students, proving the excellent attitude that both groups had during the activities. Only isolated cases like Alberto (" I don't know, maybe to make the situation softer") avoided to provide a complete opinion about it, and, even in this case, his opinion was (briefly) given.

Some of the students, such as Gonzalo and Roberto from 4º, thought that Denise used Lebanese instead of lesbian because of the possible reaction that people would have if they know that she was lesbian when she was a teen. Roberto stated that "she is scared of the people opinion", while Gonzalo also added that her family's reaction could be a problem: "She used that word, maybe because she's scared of what people thinks about it, or maybe her family don't accept it as a normal thing". This fear was also mentioned by Óscar and Francisco, from 2º, but they focused on the offensive connotations that could have, or more specifically, the offensive use of it that some people could make. Óscar wrote that Denise used Lebanese instead of lesbian because "on that society lesbian is an insult, not an state, and surely in the high school many people use it as an insult" while Francisco reflected that "she doesn't like how it sounds the word lesbian and she thinks it is an offensive word for the people who are lesbians". The "offensive connotations" of the word lesbian mentioned by Óscar and Francisco were also considered by their group partner Elena. She also expressed the possibility of teen Denise feeling ashamed of being lesbian, which is a common feeling between teenagers that discover their sexual orientation ("I think that she prefers that word because in that time if you were lesbian, It had a bad connotation for society and maybe she was also a little ashamed because of her condition").

Nonetheless, the most common answer was that Denise used Lebanese instead of lesbian because of her fear of her family discovering that she was gay and their possible negative reaction. We can observe this argument in the answers of John and Clara from 4º and Alicia from 2º. John declared that “she was afraid of the fact that her mother would know that she was gay (to protect herself)” while Clara went further and believed that “She’s scared of being strange and not accepted by her own family”. Meanwhile, Alicia mentioned the same problem that Clara and John did, but also the previously mentioned possibility of feeling ashamed about her sexual orientation that Elena explained: “Denise used the word Lebanese instead of lesbian to refer to her sexuality since she hadn’t accept yet her sexuality and she had afraid about the reaction of her mother and black community”.

3. *What about the way Denise’s mother reacts to her sexual orientation? Do you think it is negative or positive? How does the rest of the family reacts to her sexual orientation and her girlfriends?*

Most of students realised that the reaction from Denise’s mother was not the perfect one but understood her position and her final acceptance and even some of them considered that the reaction of her mother was positive taking into account that she did not disallow her daughter like some black parents do. Mencía, from 4º, defended this idea by saying that “it’s positive because Denise’s mother accept the opinion and her daughter, and this is positive. Although Denise’s mother at first don’t accept but she respect the decision”. But most of students considered that the reaction of Denise’s mother was bad, as Sara, from 2º, declared:

“Denise’s mother has a bad reaction because she thinks that her daughter is going to have a hard life. The mother begins to cry and she told her that she did not tell anything to her grandmother. I think it is negative because nowadays It is common. It is better that everybody knows her sexuality and what she feels”.

Sara could not understand the lack of understatement that Denise’s mother had and her opinion was supported by Gonzalo, from 4º: “She reacts quite bad. She feels like her daughter was a stranger and she started to cry. I think it’s negative because reacting in that way doesn’t help your daughter. It gives her a bad image of what you think about gay people.”

Noelia, from 2º, also considered that this reaction was negative, but she was not as harsh as Sara and Gonzalo because she considered that “it is a little negative because she don’t accept Denise at all, I mean, she don’t deny Denise but too not happy for them until the last dinner who comes Michelle”. By this she wanted to make clear that Denise, her sexual orientation and her last girlfriend, Michelle, were all accepted in the end. This conclusion was shared by all of their partners, who showed a great analysis abilities trying to understand the behaviours of Denise’s family, which was the aim that I had for this question:

4. *How many examples of discrimination can you distinguish in the episode? Name them*

In this question the recognition of discriminative reasons was proved by most of the students of both groups. Some of them only named these reasons (homophobia, racism, sexism...) but some others talked about the precise scenes were they located these negative reasons and behaviours like Gonzalo, from 4º, perfectly did:

- “Racism: between the members of the family, although they are black skinned
- Sexim: one clear example of sexism is when Denise mother told ther that she would have to work harder because of the fact of being a woman
- Xenophobia: There are some examples during the episode of indirect xenophobia to Dev.
- Homophobia: In the episode some people aren’t completely comfortable with Denise sexuality”

This type of organised answer naming these behaviours was also followed by Óscar, from 2º, but he only mentioned the facts and not the reasons:

- “When they discuss the work Denise will have to do
- When some famous black people are accused of criminals
- When a black man get paralyzed by police because he didn’t speak English
- When police kills a black man on a movie.”

By the results of this question we can observe how the students located the cases where discrimination appeared, demonstrating that they improved their ability in terms of discrimination recognition as well as their written production.

5. *After yesterday's reading and today's viewing what are your conclusions about discrimination in and out of the classroom? What should we do to change these situations?*

This question was the perfect way to prove our initial hypothesis by checking the levels of the groups in terms of bullying recognition and their written English level. We requested the students to provide their sincere opinion about the activities and the problem of bullying by answering this question, and all of them accepted this request. Some of these opinions provided by both groups seemed a very strong point in terms of fighting bullying and discrimination, like this one provided by John, from 4º:

“We must change our society, our thoughts. Yes, we've changed in comparison with last century but there are lots of people that still thinks black people are inferior, not only black people oalso homosexual people or women. Our generation should change that, we must reclaim and defend our rights and our thoughts, but there are a lot of people that are “sleep” or absent minded, they have to open their eyes and fight to other people for a better world.”

This reflection by John is supported by the one that Sara, from 2º, did. She also reflected her opinion about bullying in the classroom, the relation between discrimination and bullying and how the students should help the teachers to prevent and avoid bullying:

“Nowadays, there is discrimination in and out the classroom. We can see bullying in our classes; we can see discrimination in people from other countries, physical condition or the way of being. We can see these things at work, at school and wherever you go. To change these situations, we should respect people and we have to be tolerant. We should help the immigrants when they come to our country because they help us when we visit other countries. When we see someone that is mistreating to a mate, we should report to our teacher”.

This reflection about education and how the students should help the teachers was completed by her group partner Elena, who also reflected her recommendations on what we should, as teachers, do:

“In my opinion there is a lot of discrimination, racist, sexist and a lot of different types more. This has changed with the pass of the years but nowadays there is a lot of it. To changethis, kids must be taught since they are little, that we are all the same although if we have different skin colour or different sex.”

But these ideas were not only reflected in the group of 2º Bachillerato. Clara, from 4º, also shared a similar opinion about the role of teachers and students in the fight against bullying and discrimination:“We have to be more open minded and start to understand that we are all equal and we, as humans have the same rights. We have to start teaching children to be more permissive taking about respecting other people, and not only children, adults have to be taught”.

In order to reach these goals, Clara’s group partner, Gonzalo, thought that we need to meet new people to open our minds and create mutual respect between everyone:“To change these situations we should meet new people that are different to us, we should respect everyone, independently from their religions, cultural or sexuality.”

The students improved their English skills, understanding the oral production offered in the chapter and writing medium-sized responses to the survey. The students identified the different sociocultural issues discussed in the chapter and reflected on their importance in the US context. In doing so, they presented important arguments and ideas to deal with bullying and discrimination in their own context and improved their identification of discrimination and empathic skills.

4.3 Preliminary Conclusions

All the personal opinions and conclusions provided by the students of both groups made me realise that the main goals of these activities were fulfilled: They were conscious about the problem and their capabilities to recognize bullying cases were more than acceptable. In addition, they also contributed with some material that I considered more than relevant, such as the identification of bullying as a global problem that involves all the members of society and their concerns about social issues, like refugees or drug dealing. Some of them even addressed the teachers as the main “solvers” of the bullying problem and stated that the students’ duty is to inform and the teachers must act after knowing this information to avoid violent situations between students. When we finished our activities, several students approached me and said their ability to identify bullying was improved

after developing the activities. These ideas, opinions and proposals are the main reason why I considered these activities and its results completely successful.

Regarding to the initial hypothesis and the comparison between the oral and written English level of the groups, we can conclude that their level is similar. Comparing the responses between both groups we found a similar English level in terms of oral and written production. The bilingual group of 4º Secundaria has developed English oral and written skills that allow for the comparison with the 2º Bachillerato group: they all understand simple texts related to familiar topics and specific ones, regarding bullying, sexism and racism; they identified the general idea and the details of said written and oral texts; and they used coherent structures to summarize the information and to discuss the texts with the classmates. In addition, certain students from both groups shared the same understanding of the sociocultural complexities of the bullying victims experiences in Canada and the characters in the series.

Due to the lack of time, an initial and a concluding set of activities to evaluate the personal and general development of empathy in the classroom could not be developed. With only one year to learn the teaching methodologies and approaches and to identify the key educational topics, a complete design to prevent bullying through specific activities to develop empathy among the students could not be structured and schedule. If this case study could be replicated, the goal would be to develop two sets of activities at the beginning of the academic year and by the end, to observe the personal evolution of each student in the identification of bullying and their level of empathy. Considering these limitations, this study has provided an initial approach to bullying prevention through empathy development by designing educational activities in the classroom which contributed to the improvement of their English oral and written performance while taking advantage of the students' interest on current TV series. However, much has to be done in improving how we prevent bullying in the English classroom in an entertaining and encouraging way.

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6. Appendix

6.1 Script from 'Thanksgiving' Chapter

15 **MASTER OF NONE** "Thanksgiving" [208] 14.
 Pink Revision Pages 10/19/16
 CONTINUED: (2) 15

 DENISE
 I'm gay.

Denise can tell her mom's uncomfortable and a little embarrassed.

 DENISE (CONT'D)
 I've always been gay.

Catherine is still at a loss for words.

 DENISE (CONT'D)
 But I'm still the same person. I'm still
 your daughter. Nothing's changed.

Denise sees there are tears in her mother's eyes. This, of course, breaks her heart.

 DENISE (CONT'D)
 What's wrong? Ma, why are you crying?

 CATHERINE
 Mm-mm. Mm-mm.

 CATHERINE (CONT'D)
 I just-- I don't want life to be hard for
 you.
 (beat)
 It is hard enough being a black woman in
 this world. Now you want add something
 else to that?

 DENISE
 It's not like this was my choice. It's
 just who I am.

 CATHERINE
 Well, who else you done told?

 DENISE
 Just Dev.

 CATHERINE
 Yeah, of course.
 (then)
 You know you can't tell your grandmother.

 DENISE
 Why?

 CATHERINE
 'Cause she won't be able to handle this.
 And you know forgetful she is.
 (MORE)

6.3 Students' written activities

Fawzi

Fawzi and Hadya are twin Grade 10 students. They are new to Canada, having arrived from a primarily Muslim country a year ago. Both are happy to be in the relatively peaceful and stable environment provided by Canadian society, and though they miss their native Somalia, they are glad of the many choices and opportunities available to them in their new life. Fawzi and Hadya have always been encouraged by their parents to pursue their goals and dreams, so the family is excited about the possibilities that await them in their new life.

As newcomers, Fawzi and Hadya found it challenging to make friends and break into a social circle in their new setting. However, both have outgoing personalities and very positive attitudes and were able to make new friends from various communities and backgrounds. They settled in well to their new school, improving their English and catching up with their studies.

After much reflection, Hadya decided that she would like to start covering her head, to honour and express her respect for her Muslim background. While her parents had given her complete freedom in making this decision, she realized through much discussion and exchange with her parents and others from her community, that for her, this was an important step to take. So one day she attended school with a head covering.

The reaction from the other students was swift and surprising for both Fawzi and Hadya. One boy began teasing Hadya about her head covering, threatening to pull it off, and the girls who had become her friends suddenly grew quite cold toward her. Other boys targeted Fawzi, asking him if his father was a terrorist, if he was a member of Al Qaeda, and if he knew Osama bin Laden. Some of the students who harassed them were also from a Muslim background.

By the end of the week, both young people were upset and angry. They never dreamed that their new friends would react in such a hostile way to Hadya's choice. One of Fawzi and Hadya's teachers had seen the bullying. He had some concerns about Hadya's change of dress, but at the same time he wanted to ensure that all his students lived free of bullying and violence. He approached the two students to express his concern about the bullying and discuss the situation with them.

The teacher was relieved to discover that Hadya really had freely chosen to cover her head. He was impressed and reassured by the clarity and depth with which she discussed the issue. Hadya and Fawzi admitted to their teacher that they did feel threatened and deeply offended by what had happened. Together, the three decided to approach the principal to discuss a way of ensuring that the students received sensitization training to increase their respect for ethno-cultural differences.

My opinion: I won't care if she did that or not
 in the end that her decision and
 her friends were surprised because I'll be surprised too but
 I won't react in the same way that they did.
 It's normal that

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A pair of twins arrived in Canada from a Muslim country. They found easy to adapt to the new environment because of their personalities. One day, Hadya made the decision of covering her head and as a reaction, people of the school bullied her. A teacher saw it and he decided to speak with them, and when he discovered that she made the decision freely, he decided to take the issue to the principal so he could find a solution, such that students receive training to

increase the respect to other cultures.

In my opinion, in every school it should be taken some kind of subject that teach students that everyone is equal so when they see someone different they don't bother him or her.

Conclusions

- Many students suffer bullying due to their race or culture.
- Some kind of solution should be taken against bullying.
- Kids can be very cruel in some situations.
- Education in tolerance must start in the first years of school.

The text talks about a 12 years old child that has been bullied by some classmates because of his small body. His classmates treat him like if he were a girl and he was terrified because he thought that if he never look "masculine", he will never have a girlfriend.

To avoid this situation the teachers have been talking to the "bullies" to stop it, and know all of them are friends and Taladash know can enjoy school.

Personal opinion

In my opinion I think tell this situation to the teachers was a good decision to stop it (without violence).

I also think the ^{best} decision was tell it to a social worker because him will know how to avoid the situation can make conscious people not to the bullying and not to the racism, and the problems that you would have if you do some of that thing.

Andrea Ferrasso

→ Tadelesh is a boy who is shy and little for his age. For this reason, gymclasses have become a torture as his classmates do bullying at him. They consider Tadelesh like a girl, it make that his self-este go down.

Although Tadelesh's school has a firm anti-bullying policy the students not act upon it.

Finally: a social worker helps teachers for control the situation.

→ In my opinion, bullying is a serious problem and it's important that teachers are ready for solve this problems.

The boys who make bullying aren't conscious about the problems in the self-esteem that are occasioned at another person.

Another aspect is that, although the

Miyanda

Miyanda is a new Grade 8 student. She is gradually making friends and getting to know some of the girls in her grade. At lunch time, she usually sits with the same small group of girls. Just before the bell rings, she goes to her locker to get her books for her next class. Her locker is at the far end of the building, a long way from the cafeteria where everyone is congregated over the lunch period. Usually, the hallway is supervised by a teacher and a hall monitor, but she is often alone when she is at her locker.

Recently, a group of five boys who hang out in the hallway have begun to whistle at her and call out to her when she passes them, rating her appearance. They follow her and approach her while she is at her locker, making fun of her clothing. Sometimes they tell her she is really "hot" and sexy, other times they tell her they want to see more of her, that she should be wearing skimpier clothing. One day, a boy came up to her and put his arm around her, asking her out on a date. The other boys stood back, watching and laughing. Eventually, they came across her in the cafeteria and started bothering her while she was eating lunch with her new friends. One boy sat down very close to her and started touching her hair.

Miyanda feels ashamed and afraid, believing there is something wrong with her. She has begun to develop stomach aches and often tells her mother she wants to stay home from school. When she is at school, she spends her time at recess and lunch hiding in the girls' washroom. She tends to occupy a cubicle for the whole time, since it is the only place in the school where she feels safe.

Miyanda's school has a buddy system for new students, and Miyanda was matched with an older female student – Linda. One day, Linda found Miyanda in the washroom, and asked her why she was there. Miyanda hesitated and looked down, saying nothing. Linda suggested they go for a walk around the school yard. Miyanda felt safe with Linda and decided to go with her. She told Linda what had been going on. Linda suggested they go talk to her social science teacher, because Linda remembered the teacher talking with her class about problems like this.

Miyanda talked with the teacher, very hesitantly at first, then more readily as she grew to trust her. The teacher chatted with her a couple of times, respectfully listening to what she wanted and how she felt comfortable dealing with the situation. Miyanda was very clear that she did not want to tell the principal or have the teacher intervene. The teacher asked if she thought she could say anything to the boys. Miyanda gulped, then said she thought she could. The teacher helped Miyanda practice assertive responses, and Miyanda felt she could try to speak out. The next time the boys approached her, she turned, stood up straight, looked them in the eye, and said, "Leave me alone!" The boys laughed nervously, but backed off and eventually stopped harassing Miyanda.

Miyanda is a new student and she hasn't got any friends when it's the time of lunch she is sitting on the small group of girls but when she goes to her locker one group of boys started to bother her and she felt ashamed and afraid. One day she found another girl and she feels safe with her. She tells her problem to the girl and they found help to the teacher.

The conclusion is that if you feel that boys or girls bother you, you must seek help.

My personal opinion is that if some people bother you, you mustn't hide because you can feel worst and they can be bother more, you must seek help.

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Summary

Miyanda is a new student who try to make new friends, but there are a group of five boys that start to bother.

This group start to follow her and approach her while she is at her locker. Sometimes they say to her that is really "hot" and sexy, other times they say her ^{they} to want to see more of her, and then they start to laughing.

Miyanda feels ashamed and afraid, believing there is something wrong with her, and she want don't go to school.

One day, Linda her friend, ask her and Linda say that she is a victim of bullying.

Linda help to Miyanda and they go talk with one teacher who help Miyanda.

Miyanda little by litthe she felt better and try to speak out. And she face up to the boys.

Opinion.

In my opinion this situations we cannot permitted

I think that this story is better than others and in this case a friend and a teacher help Miyanda, and this is have great friends. And I think that the job of the teacher is very good and others teacher might to learnt to him.

Kevin

Kevin is a Grade 11 student in an ethno-culturally diverse school in a large urban centre. Lately, Kevin's teacher has noticed that he is frequently absent from class, his school work is below par and his grades are falling. He often seems sullen and indifferent in class and he has responded rudely to the teacher several times recently when she has asked him questions.

Kevin's mother arrived in Canada as a refugee from a war-torn African country before Kevin was born. While pregnant with Kevin, she was forced to leave her husband in order to save her life and the lives of her two small children – a girl and a boy. Kevin's mother saw and heard many horrors before leaving. She has been traumatized by the war crimes and cruelty she witnessed. She has never talked to anyone about what she saw. She suffers from depression, doesn't socialize and doesn't really trust other people. Although she was a teacher in her country of origin, in Canada she works at a minimum wage job, as do Kevin's older siblings who quit school after Grade 11.

Kevin and his family live in a small apartment. He shares a bedroom with his brother and his sister shares a bedroom with their mother. There is nowhere to study in their cramped bedroom and the only other space is the living room which is always occupied with the television on. The family has no computer and Kevin has to go to the public library to get access to one.

Sometimes, life seems like such an empty, meaningless struggle to Kevin. He is having more and more trouble concentrating on his school work, and he knows that he is falling farther and farther behind. No one has said anything to him about it, and it almost seems as if no one has even noticed. He feels out of place and stupid in class. School work just doesn't seem to connect to his life in any way. He looks around him and all the other kids seem to be into it, or at least coping. He sometimes feels like he is on another planet – like no one else would understand what his life is like. More and more it seems like there is no point in going to school at all.

Recently, Kevin has made some new friends. They are very, very cool and exciting. All of them have parents who were born in other countries too so for the first time in his life Kevin feels like there is a place where people "get" him. Kevin and his friends go out a lot on the weekend. Sometimes they go to parties. There isn't anywhere for them to go to spend time together so when there are no parties, they sometimes hang out in parks or just walk around. They are often hassled by the police who assume they have drugs. In fact, Kevin recently met someone at a party who whispered something to him about "business opportunities". He is very tempted to make some easy money selling drugs.

One day, Kevin's teacher approached him to talk about the change he has noticed in Kevin's attitude. The teacher, himself a black man, originally from an African country, is concerned that Kevin has much potential but is falling through the cracks. He essentially communicated this to Kevin, trying to phrase his concerns in a positive light, focusing on his belief that Kevin could do better, and letting him know that he understood how difficult life can get. Kevin remained silent, his eyes lowered, and gave his teacher very little response. His teacher had met Kevin's mother and was aware of some of the challenges facing him due to his family circumstances. He didn't push too hard, only intending at this point to let Kevin know that someone had noticed him, cared

about him, and believed in him. He said he would follow up in a little while, just in case Kevin wanted to talk or something.

Although he did not overtly express it in any way, Kevin was stunned and also touched by his teacher's approach. No one had ever expressed a belief in his potential or abilities, and he himself had never imagined any kind of future for himself, as this was just not part of his world or his experience. He liked the way his teacher had talked to him; there was no blame or judgment in his tone or language, simply an expression of concern and optimism about his ability to do better. Kevin told no one, but he remembered his teacher's words and he began to perceive his teacher as someone he could maybe talk to if he needed to at some point.

• Summary:

The text talks about Kevin, who is an 11 Grade student. His mother is a refugee who came from an African country and now she is in Canada. Kevin has a brother and a sister and they live together in a small house/flat.

Kevin sometimes is depressive and feels like he is nothing and no one cares of him. His teachers have noticed it because of his bad marks and also because he doesn't pay attention in class.

Kevin made some new friends & he usually hangs out with them or they go to parties or things like that. Sometimes Kevin is hauled by the police but he doesn't do anything wrong.

One of Kevin's teachers started to talk to him about his potential and also that he could do better in school. He felt so well about what the teacher told him because he concern himself that he could do better and have a good future.

• Personal opinion:

I'd really liked the text because it talks about many real situations and the difficulties that life has.

The text shows us the different problems that Kevin passes through such as his mother's depression, his depression, his bad marks...

The text also talks about everyday problems that we have accepted as if they were normal ^{things} for example: drug delivery and refugees.

I liked how the way of talking can help people to find a better option in life.

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Summary

This text talks about the story of a boy, who came from another country with her mother, looking for a better life. He has got many problems at school and with himself. One day he made some friends, who became special for him and his life change. Also his teacher at school helps him to get into the new society for him.

Opinion

I think we should help this kind of people to get into our society; helping them^{it} will transform this world into an equal world, with no racial differences. Before criticise someone, we should take others place and then think what's good for them. Many people suffer this kind of problem and to end it, I think we should change the way of thinking of our society, but this won't be easy for us, because 'we can't change it spontaneously, this is should do in progress.

Oscar Ferrer Domingo

Pierre

Pierre is a Grade 7 student in a French-language school. Every day, he and his classmates share a school bus with students from the English-language school. The Anglophone students outnumber the Francophone students by a ratio of about three to one, since Francophones are in the minority in this community.

Pierre and his classmates generally sit together out of solidarity and for mutual protection. This is because they have been subjected to bullying every day since the beginning of the school year. The Anglophone students hurl derogatory slurs about Francophones at the small group of Francophone students huddled at the back of the bus. Sometimes, Pierre and his friends feel that they would like to retaliate, but they are fewer in number, and anyways they don't know any derogatory slurs against Anglophones.

burlas pesadas

Pierre has always been very proud of his French heritage and language. He has always studied in French-language schools and even went to a French-language daycare centre. But somehow, when he hears the ugly words and sees the derisive expressions on the faces of the Anglophone students, he feels instantly small and stupid. He and his friends don't talk about it; they just sit silently waiting to get off the bus.

One day, the two schools held a joint, bilingual event, celebrating an important historical day in their community's history. As the students piled into the venue – a local hall and meeting place - Pierre's teacher noticed that he and a few of his classmates became very quiet and seemed anxious. Normally a high-spirited and energetic group, they murmured quietly to each other and hung back, glancing about nervously. The Anglophone students arrived and took their seats, and the event took place without any incidents of note, but Pierre's teacher made a mental note to approach Pierre and his friends and ask them about what he had observed.

As a result of her follow-up inquiries, Pierre's teacher succeeded in learning about the daily incidents on the school bus. She spoke with the school principal, who contacted the principal of the other school. The two schools realized they needed to develop a whole school bullying prevention strategy, with special emphasis on protocols for the school bus, and sensitization about the importance and achievements of the local and provincial Franco-Ontarian communities.

Message Summary

The text is about a group of french speaking students that suffered bullying from the majority of english ~~speakers~~ speaking students and how the problem is solved by the highschools.

Opinion

In my opinion this text show us a reality in some places. That bullying can grow even on a little difference on the language students learn, and how serious it can become.

It ~~always~~ ^{also} show us the good side of these ~~st~~ cases, when it get solved.

This is a ~~great~~ ^{big} problem on our society, but there are many other problems ~~more~~ more important that don't allows government to focus on bullying so much.

self-esteem
(autoestima)

o - crack!

Topic

Daily ~~bullying~~ bullying

Pierre

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Pierre and his classmates generally sit together out of solidarity and for mutual protection. This is because they have been subjected to bullying every day since the beginning of the school year. The Anglophone students hurl derogatory slurs about Francophones at the small group of Francophone students huddled at the back of the bus. Sometimes, Pierre and his friends feel that they would like to retaliate, but they are fewer in number, and anyways they don't know any derogatory slurs against Anglophones.

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Summary

Pierre is a student in a French-language school and goes by school bus with students from the English-language school. The Anglophone students do bullying at Francophone students because they are in the minority. Finally, Pierre's teacher spoke with the school principal about this problem.

Conclusions

In my opinion, what Anglophone students do is very incorrect and intolerant, but, it's also bad on the part of the Francophone students not to tell a teacher or another adult. Both schools must take immediate actions and Anglophone students must have to punishment.

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SUMMARY

A French-language school and an English-language school ~~share~~ share a bus to get to school, the French school had been suffering bullying from the English school and ^{now} they sit alone and ~~with~~ they search ~~for~~ protection, sitting together.

One day in an important historical day French teacher saw the big difference between the French school and the English. The teacher asked their students why they didn't speak with the English school.

Kate

Kate is a confident, polite and well-liked Grade 11 student who generally takes school seriously and gets good grades. She is a curious and passionate student, interested in a wide range of subjects. She reads the newspaper and is aware of many social and political issues.

In social studies, Kate's teacher initiated a project, asking students to choose from a selection of topics and develop a position about the topic. Then, they would pair up with someone who would take the opposite position. On a designated day, the two students would engage in a formal, structured debate.

Kate was very excited about the project. She had chosen "affirmative action" as a subject, and would be arguing in favour of it as a social policy. She had been matched with Byron, who was a fun, popular and laid-back boy. She already knew quite a bit about the topic because she had read about it in the paper and discussed it with her parents. For the project, she did extensive research on the internet and was extremely well prepared for the debate.

During the debate, it soon became apparent that Kate knew a great deal more than Byron. She argued articulately and convincingly in favour of affirmative action. Byron had not done a great deal of work and could not respond to many of Kate's arguments. He felt embarrassed and fell back on a strategy that had worked for him many times in the past – he began to joke around and make fun of the process, getting the other students to laugh at the same time. In response, Kate continued to argue, but when she saw that Byron was not taking it seriously, she expressed her frustration, by saying, "Well if you're not going to take it seriously, I'm not going to bother." She walked back to her seat, ending the debate.

After class when the students were out of the teacher's earshot, Byron said angrily to Kate in front of the other students, "What's your problem? Are you some kind of ball breaker?" Kate's jaw dropped, and she stood still, shocked, as Byron and his group of friends walked off laughing. Later, Kate overheard some other students talking about the incident. "She's such a bitch," said one. "Yeah, she was so aggressive with him. She just talked on and on and didn't let him say a word, poor guy," said another. "I don't know who she thinks she is. She should lighten up and take a pill," said a third student. "She's so aggressive and overbearing! I feel sorry for her boyfriend!"

Kate was still reeling and hurt by Byron's earlier comments when she heard the students in the hallway. She felt devastated and at the same time mystified by her classmates' attitude. It just didn't make sense to her and she decided to talk to her closest girlfriends about it. At lunch, she told them what she had heard in the hall. "I can't believe what they were saying. It was so mean." "Oh Kate, don't worry about it. It'll pass. Everyone really likes you so I'm sure they'll all forget about it soon," said her friend Zhang encouragingly. "I know it's embarrassing, but you just need to lighten up about it. Don't let it get to you," said another friend. "No!" said Kate. "Sure I'm embarrassed but that's not the point. If I know more than Byron knows because I worked harder, why shouldn't I show it? Just because I'm a girl, I'm not supposed to talk too much? Or get angry if he laughs and makes a big joke out of something that's important to me? That's not fair! They wouldn't react that way if I was a guy!"

The girls looked at each other, somewhat chastened by Kate's strong tone and words. "Sorry Kate. We didn't think about it that way, but you're right," said her friend Julie. "They probably wouldn't have reacted that way if you were a guy." They gave each other a hug and in her mind, Kate resolved to never let herself be pressured to stop talking about things that were important to her.

Kate is an intelligent girl, that had to prepare a debate versus a popular boy in the school; As she was more prepared about the topic s he didn't give^{her} a chance to ~~win~~ to respond her.

Finally he felt embarrassed and started to joke and make fun so Kate decided to finish the debate.

Later the students started to bullying her ^{and}. She thought that whether she was a boy, this hadn't happened.

As I concerned, this wasn't a cause/gender difference, because girls ~~is~~ bothered her as well, so I don't think so.

In my opinion the students weren't (~~th~~ enough) old enough to difference a good work against a poor work. And as he was popular and funny the classmates didn't care about the debate as they cared about a funny moment. A normal teacher would act to give a serious atmosphere to the debate.

To conclude All the students must be enough ^{mature} grown up enough and act like ~~that~~ older, intelligent person.

Kate

Kate is a confident, polite and well-liked Grade 11 student who generally takes school seriously and gets good grades. She is a curious and passionate student, interested in a wide range of subjects. She reads the newspaper and is aware of many social and political issues.

In social studies, Kate's teacher initiated a project, asking students to choose from a selection of topics and develop a position about the topic. Then, they would pair up with someone who would take the opposite position. On a designated day, the two students would engage in a formal, structured debate.

Kate was very excited about the project. She had chosen "affirmative action" as a subject, and would be arguing in favour of it as a social policy. She had been matched with Byron, who was a fun, popular and laid-back boy. She already knew quite a bit about the topic because she had read about it in the paper and discussed it with her parents. For the project, she did extensive research on the internet and was extremely well prepared for the debate.

During the debate, it soon became apparent that Kate knew a great deal more than Byron. She argued articulately and convincingly in favour of affirmative action. Byron had not done a great deal of work and could not respond to many of Kate's arguments. He felt embarrassed and fell back on a strategy that had worked for him many times in the past – he began to joke around and make fun of the process, getting the other students to laugh at the same time. In response, Kate continued to argue, but when she saw that Byron was not taking it seriously, she expressed her frustration, by saying, "Well if you're not going to take it seriously, I'm not going to bother." She walked back to her seat, ending the debate.

After class when the students were out of the teacher's earshot, Byron said angrily to Kate in front of the other students, "What's your problem? Are you some kind of ball breaker?" Kate's jaw dropped, and she stood still, shocked, as Byron and his group of friends walked off laughing. Later, Kate overheard some other students talking about the incident. "She's such a bitch," said one. "Yeah, she was so aggressive with him. She just talked on and on and didn't let him say a word, poor guy," said another. "I don't know who she thinks she is. She should lighten up and take a pill," said a third student. "She's so aggressive and overbearing! I feel sorry for her boyfriend!"

Kate was still reeling and hurt by Byron's earlier comments when she heard the students in the hallway. She felt devastated and at the same time mystified by her classmates' attitude. It just didn't make sense to her and she decided to talk to her closest girlfriends about it. At lunch, she told them what she had heard in the hall. "I can't believe what they were saying. It was so mean." "Oh Kate, don't worry about it. It'll pass. Everyone really likes you so I'm sure they'll all forget about it soon," said her friend Zhang encouragingly. "I know it's embarrassing, but you just need to lighten up about it. Don't let it get to you," said another friend. "No!" said Kate. "Sure I'm embarrassed but that's not the point. If I know more than Byron knows because I worked harder, why shouldn't I show it? Just because I'm a girl, I'm not supposed to talk too much? Or get angry if he laughs and makes a big joke out of something that's important to me? That's not fair! They wouldn't react that way if I was a guy!"

The girls looked at each other, somewhat chastened by Kate's strong tone and words. "Sorry Kate. We didn't think about it that way, but you're right," said her friend Julie. "They probably wouldn't have reacted that way if you were a guy." They gave each other a hug and in her mind, Kate resolved to never let herself be pressured to stop talking about things that were important to her.

This text talks about Kate, a passionate student. She has to make a debate about "affirmative action" for one of her school projects. She prepares the debate extremely well, searching for information, discussing with her parents...but, his couple at the project Byron, hasn't take it seriously. While they are arguin, he starts joking and she decides to finish the debate because she feels frustrated. Then, Byron and his friends start insulting her for her actions. She feels so bad and goes to talk with her friend Zhang. Kate says that they wouldn't treat her like that if she was a boy and, ^{to her} at the end, Zhang tells her she is right. Kate decides to don't let herself be pressured to stop talking about thing that she consider important.

• My opinion:

For me, Kate is right. People shouldn't get mad at her just because she knows more about ^{some} topics than others will ^{not} know. She has prepared and study for that project so she deserves the respect from the others while she's talking. Byron, shouldn't had take it as a joke or insult Kate. She has just try to do her best and is Byron's fault to lose the discussion if he hasn't prepared the project well enough. However, I don't think the would had ~~take~~ take her ~~serie~~ more seriously if she had been a boy, it depends on the person. Now, people are changing and starting to realize that men and women are the same, (even though there still some exceptions). I think the main problem is that Byron felt embarased, he expressed it insulting Kate and, as he's popular, everyone started feeling bad for him and thought the villain was Kate, the fact tha Kate is a girl accentuates this problems. Girls are expected to be less intelgent than men because of sexism ~~and~~ this, has to finish.

Clara Ruiz de las Heras.

1. 'A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard'. What does Denise's mother mean by this sentence? Is it racist?

{ She means that minorities are oppressed and have to work harder in order to fight for the things they want to get. It isn't racist, is kind of true, ^{more} white people have more facilities than black people. In some countries, the same happens with women and people with different beliefs or cultures.

2. Why do you think that teen Denise used the word Lebanese instead of lesbian to refer to her sexuality?

I think she felt embarrassed and uncomfortable with the term "lesbian" as it's something she isn't used to say and it's thought by some people to be a problem. She's scared of being strange and not accepted by her own family.

3. What about the way Denise's mother reacts to her sexuality? Do you think it is negative or positive? How the rest of the family reacts to her sexuality and her girlfriends?

Denise's mother doesn't react too bad, even though later, she's so uncomfortable with she being a lesbian and having girlfriends. Her aunt doesn't care as much but she's also uncomfortable and Dev ~~doesn't~~ ~~car~~ treats her the same as he used to. On the other hand her grandmother doesn't seem to understand what's happening.

4. How many examples of discrimination can you distinguish in the episode? Name them

We can see racial discrimination, homophobia and also, they ~~talked about~~ mentioned sexism. Racism it's seen when the mother says the sentence at the first question (the last part is sexism) also, been not accepted by her mother for been a lesbian is an example of homophobia.

5. After yesterday's reading and today's viewing what are your conclusions about discrimination in and out the classroom? What should we do to change these situations?

Discrimination is present in our every day life and it's a serious problem. People sometimes don't realize when they ~~are racist, sexist or when they act in any kind of~~ are discriminating someone as they are used to it. We have to be more open minded and start to understand that we are all equal and we, as humans have the same rights. We have to start teaching children to be more permissive talking about respecting other people, and not only children, adults also have to be taught.

Guaman Luugo Liceste

1. 'A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard'. What does Denise's mother mean by this sentence? Is it racist?

Denise's mother means that as Denise is female and ~~it~~ she has the skin black it is like a twice minority so she has to work harder.

She seems to be trying to be realistic, racism is what they are suffering.

2. Why do you think that teen Denise used the word Lebanese instead of lesbian to refer to her sexuality?

Because it sounds similar, and she could feel better not saying the word lesbian that sounds ~~stren~~ hard to her as if it ~~was~~ were a bad word with a different connotation instead of only the sexual likes.

3. What about the way Denise's mother reacts to her sexuality? Do you think it is negative or positive? How the rest of the family reacts to her sexuality and her girlfriends?

It is a negative reaction because she didn't help her as she was making an effort telling her the truth.

The rest of the family, react like if all the lesbian didn't like kissing or shaked her hands like "niggers".

4. How many examples of discrimination can you distinguish in the episode? Name them

Racism, homophobia, gender discrimination, a lot of prejudices and intolerant respecting to the gays.

Racism ~~with~~ ^{when} the mother ~~told~~ ^{talked} about the different ~~work~~ work they had to do for the fact to be black, and women the gender discrimination.

Homophobia with the reaction of ~~her~~ ^{Devises'} mum to the news that her daughter was gay.

5. After yesterday's reading and today's viewing what are your conclusions about discrimination in and out the classroom? What should we do to change these situations?

I think discrimination is changing ~~when~~ as the time runs but we have to improve it in the way many people thinks, I can't concern why are people earning more money ~~is~~ working in the same place but in a different community so this is ~~is~~ discrimination too. Not only the women suffer it. As this fact reveals, whether the govern can't equalise the ~~set~~ public works salary ~~how~~ ^{why} ~~can~~ ^{have} the enterprises ~~to~~ have to do it?
So the first object is make more fair in ~~our~~ search to stop the inequality.

1. 'A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard'. What does Denise's mother mean by this sentence? Is it racist?

what Denise's mother mean is that a person that is not white have to work harder to live good. Yes, of course the sentence is racist because she mean black are less important than white people and a black woman hasn't the same opportunities than a white woman or a black man.

2. Why do you think that teen Denise used the word Lebanese instead of lesbian to refer to her sexuality?

I think she use Lebanese because she is afraid of recognise that she is lesbian.

3. What about the way Denise's mother reacts to her sexuality? Do you think it is negative or positive? How the rest of the family reacts to her sexuality and her girlfriends?

Denise's mother starts to cry, I think this is negative for Denise. The rest of the family reacts better than her mother, but ~~anyone~~ ^{everyone} accept her first girlfriend.

4. How many examples of discrimination can you distinguish in the episode? Name them

Racist, homophobia, sexism. I see racism in the sentence of Denise's mother, sexism in the second part of Denise's mother and homophobia when the father ~~and~~ doesn't accept her sexuality.

5. After yesterday's reading and today's viewing what are your conclusions about discrimination in and out the classroom? What should we do to change these situations?

I think discrimination is present in our lives, there are different types of discrimination in every country. In Spain the most common ~~discrimination~~ ^{discrimination} gender violence and sexism, and I think we should start to change ourselves ~~because~~ and our minds, to start doing sth with the problems of discrimination.

1. 'A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard'. What does Denise's mother mean by this sentence? Is it racist?

She says that in the society black men work more than white men and Denise is a black woman, as a result she has to work more than black men.

Denise's mother isn't racist, is the society who say who is the minority and who the majority.

2. Why do you think that teen Denise used the word Lebanese instead of lesbian to refer to her sexuality?

I think that she feel different and she doesn't like be lesbian. but she is that.

3. What about the way Denise's mother reacts to her sexuality? Do you think it is negative or positive? How the rest of the family reacts to her sexuality and her girlfriends?

Denise's mother cry when her daughter say what she is, because she doesn't like

I don't know if it's positive or negative, I think that is normally in them case because she going to has a life more difficult but she accept this.

4. How many examples of discrimination can you distinguish in the episode? Name them

Firstly, we can see the racism, when Denise's mother say that when you are black you have to work more than white people and after that, we can see the second example when she also say that women have more a life more difficult than men. The third example is the homophobia, ~~to return Denise~~ when Denise say that she's lesbian.

5. After yesterday's reading and today's viewing what are your conclusions about discrimination in and out the classroom? What should we do to change these situations?

Nowadays, there're many cases of discrimination in and outside of classroom. In classroom, we can see cases of adolescents who are discriminated against because of their physical. Outside of the classes, some examples of discrimination that we have seen, are homophobia, racism and machismo. All these cases are very difficult to solve. In classroom, it can be solved with education, but it's very difficult stop the diversity. Outside of classroom, sometimes we have to take other actions, such as going to the police if it's more serious.

Oscar Ferrer Domingo

1. 'A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard'. What does Denise's mother mean by this sentence? Is it racist?

She is advising her daughter what she will have to experience on the actual American society. ~~No, she is talking~~

Yes, but only because she knows how black people is treated.

2. Why do you think that teen Denise used the word Lebanese instead of lesbian to refer to her sexuality?

Because on that society lesbian is an insult, not an state, and surely in the highschool many people use it as an insult.

3. What about the way Denise's mother reacts to her sexuality? Do you think it is negative or positive? How the rest of the family reacts to her sexuality and her girlfriends?

She get shocked but she didn't reject her daughter.

Is positive, better than most cases.

The aut laughs about it, the grandmothers didn't know it and Dev is ok with it.

The aut sees it strange too.

4. How many examples of discrimination can you distinguish in the episode? Name them

- When they discuss the work Denise will have to do.
- When some famous black people are accused of being criminals.
- When a black ~~person~~^{man} get paralyzed by police because he didn't speak english.
- When police kills a black ~~person~~^{man} on a movie.

5. After yesterday's reading and today's viewing what are your conclusions about discrimination in and out the classroom? What should we do to change these situations?

In most cases ~~the~~ society tends to discriminate a little part of the population to feel superior. These omophobic attitudes poisons our dayly life and we should change it.

Concienciate people.

1. 'A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard'. What does Denise's mother mean by this sentence? Is it racist?

- Denise mother is trying to say that in this world most of the times black people, work harder than white people and also they get a lower salary. She's also telling with this sentence that women work harder too and get less money of it. The mother is not racist but the sentence she told was racist and machist.

2. Why do you think that teen Denise used the word Lebanese instead of lesbian to refer to her sexuality?

- She used that word, maybe because she's scared of what people thinks about it, or maybe her family don't accept it as a normal thing.

3. What about the way Denise's mother reacts to her sexuality? Do you think it is negative or positive? How the rest of the family reacts to her sexuality and her girlfriends?

She reacts, quiet back. She feels like her daughter was a stranger and she started to cry.

I think it's negative, because reacting in this way doesn't help your daughter. It gives her a bad image of what you think about gay people.

- The aunt react in a positive way and she didn't care if she was gay or not because she was a very good girl.
- Her grandma doesn't know what's going on and she thinks Michelle and Mike are friends of her granddaughter.
- Dem reacts in a positive way, because it her boyfriend and it seems like he always is agree with her and her decisions.

4. How many examples of discrimination can you distinguish in the episode? Name them

- Racism: between the members of the family, although they are black skinned
- Sexism: one clear example of sexism is when Denise's mother told her that she would have to work harder because of the fact of being a woman.
- Xenophobia: there are some examples during the episode of indirect xenophobia to Devi.
- Homophobia: in the episode some people aren't completely comfortable with Denise's sexuality.

5. After yesterday's reading and today's viewing what are your conclusions about discrimination in and out the classroom? What should we do to change these situations?

• My conclusions about discrimination are that we should stop it immediately. Also we should be more open up to people. It sounds that is easy to say and hard to do, and it's true, but we must meet new people and learn about their cultures and countries.

To change these situations we should meet new people, that are different to us, we should respect everyone, independently from their religions, cultures ^{or} ~~of~~ sexuality.

Andrea Ferraro

1. 'A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard'. What does Denise's mother mean by this sentence? Is it racist?

Denise's mother was trying to show the difficulties she is going to have because she is a black woman.

I think that it isn't a racist comment, she only said what she have lived.

2. Why do you think that teen Denise used the word Lebanese instead of lesbian to refer to her sexuality?

Because the social media have established that word like a "tabu", so she don't feel good if she will used it.

3. What about the way Denise's mother reacts to her sexuality? Do you think it is negative or positive? How the rest of the family reacts to her sexuality and her girlfriends?

The way of Denise's mother reacts shows that the notice isn't well received for her. She only wants the best for her daughter and thinks that for her sexuality she will have problems.

I think it's negative because Denise needs to feel that their family give her a emotionally support.

The reacts were bad as it was a difficult situation

4. How many examples of discrimination can you distinguish in the episode? Name them

homophobia and racism

5. After yesterday's reading and today's viewing what are your conclusions about discrimination in and out the classroom? What should we do to change these situations?

There is discrimination in some situations and it's horrible but we shouldn't call all racism or discrimination. For example, in the qualifications are different and that isn't discrimination. We should educate the children without those prejudices

1. 'A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard'. What does Denise's mother mean by this sentence? Is it racist?

Denise's mother mean that ^{most of} the black people continue been considered as if they were less than a white person.

2. Why do you think that teen Denise used the word Lebanese instead of lesbian to refer to her sexuality?

I don't know, maybe to make the situation "easier".

3. What about the way Denise's mother reacts to her sexuality? Do you think it is negative or positive? How the rest of the family reacts to her sexuality and her girlfriends?

I think is positive because she knows that she is going to have a more "difficult" life because of it.

Until 2017 all of the family didn't be so happy with her but in this year, when she come back with Michelle, all of them realized that she was wanna going to have the life she wants, with a ~~sp~~ nice girl.

4. How many examples of discrimination can you distinguish in the episode? Name them

Sexism and racism.

5. After yesterday's reading and today's viewing what are your conclusions about discrimination in and out the classroom? What should we do to change these situations?

The conclusion is that all of us have to accept how everyone is, because no one ^{can} choose how he is and how he is going to be in a future.

To change these discrimination situations we have to make conscious people : ... to accept everyone.

Elena Nieto Misiego

1. 'A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard'. What does Denise's mother mean by this sentence? Is it racist?

She means that black people has more difficulty in getting things in life and this fact is even worse if you are a black woman.
Of course it is a racist sentence.

2. Why do you think that teen Denise used the word Lebanese instead of lesbian to refer to her sexuality?

I think that she prefers that word because in that time if you were lesbian, it had a bad connotation for society and maybe she was also a little ashamed because of her condition.

3. What about the way Denise's mother reacts to her sexuality? Do you think it is negative or positive? How the rest of the family reacts to her sexuality and her girlfriends?

At first it was a very bad reaction as she cries, I don't know if she cries because she was ashamed or because it was worried for her daughter's future. The grandma reacted well but the other members of the family at first were against but at the end they were very glad with her decision.

4. How many examples of discrimination can you distinguish in the episode? Name them

There are plenty of examples of discrimination, such as the fact that the mother at the beginning only wanted a black girlfriend for her daughter or ~~the fact that~~ how Denise acted when she realised that Dev was Indian and not black.

5. After yesterday's reading and today's viewing what are your conclusions about discrimination in and out the classroom? What should we do to change these situations?

In my opinion, there is a lot of discrimination, racist, sexist and a lot of different types more. This has changed with the pass of the years but nowadays there is also a lot of it.

To change this, kids must be taught since they are little, that we are all the same although if we have different skin color or different sex.

Alicia Garcia Corac

1. 'A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard'. What does Denise's mother mean by this sentence? Is it racist?

Denise's mother tries to explain her daughter that the people is very racist and put difficulties to women and a black person.

I don't think that is racist it explain the real life

2. Why do you think that teen Denise used the word Lebanese instead of lesbian to refer to her sexuality?

Denise used the word Lebanese instead of lesbian to refer to her sexuality since she hadn't accept yet her sexuality and she had afraid about the reaction of her mother and black community

3. What about the way Denise's mother reacts to her sexuality? Do you think it is negative or positive? How the rest of the family reacts to her sexuality and her girlfriends?

Denise's mother reacts to her sexuality crying the first time that Denise told to her and said it. It is a negative reaction since she need many years to accept. However the aunt accept more the sexuality than Denise's mother.

4. How many examples of discrimination can you distinguish in the episode? Name them

We can distinguish two types: the first is racism and the second is discrimination about the sexuality of Denise (homophobia). We see this discrimination in the reaction of Denise's mother and the racism we can see when the families talk about some situation that happened and appeared in the news.

5. After yesterday's reading and today's viewing, what are your conclusions about discrimination in and out of the classroom? What should we do to change these situations?

Discriminations are part of our lives; sometimes we can't see them. They appear at any moment. We should do what we don't be tolerant with them and we can see them, so we try to stop and change the situation.

1. 'A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard'. What does Denise's mother mean by this sentence? Is it racist?

As Denise is black she has to work harder than white people and in addition she is a woman so she has to work even harder. She just says what she thinks and, unfortunately, she is right.

2. Why do you think that teen Denise used the word Lebanese instead of lesbian to refer to her sexuality?

That way it was like she wasn't lesbian she was afraid of how her family will react.

3. What about the way Denise's mother reacts to her sexuality? Do you think it is negative or positive? How the rest of the family reacts to her sexuality and her girlfriends?

Well, it's not a new that makes her happy, at the beginning when her daughter invite her girlfriend home she treats her in a rudely way, but she ends up accepting that her daughter is lesbian. Her grandmother and her friend don't mind if she has a girlfriend or a boyfriend, but her uncle acts as her mother do at the beginning of the serie.

4. How many examples of discrimination can you distinguish in the episode? Name them

- Homophobia
- Racism (from white people to black people)
- Sexism

5. After yesterday's reading and today's viewing what are your conclusions about discrimination in and out the classroom? What should we do to change these situations?

Although there has been some progress, nowadays there's still discrimination. To change this situation we should teach children that there are different kind of people, some of them have white skin and others have black skin, but, after all they are all people, that should have the same rights.

We also have to eradicate sexism

1. 'A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard'. What does Denise's mother mean by this sentence? Is it racist?

She means that the black people have more difficulties to get the same things as the white people.

2. Why do you think that teen Denise used the word Lebanese instead of lesbian to refer to her sexuality?

Because she felt so insecure and uncomfortable, to describe with this word, because in this times it is rare to be lesbian.

3. What about the way Denise's mother reacts to her sexuality? Do you think it is negative or positive? How the rest of the family reacts to her sexuality and her girlfriends?

I think that it is a little negative because she don't accept Denise at all, I mean, she don't deny Denise but it's not happy for them until the last dinner who comes Michelle.

The rest of the family react like very seriously ~~at~~ and trying to go on from the topic and not to speak it

4. How many examples of discrimination can you distinguish in the episode? Name them

Racism; normally white people reject black people and think that they are lower.

Homophobia; discrimination to those people who feel attracted to themselves sex.

5. After yesterday's reading and today's viewing what are your conclusions about discrimination in and out the classroom? What should we do to change these situations?

There is discrimination in all places, as we have seen today even in our ~~st~~own house.

We must accept people as they are and realize that we are all same.

1. 'A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard'. What does Denise's mother mean by this sentence? Is it racist?

She means that the black people have less possibilities for work, than white people.

It is very racist

2. Why do you think that teen Denise used the word Lebanese instead of lesbian to refer to her sexuality?

Because, Denise doesn't like this word. It is a word that discriminates a lot of people in the world.

3. What about the way Denise's mother reacts to her sexuality? Do you think it is negative or positive? How the rest of the family reacts to her sexuality and her girlfriends?

Denise's mother has a bad reaction because she thinks that her daughter is going to have a hard life.

The mother begins to cry and she told her that she did not tell anything to her grandmother.

I think it is negative because nowadays it is common. It is better that everybody knows her sexuality and what she feels.

Except her grandmother that did not know, the rest of the family accept her sexuality and her girlfriends.

4. How many examples of discrimination can you distinguish in the episode? Name them

- Homophobia
- Machisem
- Racism

5. After yesterday's reading and today's viewing what are your conclusions about discrimination in and out the classroom? What should we do to change these situations?

Nowadays, there are discrimination in and out the classroom. We can see bullying in our classes, we can see discrimination in people from other countries, physical condition or the way of being. We can see these things at work, at school and wherever you go.

To change these situations, we should respect people and we have to be tolerant. We should help the immigrants when they came to our country because they help us when we visit their countries.

When we see someone that is mistreating to a mate, we should report to our teachers.

Marta Villalba

1. 'A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard'. What does Denise's mother mean by this sentence? Is it racist?

Because she is a black woman and she will have more difficult to work and to live in general.

Yes, it is racist.

2. Why do you think that teen Denise used the word Lebanese instead of lesbian to refer to her sexuality?

I think that she used this word to feel better and people don't use stereotypes and feel like everyone.

3. What about the way Denise's mother reacts to her sexuality? Do you think it is negative or positive? How the rest of the family reacts to her sexuality and her girlfriends?

First, her mother reacts negative, because she doesn't accept her girlfriends.

Then she change her mind and accept her daughter as she was.

The rest of the family accepts her sexuality and her girlfriends.
The grandmother didn't know anything.

4. How many examples of discrimination can you distinguish in the episode? Name them

- Racism, stereotypes, sexism
- At the beginning of the story the children were talking about sexism because a woman doesn't have the same opportunities than the men.
 - The story has racism because they talk about black people.
 - There are stereotypes when the girl said that she is lesbian.

5. After yesterday's reading and today's viewing what are your conclusions about discrimination in and out the classroom? What should we do to change these situations?

Nowadays, there is discrimination everywhere, because of the religions, cultures, physical condition, sexual condition...

We can change these situations: we should respect people, we have to be tolerant, we should have open mind and accept everybody.

John Rey 4° 50.

1. 'A minority is a group of people who have to work twice as hard in life to get half as far and, Denise, you are a black woman so you have to work three times as hard'. What does Denise's mother mean by this sentence? Is it racist?

It means that black people have to work three times as hard, because in this time black people were discriminated everywhere they go. Yes, it's racist because ~~it's not~~ ~~in this time~~ there weren't equality between black and ~~not~~ white people.

* and even more if you were a woman.

2. Why do you think that teen Denise used the word Lebanese instead of lesbian to refer to her sexuality?

Because she was afraid of the fact that her mother would know that she was gay. (to protect herself).

3. What about the way Denise's mother reacts to her sexuality? Do you think it is negative or positive? How the rest of the family reacts to her sexuality and her girlfriends?

I think the mother reacts in a negative way, because she doesn't agree that her daughter ~~was~~ ^{was} gay. Her aunt reacts similar as the mother but less ~~negative~~ aggressive. Denise's friend said that he ~~is~~ imagine she ~~is~~ was gay, he reacts in a positive way.

4. How many examples of discrimination can you distinguish in the episode? Name them

- Racism, discrimination, sexism and homophobia.
- Racism and discrimination because of the time and also because of some conversation between Denise's mother, her aunt and Denise.
 - Sexism In a conversation between her aunt and Denise, the first one said black women must work 3 times as hard.
 - Homophobia. When Denise said to her mother she was gay, this one starts crying while herself ask what she ~~was~~ did wrong.

5. After yesterday's reading and today's viewing what are your conclusions about discrimination in and out the classroom? What should we do to change these situations?

I think old people inclines to be more racist, sexist or homophobic, but because they lived ~~in~~ ~~at~~ and learn some ideas from a different society. Although this is not a excuse, ~~so~~ but when s.o. ~~thinks~~ thinks ~~that~~ to be racist, homophobic or sexist is ~~so~~ normal, it's difficult to change that idea.

But not almost times old people are, also some teenagers, but because of this education or in the background they lived.

We must change our society, our thoughts, yes, we've changed in comparison with last century, but there are lots of people that still thinks ~~is~~ black ~~people~~ people are inferior, not only black people also homosexual people or women. Our generation should change that, we must reclaim and defend our rights and our thoughts, but there are a lot of people that are "sleep" or ~~absentminded~~ absentminded, ~~so~~ they have to open their eyes and fight next to other people for a better world.

