FACULTAD DE EDUCACIÓN DE PALENCIA

UNIVERSIDAD DE VALLADOLID

PREVENCIÓN DEL ACOSO ESCOLAR MEDIANTE EL USO DE LA LITERATURA INFANTIL COMO RECURSO PARA ENSEÑAR UNA SEGUNDA LENGUA.

UNA PROPUESTA DIDÁCTICA

BULLYING PREVENTION THROUGH THE USE OF CHILDREN'S LITERATURE AS A RESOURCE TO TEACH A SECOND LANGUAGE.

A DIDACTIC PROPOSAL

TRABAJO FIN DE GRADO

EN EDUCACIÓN PRIMARIA

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RESUMEN

En este Trabajo de Fin de Grado presento una propuesta basada en una obra literaria, *Wonder*, como recurso principal para motivar a los niños a leer, concienciarlos de la importancia de la prevención del acoso escolar y aprender inglés con alumnos de 2º de Educación Primaria, utilizando la metodología de aprendizaje basado en proyectos. Justifico por qué he elegido este tema y expongo los objetivos que pretendo alcanzar. A continuación, hablo de las diferentes teorías y conceptos de varios autores relacionados con la propuesta. En resumen, presento la propuesta didáctica que llevaría a cabo llamada: *Reading with respect*.

PALABRAS CLAVE

Literatura infantil, lectura, aprendizaje basado en proyectos, acoso escolar.

ABSTRACT

During this final degree project, I present a proposal based on a literary work, *Wonder*, as the main resource to engage children to read, make them aware of the importance of bullying prevention and learn English with student of 2nd Year of Primary Education, using the project-based learning methodology. I justify why I have chosen this topic and I present the objectives I intend to achieve. Then, I talk about the different theories and concepts from several authors related to the proposal. To sum up, I will present the didactic proposal I would carry on called: *Reading with respect.*

KEY WORDS

Children's literature, reading, project-based learning, bullying.

INDEX

INTRODUCTION

In this Final Project Degree, I am going to develop a proposal for second year of primary education called *Reading with respect.* Using a literary work, *Wonder* by R.J Palacio (Appendix 1), what I intend is to demonstrate that it is possible to prevent bullying through English language learning.

I am aware of the importance of education in values and the development of an environment of coexistence in the school context. Therefore, my aim is to encourage students to learn English language while they become aware of what bullying means in our society and develop a taste of reading. To do this, using this story I want them to learn to identify their emotions and others', as well as conflict situations and how to resolve them in a peaceful way. Furthermore, I want my students to feel motivated and confident both to read and to learn and, above all, to talk about relevant topics related to their personal development, such as bullying and emotions. The way I will present students the contents is using a literary work; however, I am aware that it is difficult to find one that is interesting for everyone, but I am sure that *Wonder* will engage most of the children. Due to its plot, most of the students will be identified with at least one of the characters.

I would like to carry out this proposal in a real environment, but it has been impossible owing to the pandemic situation given during most of 2020, and the fact that this year I have not had an internship. So, I will develop this proposal taking into account the context of a school located in Palencia where I developed my last internship.

JUSTIFICATION

This final degree Project consists of a project proposal that lasts approximately seven weeks. It is divided into two introductory sessions, three central sessions and two final lessons, all lasting one hour except the last one that will last two hours. Throughout this project, I will work bullying prevention, children will acquire this awareness while they acquire knowledge in a second language, an education in values and a taste for reading.

I have chosen this topic because, taking into account my personal experience throughout primary and secondary education, I believe that there is very little awareness of this problem. This could be because the time devoted to talking about it with the children it is not enough. On the other hand, according to the information provided by *Asociación Madrileña contra el acoso escolar (AMACAE)* in an article for *El Confidencial*, it is in second year of Primary Education when the first cases of bullying begin to appear. In the same article it is said that according to the latest data provided in 2018 by the Ministry, the percentage of children that suffers bullying is more between six and thirteen years old than other ages, reaching the 44 percent. In addition, another of the reasons that led me to choose this topic is the result of a survey I carried out in two classrooms of second year of Primary Education. Before analyzing the results of this sociogram I observed that there were some children that were left out by their classmates. One of them was left out in activities related to free time and also in activities related to class work. Another one was also left out in activities related to class work. Both according to the answers that their classmates gave to questions such as:

- Who is the person you do not want to play with?

- Who is the person you do not want to work with?

- Who is the one that has the most difficulty in order to relate to others?

- Who is the person that has the least number of friends?

It was owing to these results that I decided to work the prevention of bullying with these classrooms. (You can see the results of these sociograms in Appendix 2)

As it is a topic linked to social relations and coexistence, I have decided to carry out this project from a methodological approach of Project-Based Learning which is based on other theories and methodologies such as meaningful learning and cooperative learning. On the other hand, as I will explain in detail later, one of the benefits of Project-Based Learning is that it makes learning meaningful for students and, therefore, more lasting.

I will work on this project using as the main resource the literary work *Wonder*, by R. J. Palacio. I consider that it is a book which can create an interest in the students although I am also aware that it is not easy to find a book that interests all the students. On the other hand, I think that since it is a story with so many characters and situations at some points in the project everyone will feel identified. I believe that this will also help me to achieve another of my objectives that is to encourage students to enjoy reading.

According to the objectives related to the general competences of the Primary Education Degree, this Final Project Degree demonstrate that I have been able to:

Demonstrate that I have acquire and comprehend knowledges of the area of Education. This competence is based on the knowledge and comprehension of:

- Main aspects of educational terminology. I develop this competence while I explain the methodologies of my didactic proposal, and while I expose the theoretical framework of my final degree project.

- Objectives, curriculum content and evaluation criteria, and those that define the Primary Education curriculum.

- Principles and procedures used in educational practice. I develop it when I plan activities considering methodologies, different types of activities and the students' learning rhythm.

- Main techniques of teaching-learning process, I develop this competence when I choose the methodologies I will be using to carry out my proposal.

Demonstrate that I know how to apply knowledge in a professional method through skills that defense of arguments and also problem solving in education. I have achieved this competence because I am able to:

- Recognize, plan, carry out and assess good teaching learning practices. I achieve this competence because I have been able to plan my proposal taking into account children's interests and levels.

- Analyze critically the decisions that justify decision-making in educational contexts. I develop this competence when I explained the reasons why I chose working the prevention of bullying through children's literature and project-based learning.

Be able to transmit information, ideas, problems, and solutions to a specialized and non-specialized public, using oral and written communication skills according to C1 level in one or more foreign languages, according to the Common European Framework of Reference for Languages. I develop this

competence because I have done all this final degree project in English, and I will defend it in English as well.

OBJECTIVES

What I intend with this paper is to elaborate a realistic intervention proposal based on children's literature in a foreign language, with which we can develop children's awareness about bullying and its prevention as a way to learn a second language.

In order to achieve this main aim, I must first achieve others, which will facilitate the process. On the one hand, I have to demonstrate that a globalized education can be carried out through tales, analyzing the importance of literary texts as a resource in the English classroom in Primary Education, exposing the benefits that the use of literature has, specifically short stories, in the learning process of a second language. I also have to know the competences we must develop in the English area and discover how children's literature can help us to achieve them. In order to achieve all these objectives, I will develop a didactic proposal based on the inclusion of literature in the English classroom in order to educate in values and prevent bullying, through project-based learning methodology.

THEORETICAL FRAMEWORK

Learning a language through a literary work

What is to read?

Reading involves decoding the message that the sender of a written text wants to convey. During this process, the meaning is deduced, the content is interpreted, the message is understood, inferences and questions are made.

This process requires the reader to have reading comprehension skills. As it is said in Colomer (1996, n.p), we can define reading comprehension as the ability to comprehend what is read, both in reference to the meaning of the words in the text and the overall understanding of the text. It can also be defined as the reader's understanding of both the meaning of a text and the author's intentionality in writing it. A good reader usually reads silently, does not make typical mistakes such as lip movement during silent reading, regressions, repetitions, etc. On the contrary, he or she makes quick and selective fixations, focuses on the higher units of the text; uses micro skills such as skimming, anticipation, or reading between the lines.

Reading has different benefits according to Saiz Y. (2012), both for the development of children's linguistic competence and for their emotional development. On the one hand, it facilitates the acquisition of vocabulary because during reading they discover words and forms of expression that they internalize. It also improves their expression since the more vocabulary they learn, the better the way they will be able to express themselves. On the other hand, during the reading process the child imagines the story and the characters, which encourages imagination and creativity. Another benefit of reading is that it improves reading comprehension and reduces concentration problems. From my point of view this is a great benefit since many learning difficulties

arise from lack of reading comprehension, so a child who develops his or her reading comprehension will be able to better understand the texts he or she reads. In addition, Saiz Y. (2012) says that due to the fact that children know many different characters other benefit is the development of personality as the child learns to relate and form their personality which will encourage the child to relate easily.

What do we understand by children's literature?

Since I am going to work with a literary work, it is essential to describe the concept of children's literature. According to Cervera (1990, n.p), we can define it as an artistic work intended for children. Children's literature can be divided in three categories that are: earned literature, literature created for children and didactic literature. Earned literature was not created with the purpose of being read by children, but over time adults started to use it with them. The second one was written for children; it was written as stories or novels, as well as the literary work I will be working with. This kind of literature considers children's interests. And the last one appears in the form of a series in which a character is the protagonist of different scenarios and situations. The didactic intention predominates in this kind of literature. One example of this literature are Teo's stories.

In my proposal I will use short stories, adapting the literary work *Wonder*. According to Cone Bryant (1995, p.21) who defines story as a short story of imaginary events, a simple plot development, whose purpose may be moral or recreational, and which stimulates the imagination and arouses children's curiosity.

Children's literature as a tool for English language teaching.

There are different reasons which motivate a language teacher to use literature in class as Collie and Slater (1990) said. One of these reasons is that literary works have

valuable authentic material, even though many literary works were not created in order to be used with the purpose of teaching English, while children read literary texts, they become familiar with different linguistic forms, communicative gatherings and meanings, considering that children have to cope with language intended for native speakers. A second reason is the cultural enrichment that literary works could have; these works facilitate understanding how communication takes place in a particular country. Children as readers can discover the way the characters in such literary works see the world outside. Another reason is that literature provides children with a wide range of individual lexical or syntactic items. Children learn about syntax, the discourse functions of different sentences, but they also improve their communicative and cultural competences. Which is more, working with literature makes the students feel close to the characters and be empathic with their emotional responses. This can have beneficial effects upon the whole learning process because they have to develop competences such as competence in linguistic communication, social and civic competence, and learning to learn competence.

First of all, I have to highlight one of literature's characteristics that is its universality, understood in the sense that literature treats issues that are common to all cultures as these experiences happen to human beings. These experiences are for instance death, love, separation, belief. Another characteristic that is important as well is that literature has personal relevance, because it deals with ideas, things, sensations which constitute part of the reader's experience, ideas which children can relate with their own life. Another reason to use literary works in our classes is the variety of topics it deals with. This variety increases children's interest. Which is more, children's interest is also increased because literature deals with topics that are interesting for them, and authors treat them in ways designed to engage the attention of readers. To

sum up, I want to say that literature has a suggestive power that is positive in order to generate language discussions, because it suggests many ideas in few words. Another thing that gives rise to discussions is its ambiguity because each children's interpretation has validity, as each person's perception is different. (Ariogul, 2001)

Furthermore, using short stories in order to teach a language has different benefits, for example, these stories let us observe not only language, but life itself. Characters act out all the real acts people carry out in daily lives. The inclusion of short stories offers the following educational benefits according to Ariogul (2001), since short stories are simple and short, using them makes students' reading tasks easier. This kind of stories gives the students a motivation to read since due to its authentic material children become identified and feel interested in order to read them. Other benefits I want to talk about are related to interpersonal and intrapersonal skills because short stories act as a vehicle to help students understand the position of themselves and others applying these knowledges to situations related to their own world, promoting critical thinking skills, giving students the chance to use their creativity and making students feel comfortable and free.

Project-based learning

I have always thought that to learn a new language it is essential to feel motivated and engaged. If the children are not motivated, learning a new language could be boring and more difficult than it really is. It is due to that why I have chosen project-based learning as the main methodology of my didactic proposal.

Project-Based Learning is a methodology that engages the students to learn new knowledges. As it is a learner-centered methodology it makes children able to identify a real-world problem and look for a solution. In this case, I will focus on presenting the

students a topic and investigating it, with the aim of achieving both sub-tasks and a final task. In words of Tenza (2020) project-based learning develops different skills such as critical thinking, collaboration, communication, innovation, and creativity. Likewise, it motivates students to share their opinions and knowledges with other classmates. As this methodology works with real situations, the students not only acquire knowledges, but also learn how to research information, solve problems, develop their ideas, manage time, collaborate with others, organize themselves and overcome challenges. Another thing that makes it a good methodology to use in class is that it improves students' engagement, increases students' interests in what we teach, motivates them to learn new things, and makes their learning experience more relevant and meaningful.

As it is said in Tenza (2020, p.49-54), project-based learning is build-up on different elements. The first thing to set is a challenge, a question, a task; this task should be challenging, interesting, and motivating. However, the challenge should not be extremely difficult, as this may discourage learners. In addition, the fact that the project arises from a question or a challenge makes the learning meaningful and contextualized. Another essential element of project-based learning is, although it may seem obvious, time. This type of learning requires so much time, first to plan and schedule the project, second to design the activities, and third to carry it out and for the students to construct their learning. Another important aspect is that the project must be linked to the real world. In the case of my proposal I will link the project to real life by presenting the different situations experienced by a character, situations that occur in real life, in this case in the school environment. Something fundamental, and without which the project would not make sense, is the participation of the students. The student must be at all times the main actor of his or her learning process, he or her will make decisions. In this way the students will develop both their competence of learning to

learn and a sense of responsibility. An essential part of this student participation is linked to metacognition since both the students and I will be reflecting on the learning process. So, by presenting an evaluation throughout the project, I offer students the possibility to self-assess their learning process. This evaluation should be systematized through instruments such as journals, portfolios, and in the case of my proposal through booklets and exit tickets. These exit tickets are a sheet I will give them at the end of each lesson, in which children will have to write a question they could have, something they have learnt. They will also have to color a face that means how much they have liked the lesson. (You can see an example of this tickets in Appendix 7).

In addition, throughout the project, students will work on inquiry, since during the process they will be asked questions to which they themselves will give answers. Last but not least, the project must conclude with a final product as Tenza (2020, p.54) that must be linked to the initial challenge or question and serves as the closure of the project. It will be during the realization of this final product when the students will apply what they have learned, turn it into something material, in this case a display and its exposition, and, therefore, meaningful, and easy to remember.

Project-based learning is based on different types of learning according to Tenza (2020, p.113-134). On the one hand, in Ausubel's meaningful learning, since project-based learning aims to create this kind of learning, which serves a purpose for the students. Some of the principles of meaningful learning included in project based learning are to take into account the students' prior learnings, propose activities that are interesting and motivating for them, create a climate of trust (especially necessary in my proposal due to the subject I am going to deal with), give the student the opportunity to take the initiative, as well as to guide and supervise his or her own learning process, and apply it to a real context. On the other hand, it is also based on Kolb and Rover Fry's

experiential learning, which is characterized as a continuous process of questions and answers. As students ask themselves questions, they give answers to them, in the same way as in project-based learning through the process of inquiry. This learning involves working on four different abilities: First, the ability for concrete experience, which implies that the learner is able to engage in the experience. Secondly, the ability for reflective observation, that is, that the learner know how to reflect on the process. Thirdly, the ability for abstract conceptualization, understood as the capacity to integrate observations into the concepts learned. Finally, active experimentation, essential for the process because working with this ability implies that students are able to use learning to make decisions and produce a final product in which the acquired learning is observed. (Tenza 2020, p.117-118)

Taking into account that in order to design a project it is essential to establish the objectives that we want the students to achieve throughout the project and at the end of it, project-based learning recommends using Bloom's Taxonomy. This is a stage set of three hierarchical models used to classify learning objectives into levels of complexity. These hierarchical models are affective, psychomotor and cognitive. The use of this taxonomy helps to establish a gradual increase in difficulty, making the learning process follow the following steps: First, in order to understand a content, it is necessary to remember it. Before applying a knowledge, it is necessary to understand it. Before analyzing, we must apply. Before evaluating a knowledge, it is necessary to analyze it. And, to create a final product, it is essential to remember what we have learnt, understand, comprehend, apply, analyze, and evaluate it.

Bullying: concept, types of bullying, and people that take part on it

Unfortunately, despite of being a big social problem, it has not been until about ten years ago that bullying has begun to be given the importance it really has, since it has always been thought that bullying is only jokes or games between children, and normal situations in a school context.

From my point of view, I believe that without knowledge, it is very difficult to detect bullying cases, let alone prevent them and intervene appropriately. That is why I am working on a project on the prevention of bullying in primary education.

What do we mean by bullying?

According to Olweus (1993, n.p) we can define bullying as a behavior of physical or psychological persecution by a pupil against another pupil, whom he or she chooses as a victim of repeated attacks. It is a negative action that places the victim in a situation from which he or she can hardly get out by his or her own means. The continuity of these actions provokes clearly negative effects on the victim, such as a decrease in self-esteem, states of anxiety and even depression, which hinders their integration into the school environment and their learning development.

There are different aspects that characterize bullying according to Del Peral, M. and Navarro, V. (2015, n.p). On the one hand the helplessness of the victim, who feels concerned and unprotected. This is mainly due to the fact that the victim is physically smaller than the person who attacks him or her, or because he or she decides to adopt a passive behavior in order to avoid consequences. Furthermore, there could be a passivity, complicity or ignorance of the environment. It means that it is possible that people are accomplices of the aggressor, since they adopt a passive behavior for fear of becoming victims, or because they may not give importance or even ignore the

situation. The victim does not provoke the aggressor, so this situation is not due to a build-up of tension between the victim and the aggressor. There is also an imbalance between the person being attacked and the aggressor that is based on a situation of power abuse given that the person being attacked is physically or psychologically weaker and may also be due to a social inequality. To sum up, it is important to highlight that these aggressions have a persistence over time since they occur systematically and repeatedly. Some of the consequences of this persistence are, for instance, the anxiety and stress suffered by the victim.

Bullying, as I said before, is a situation of violence that takes place repeatedly between two peers, it can take place both inside and outside the school. Likewise, bullying is not the only type of harassment, but also cyber bullying, sexting, grooming, stalking and happy slapping. However, in this final degree Project I will only focus on bullying and cyberbullying, because these situations are the ones that have most incidence on Primary Education.

As it is said in Osés (2017, n.p), cyber-bullying can be defined as a psychological aggression that occurs among peers, often within the school context, over time and committed with regularity. The victim is threatened, humiliated, or embarrassed by another child in the ICT context, using defamatory and discriminatory information, as well as including blackmail, humiliation, and insults to denigrate the image of the other.

There are some differences between bullying and cyber bullying according to a report of *Fundación ANAR*, that make cyberbullying more dangerous and undetectable than bullying. Firstly, due to the fact that the cyberbully uses a network, he or she becomes anonymous, so it is even more difficult to find out who is the aggressor. This

situation gives the aggressor the sensation of being unstoppable, and his or her empathy with the victim is almost non-existent, so it becomes unempathetic. A reaction from the victim comes later compared to bullying as the violence is more indirect. The damage is unlimited in time since cyber-bullying has a viral effect by the fact that it occurs either through social networks or other Internet media. Furthermore, the humiliation and exposure in cyber-bullying's aggressions are even greater than in bullying ones, because since the content is uploaded, it is not only available to those who directly participate, but also to everyone.

There are different persons that take part in this situation, as it is obvious there is a victim, a person who suffers an aggression, humiliation, etc. Someone can be a victim for different reasons, for instance, for his or her physical, social, sexual, or intellectual differences. If there is a victim, there must be an aggressor. As Domenech (2018, n.p) says, an aggressor is a person lacking in values, with low tolerance for frustration, little self-control, and low self-esteem. They are prone to feel hostility and anger. Many of these people attack in order to find out new experiences and different sensations. Nevertheless, as it is said in Domenech (2018, n.p), there are other people that take part on this even when they do not act. They are the bystanders, those who watch these situations but rarely try to stop aggressions or solve them. The most common behaviors among bystanders are their tolerance of abuse, inhibition to help in situations of aggression, silencing what they hear, fear of being included in the aggression, and indifference to injustice or low capacity for empathy.

The importance of educating on values

From my point of view, since there are a series of skills that students should acquire by the end of primary education related to values, it is important to be clear

about the meaning of values. In addition, another reason why I believe it is important to educate in values is that in order to achieve a climate of peaceful coexistence, it is essential that students know how to relate to each other in an appropriate manner. On the other hand, this also facilitates conflict prevention and helps students' emotional development.

What do we mean by educating on values?

It is important to be clear about the concept of value in order to know what it exactly is, what we have to work on or develop, and why. On the one hand, according to Defis, O., & Casals, E. (1990), we can define value as a fundamental part of education, which is part of behavior and influences interaction with other people. In addition, we can define it as an objective quality that has a positive relationship with some field of human fulfillment. It is everything that favors the full development of someone as a person.

There are three types of values according to Ibarrola (2003), that are intrapersonal value, interpersonal value and environmental values. The first one consists of learning to love oneself and thinking about oneself, analyzing one's own behavior and valuing the consequences that derive from it, acting responsibly, making decisions, etc. On the other hand, interpersonal value consists of learning to live together in an empathetic and tolerant way, valuing those who are different, as well as valuing friendship as a source of happiness, and also learning to share, to resolve conflicts in a peaceful manner, etc. And last but not least, environmental values consist of learning to be responsible with the environment, to respect environment, to learn how to beautify the planet we live in, etc.

As I have said before, educating on values is essential to achieve some of the ends that children have to acquire at the end of primary education, according to Royal Decree 126/z2014, such as to know and appreciate the values and rules of coexistence, learn to act according to them, prepare for the active exercise of citizenship, respect human rights, and the pluralism of a democratic society. Another aim of primary education is to acquire skills for the prevention and peaceful resolution of conflicts, which will allow children to develop autonomously in the family and domestic environment, as well as in social groups with which they relate. Children must also know, understand, and respect different cultures, and the differences between people, people with disabilities, and equal rights and opportunities between men and women. Furthermore, it is important that at the end of primary education children are able to value hygiene and health, accept one's own body and others', respect differences, etc. And, to sum up, children must have developed their affective capacities in all areas of personality and in their relationship with others, as well as a positive attitude against violence, prejudice of any kind and sexist stereotypes.

I will base my didactic proposal on all these theories since I want to address the prevention of bullying in Primary Education from a meaningful, cooperative and project-based learning approach, and also to engage children to read for pleasure.

PROPOSAL: *Reading with respect*

Introduction:

In this section of my final degree project, I am going to develop the didactic proposal I have designed to work on bullying prevention through the use of children's literature in English. The proposal is designed to be carried out in the second year of Primary Education. To work on it I am going to propose a project called *Reading with respect*. For this I will use an adaptation of the story of the main character called August (*Wonder*), as it deals with empathy, tolerance and respect for others' differences, thus focusing on the prevention of bullying. What I intend is, through the story of Auggie, a child with physical malformation, to make children aware of this social problem.

I would have carried it out at the school where I did my last internship, but due to the pandemic situation it was impossible.

Contextualization:

The school in which I have done my internship is a state-subsidized one in the city center of Palencia. The school is in a residential area of medium-low sociocultural and economic level, although it has some areas where the situation is more precarious. This neighborhood is also multicultural, this is one of the reasons why I have chosen bullying prevention as the main topic of my final degree project. Furthermore, the main aim of the school is, on one hand, achieve an integral formation of the students from a Christian perspective of the meaning of life. On the other hand, the promotion of values such as respect, comprehension, tolerance, individual and teamwork, effort, perseverance, creativity, joy and commitment with natural and social environment. Moreover, the school attempts to promote values such as justice, peace, solidarity,

freedom, work, transcendence, etcetera. Therefore, I think that my proposal is suitable for this school.

The classroom in which I would have carried out my proposal was the classroom of Year 2A. In this classroom there were 25 children, 13 girls and 12 boys. It was a heterogeneous group. However, there were also some differences in terms of educational needs. There were some children with especial educational needs such as Autism Spectrum Disorder (ASD), Attention Deficit Disorder (ADD), Attention Deficit/Hyperactivity Disorder (ADHD), and other educational needs such as dyslexia. These children received reinforcement from teachers that came into the classroom during the lessons, and out of the classroom with specialized teachers.

Objectives:

With this didactical proposal I intend to demonstrate that it is possible to learn a second language through stories in English, working transversally on values education as a way to prevent bullying. I intend to achieve other objectives which are the following ones:

First, I want to motivate students to acquire a taste for reading, since the time children dedicate to do this activity is decreasing. Furthermore, to make them aware of the problem that bullying is for our society and how a person may feel when another harasses him or her. I intend to achieve this teaching the students the feelings they can feel, identifying them, so that they can be able to understand how they themselves feel and how other may feel. Another objective is making the students able to work in group, so that the relationships among them will be improved. Finally, I intend to make the learning throughout this project meaningful and adapted to the learning rhythm of each student.

Temporalization:

The project will last seven weeks and it will be done during the English lesson on Fridays, since it is a moment in which students' concentration peak is lower due to the proximity of the weekend, and it is preferable to work with them on activities that are more dynamic and closer to their interests. Taking it into account, the project will have seven lessons, which will be an introductory one, four central lessons and two lessons in order to do a final task.

Methodology:

The methodology I will use to carry out my proposal, as I have previously mentioned, is project-based learning. In addition, I intend to create a cooperative learning environment in which students must be able to work as a team, helping each other, sharing ideas and opinions, making consensual decisions in a respectful manner. By following the project-based learning methodology, they will have to do a final task together. In this case it will be a display, and the exposition of this to the rest of their classmates. Children will be working organized into a big group, small groups, pairs or individually.

Evaluation:

The evaluation during the project will be teacher's assessment, self-assessment, and peer's assessment. There will be teacher's assessment in each moment of each lesson, observing different aspects such as the children's learning process, participation, attitude, ability to work in group, etc. There will also be a self-assessment, while children fill in their booklets and their exit tickets, which I am going to explain in the next part, at the end of each lesson. And there will be also a peer assessment, at the end of the project, after each exposition.

Materials and resources:

- Literary work: *Wonder* by R. J. Palacio.

- Digital board, projector, and speakers.

- Pots with pencils and crayons.

- Color cards (green, red, and yellow): each child will have these cards during the lesson. This material helps me in order to know how they will be understanding the explanations and the whole lesson. If they are understanding everything they will have the green card on the table, if they are not understanding something they will have the yellow card on the table, and, if they are not understanding nothing, they will have the red card on the table.

- Emotions stickers: Each day at the end of the lesson children will have to stick an emotion sticker on their booklet, according to the feelings they have felt in each lesson.

- Emotions meter (mediator): with this mediator, which you can see in Appendix 5, what I intend is to create a routine, in order to make children able to express their emotions. Each child will have a little wood pin with his or her name written. Then, he or she will have to set his or her pin in the rope of the emotions monster that represents how he or she feels that day.

- Vocabulary flashcards: I will stick these flashcards in the blackboard, these will have the concepts written both in Spanish and English. The concept that I will explain are, for instance, happy, sad, sick, friendship, bullying,

- Words to learn (mediator): This mediator is a poster in which students and I will stick the vocabulary flashcards of the words children do not know yet, in

order to learn them in the next lesson. Once the children have learnt these words we will remove them from the mediator.

- Situations cards: these are flashcards with a picture of a situation of real life. Children will have to argue about them saying how could they feel in these situations, if these situations are good behaviors or not, etc.

- Auggie puppet: this is a resource I will use in order to engage children to learn new contents. This puppet represents the main character of the literary work I will be working with. Each lesson I will use this puppet to explain children the contents and tell them the stories as if it was Auggie who does this. (Appendix 8).

- Booklets: Each child will have his or her booklet. In this booklet they will have different activities related with each lesson. I will use this booklet as an assessment resource, in order to supervise the children's learning process.

- Exit tickets: Each child will have to fill in his or her exit ticket at the end of the lesson. I will use this material as self-assessment resource. Children will have to write something they have learnt, a question they could have, and color the face that represents how much they liked the lesson. (Appendix 7).

- Other materials (gymkhana).

- Project evaluation templates.

Lessons:

In this part I am going to explain how I would have carried out each lesson. In the case of the middle lessons, owing to their structure is the same, I am just going to explain them once. In the first two lessons I am going to introduce the topic of the project, and I am going to explain children the main contents of the project. I am also going to create a new routine: *The emotions meter*. In the two final lessons children will

participate in a gymkhana and they will have to create a display and expose it to their classmates, to assess the knowledges children have acquired during this project, *Reading with respect*.

The lead of lessons is the following one:

Lesson 1: Auggie arrives to our classroom!

Description:

In this session I will introduce the students to the project. I will start by showing them a surprise box with the project materials in it. First, I will bring out the puppet of Auggie and tell them who he is and what we are going to do with him. Then, I will give children three color flashcards, a green one that means they are understanding everything, a yellow one that means they are not understand it, and a red one that means they are completely lost. Before giving children the color cards and explain them how to use these cards, I will introduce them to different concepts placed on the board in order to find out the students' prior learnings. Then, I will show them different short films related to emotions, values, bullying and conflict resolution to make a common reflection together. Finally, I will give them their booklets and they will complete the activities of lesson 1, and their exit tickets.

Objectives:

- To introduce the topic and to engage children.
- To show children different situations related to values education and reflect about them.
- To know children's prior learnings.

Contents:

- **Vocabulary:** happy, sad, sick, tired, frightened, confused, angry, left out, worried, bullying, cyberbullying, respect, tolerance, friendship**.**

- **Grammar structures:**

    o How do you feel today? / Today I feel …

    o Do you think it is a good behavior? Yes / No

    o How can he or she feel? He or she can feel …

Materials needed:

- Digital board and speakers.

- Auggie puppet.

- Magic box.

- Vocabulary flashcards.

- Color cards.

- Booklets.

- Exit tickets.

Activity 1: Let's meet Auggie!

Description: In this activity, I will show them a big puppet. This puppet is the character of our project, Auggie. I will tell them that Auggie is going to explain to all of us some new things, to tell us short stories about his life, and to prepare some surprises for us.

Timing: 5 minutes.

Grouping: Big group.

Objectives:

- To introduce the main character of the project and to engage children.

Competences developed:

- Competence in Linguistic Communication.

Materials:

- Project box.

- Auggie puppet.

Activity 2: What does it mean?

Description: In this activity Auggie will show children some words. Then he will ask them what do these words mean, and if they do not know a word, I will post this unknown word in a mediator called *Words to learn*. Children must pay attention and must listen to all the explanations because at the end of the lesson they will have to fill in some activities about these contents on their booklets.

Timing: 10 minutes.

Grouping: Big group.

Objectives:

- To know children's prior learning.

Competences developed:

- Competence in Linguistic Communication.

- Learning to learn.

- Sense of initiative and entrepreneurship.

Materials:

- Vocabulary flashcards.

- Mediator (words to learn).

- Blackboard.

- Color cards.

Activity 3: Short films time!

Description: In this activity Auggie will reproduce some short stories, and before watching them he will ask children some questions, such as their opinion about these situations, if they think it is a good behavior or not, how could characters feel, etc. The short films would be the following ones:

Title: *Educar en valores: corto sobre bullying*

https://youtu.be/mcWXvFC45hc

In this short film, children will see a situation that can take place in their school. A group of animals go to the school, and one of the classmates that is a hedgehog has some problems in order to make friends. Any classmate wanted to play with him, or to be with him, only a squirrel. Day by day, his relations with other classmates became more difficult, due to the damage that his picks could make to his classmates, he felt sad and left out. One day, before classes, the squirrel gave him a present box, with balls made of cotton to put them on his picks. Each animal put one cotton ball in a pick and before solving the problem they had with his picks, then he could play with everyone.

Title: *Piedra, papel o tijera (cortometraje)*

https://youtu.be/noP2S04kJD0 **(From 0:00 to 1:00)**

With this short film I want children to become aware of the importance of collaborating and helping other people. Anyone can solve a problem alone, but if another one helps him or her, he or she can solve the problem.

Title: *Las ventajas de trabajar en equipo*

https://youtu.be/Bfcubrx8_OI

In this short film children will see the importance of working in group, of being a team, and collaborating with others respecting their ideas. A team is harder in order to solve a problem than only one person.

Timing: 20 minutes.

Grouping: Big group.

Objectives:

- To understand the content of a short film.

- To identify characters' emotions.

- To distinguish between good and bad behavior.

Competences developed:

- Competence in Linguistic Communication.

- Social and civic competence.

Materials:

- Digital board and speakers.

Activity 4: What have I learnt?

Description: In this activity, children will evaluate their own learning. I will give all of them a booklet in which there are different activities related to the contents worked in each lesson. Each day there will be different activities. Before doing their booklet activities they have to complete an exit ticket, writing something they have learnt, a doubt, and something they have not understood at all. They will also have to color the face that corresponds with how much they have enjoyed the lesson (a lot, so-so, nothing).

Timing: 15 minutes.

Grouping: Individually.

Objectives:

- To identify different emotions looking at some pictures.
- To name different emotions.
- To answer questions about feelings (How are you today?).
- To identify good and bad behaviors.

Competences developed:

- Competence in Linguistic Communication.
- Learning to learn.
- Social civic competence.

Materials:

- Pencil and rubber.
- Crayons.
- Booklets.

- Exit tickets.

- Color cards.

Lesson 2: Auggie teaches us a lot of new things!

Activity 1: Our emotions meter

Description: In this activity Auggie has prepared a little surprise for the children, he has made an emotions meter. Auggie will explain children how it works, and will ask some of them to use it as a sample. Each day, at the beginning of the lesson children have to do this routine. What I intend with this activity is to teach children the meaning of different emotions, to teach them to recognize their emotions and others', and to create an environment of trust.

Timing: 20 minutes.

Grouping: Big group.

Objectives:

- To remember the name of different emotions.

- To identify different emotions.

- To express their emotions and understand others'.

- To stablish a new routine.

Competences developed:

- Competence in Linguistic Communication.

- Learning to learn.

- Social civic competence.

Materials:

- Emotions meter.

- Children pins.

- Blackboard.

- Vocabulary flashcards.

- Color cards.

Activity 2: What a weird word!

Description: In this activity Auggie will explain the children different key words related to emotions, values, and bullying. Children have to pay attention to the explanation, participate actively and respect their classmates' talk turn.

Timing: 15 minutes.

Grouping: Big group.

Objectives:

- To learn the key words that children did not know the last lesson.

- To learn some new key words (bullying and cyberbullying).

- To identify victim, aggressor, and bystanders in different situations.

Competences developed:

- Competence in Linguistic Communication.

- Learning to learn.

Materials:

- Blackboard.

- Vocabulary flashcards.

- Color cards.

Activity 3: Let's drama!

Description: In this activity children will be working in pairs. A member of the pair will dramatize an emotion, and the other mate has to guess the emotion that the other classmate has to dramatize.

Timing: 10 minutes.

Grouping: In pairs.

Objectives:

- To comprehend the meaning of emotions.

- To dramatize different emotions.

- To work with respect.

Competences developed:

- Competence in Linguistic Communication.

- Learning to learn.

Materials:

- Emotions flashcards.

- Color cards.

Activity 4: What have I learnt?

Description: In this activity children have to fill in the activities if their booklets. These activities are a review of the contents learnt each lesson. Before doing their booklet activities they have to complete an exit ticket, writing something they have learnt, a doubt, and something they have not understood at all. They will also have to color the

face that corresponds with how much they have enjoyed the lesson (a lot, so-so, nothing).

Timing: 15 minutes.

Grouping: Individually.

Objectives:

- To do different activities using the contents learnt.
- To identify what contents the children already know and what they do not know.
- To auto-evaluate their learning.

Competences developed:

- Competence in Linguistic Communication.
- Learning to learn.
- Social civic competence.

Materials:

- Pencil and rubber.
- Crayons.
- Booklets.
- Exit tickets.
- Color cards.

The following three lessons are the ones that have the same structure, so I will explain this structure just once.

Lesson 3: Auggie goes to school for first!

Lesson 4: Someone laughs at Auggie.

Lesson 5: A happy day for Auggie!

Description:

At the beginning of the lesson children have to remember what they have learnt the previous lesson, and they also have to pin their pin into the emotions meter. During the lesson Auggie will tell children a short story about his life, presenting them some different situations of real life and situations related to values such as respect, tolerance, peaceful coexistence, friendship, and related to emotions and feelings such as feeling happy, sad, frightened, left out, etc. Before reading these short stories, children will have to reflect about them, saying if the characters behave in a good manner or not, saying how would they feel in these situations, etc. At the end of the lesson, children must fill in the lesson's activities in their booklets, and also their exit tickets.

Objectives:

- To identify and name their own emotions and others'.
- To remember the contents learned in the previous lesson.
- To reflect about real life's situations and to share their ideas about them.
- To identify good and bad behaviors.

Contents:

- **Vocabulary:** happy, sad, sick, tired, frightened, confused, angry, left out, worried, bullying, cyberbullying, respect, tolerance, friendship**.**
- **Grammar structures:**
    o How do you feel today? / Today I feel …
    o Do you think it is a good behavior? Yes / No

o   Would you help him or her? Yes / No

o   How can he or she feel? He or she can feel …

Materials needed:

- Digital board and projector.

- PowerPoint presentations.

- Pencil and rubber.

- Color pencils.

- Emotions meter.

- Vocabulary flashcards.

- Booklets.

- Color cards.

- Exit tickets.

Activity 1: Let's remember what we know!

Description: In this activity children must firstly pin their pin on the emotions' meter. If someone wants to share his or her feeling with others, he or she can do it freely. Auggie will ask them the meaning of different words, and they have to say the meaning in Spanish. If someone does not remember a word, he or she will show the red card; if he or she remembers some things, he or she will show the yellow card, and if he or she completely remembers the meaning of the word, he or she will show the green card.

Timing: 15 minutes.

Grouping: Big group.

Objectives:

- To remember the contents learnt in the previous lesson.

- To participate in an active manner.

- To share ideas with other classmates.

Competences developed:

- Competence in Linguistic Communication.

- Learning to learn.

Materials:

- Digital board and projector.

- PowerPoint presentation.

- Emotions meter.

- Color cards.

Activity 2: Read, read, read!

Description: In this activity Auggie tells children a situation. Each child has to read one or two sentences. At the end of the reading children will have to reflect about it, saying if they liked the story or not, and why; saying how could characters feel in each moment, and identifying emotions.

Timing: 25 minutes.

Grouping: Big group.

Objectives:

- To read in English.

- To understand a written text.

- To empathize with the main character.

- To understand and identify emotions.

- To understand and distinguish good and bad behaviors.

Competences developed:

- Competence in Linguistic Communication.

- Social and civic competence.

- Learning to learn competence.

- Initiative sense and entrepreneur spirit.

Materials:

- Digital board and projector.

- Stories PowerPoint.

- Color cards.

Activity 3: What have I learnt?

Description: In this activity children have to fill in the activities of their booklets. These activities are a review of the contents learnt each lesson. Before doing their booklet activities, they have to complete an exit ticket, writing something they have learnt, a doubt, and something they have not understood at all. They will also have to color the face that corresponds with how much they have enjoyed the lesson (a lot, so-so, nothing).

Timing: 15 minutes.

Grouping: Individually.

Objectives:

- To do different activities using the contents learnt.

- To identify what contents the children already know and what they do not know.

- To auto-evaluate their learning.

Competences developed:

- Competence in Linguistic Communication.

- Learning to learn.

- Social civic competence.

Materials:

- Pencil and rubber.

- Crayons.

- Booklets.

- Exit tickets.

- Color cards.

Lesson 6: Let's discover!

Description:

In this lesson children will have to apply the knowledges they have already acquired during the project in order to solve three different tasks related to the contents that the children have learnt all along the project, I will explain you these task in detail later. The classroom will be divided in three areas, children will be working in small groups. In each area they will find out a task.

Objectives:

- To read in English.

- To understand a written text.

- To self-evaluate their own learning.

Materials needed:

- Giant board.

- Whiteboard pens.

- Situations cards.

- Color cards.

Task 1: Looking for emotions!

Description: In this task children will find out a giant word search puzzle. Children will have a giant board with letters, they will have to find out the key words they have learnt during the project.

Timing: 10 minutes per group.

Grouping: Small group.

Objectives:

- To identify key words.

- To remember the main words learnt.

- To be able to work in group, in a respectful manner, and cooperatively.

Competences developed:

- Competence in Linguistic Communication.

- Social and civic competence.

- Learning to learn.

Materials:

- Giant board.

- Whiteboard pens.

Task 2: Drama, drama!

Description: Children will have to dramatize a situation while the other children have to guess what situation it is, and how could the characters feel.

Timing: 10 minutes per group.

Grouping: Small groups.

Objectives:

- To work cooperatively in a respectful manner.

- To respect classmates' turns.

- To dramatize a situation expressing feelings.

- To identify and understand others' feelings.

Competences developed:

- Competence in Linguistic Communication.

- Learning to learn.

- Social and civic competence.

- Cultural awareness and expression.

Materials:

- Situations cards.

- Color cards.

Task 3: How do you feel when…?

Description: Children will see different pictures, related to different real-life situations, and they will have to share with their classmates how would they feel in each situation.

Timing: 10 minutes per group.

Grouping: Small groups.

Objectives:

- To share ideas with other classmates.

- To relate feelings with real life situations.

- To express feelings in English.

- To respect others' ideas.

- To respect talk turns.

Competences developed:

- Competence in Linguistic Communication.

- Learning to learn.

- Social and civic competence.

Materials:

- Situations cards.

Lesson 7: Craft, craft, craft! Show, show, show!

Description

This lesson is the last one of the project, and it will last two hours. At the end of this lesson children will have to be able to create a final product, with which they will

demonstrate what they have learnt, and be able to expose it to the rest of the class. First, in groups, they will have to create a display related to the things they have learnt during the project. Then, each group has to expose it to the rest of the class, while the rest of the class assess their work and their presentation.

Objectives:

- To elaborate a final product in group.

- To share ideas and respect others' ideas.

- To express an information in English.

- To assess others' final product in an objective and respectful manner.

Materials needed:

- Papers.

- Foam.

- Scissors and glue.

- Pencils, rubbers, crayons, etc.

- Color cards.

- Assessment templates.

Activity 1: Craft, craft, craft!

Description: At the beginning of the lesson children will pin their pins on the emotions meter. Then they will have to organize themselves in small groups in order to start their final task. They will have to create an original display in which the contents learnt during the project must appear.

Timing: 1 hour and 5 minutes.

Grouping: Small groups.

Objectives:

- To create an original display with the content learnt.

- To share ideas and respect others' ideas.

- To work cooperatively in a respectful manner.

Competences developed:

- Competence in Linguistic Communication.

- Competence in Mathematics, Science and Technology.

- Cultural awareness and expresión.

- Sense of initiative and entrepreneurship.

- Social and civic competence.

Materials:

- Papers.

- Foam.

- Ruler.

- Scissors and glue.

- Pencils, rubbers, crayons, etc.

Activity 2: Show, show, show!

Description: In this activity, a small group of children will have to expose their display, while the rest of the class evaluate it. Children will have to evaluate both their final product and their exposition and others', using an assessment template.

Timing: 50 minutes (10 minutes per group).

Grouping: Small groups, and big group.

Objectives:

- To expose the knowledges they have acquired to the rest of the class.

- To feel comfortable while speaking in English.

- To participate in a respectful manner.

Competences developed:

- Competence in Linguistic Communication.

- Competence in Mathematics, Science and Technology.

- Learning to learn.

- Cultural awareness and expression.

- Sense of initiative and entrepreneurship.

- Social and civic competence.

Materials:

- Display.

- Pencils, rubbers, crayons, etc.

- Color cards.

- Assessment templates.

Activity 3: Project assessment

Description: This activity is the final one of the project. In this case, children will have to assess this project, *Reading with respect*, saying if they have liked it or not, what has been the activity they have liked most or which one they have not liked. And also, how have they felt during this project.

Timing: 5 minutes.

Grouping: Individually.

Objectives:

- To assess the project that children have done.

- To express their own opinion with a critical thinking.

Competences developed:

- Competence in Linguistic Communication.

- Learning to learn.

Materials:

- Pencils, rubbers, crayons, etc.

- Color cards.

- Assessment templates.

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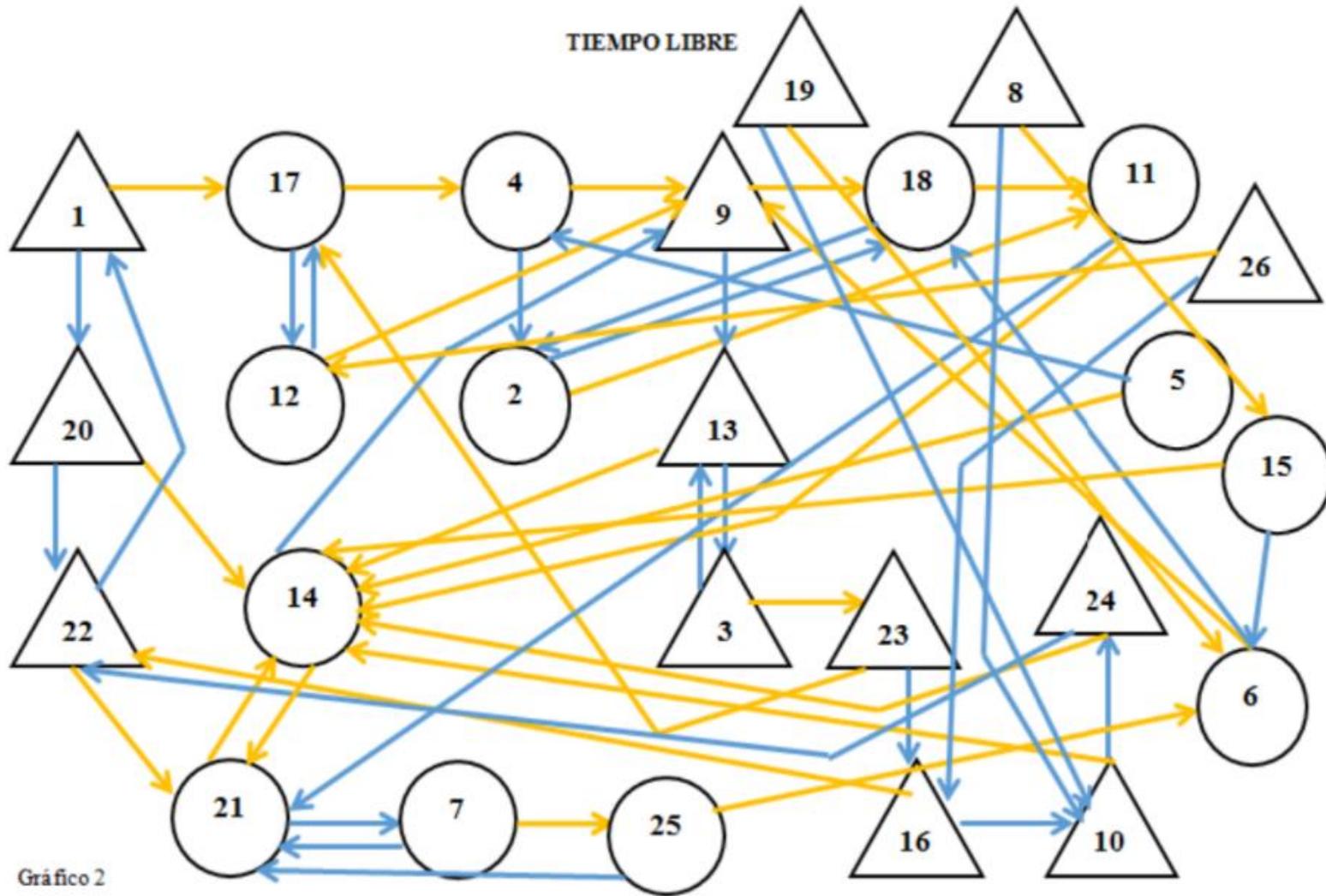
APPENDIX

Appendix 1: Book.

Appendix 2: Sociogram.

TRABAJO
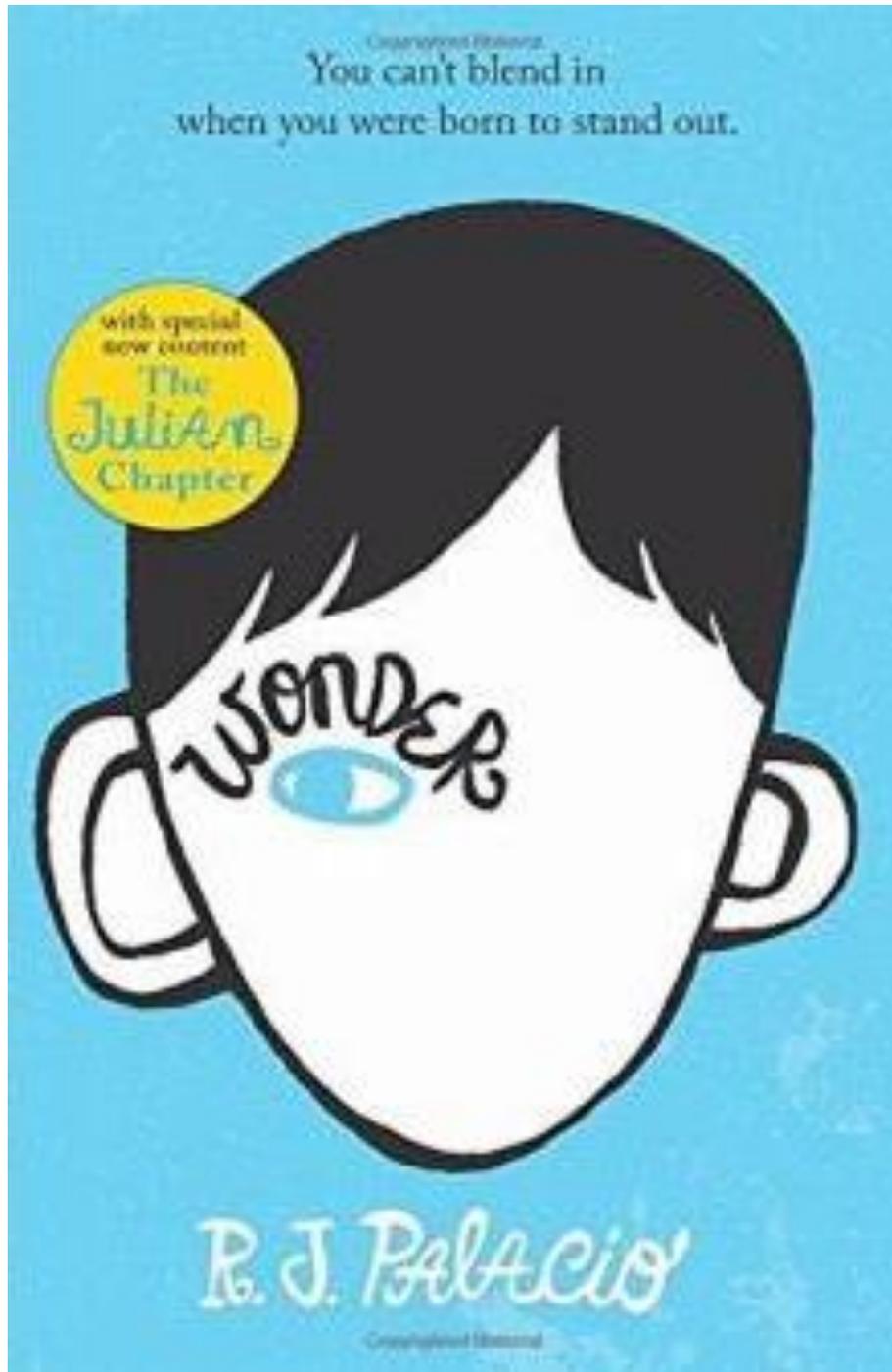
TIEMPO LIBRE

Gráfico 2

Appendix 3: Puppet.

Appendix 4: Emotions monsters.

Appendix 5: Emotions meter.

Appendix 6: Vocabulary flashcards.

BULLYING

ACOSO

TIRED

CANSADO/A

SAD

TRISTE

HAPPY
FELIZ

SICK
ENFERMO / A

FRIGHTENED
ASUSTADO / A

LEFT OUT

AISLADO / A

CYBER-BULLYING

CIBER-ACOSO

SURPRISED

SORPRENDIDO / A

Appendix 7: Exit tickets.

EXIT TICKET

One thing I have learnt: _____

_____

A question I have: _____

_____

I like the class: 🙂 😐 🙁

EXIT TICKET

How am I doing?

◯ Level 1. I don't understand yet.

◯ Level 2. I understand a little bit.

◯ Level 3. I understand this.

◯ Level 4. Expert.

Name: _____

Appendix 8: Booklets.

LESSON 1

1 Match the words with the pictures

Frightened

Happy

Sad

Angry

Tired

Sick

Appendix 9: Words to learn.

WORDS
TO LEARN!

1

2

3