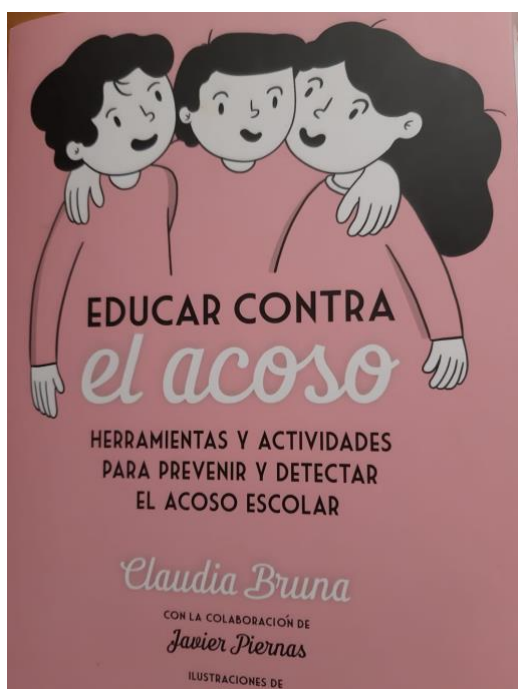


BRUNA, CLAUDIA. EDUCAR CONTRA EL ACOSO. HERRAMIENTAS Y ACTIVIDADES PARA PREVENIR Y DETECTAR EL ACOSO ESCOLAR.

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TECHNICAL SPECIFICATIONS:

TITLE: *EDUCAR CONTRA EL ACOSO.*

HERRAMIENTAS Y ACTIVIDADES PARA PREVENIR Y DETECTAR EL ACOSO ESCOLAR.

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ABSTRACT

Social psychology deals with managing one's emotions in order to improve and change behaviours and attitudes as well as healthy and positive relations. The book we are about to review is addressed to families and education professionals, for them to be able to face bullying from all its perspectives, since it definitely is a scourge for schools and society in general.

We would not take it as a self-help book but as a manual to support the Education Community providing tools and easy and reflective activities to prevent, limit and identify such bullying behaviours.

KEY WORDS: bullying prevention and detection, behaviours, personal relationships, coaching abilities.

STRUCTURE AND CONTENT OF THE BOOK

"Let's stop blaming the school for neglecting the playgrounds or lacking values and start being responsible and active parents. Schools support and accompany us in the education of our children and are committed to fostering safe and healthy learning environments...". A phrase that the author states in the introduction of the book as a valid justification to assume the responsibility that corresponds to each one of us. Mothers and fathers must

assume the responsibility of educating their children and building healthy and positive relationships.

And that is the basis of this book, a support manual with simple, dynamic, and easy-to-do tools and activities so that, at their own pace, they can discover how to accompany their children in interpersonal and emotional relationships. We can add that they are also useful for educators as didactic strategies for daily work in the classroom, given that, unfortunately, bullying, "evil" or harmful behaviours are also seen among students.

The book is structured in seven parts that we are going to comment below:

The first part entitled: "Basic concepts about bullying among peers" makes a theoretical introduction of basic concepts: what is understood by bullying, types of bullying, profile of the bully, its causes, and types of bullying and where it also makes a series of general recommendations for the practice of activities in order to know the knowledge of bullying. It is important to highlight in this section the importance of active listening if we want to help our children, show them that you are by their side, understand what they want to convey and consider their emotions.

The second part of the book: "The role of parents" is based on learning by imitation, being a good model is a guarantee for the correct emotional and social development of our children. The author insists that the influence of parents on their children is enormous for their emotional, psychological, and ethical development. And this is also greatly influenced by what is called "positive thinking". It is based on a series of activities aimed at developing self-control, caring versus worrying, being more flexible, as well as activities to establish limits without shouting or threats. In this same chapter she makes a section analyzing how to promote self-esteem in our children, through reflections and activities that can improve it, for this she considers important that our children feel valued considering effort as a premise.

"Social skills to foster positive and respectful relationships" is the title she has given to the third part. Starting by proposing activities to practice empathy such as Role Play, magic shoes, the impact of nicknames... She also works on activities for emotional self-control as well as working on emotions through activities such as: the emotional brain, diary of my emotions, emotional recognition, emotional chart and emotional drawing. The value of cooperation is another important concept to work simultaneously both in the classroom and at home because we form people who relate in an inclusive way. Collaborating predisposes us positively towards respect and acceptance of differences. Responsibility is the opposite of guilt, a very common characteristic of bullies, therefore, the author proposes a series of activities in order to work on emotional responsibility, known as the ability of an individual to be aware of the consequences of his or her actions. It is worth highlighting in this third part the ethical values since they are behavioural guides that regulate the conduct of an individual with the aim of achieving collective welfare. With this approach, it proposes activities to promote ethical values such as: Tolerance, Respect, Equality and Honesty.

The fourth part of the book is entitled: "Skills to cope with bullying" this chapter aims that children know how to protect themselves, for this it is considered very important to teach our students and children key skills to avoid and stop conflicts or problems inside and outside the classroom. It defines five key skills for the protection of the victim that it proposes to work on through different exercises:

1. *Being present and attentive*: Knowing when and how to walk away from a difficult situation is one of the most powerful self-protection skills that exist. To do this, one must know how to detect risky situations, proposing attentive activities.

2. *Show confidence and security*: Non-verbal language conveys a lot of information to others, so you should know the different positions: aggressive, distracted, shy, attentive...
3. *Assertive defence*: The reaction of our children to possible bullying situations is key to deter the bully. Negative emotional reactions (crying, showing fear...) are an incentive for the aggressor, the author proposes not to act from emotions, but from reason and with a clear objective: to stop the bullying. Controlling your impulses and being able to respond appropriately is what she calls assertive defence.
4. *Emotional security*: With this concept we work on activities that have been planned to try to help students not to take things personally. This skill helps us not to be affected by what they say to us and therefore, contributes to protect our self-esteem. For example: Insult: You are ugly Affirmation: I like the way I am. Insult: Four eyes, Affirmation: I like my glasses...
5. *Know how to ask for help*: the author states that approximately 57% of the victims of bullying do not say anything to their parents. Some good antidotes to help our children are to create trust and a good dialogue with them and to make them understand that it is not a tip-off but a responsible denunciation.

It is interesting to comment on the fifth part of the book which is entitled: "The witness: A key piece". The active witness is the one who encourages and supports the victim, makes him feel stronger, the opposite of the passive witness. Therefore, the objective of this chapter is to propose tools, strategies and resources to our students and children so that they can become advocates and help in the prevention and extinction of bullying. There is research that shows that aggressions decrease and even disappear when witnesses openly show their repulsion for bullying.

"Screening strategy for parents" is the title of the sixth part of the book. I would add that these detection strategies can work perfectly well for

teachers/professors. To be attentive to hidden, non-verbal signs such as: sudden change of attitude, isolation, change of clothing habits, apathy, difficulty concentrating, fear of being alone, irritation, not wanting to go to school... To do so, it offers a series of activities to encourage communication. On the other hand, she also reflects on taking responsibility for the negative acts of our children. We must be responsible and active to correct the bad behaviours of our children. They must understand that bullying carries a responsibility and must understand that bad behaviours carry negative consequences.

The seventh and final chapter is entitled: "What to do if we detect that bullying exists?". In the educational environment there are a series of protocols to carry out the pertinent actions at the level of the educational center, but at the family level the author proposes a series of creative activities for conflict resolution.

From all of the above we can conclude that this book provides many resources and strategies for both parents and educators, in my opinion, and although it is focused on families, it has many possibilities for implementation in the classroom through the different activities, original, easy to perform and reflective, an important aspect that should be worked on in schools: dialogue, reflection and inclusion are values on the rise in the educational field.

ABOUT THE AUTHOR: Claudia Bruna has a degree in Business Administration and Management. As a result of her experience as a mother she trained as a Professional Co-Active Coach, she also studied NLP and Coaching for Adolescents. Her goal as a coach is to accompany parents and educators in the task of educating their children and bringing out the best in them and in the children.

