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BULLYING:

LINGUISTIC AND DISCURSIVE STRATEGIES

BULLISMO:

STRATEGIE LINGUISTICO-DISCORSIVE

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RIASSUNTO

Il presente lavoro di tesi tratta principalmente delle strategie linguistico-discorsive impiegate nel processo di disseminazione della conoscenza legata al bullismo rivolto a bambini e ragazzi. Mira perciò a dimostrare l'importanza e la necessità di tale processo in termini sociali ed è inoltre finalizzato a sottolinearne il contributo apportato nell'ambito della prevenzione del bullismo giovanile, soprattutto in contesto scolastico.

Dopo aver delineato una breve introduzione riguardante il bullismo, ci si focalizza sulla necessità di un processo di sensibilizzazione in ambito giovanile volto, non solo a disseminare conoscenza ad un mero livello teorico, bensì anche a promuovere la prevenzione di tale fenomeno.

La tesi analizza materiale relativo al fenomeno del bullismo che ha come target giovani compresi tra i 6 ed i 10 anni, dal momento che risulta essere la fascia di popolazione potenzialmente più vulnerabile e tipicamente più colpita.

I risultati di tale analisi sono discussi a supporto dell'ipotesi iniziale sostenuta nella tesi.

In ultima istanza, lo studio dimostra come la scelta di un linguaggio semplice e informale, che si adegui alle competenze linguistico-comunicative dei destinatari del processo di disseminazione della conoscenza sul bullismo, faccia sì che i due obiettivi delineati nei precedenti paragrafi vengano pienamente soddisfatti.

Parole chiave: processo di disseminazione della conoscenza, popolarizzazione, bullismo, target giovanile, didattica, metafore, materiali, strategie linguistico-discorsive

ABSTRACT

This dissertation explores linguistic and discursive strategies employed in the knowledge dissemination process about bullying among youth. Therefore, it aims to prove the importance and the urge of such a process in social terms and moreover aims to underline its contribution to youth bullying prevention, especially in school setting.

After a brief introduction on bullying, the focus is on the need for an awareness-raising process in the youth field aimed not only at disseminating knowledge at a mere theoretical level, but also at promoting the prevention of bullying.

The thesis analyses material related to the phenomenon of bullying, taking into account young people between 6 and 10 years old, since they appear to be potentially the most vulnerable and typically the most affected section among the entire population.

Results have been discussed so as to support the initial hypotheses of the thesis.

In conclusion, the study demonstrates how the choice of a simple and informal language, adequate to the linguistic - communicative competences of the target of the knowledge dissemination process about bullying, may obtain that the previously explained aims are fully satisfied.

Keywords: knowledge dissemination process, popularization, bullying, youth, teaching, metaphors, materials, linguistic – discursive strategies

INTRODUCTION

Awareness of the problem of bullying is constantly growing. Even if it may seem encouraging, it actually demonstrates that bullying is increasing and remaining a prevalent and serious problem especially in middle schools, the most common types being verbal and social. Considering as a sample of discussion US, National Center for Education Statistics and Bureau of Justice indicates that in United States about 20% of students between 12- and 18-years experienced bullying. According to the Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention), nationwide only 19% of students have reported being bullied at school before realizing the previous survey. To complicate the process of fighting bullying, there is an evident disconnection between youth bullying experience and what adults see, because both often do not know how to respond to such problem and prefer to avoid even trying to face it.

Solutions are not simple, but several institutions have worked long-term to raise awareness about bullying and, therefore, to promote its prevention. However, not all the prevention programs succeed, so researchers are still working to find solutions. What they have found out is that Internet and social media have a great influence on the public and can be used as a powerful tool to sensitize people. Normally, medias present bullying as direct cause of youth suicide, but it is not enough accurate to make such strong statement and researches reveals that most bullied young people do not commit suicide. Though, persistent bullying can lead to feelings such as isolation, rejection, exclusion and also depression and anxiety. What shocks more is that in US there is no federal anti-bullying law, so it is not illegal. Moreover, when a youth dies by suicide, it is misleading to cover the story as a crime, rather than covering it as a public health issue. Neither bullying as harassment does not break federal law.

Thus, it is evident the presence of an alarming need to act in order to raise awareness about bullying, especially among who may potentially experience it, young people. It is not easy to explain it to an audience of people who are completely unfamiliar with legal and specialized terminology, which is used in most of the cases when it comes to define bullying.

In order to accomplish this function, firstly it must be taken into consideration the type of language to use in order to achieve the best result in the process of knowledge dissemination about bullying and, therefore, its prevention.

Aims and structure of the thesis

This thesis investigates the linguistic-discursive strategies employed in the knowledge dissemination process among youth by conducting a comparative analysis based on both Italian - and English - language material, used as tools to spread knowledge and information about bullying through different channels and formats (2 written documents and 4 videos) so as to make it as clear and comprehensible as possible to a such specific audience. It is worthy to mention that such material directly addresses to a young target and aims at explaining what bullying is, in order to disseminate knowledge about this phenomenon and eventually promote its prevention.

The thesis is structured as follows:

The first chapter discusses knowledge dissemination process and the way it involves popularization discourse. A number of paragraphs is dedicated to bullying, and several issues related to it, e.g. how and why it should be taught, especially in a classroom setting. The chapter also tackles the potential of metaphors in such process. The following chapter focuses on materials and methods. It starts with a brief introduction guiding the reader and then is divided in 3 paragraphs, in relation to the type of channel used to transfer bullying knowledge and the format of the material used. Results of the comparative analysis are provided in the third and discussed in the fourth chapter.

CHAPTER 1

LITERATURE REVIEW ON POPULARIZATION

Knowledge dissemination and popularization

Dissemination is the interactive process of communicating knowledge to target audiences so that it may be used to lead to change. Such process is primarily interested in improving the accessibility of desired knowledge products by those they are intended to reach. This is equal to ensuring physical availability of the product to as large a proportion of the target audience as possible and making the product comprehensible to those who receive it.

Most barriers to dissemination are psychological or social, but they are mainly attributable to poor planning and the absence of a dissemination strategy. Central to that is recognition that the dissemination process should be interactive, allowing feedback from audiences.

In this process it turns out to be extremely important adopting a strategic approach to dissemination, knowing target audiences, formulate generic, viable dissemination strategies that can be amended to suit different purposes, hit the target, and monitor and evaluate their accomplishments (Serrat, 2017).

Popularization is a social process consisting of communicative events involving the transformation of specialized knowledge into everyday knowledge. It constitutes a fundamental element in the process of knowledge dissemination. It has not to be confused with simple reformulation or simplification of concepts, because it also deals with recontextualization of general knowledge and discourse deriving from specialized context which the lay public is typically unfamiliar with. Popularization discourse needs to be formulated in order to produce lay versions of specialized knowledge combined with existing knowledge (Calsamiglia & Van Dijk, 2004).

Theories aimed at defining popularization have constantly evolved over time. Some has acquired new meaning; others have fallen out of fashion.

From a traditional perspective, the sender is expected to possess authoritative, expert scientific knowledge, whilst the public is viewed as large, diffuse, undifferentiated and passive, what Myers defines as a "blank slate of ignorance on which scientists write knowledge".

Metaphor (cfr. "Metaphors in talking about bullying") has commonly been compared to translation, where the expert knowledge is, according to Whitley, "translated into ordinary language for public dissemination". In terms of transmission, Whitley points out that recontextualization is an important element of popularization.

In questioning the assumption that the public is passive and indifferent to expert knowledge, McElheny states that popularization often "arises from a strong demand from the public for such information". Furthermore, he identifies health and environmental issues as being of general concern to publics, seen as "eager for such information" and adds that that humanistic and social science scholars should critically investigate the contours of the topics of popularization.

Over the years, popularization, in which lay people and experts embody two completely different polarities, has been questioned.

Hilgartner (1990:528), for example, points out that "popularization is a matter of degree" and suggests the presence of a spectrum between knowledge senders and receivers.

Calsamiglia and Van Dijk (2004) have suggested a co-constructive approach, starting from the conceptualization of popularization as recontextualization. Van Dijk's theory poses as central the idea that context should be understood as an ongoingly updated participant construct of the relevant contextual features of text and talk. He criticises traditional sociolinguistic accounts of the discourse-context relationship as unnecessarily superficial and argues that the dynamics of this relationship should be analysed in terms of the subjective cognitive representations, defining them as "context models". These involve episodic and semantic memories, personal and sociocultural knowledge, and procedural competencies that make interaction possible (Treanor, 2019).

In keeping with this constructionist approach to popularization, recent popularization studies, e.g. Weatherall (2002:146), reflects the general "discursive turn" (an approach focused on how participants orientate to each other) in the humanities and social sciences more generally.

Due to the gap of the scientific and social culture, Italian popularisers are not so numerous as in Anglophones of Francophones experts, so a large part of publications from Italy result being translations of foreign works. A populariser has not necessarily to be a scientist, but s/he could be a journalist, a writer or an illustrator and has to take into consideration the cultural level of the reader who s/he is addressing to in order to involve him/her emotionally. This involvement is not a show, even though the era in which we live is primarily founded on the external image, and popularizing presupposes involving images able to make communication effective, to capture the interest of the addressers. The risk of failing is related to two factors. Firstly, if the language or the content is excessively difficult, the topic may be not understood, unless from an expert and specialized audience. Secondly, popularization could result a failing attempt in information dissemination, transmitting no relevant notion.

Because of the strong relation between popularization and context intended in a general sense, popularization discourse must always adapt to the appropriateness conditions and other constraints of the channels and communicative events.

Popularization is not based only on specific textual structures, but rather on communicative context and the range of aspects it involves, i.e. participants roles, their respective purposes and beliefs and knowledge. These aspects are relevant for the linguistic analysis of the verbal structures of such discourse. It is becoming a growing assumption that adequate theories of discourse need to deal more explicitly with the structures of context and text-context relations.

There is a variety of strategies that can be exploited in explanation, such as definitions, examples or metaphors (cfr. "Metaphors in talking about bullying"), that are probably the most important among the other strategies and have to be considered as semantic means which allow language users to relate new knowledge to old knowledge (Calsamiglia & Van Dijk, 2004; Anesa & Fage-Butler, 2015).

Due to its key-role in popularization, social context is worthy of being mentioned. Given that people learn about the concept we want to popularize as a social and human activity, it is likely that the public will memorize much better these aspects than the more technical knowledge involved, especially if such information turns out to be relevant in their everyday lives. Analysing the context can be considered also as a detailed cognitive account of the structures of different types of knowledge as well as of the strategies of knowledge management of the participants. However, it presupposes a theoretical component usually ignored in popularization's studies (Calsamiglia & Van Dijk, 2004; Anesa & Fage-Butler, 2015).

In contrast to its traditional fashion of being considered, that is to say in epistemological terms, in the popularization discourse it is collocated in a more pragmatic view and defined as the beliefs that are shared by epistemic communities and certified by criteria that are historically and culturally variable: in more concrete words what a community identifies as knowledge, for another it is mere opinion and legitimizing criteria are established by special epistemic institutions in each community, e.g. universities, schools or the media.

Knowledge can be divided into episodic one (about specific events) and more abstract one, that is socio-culturally shared. Each kind of knowledge, defined in terms of mental representations in memory, has its own format. Thus, knowledge about specific events, such as the concept of bullying, is assumed to be represented in mental models, which are typically expressed in a variety of formats, ranging from leaflets to broadcast material, e.g. videos.

Simplification is crucial in the process, given that the complexity of knowledge is seen as something to solve and it is evident in the model which represents popularization as a continuum with an extreme

reflecting experts' knowledge and the other reflecting receiver's knowledge. As already explained in the preceding paragraph, the canonical understanding of popularization is characterized by a one-way transmission or dissemination of communication and it is assumed that the public's acquisition of knowledge "has few social consequences" according to Whitley (Calsamiglia & Van Dijk, 2004).

BULLYING

Bullying: a definition

Dissemination is only achievable and successful if there is a shared vision and common understanding of what one wants to disseminate, together with a way of describing that to those who stand to benefit from it (Serrat, 2017).

According to the UK government, there is no legal definition of bullying. It seems to be more easy to describe it as a "repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups, for example because of race, religion, gender or sexual orientation" behaviour, which can take many forms and can include "physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)".

In contrast to United Kingdom, Australian government provides a more precise definition of "bullying", specific for national schools, that is to say the following one:

"Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying."

Why bullying dissemination among youth: prevention and studies

It is important to clearly identify the target audience. Since target audiences tend to be many, it is best to concentrate on who, at the very least, needs to be informed, and then prioritize for awareness, understanding, and action.

Next, it is essential to think about what benefits the process will bring. A user is most interested in a potential solution to his or her particular problem: successful dissemination strategies are those that actively engage target audiences and deliver what they both need and want. One must then examine the knowledge product and think of how it might be presented as a benefit and solution to users (Serrat, 2017).

Popularizing bullying among youth, especially in elementary classes, is crucial in order to make understand that it is a wrong behaviour and involves a series of negative consequences in general. Being such an important issue at a social level, it is a topic that has not to be overlooked within the scholar context, but it would be better if families for example spoke about it.

Experts suggest starting early with children at home and in early childhood educational settings by regularly talking about feelings, how to behave and how to get on with other children. Parents and early childhood educators have a central role in fostering positive social and emotional skills in young children. Conversation has to be taken also as an opportunity to raise issues that in particular adults may not have noticed or undervalued and discussing could mean a powerful tool to be used as a prevention: learning about feelings, social interaction, diversity, social structures, discrimination, justice, power and conflict provide opportunities to explore the issue of bullying, its causes and preventing practices (https://www.psychologytoday.com/intl).

Taking into consideration a classroom setting as example, talking about bullying presupposes selecting appropriate teaching resources and a pedagogical approach based on critical thinking and reflection, scaffolded questioning and strategies for responding promptly to any personal disclosures. Moreover, teaching bullying is part of a comprehensive safe schools' process. Teachers have free access to pedagogical material that can be downloaded from sites and digital platforms and be consulted on a variety of technological devices, e.g. personal computer, tablet and smartphone (https://www.psychologytoday.com/intl).

Popularizing bullying results strictly related with teaching children problem solving, one of the most promising and proven practices to prevent the phenomenon and reduce the odds of victimization.

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Educational psychologist Dr. Michele Borba views bullying as one of the most serious public health problems in global school systems, especially in United States of America.

"Bullying is finally receiving the attention it deserves. Fifty states have passed anti-bullying legislation, and a lucrative cottage industry of programs to combat bullying has flooded the market. But studies reveal that at best only a quarter of so-called "bullying prevention programs" reduce peer cruelty largely because most are not research-based.

For thirty-years I've combed the research to find real and lasting solutions. Several large studies offer hope and show that bullying can be reduced if our efforts are systemic, sustained and, scientifically based" (https://www.psychologytoday.com/sg/blog/singletons/201802/why-teaching-kids-solve-problems-can-reduce-bullying).

The American Psychological Association published an analysis of 153 bullying studies and found that children showing difficulties in solving problems are more at risk of becoming involved in bullying dynamics. Children who bully or are targets of bullying often have trouble resolving problems, lack social skills, and think negative thoughts. The same analysis also found that teaching kids how to solve problems helps prevent bullying and may even reduce kids' chances of being targeted.

"A typical bully has trouble resolving problems with others and also has trouble academically," explains lead researcher, Clayton R. Cook. So too does a typical victim who "is likely to be aggressive, lack social skills, think negative thoughts, and experience difficulties in solving social problems." (https://www.psychologytoday.com/intl).

A Children's Hospital of Philadelphia study found that teaching problem solving to young urban African American girls reduces another form of bullying: relational aggression, a type of aggression in which harm is caused by damaging someone's relationships or social status.

Many kids who bully crave power and dominance and use aggressive reactions to control others. They react often in an aggressive way to what someone says or does, lack impulse control, and perceive that others are out to get them (https://www.psychologytoday.com/intl).

Research by George Spivack and Myrna Shure (1977) found that students skilled in problem solving are less likely to be impulsive and aggressive and use their heads instead of their fists. Those children also tend to be more caring and less insensitive, are better able to make friends, and tend to achieve more academically (https://oregonstate.edu/).

Bullying among youth: how Europe acts in terms of prevention

Over the past decades bullying has become a constantly growing social issue and when confronted with its reality, the world academic and psychology community have started to investigate the phenomenon from different perspectives. Furthermore, many important projects on the topic have been implemented at a European level.

According to what CESIE - European centre of studies and initiatives established in 2001, inspired by the investigations conducted by Italian sociologist Danilo Dolci - reports, a recent study (2012-2014) performed in the framework of the EU funded programme "European Campaign against Bullying" shows that 51% of students have experienced bullying in Lithuania, 50% of students in Estonia, 43% in Bulgaria, 31% in Greece, 25% in Latvia and 15% in Italy. The numbers are alarming and represent the growing dimension of bullying phenomenon in EU communities today.

It is interesting to notice that most of studies on bullying tend to focus only on one aspect of the problem and therefore do not result in a common response towards addressing the problem in its various forms.

The European Antibullying Network (EAN) is aimed at filling in this gap and providing a unified European approach through the cooperation of 17 partners from 12 EU Member States with extensive experience in the field. The aim of the research is the processing, evaluating and using results and best practices of ongoing actions against bullying in order to develop a common European strategy to be implemented through the establishment of EAN (https://cesie.org/studi/bullying-prevention-europeanschools-network/).

Material selection criteria

The strategy flows from the above has to cover a variety of properties, such as the objectivity of dissemination, target audiences, benefits to users, dissemination methods and related activities, responsibilities, evaluation and criteria for success. Producing a coherent dissemination strategy does not necessarily result in effective implementation. A clear set of actions must be articulated taking into consideration mainly methods and vehicles (Serrat, 2017).

Thinking and learning about bullying presupposes working with high quality and appropriate teaching resources. Selecting appropriate material is not an easy process, also because talking about bullying may rise very deep personal issues and generate strong emotions.

The "Bullying. No Way!" website for Australian schools, managed by the Safe and Supportive School Communities Working Group which has representatives from all states and territories, including the

Catholic and independent schooling sectors, proposes a series of criteria when looking at materials and resources to work with in teaching bullying. However, as a good starting point, material should be free and available in accessible platforms.

Related to content, material should:

- address directly to bullying
- provide accurate and updated information about the topic and about learning and child development
- being interesting in order to capture the students' attention and curiosity
- use appropriate spoken and written language and images for students
- not contain any kind of judgement or stereotype
- appropriately develop a concept or a story
- avoid emphasising solely or negative states as well as the portrayal of bullying or aggression
- propose positive and effective solutions of issues explored

In qualitative terms, it should be:

- being well written
- contain clear sound
- display images of good resolution
- eventually combine sound and vision

Regarding criteria related to design and use, it should:

- being identified for specific year or phase levels
- being able to be used as material adaptable for a range of learners and cultures
- use educational approach
- being suitable for collaborative learning
- clearly identify aims and sequence of activities
- express clearly and comprehensively instructions

Teaching bullying in classroom setting: way of action, inquiry approach effectiveness and personal disclosure facing

Discussing bullying in a classroom requires teaching how to think about strategies and how to discuss about this topic.

Teachers may ask questions to lead students to explore relationships, conflict, resolution, prejudices and the range of factors that the behaviour canonically involves. Moreover, the classroom environment must represent a safe and trusting place in order to allow and ease discussion and examination of diverging student views. Therefore, teachers must be sensitive to exposing the behaviour or personal experience of individual students, be prepared to address potential disclosures of inappropriate behaviour and be able to support students who react strongly to the topic.

A community of inquiry sets the conditions for the formation of relationships of respect, tolerance and caring concern. Traditionally its members explore big questions about life. Given that understanding the phenomena of bullying requires deep thinking and questioning at a general level, a community of inquiry is the best resource to exploit when it comes to provide a foundation for school communities able to allow students to approach this process. Concretely, this kind of approach consists in seeking opportunities to challenge opinions and attitudes, e.g. "The better fighter you are, the better person you are", "Their problem is nothing to do with me", etc. All members of the group must cooperate in order to get a rich, shared, understanding of significant concepts and issues. They are required to think deeply, reason effectively and reflect not only on their own thinking, but also on that of others. They are therefore encouraged to be autonomous in managing their learning and collaborate in order to find solutions to problems that characterize their live. To sum, an inquiry approach consists in leading and supporting students in the development and expression their personal questions and ideas within the group. Saying that bullying can be a sensitive topic to discuss in the classroom and listening is particularly important, as well as emphasising that this activity is not the place for students to share or resolve current personal issues related to this phenomenon, but instead that it is the place where they can find encouragement to speak with a teacher or a school support after the lesson.

It is possible that a student will begin to disclose personal information, or a teacher might perceive that a student is about to make such a disclosure. Protective interrupting may result being a powerful tool for teachers in such dynamics, aiming at protecting students from the variety of consequences related to the revelation of inappropriate personal information in front of other students. In protective interrupting, the teacher acknowledges that s/he has heard the student using words like "that sounds important" and that

it is needed immediately stopping divulging any further details. The teacher then suggests that the students talks privately with them after the lesson or, if possible, ask the student if they would like to leave the classroom to let the classroom conversation continue. In the case of a student's disclosure of bullying currently occurring, teachers should listen calmly, show support for the student, acknowledge what they have been told and discuss with them what to do both next.

Metaphors when talking about bullying

The use of metaphor as a dissemination tool has a long history. According to the Faculty Evaluation and Coaching Department of the Academy of Art University, teachers and popularizers use metaphor regularly (often unconsciously) to explain ideas, insights, and abstractions. Metaphorical thinking is the ability to make connections between two unlike things, by recognizing an inherent similarity or a common trait.

Linda Williams (1983) relates the right hemisphere of the brain to a kaleidoscope: this single image serves to illustrate the critical attributes of the right hemisphere, i.e., simultaneous, nonlinear processing that creates meaningful patterns out of unconnected bits and pieces of information.

Williams then compares the left-brain hemisphere to a digital computer, representing the linear and sequential processing skills identified with this portion of the brain.

Metaphor is an excellent technique for introducing unfamiliar material. It is a proven aid to retention and recall. Using metaphor, students can connect new information with something they already know or have experienced, attaching it to existing "schema" in the mind.

The second essential step in this learning process is what Gordon and Poze (1997), *The Metaphorical Way of Knowing*, call "making the familiar strange." This is where students break known connections in order to discover something new about what was previously learned. "Breaking connections" to form new metaphors is an effective way to move from recall to the higher-order levels of cognitive activity: synthesis, integration, and evaluation of the learning.

Metaphors also may be used to evaluate students' ability to comprehend, apply, analyse, synthesize, and evaluate.

Williams suggests using metaphors in test questions, for example in evaluating students' understanding of the French Revolution posing questions and tasks such as "How was the period leading up to the French Revolution like the building up of a thunderstorm? Be sure to include in your analogy the major

events that led to the revolution." Following a question posed in terms of a metaphor, students are asked here to demonstrate their understanding of a concept by creating metaphors of their own.

Another way to use metaphor in the classroom is to approach it interactively or thematically. Guided fantasy or imagery techniques promote both visualization and relaxation, encouraging students to open "the mind's eye" to an experience as it is described to them. It is a means of integrating the rational with the creative mind, freeing the listener from some of the emotional barriers to learning. It has been shown to be particularly effective in cases of undue stress, a history of repeated failure, compulsive perfectionism, and other sources of blocking and anxiety. It is even credited by some with inhibiting acting-out behaviours and increasing motivation. Like other forms of imagery, guided fantasy helps to make the abstract familiar, and aids learning and retention by establishing memorable mental connections.

Rosenberg proposes the Nonviolent Communication, (NVC), based on the principles of nonviolence (Observations, Feelings, Needs/Values, and Requests) used when empathizing with our self and others, or in sharing our honest self-expression. NVC assumes, at a very starting point, that we are all compassionate by nature and that violent strategies - whether verbal or physical - are learned behaviours taught and supported by the prevailing culture. In order to show the differences between communication styles, Rosenberg started to use two animals. Violent communication was represented by the carnivorous Jackal as a symbol of aggression and especially dominance. The herbivorous Giraffe on the other hand, represented his NVC strategy. The Giraffe was chosen as symbol for NVC as its long neck is supposed to show the clear-sighted speaker, being aware of his fellow speakers' reactions and because the Giraffe has a large heart, representing the compassionate side of NVC. In his courses he tended to use these animals in order to make the differences in communication clearer to the audience (http://www.cnvc.org/).

Up to this point, we have talked about bullying dissemination among youth only through purely talk and discussion. It is important to explore and evaluate what vehicles meet the needs of target audiences most effectively and appropriately. Varying them will also increase the chances of success.
Target audiences already have journals, events, professional bodies, and subject associations they engage with. Dissemination will stand a greater chance of success if one can work through existing channels.

CHAPTER 2

MATERIALS AND METHODS

The material used for this study derives from Internet. In particular, this work develops through a comparative analysis of:

1. Brochure (representing written form material, one in Italian and one in English language)

2. Interviewing children (representing audio – visual material, one in Italian and one in English language)

3. Digital storytelling (representing audio-visual material, one in Italian and one in English language)

Brochure

A brochure is an informational pamphlet or leaflet promoting something, e.g. an event, a business, an issue. Brochures represent a great and effective way to package information in a simple eye-catching design that attracts people who are given basic information about the object topic. An investigation conducted by the Department of Pediatric Nursing "Stikes Bethesda Yogyakarta" in collaboration with the Faculty of Medicine, Public Health and Nursing of the "Universitas Gadjah Mada" of Yogakarta in Indonesia considers brochure together with videos an extremely potential tool that can be used in the knowledge dissemination process. A well - made information brochure has to be designed in such a fashion that it will grab the attention of the reader and provide needed information while inspiring him/her to take action.

Thinking about an information brochure as a knowledge dissemination technique involves at a very starting point considering the characteristics of the audience and questioning whether it is specialized or familiar with the subject and how it will use the brochure. Other very important aspects that are worthy of being considered are the purpose (in this case the pamphlet has to inform about a topic rather than promoting it) and the call to action (it means wording that tells the audience to do something). Focusing on the type of audience the brochure is addressing to, the purpose has to fulfil and the call to action it wants to express will determine which linguistic – discursive strategies must be adopted in order to reach an effective knowledge dissemination (Pennisi, Gunawan, Lee Major, Winder, 2011).

TWO CASES OF INFORMATION BROCHURE ADDRESSING CHILDREN:

1. **COS'E' IL BULLISMO? DEDICATO AI BAMBINI – TELEFONO AZZURRO**

2. **BULLYING 101 – THE CLUB CREW'S GUIDE TO BULLYING PREVENTION by Pacer Center's Kids Against Bullying ®**

COS'E' IL BULLISMO? DEDICATO AI BAMBINI – TELEFONO AZZURRO

About Telefono Azzurro

Telefono Azzurro was created in 1987 in Bologna, from an initiative of an Associate Professor of Child Neuropsychiatry at the University of Modena, Ernesto Caffo. He wanted to create an association that could have listened children's help requests, representing the children right to be listened, contained in the International Convention on the Rights of The Child signed by the United Nations. It promotes respect of young people's rights. Through its initiatives, every day it supports their growth's potentialities and safeguards them from abuses and any form of violence addressed against their well-being and growth path. It supports daily children and adolescents and offers concrete responses to their help requests, also in collaboration with institutions, associations and other local authorities. It is present also at an international level to promote a culture of rights' respect. Moreover, it aims to the creation of a network of relations able to reassure its development and the prevention of abuse, that is to say a network of intervention and listening lines, both telephonic and online (including social networks), emergency actions in case of calamities and natural disasters, projects addressing to prisoner's children and to the prevention of phenomena such as bullying through scholar education and awareness.

Comment on structure and content of the brochure

Front page

The front page displays, besides the title of the guide ("Telefono Azzurro, dedicato ai bambini: cos'è il bullismo?"), only a picture which stereotypically represents what bullying consists in: the kid trembling and standing against the wall embodies the victim who seems to be frightened by the arrogant attitude of the bully, embodied by the other kid standing in front of him. He is drawn both partially (resulting possible to be seen only a part of his body and clothes, traditionally related to the figure of the bully) and totally (through the projection of his shadow that suggest his intimidating facial appearance).

Following pages

Pictures keep on appearing just in the second and third page.

The second page provides general indication, e.g. who the reader can consult in order to better understand the topic followed by few lists eliciting information about what bullying is and is not and how it can manifest itself.

In the third page, explanation is split into two parts by an interjected couple of comics which are used to show graphically what an episode of bullying can consist in.

From the fourth to the eighth page explication is interrupted, giving space to a series of simple and prompted questions, e.g. "When someone bullies you, what can you do?" introducing a multiple - choice questionnaire, tabularised in cells containing a number of possible answers to choose from.

Multiple-choice questions are versatile, intuitive, and they yield clean data that's easy to analyse. Since they provide a fixed list of answer options, they give structured survey responses and make it easier for respondents to complete them. However, the data got back are limited to the provided choices. Answer options must be comprehensive in order to get high quality results.

In designing a multiple-choice question, it is important to decide whether to pose single-answer questions or multiple-answer questions.

Single-answer questions ask respondents to pick just one choice from a predetermined list.

Multiple-answer questions have a slightly different purpose: respondents can check off all the choices that apply to them instead of being forced to pick just one.

Multiple choice questions are the most common question types used to make comprehension successful. Firstly, they are considered as standard questions, so people are familiar with them and, therefore, feel more comfortable to compile them. They are easy also to analyse and they give response options concrete definitions, so they make the response options available in front of the respondents and at the same help guide them (https://www.surveymonkey.com/).

In the ninth page another question is posed, but this time in order to wonder, "together" with the sender if sometime the reader has "accidentally" bullied someone. This technique introduces a call for action, made explicit in the tenth page, in which, as a basic solution, is suggested to talk with someone. The page ends with a typical Italian proverb ("*L'unione fa la forza*"), adapted to the topic of discussion ("*Contro il bullismo, l'unione fa la forza*").

In the eleventh page it is proposed an activity that serves the function to evaluate what the reader has understood about bullying up to this point.

Final page

Final page is a call to action to the extent that the reader is involved in a dynamic of bullying. It is provided a couple of contacts that can be consulted in order to get help.

Analysis of strategies

It is made clear since the title of the guide itself that the audience is made up of kids.

Taking into consideration pictures, they are scarcely present (limited to the first three pages) and the guide is primarily composed of text, both eliciting information and proposing several activities and questionnaires. However, it is worthy of being mentioned the use of comics as an effective way to show in practical terms the topic of discussion.

As regards language, it is simple, clear and colloquial. Information is elicited through guiding short and prompted questions and activities. The guide wants to present itself as a friendly party by directly addressing to the reader using the "you" form. Tone is encouraging and always keeping on calling to action. Particular attention is given to talking to someone, that is frequently reminded, until the very end when institutional telephone contacts are provided.

BULLYING 101 – THE CLUB CREW'S GUIDE TO BULLYING PREVENTION by Pacer Center's Kids Against Bullying ®

About Pacer Center's Kids Against Bullying

Kids Against Bullying is a website created by PACER's National Bullying Prevention Center (PACER's NBPC). The institution has actively led social change to prevent childhood bullying since 2006, being primarily interested in making safe and supporting youth in a wide range of contexts, i.e. schools, communities and online.

One of the most important initiatives led by the Center is the "National Bullying Prevention Month", which consists in a campaign in the United States. The campaign is held during the month of October and aims at uniting communities nationwide and in so doing at educating and raising awareness of bullying and its prevention. The project is recognized in communities across the United States, with hundreds of schools and organizations that support it cooperating as partners. Famous companies and social platforms such as Facebook, CNN and Yahoo!Kids have supported the month through media dissemination. Also organizations such as National PTA, American Federation of Teachers and National Education Association have been relevant in this mission, primarily by providing schools, parents and students with resources to respond to bullying behaviour and finally reach a social change.

The campaign has been developed together with another project called "Awareness Week", both in response to the need to raise awareness of bullying, canonically considered "a childhood rite of passage" and believed to make kids "thougher", when in reality this phenomenon implies devastating effects, e.g. school avoidance, loss of self-esteem, increased anxiety and depression.

Kids Against Bullying adopts a number of strategies in order to help youth, e.g. provides a platform with age appropriate content to learn about bullying and its prevention, gives indication about what to do in bullying situations, shares bullying prevention stories and caring statements from around the world, in order to inspire active engagement in bullying prevention in the local community. Moreover, it provides resources for students, parents, educators and others and presents bullying as a serious community issue that brings consequences in terms of education, physical and emotional health, undermining the safety and well-being of youth. Material provided by PACER's NBPC is digital – based.

Comment on structure and content

Front page

Alongside the title ("Guide to Bullying Prevention"), in the foreground a picture appears displaying a girl in a wheelchair and two people (probably educators) standing around her. On the picture's right a message has been written:

"The Club Crew wants you to know about bullying. That's why they've put together this guide to what bullying is and isn't, the roles of students, and tips on what you can do."

The content of the whole brochure has been clearly expressed already in the front page: Pacer's Center aims at spreading knowledge about bullying among youth and at preventing this phenomenon too by offering a guide.

Following pages

All the pages show pictures, but they are less compared to the ones in the front page. They are used to provide content, such as a definition of bullying (specifying that "this is not a legal definitions" and indicating a website where a more professional one can be found).

Then a general overview about the different forms bullying can take is given and, in the fourth page, it is discussed about why bullying prevention matters. In so doing the second aim of the guide (bullying prevention, being the first bullying explication) is made explicit and justified.

From the fifth to the thirteenth page, a series of simple questions functioning as titles, e.g. "Who gets bullied?" are promptly answered by listing responses. Furthermore, motivational quotes are written in

colourful boxes so as they are highlighted as something important and worthy of being known and assimilated.

It is important to notice that these pages elicit information aiming at raising awareness about bullying among the audience.

In the fourteenth and fifteenth pages several facts about the phenomenon are provided.

Final page

The final page has more practical implications rather than theoretical, since it represents a call to action. It has been already made explicit in the headline of the page ("Take the pledge") and suggests three ways to face bullying, not only addressing to the victim, but to his/her friends too. At the very end, another picture is displayed and this time subjects are the characters used across the guide.

Analysis of strategies

Taking into consideration pictures, they are relevant in order to understand that the guide is addressed to an audience represented by people from an age of 6, just looking at the sender's name and logo itself which include the word "kid". Pictures represent all the people affected by a case of bullying, from the bully to the victim and, more important, people that can give support and help in such situation. The metaphor of the girl in a wheelchair, surrounded by other two people apparently good and reliable, suggests to the young reader that young people who are perceived as different from their peers are often at risk for being bullied, but it does not mean that nobody cares about the victim who can always find help and support (cfr. "Front page"). It can be noticed that in the final page all the characters used in the guide are now reunited and also the ones that previously were portrayed as full of anger (embodying the bullies) or sad (embodying the victims), now are happy and seem to be friends.

As for the language used, several strategies have been adopted. In general, the language is very simple, direct and colloquial. Since the front page, it is clear that the guide tends to be friendly. It addresses to the audience by using the "you" confidential form. No complex discursive structures appear and the fact that no specialized registers will be used is made explicit in the second page when it comes to give a definition of bullying (cfr. "Front page" paragraph). Information is mainly elicited as a response to simple questions used as titles from the fourth page. Prompted motivational quotes are isolated and highlighted, to make it clear that it is needed to be remembered more than the rest. Even if a brochure has to provide general information, the current one focus on particular concepts, i.e. "telling and tattling" in order to underline their differences and avoid misunderstanding, constantly aiming to bullying prevention by encouraging people to speak and not being ashamed of themselves.

Interviewing children

Also interviewing children can turn out to be an effective technique in knowledge dissemination among youth. The essential element to take into account is naturally the audience: we are interviewing children and not experts, so using appropriate and as clear as possible language is the starting point.

There are several studies about linguistic and discursive strategies in interviewing children.

Nondirective vs directive interviewing models

According to James Morrison and Kathryn Flegel (2019) there are two styles of interviewing: directive and nondirective. Young children usually respond best to simple, direct, structured questions and preadolescents or younger find difficulties in front of nondirective, open – ended questioning.

Nondirective interviewing allows the respondent maximum control over the course of the conversation. A nondirective style doesn't neither ask for "yes" or "no" answers, nor present a multiple-choice format. Instead, open-ended questions give respondents the freedom to manage the talk. It encourages people to think deeply, talk freely and share personal feelings and intimate ideas about their experiences and feelings. In using nondirective interviewing, IR accomplishes several important goals: having not constrained the answer with requests for specific but general types of information, s/he increase the range of possible answers as well as the accuracy of the answers. This last aspect can be explained logically by saying that when people respond managing both length and words' choice, they tend to express their ideas better than if they are limited to use a couple of words. Moreover, nondirective interviews promote rapport: they establish a greater sense of relaxation and offer the opportunity of revealing something spontaneously about young themselves, because they feel that the IR is interested in them and in what it is discussed.

On the other hand, directive interviewing leads the children interviewed to focus on the problem posed by the IR.

Open-ended questions' strategy

As Morrison and Flegel (2019) add further in their investigation, Berg, Munthe-Kaas, Baiju, Muller, Brurberg (2019), in their studies, discuss about the importance of open-ended question, which means questions were young interviewed are invited to recall events, e.g. "Can you tell me what you remember?". In particular, open-ended questions do not dictate what information should be provided and encourage rich answers in children's own words, rather IR relies on option-posing question such as "Do you know what it means?" or suggesting questions.

In addition, the framing of the question is an aspect extremely worthy of consideration, because it can affect the memory and the risk of false disclosures.

In conclusion, the use of open-ended questions is more beneficial than more closed questioning in getting real and authentic children's thoughts.

TWO CASES OF INTERVIEWING CHILDREN

3. **#RISPETTALEDIFFERENZE, IL BULLISMO – MIUR (Ministry of Education, University and Research)**

4. **HOW IS BULLYING DEFINED? STUDENTS RESPONSES – Season 3, episode 2 of PACERTalks about bullying**

#RISPETTALEDIFFERENZE, IL BULLISMO – a campaign launched by MIUR (Ministry of Education, University and Research)

About the project

"Piano nazionale per l'educazione al rispetto" is a campaign launched by the Ministry of Education, University and Research of Italy and aims at promoting in every school a group of educational actions in order to guarantee the acquisition and the development of skills belonging to the broader concept of education to active and global citizenship. The current plan is inspired to the principles contained in the article 3 of the Italian Constitutional Chart and promotes specific actions for a conscious usage of language and for the spreading of a culture of respect, designed to reach a concrete overcome of disparities and prejudices, involving students, teachers and families.

"Rispetta le differenze" is part of the entire campaign and aims to the promote equality within students and to respect of their differences. It represents an awareness campaign and pretends to act especially through videos, because they result to be the most suitable material for sharing.

#RISPETTALEDIFFERENZE, IL BULLISMO

A class of students attending the fourth class at the Elementary School "San Francesco" in Rome has been questioned about how they would have defined "bullying". They are individually interviewed and, as explained in the previous paragraph, it is aimed to raise bullying awareness among youth and to prevent this phenomenon.

Comment on structure and content

The first student provides an example of bullying episode rather than prompt definition:

<< Per me il bullismo è quando un bullo prende la merenda ad un bambino un po' più piccolo e gli dice se te non me la dai io gli meno. >> (According to me, bullying is when a bully steals a snack from a younger child, telling him that on the contrary, s/he will beat him/her)

The interviewer, in order to shift to another student, thanks the child and asks if anyone else wants to give his/her own definition:

<< Grazie Grace, chi altro? >> (Thanks Grace, who else?)

Sara, another child wants to take the turn: she introduces herself and, as her previous classmate, describes a hypothetical bullying episode:

<< Sono Sara […]. Per me il bullismo è quando una persona si sente superiore, ehm superiore agli altri. >> (I am Sara […]. According to me, bullying is when a person feels superior, ehm superior than the others)

Another student's intervention is included:

<< Bullismo è che non si sa difendere con le parole e poi mena. >> (Bullying is [when] someone is not able to defend him/herself through words, and so s/he responds beating)

Then, a new open-ended question is posed ("Cosa faresti se vedessi un tuo compagno di scuola alle prese con un bullo?" - What would you do if you saw a classmate of yours being bullied?). A child replies saying that he would report it to a teacher:

<< Andrei a dirlo al maestro e prenderà le sue conseguenze su quel compagno. >> (I would go to report it to the teacher, and he will take a decision on him)

The interviewer asks another student if she agrees. The child replies that she would do the same:

<< Sì, perché anche il più bullo del bullo di fronte alle sgridate di un adulto corre a nascondersi. >>

(Sure, because even the most bully person in front of an adult screaming, hurries off to hide)

Analysis of strategies

The entire video develops on an instrumental background music and the sequence of interviews is interjected by slides summing up the responses' content, in order to engage the reader in a process of comprehension and knowledge assimilation as easily and as effectively as possible.

It is important to take into consideration the linguistic-discursive competences of the informant: they are all elementary school's students, so they are not able to use specialized register yet, also because they are quite unfamiliar with bullying in professional terms. It can be noticed by the way they respond to the

two open-ended posed questions (to be exact, a what and a how questions): they refer to examples of bullying dynamics rather than providing prompt definitions, in order to express clearly themselves and give a concrete idea of what it is being discussed. Moreover, they use as clear and simple as possible terminology, sometimes with dialectal inflections, e.g. "menare" rather than "picchiare" (beating). It is worthy to mention also that, if thinking about being involved in a bullying attack, they would immediately report it to an authority (in this case, to a teacher). It suggests that they are aware and want to raise awareness about what bullying is and how it should be faced.

HOW IS BULLYING DEFINED? STUDENTS RESPONSES – Season 3, episode 2 of PACERTalks about bullying

About PACERTalks about bullying

Pacer Center's Kids Against Bullying has launched the "PACERTalks", a series of videos that are weekly published online on its site, in which bullying is discussed. Such videos are organized in three seasons and, in line with current investigation's purpose, the most interesting is the last one that includes interviews, stories and tips about bullying and its prevention. The season is called "60 second response" and consists in short interviews to students aging from 6 to 14 years that answers questions in order to popularize bullying knowledge among young people.

PACERTalks initiative is inspired to the TED Talks, one of the most successful online producers of popularising videos and although it began as a conference dedicated only to technology, entertainment and design, in 2006 it started to make videos of conference talk, becoming a new spoken web-based genre. Its videos are peculiar, being provided with a transcription, a translation into different languages, a blog and a space dedicated to discussion and comments. Giuseppina Scotto di Carlo (2014) reports, in one of her studies, Caliendo's theory about the hybrid nature of TED, affirming that this feature is due to the fact that talk in TED Talks uses discursive strategies that are similar to newspaper articles in that results are considered more important than methods. Moreover, she underlines that TED talks are planned speech events in which speakers employ digital resources, e.g. music or filmed extracts. They have a limited time slot which establishes a maximum of 18 minutes, but unlike other spoken dissemination genres, presenters in TED Talks display a certain degree of informality and colloquialism in their delivery, so that the gap between expert and lay audience turns into direct contact. The author of a TED Talks doesn't need any external mediator in the process of re-contextualization of the speech content.

The most famous TED Talk about bullying is entitled "To this day… for the bullied and the beautiful" by Shane Koyczan, a poet, author and performer. His poem "To This Day" is a powerful story of bullying and survival, illustrated by animators from around the world.

HOW IS BULLYING DEFINED? STUDENTS RESPONSES – Season 3, episode 2

"How is bullying defined? Student responses" is a video delivered by Pacer's National Bullying prevention Center (cfr. "Pacer's Center") based on TED Talks' model. Three students are questioned about how they would define "bullying" and they simply provide responses. In line with TED Talks's criteria, current video is provided with a transcription and, having been published on the association's Facebook page, with a space dedicated to discussion and comments. The aim of such video is to show results (that is to say, what children have understood after having been previously explained what bullying is) and, further, promote knowledge dissemination about the topic and its prevention among other children rather than methods and lasts less than 18 minutes (to be exact 2:51 minutes). Presenters clearly display a certain degree of informality: informants are not experts, but students and provide in a very simple and plain language an untechnical definition of bullying.

Comment on structure and content

Current video is introduced by Bailey, a member and an organizer of the organization. She contextualizes the video, saying that it is one episode of the third series of "PacerTalks About Bullying" and that in the previous video a definition of reference of bullying has been provided, but this time 3 students will respond to the open-ended question "How is bullying defined?"

First student describes what bullying "can look like" rather than giving a prompt definition:

*>> Bullying **can look like** somebody calling somebody a name, being mean to them, just like being mean in general, but mainly-- well, mainly, sometimes it's physical, which is really bad, but mainly name-calling and physical.>>*

Then, he discusses bullying in terms of feelings and gives an example of a hypothetical episode:

*>>Bullying probably **makes** other kids **feel** really bad and like they don't belong where they are and that they're not really smart and they shouldn't really be there. **Like**, if somebody, for instance, wants to play a game with you, you don't just say, 'No'. They're just going to go over there and not want to play with you. That's mean, but if you say, 'Yeah, sure, come on over. Let's go play!', then that's not bullying, which is really what you want to do. >>*

Second student is more precise in providing a proper definition, talking then about its types and underlining that, independently from the way of manifestation, it hurts:

>> I would **define** bullying **as** something that hurts someone or makes someone feel small. Bullying can be physical, it can be verbal, or it can be like cyber-bullying, it can be a lot of things. All types are hurtful because, like, **no matter what it is**, **it still hurts**. >>

As previous student, she concludes talking about feelings:

>>Bullying can make you feel like you're not like worth it, that you're small, it can just like make you feel bad about yourself. >>

Last student reacts as the first one, by eliciting a description rather than a definition of bullying:

>> *I think bullying **is like when** people don't have any friends or they just like don't know what to do and so they end up injuring or trying to make other people feel bad about it.* >>

But as the second, he tries to define bullying in terms of types and underlines that, however, it hurts:

>>*Bullying with **words**, bullying with **like physically**, and it could be bullying **on the internet** or **cyberbullying**. Cyberbullying is like maybe somebody bullied you on social media. People think differently, but I would say that **they can all be hurtful** in their own way.* >>

At the end Bailey concludes the interview and friendly greets, inviting to keep on following episodes of the PACERTalks and underlining the importance of bullying prevention:

>> *And that wraps up this week's episode of Pacer Talks About Bullying. **Thank you so much** to all of the amazing students involved in this episode. **We'll see you right back here next week**, and remember, together we can create a world without bullying. **See ya!*** >>

Analysis of strategies

Students, attending elementary schools, are individually interviewed and are required to answer to an open-ended question (to be exact, a "how" one; cfr. "Open-ended questions strategy"). Being unfamiliar with specialized registers, they use their own linguistic and discursive skills: they use very simple terms and rely on descriptions and reference to feelings rather than on prompt definitions, in order to be as clear as possible and to give a concrete idea of what they are discussing.

An instrumental background is played in order to make the environment as friendly as possible. The way in which Bailey (the presenter) behaves contributes to build an enjoyable talk too, as well as the disposition of drawings on the wall behind the interviewed.

Digital storytelling

Digital storytelling is the result of the combination of the process of composing a story and the use of technology as well as of voice, visual images, sound effects and conveys messages to an audience, resulting to be a powerful tool in the process of knowledge dissemination, because it is able to cause the keen interest of students and thus, they can easily assimilate information. Digital stories develop several different types of skills, e.g. literacy, artistic and social, alongside critical thinking and the ability of information analysis and synthesis. The use of digital storytelling as a strategy in knowledge dissemination process has been developed on the basis of the constructivist approach (Fokides, 2017).

A study conducted by an equipe of the University of the Aegean (2019) on the interactive digital storytelling for raising children's awareness of all forms of bullying found that it is essential for children the approach to such a strategy, due to its capacity to lead to a personal development of empathy, critical component of various anti-bullying programs traditionally cited in the literature.

Empathy is one of the principles of the knowledge dissemination process through digital storytelling, due to its cognitive and affective dimension, being the first the ability to perceive another person's emotion and the second the one to experience their emotion. It is a pillar in bullying prevention teaching, because it involves perspective taking, communication skills, problem solving and conflict resolution. Empathy enhances the effectiveness of digital storytelling in comparison to a written or oral story.

Digital storytelling using cartoons

The potential of cartoons as a vehicle for knowledge dissemination has become a great issue over the last decades, especially with the TV onset and the pedagogical research development, even though sociology has always neglected this form of transmission channel. Surprisingly, cartoons and animated videos have revealed to be powerful tool in knowledge dissemination, especially among babies and children. cartoons are designed to be humorous, that is to say, they have to represent a diversion from life's serious concerns, and since they are presented in a pictorial form, they make small demands on the reader's attention and intellect. But they are used not only to simply amuse the audience: cartoons have to fulfil this primary role in an undemanding way and they serve also to highlight salient points and, further, provoke serious debate (since they can help clarify), allowing the viewer to gain insight and/or speak about complex and unfamiliar issues. Therefore, they turn out to be usefully challenging and able to lead the target audience's focus on phenomena which are feared, e.g. bullying.

Using cartoons is becoming a quasi-necessary technique in knowledge dissemination among youth, since it is no longer acceptable to talk only to the academic community. Knowledge must be disseminated as widely and as appropriately as possible (Bartlett, 2013).

TWO CASES OF DIGITAL STORYTELLING:

> **BULLISMO by Nickelodeon – The Bighelp, published by Famiglia Cristiana**

> **THE MEANEST GIRL IN SECOND GRADE - Samuel McKay Everett Foundation**

BULLISMO by Nickelodeon – The Bighelp, published by Famiglia Cristiana

About The Bighelp

The Big Help is an awareness campaign launched in 1994 by Nickelodeon (an Italian TV broadcaster). It was a yearly event in which kids from around the country would call in to try to get one of their local parks refurbished by Nickelodeon, the ten with the most votes would get refurbished by Nickelodeon in an eight-hour special.

Comment on structure and content

The protagonist, Kelly, narrates in front of a camera the story using the first person. She introduces herself saying that she is ten years old and that she likes playing with her friends under a gazebo. Once, the bully approaches the gazebo and starts mistreating Kelly's friend, insulting and almost beating her. At that point, Kelly wants to help her friend, but she feels like blocked, so she asks for help. The teacher arrives, shouts at the bully that immediately apologizes and becomes a good child.

The end of the video can be considered as a call for action: both Kelly and a narrator that appears after the narration suggest asking for help, e.g. contacting the Telefono Azzurro (cfr. "About Telefono Azzurro"), underlining the importance of bullying prevention.

Analysis of strategies

When it comes to analysis of linguistic strategies in digital storytelling, it is important to take into consideration the combination of language and image: verbal communication occurring in audio-visual material would be meaningless without images and visual effects. For example, it can be noticed that when the narrator starts talking about the bully, colours get darker and metaphors are included, e.g. a cloud raining on the characters' heads. But as the transformation of the bully into a better person takes place, clouds disappear and the sun shines.

It is a 1st person narration; it can be heard that when the child reports the bully's words, she emphasises negatively her voice tone. She uses very clear and simple language and no technical register is used. Direct discourse is frequently used in order to report what people say. It is often repeated the idea of asking for help and made explicit at the end of the video, when an adult narrator voice is included and useful contacts, e.g. Telefono Azzurro line (cfr. "About Telefono Azzurro") are displayed.

THE MEANEST GIRL IN SECOND GRADE – Samuel McKay Foundation

About Samuel McKay Foundation

The Samuel McKay Everett Foundation is an association founded in 1995. It is dedicated to educating children and teach them principles such as being safe around people, find inspiration and self-confidence and being moral and ethical leaders, through a safety program which consists in creating and providing them with materials written from a child's perspective about how to avoid and get out of dangerous situations such as bullying.

Comment on structure and content

A background music singing the title introduces the video. A narrator starts telling the story of Zoe Gallagher, a mean girl who makes constantly fun of her new classmate Jeffry, that she calls "The Shrimp". She gets isolated from all her friends, who realize that she is a bully. She still thinks that she is not a bully but gets very sad about the situation and talks about it with her mom who suggests her to apologize.

The day after she apologizes with her friends, the new classmate included. Jeffry reveals his name and accepts her excuses. She understands that whenever she feels bad, she does not need to hurt the others and to not judge people by their looks.

The initial background music concludes the video.

Analysis of strategies

Characters rarely speak at the beginning, because the floor is entirely taken by an external narrator. Zoe, as the others, only speak through very short words expressing their moods. It is interesting to notice that Zoe roars, like an animal, whenever she gets angry and aggressive.

Characters talk only when the bullied addresses for the first time to the girl, defining her "a bully".

Language is in general plain, simple and colloquial. No technical register is used, and bullying gets not explicitly defined, but rather described.

CHAPTER 3

FINDINGS AND DISCUSSION

This chapter pretends to give a full picture about linguistic and discursive strategies used in the knowledge dissemination process concerning bullying.

Information brochures

➢ **COS'E' IL BULLISMO? DEDICATO AI BAMBINI – TELEFONO AZZURRO**

➢ **BULLYING 101 – THE CLUB CREW'S GUIDE TO BULLYING PREVENTION by Pacer Center's Kids Against Bullying ®**

Just taking into consideration elements which normally stand out at first glance, e.g. the headline title, it is clear that such material is addressed to kids.

The first brochure (**COS'E' IL BULLISMO? DEDICATO AI BAMBINI – TELEFONO AZZURRO**) does not contain so many pictures as the second brochure does (**BULLYING 101 – THE CLUB CREW'S GUIDE TO BULLYING PREVENTION**)**.** More precisely, due to its mainly textual composition, it aims to elicit content by means of verbal communication, in order to provide unfamiliar audience clear information, addressing them in a friendly way by means of the "you" form. This aspect results to be particular relevant in the Italian language, since it allows speakers to decide whether to talk by using you - 2nd singular person (the so called "tu") or by using the 3rd singular person (the so called "lei"). The choice depends on a variety of factors, among which the communicative aim, the context in which the exchange takes place and the register used. The communicative context is crucial, because it is strictly related to the institutional school level involved, the target and its social role and, finally, the type of communicative exchange (if formal or informal).

It is interesting to notice how communication is affected by culture.

According to Ingo Neuling (1991), professor at the University of Siegen, people living in the so called "collectivistic societies" are defined as"we" or "in-group" people (Hofstede, 1991), because, in speaking, their interest of the group prevails over the individual one. They consider themselves first as members of the "extended family" and then members of their own more restricted family. It implies that one's identity derives from the group and relationships are based on the unbreakable value of loyalty towards the group. The "we" identity, as well as the goals of the "in-group", has the priority over everything else. Members of collectivistic cultures, e.g. Koreans, find themselves during a conversation in certain roles which can depend on the status of the interlocutors. Using the right language style in a conversation is a sure sign

for a learned person. Formality is essential in human relations for example for the Japanese which contrasts with the North American English. Formality allows for a smooth and predictable interaction. Therefore, they employ the verbal contextual style, based on a hierarchical social order and is a role-centred language. In these cultures, speakers employ a status-oriented language which stresses formality and asymmetrical power relationships.

This vision contrasts strongly with the so defined "I" identity, peculiar in individualistic cultures, in which individual identity and, therefore, individual goals are considered more important than those of the ingroup, so loyalty is not viewed as an unbreakable value. Members of individualistic cultures do not belong to the "extended family": they are supposed to look after themselves and their immediate family only. Consequently, they are taught to stand on their own two feet and one is never supposed to lean on a group. Members of individualistic cultures tend to see every individual as equal and this is also reflected in their language: social relations and differences of age, status and sex do not influence the language style, but it reflects an egalitarian social order represented by the fact that both speaker and listener have the same rights and use the same language patterns. Such linguistic styles are primarily interested in manifesting informality and symmetrical power relationships.

As for other distinctions, Ingo Neuling divides cultures into high-context communication ones and low-context communication ones.

First ones are collectivistic, and their members elicit information which is present either in the physical context or internalised in the person, while very little is in the coded, explicit, transmitted part of the message. Both sender and speaker are involved in a specific context. The speaker does not express her/his intention in an explicit way, but it is expected to be understood by the interlocutor within its context.

In contrast, individualistic cultures employ low-context communication, in which the mass of the information is transmitted as an explicit code, so the receiver does not have to take a complex context into consideration, when decoding the message.

Hofstede (1991) introduces the so called "dimension of uncertainty avoidance", described as "the extent to which the members of a culture feel threatened by uncertain or unknown situations". Such concept is split into low and high uncertainty avoidance.

Cultures with high uncertainty avoidance rarely tolerate uncertainty and ambiguity and manifest this feature through anxiety and energy release, greater need for formal rules and absolute truth, and less tolerance for people or groups with deviant ideas or behaviour. Therefore, they tend to show more

emotions and aggressive behaviour in conflictual or competitive contexts. In addition, they are constantly looking for consensus.

Cultures with low uncertainty avoidance accept uncertainty as a normal feature of life. They have lower levels of anxiety, accept ambiguity, have lower stress levels and a subjective feeling of well-being, just to name a few characteristics.

According to Gudynkust and Ting-Toomey (1996), another important distinction when it comes to communicative differences in relation to culture is between direct and indirect style and it refers to the way of expressing the speaker's true intention in terms of his needs, wants and desires.

Members of individualistic, low-context cultures tend to use the direct style, due to its correspondence to the value orientations (honesty, openness, individual worth) of such cultures. The language is therefore used in a precise way and emphasises speaker's ability to express their intentions.

In order to maintain the group harmony, members of collectivistic, high-context cultures prefer to use the indirect verbal style. Speakers of such cultures often use imprecise and even ambiguous words to communicate their message, to avoid hurting others' feelings. By doing so, they emphasise listener's abilities to infer speaker's intentions.

Saying "no" is one of the most important characteristics in direct style cultures. It is not seen as impolite or intended to offend, but it symbolizes honesty and openness. This 'no' contains the information, that something is not accepted and emphasises a different personal point of view towards a topic. In Western societies, saying "no" is always used after a negative question and it occurs in order to keep up group-harmony and self-face concern.

In everyday conversations it can be made a further distinction between elaborate, exacting and succinct style.

The elaborate style embodies a rich, expressive language, which contains a large number of adjectives. It is mainly used in cultures of the Middle East, moderate on uncertainty avoidance dimensions and are high- context cultures.

The exacting style can be found in low-context cultures which are low to moderate on Hofstede's uncertainty avoidance dimension. These are mainly North American and North European cultures. It consists in saying neither more nor less information. The speaker just uses those words, which describe exactly the speakers' intention.

The succinct style refers to the use of understatements, pauses and silences and it is used in cultures high in uncertainty avoidance and high context (Neuling, 1999).

In order to make feel the target safe and free to expose itself (that represents the aim of the communicative context under examination), using 'you' form appears to be the best choice. It establishes an equal partnership between experts and non-experts, reduces distances and at the same time elicits an underlying message, that is to say, "we are the same" and allows to perceive intimacy and closeness (Rossanese, 2018).

Therefore, language used in this case results to be extremely colloquial, as a resource capable of involving kids in a great range of interactive activities, e.g. questionnaires, and to spread information through comics. According to several researches Harvard Graduate School Education (Sellars, 2017), comics provide a 360-degree narrative experience: through it, the audience manages to follow story beginnings and endings, plot, characters, time and setting, sequencing without needing sophisticated word decoding skills. Images support the text and give students significant contextual clues to word meaning. Comics act as a scaffold to the process of understanding (https://plasq.com/education/the-benefits-of-comics-in-education/).

The second brochure contains more pictures, which turn out to be necessary for the comprehension of the content, being vehicles of metaphors.

Today children and teens are surrounded by visual media in everyday lives, especially due to the Internet. Therefore, they access information in both textual and visual forms. The use of images in teaching is a pedagogical strategy aimed at engaging students who have grown up in a media-rich environment. Moreover, digital technology has made images more readily available and easier to incorporate into other types of materials, e.g. texts. Images can be an effective way of presenting abstract and difficult concepts. During the last decades, Johns Hopkins University's professors have reported that their use of images in the classroom has led to increased student interactivity and discussion. Teaching with images can also help develop students' visual literacy skills, which contributes to their overall critical thinking skills and lifelong learning (https://www.jhu.edu/).

As well as the Italian material, the language employed is simple and colloquial and addresses directly and in a friendly way the kid audience: this is noticeable by looking at the use of the informal "you" form. Such type of language turns out to be a potential instrument to engage actively kids into activities based on basic questions here too.

Besides the quantity of pictures and the fact that the English brochure elicits more precise content to explain subtle and difficult concepts, no more differences turn out to be discussed: they both use simple and colloquial language in order to avoid representing institutions, but rather they pretend to embody a friend and aim at the promotion of a concrete action and, in particular, to a "call to action" in the final part.

Video – interviews

5. **#RISPETTALEDIFFERENZE, IL BULLISMO – MIUR (Ministry of Education, University and Research)**

6. **HOW IS BULLYING DEFINED? STUDENTS RESPONSES – Season 3, episode 2 of PACERTalks about bullying**

Both videos are set in a typical classroom setting in which students are individually interviewed.

The first one (**#RISPETTALEDIFFERENZE, IL BULLISMO – MIUR - Ministry of Education, University and Research**) elicits information not only by means of verbal language, but also of non-linguistic instruments such as music in order to create a friendly atmosphere. In particular, background music is not intended to be a primary focus of potential listeners, but its content, character, and volume level are deliberately chosen to affect behavioural and emotional responses in humans such a concentration, relaxation, distraction, and excitement.

Moreover, when language is used, speaking is accompanied by writing, i.e. slides summing up kids' answers. Slides are a strategy used to keep the audience's attention during the video and provide additional and more explicit supporting information in textual or graphical format (https://sonix.ai/).

Because of the unfamiliarity with the topic of discussion of both the interviewed and the target audience, such language is extremely untechnical and informal, so much that it can be easily perceived a strong dialectical influence in the terminology employed. In order to pose as clear as possible questions and, in so doing, to avoid misunderstanding, interviewer relies on the open-ended questions' strategy.

In reference to the second video (**HOW IS BULLYING DEFINED? STUDENTS RESPONSES – Season 3, episode 2 of PACERTalks about bullying**), it is interesting to notice that also in this case spoken language is supported by written one, here assuming the format of a transcript, typical feature of TED Talks. Video transcription is a potential tool to use in order to maintain the audience's attention and guarantee them a great experience of understanding.

According to Sonix, one of the best audio transcription software online, the audience tends to prefer quickly scanning a transcript of the video's content before listening it. Moreover, for those who are

already familiar with the video, it's much easier to get additional information and consolidate comprehension of it through a transcript than to scan through the entire material. Transcripts are vehicles for spreading a video: they increase accessibility, especially on behalf of hearing - impaired people, foreign listeners and users who don't have their headphones with them when they want to watch and listen to the video in public places. Finally, transcription improves shareability of the content and allows people to repurpose it more easily and efficiently.

As well as the previous video, in general language is plain and colloquial, posed questions are open-ended and a background music contributes to a friendly situation.

To conclude, no specialized definition is given and description and relying on practical examples is preferred; both videos openly highlight the importance of taking action in order to avoid and prevent bullying.

Digital stories

> **BULLISMO by Nickelodeon – The Bighelp, published by Famiglia Cristiana**

> **THE MEANEST GIRL IN SECOND GRADE - Samuel McKay Everett Foundation**

This is the couple of samples which among all presents more differences between Italian and English language material.

The first video (**BULLISMO by Nickelodeon – The Bighelp, published by Famiglia Cristiana**) consists of a first-person narration (therefore implying direct rather than indirect discourse) told by a character – the protagonist of the story – who seems to have been built in order to mirror the target audience if we take in consideration her general characteristics, that is to say that she is a kid and attends elementary school, probably as well as the listeners and therefore she succeeds in presenting herself as a friend rather than an expert or an institution. Language is very plain and basic, and it is combined with visual material which represent what she is saying and is used as vehicle for metaphors. The protagonist never deals with more serious matter - compared to the simple activity of telling a story - like a call to action, which is inserted in the video by an adult narrator, resulting authoritative, but still employing very plain language.

Even if the choice of the narrator voice may look a cut - and - dry task, video creators rely on specific criteria especially when it comes to decide whether to employ male or female voice narrator. Zanbaka, et. al. (2006) found out that women narrators are perceived more trustworthy. To prove it, they took as sample the model of the explainer video, in which the narrator should be describing action taking place on-screen. Therefore, there needs to be something visual to be trustworthy about.

Other aspects such as cadence of every phrase and words' pronunciation are worthy of attention. Zanbaka, et. al. (2006) found that voice impact depends also on the listener's sex: male participants result to be more persuaded when the speaker is female, whereas female participants pay more attention to male speakers. In general, female voice narrator are more persuasive, but male voices are perceived as authoritative, so technical aspects should be explained by them.

A 2010 study from AdWeek Media/Harris Poll discovered that in terms of forcefulness, male voices sound more forceful, authoritative and commanding. On the contrary, female ones are friendlier and more smoothing. Findings of this study show also that female voices are preferred, since they sound more intimate and emotional. They have higher pitch and are conventionally related to a comforting and melodic nature (https://it.surveymonkey.com/).

On the contrary, the second video (**THE MEANEST GIRL IN SECOND GRADE - Samuel McKay Everett Foundation**) consists in a third-person narration, even if characters' voices are included only when it comes to report direct discourse.

As well as in the case of the previous video, pictures result to be necessary in order to vehicle metaphors and content as simply and effectively as possible; informal register and descriptions rather than technical definition are preferred here too. Furthermore, the ending "call to action" represents another similar feature within the two videos.

There is not much more to add in terms of linguistic- and discursive techniques employed by the analysed material. Generally speaking, what can be inferred is that due to the unfamiliarity and informality of the target audience, language results very limited in terms of register and terminology and whenever it is combined with interactive resources, e.g. images and music, it covers a role of metaphors' vehicle and a potential instrument that contributes to build an informal but friendly atmosphere. Constant "call to action" turns out to be the second most important aim of such materials (after knowledge dissemination amongst youth about bullying) and usually occurs as a concluding part.

Such strategies allow institutions to spread knowledge about a social and serious issue such as bullying that if discussed in a typical way, that is to say by means of technical language and authentic data, e.g. statistics and graphics, may result difficult to understand. It is not only important, but also necessary the development of a successful knowledge dissemination process of such topic amongst young, especially kids, because this audience target, according to studies and statistics previously discussed by current paper (cfr. "INTRODUCTION"), results to be more vulnerable to this phenomenon.

Teaching kids about bullying is a duty not to be underestimated. It is true that everyone, as an adult, has experienced some difficult causing anxiety or peer pressure for example, but it is not enough to say that one will just get over it.

According to Roy Petitfils (psychotherapist in private practice), bullying has drastically evolved in the past decades and nowadays 20% of teenagers will experience depression before adulthood. Therefore, parents and institutions have to spread as widely and effectively (in terms of prevention) as possible information about this phenomenon. Bullying has increased by 5% and affects 1/3 of all students around the world. In the past, bullying was an isolated issue to the school, but nowadays it has a much wider reach, thanks also to social medias.

Even more interesting is what Matthew Reed, chief executive of the Children's Society, released about the 2015 annual Good Childhood Report. The document reported the results of an international comparison of children's happiness in 15 countries. England is among the world leaders in bullying: even in countries such as Algeria and South Korea children experience less emotional bullying. According to Reed, the problem lies in the fact that inequality is the primary feature of the English society; moreover, he adds that bullying is what empowers it. Some are stronger and deserves more; others are weaker and therefore deserve less. This is the logic of the English education system too, which is concerned only about exam results. Unhappier people are less productive, but we pay little attention to their happiness. We just want to get by without complaining too much (Rickett, 2015).

CHAPTER 4

CONCLUSIONS

Given the impact that bullying has on modern society worldwide, especially among young people, and the frequent inability of adults (especially parents) in facing such a problem and helping victims, it comes out that a partial or even total malfunctioning communication between experts and non-experts lies at the heart of this alarming situation.

As explained in the previous chapters, the first aspect to take into consideration is the urge of a knowledge dissemination process about the phenomenon which implies, in order to result efficient, the recognition of an adequate register and, therefore, of a set of linguistic and discursive techniques, so that misunderstanding is avoided when young people are explained what bullying is.

As we have already seen at the beginning of chapter 3, each language exploits its peculiar characteristics in order to achieve the process' aims, that is to say raising awareness among youth and contribute to bullying prevention.

What we found out is that in the process of knowledge dissemination, the choice of language is probably the most important step. Failing in choosing the most adequate linguistic and discursive techniques will inevitably lead to the failure of the entire process. Such choice has to be taken into account when considering the unfamiliarity of the audience. Therefore, institutions have to express concepts in informal and untechnical registers.

The comparative analysis has shown that Italian owns a wider repertoire at a grammatical level, starting from a mere syntactic level, e.g. distinction between 2nd singular and 3rd singular person, to create a more friendly and intimate atmosphere than the English one. In particular, the findings highlight that the use of "you" contributes to the realization of a successful knowledge dissemination process among youth. To make this happen, one of the most important aspects worthy of consideration appears to be the creation of an adequate atmosphere: kids will feel more comfortable in a context that they perceive as familiar and safe.

Moreover, the results demonstrate that another noteworthy linguistic aspect in videos realization is choice of the narrator voice. On the basis of what many studies have found out (Zanbaka et. al., 2006), kids tend instinctively to recognize a female voice rather than a male one as something more calming. As a consequence, preferring a female voice turns out to be an interesting strategy capable of reassuring the target and persuading them to open up. Instinctively, a kid associates female voice to a motherly voice and, consequently, it will be easier for the speaker to keep her/his attention and to make sure that comprehension is achieved. Present findings confirm that the whole process must be aimed at reaching the audience on an emotional level.

Neuling's study (1999) allows to investigate differences in speech among cultures.

According to him, Eastern cultures are defined as collectivistic ones and therefore their "status-oriented" languages mirror features such as attention to formality maintenance and verbal contextual style employment. They adopt an indirect verbal style, in which the focus attention is on the listeners' ability in understanding speakers' intentions: in other words, they tend to not express openly and explicitly messages and the receiver has to understood it (Neuling, 1999).

On the contrary, Western cultures are considered individualistic cultures and, since priority is given to value like social equality, informality and symmetrical power relationships, their linguistic systems aim at minimizing distances between interlocutors. They employ a direct verbal style, in order to put the focus on speakers 'intentions, that is to say they pretend transmitting content as more unambiguously as possible (Neuling, 1999).

The findings indicate that in posing questions, open-ended queries are preferable to nondirective ones, since they result to be simple to understand and direct to answer. The respondent can totally manage the type of information to elicit and the words to use.

Criteria such as directness and simplicity have to be applied also in tasks realisation. Tasks are very important in order to get a feedback on the topic's comprehension. Moreover, they allow finding out if the child has experienced bullying. Therefore, it is extremely important to deliver them in an as clear as possible language and a graphical structure to avoid any misunderstanding. Questionnaires show to have a structure which allows respondents to be fully guided in compiling. They should be designed by using multiple-answer questions, since they are the most intuitive and easy to understand and respond question type.

Alongside the choice of language (both spoken and written), another fundamental aspect is the election of interactive resources to employ, especially when it comes to images (often employed as metaphors' vehicles) and music besides words, and it reveals to be a potential aspect able to ease the procedure.

Moreover, they contribute to build an environment that the audience recognizes as familiar, friendly, safe and, more important, trustworthy.

Extralinguistic strategies turn out to be in some cases even more powerful than language itself. Current analysis shows that comics and images help making the content and the words' meaning as understandable as possible and the vicinity of youth to digital medias has contributed to it. In particular, by sketching what has been said, comics can be perceived as the concretization of the content in all its elements (plot, characters, message, …).

In addition, videos' background music plays an important role in building an adequate atmosphere in line with the process of knowledge dissemination through interactive material, because it affects strongly the listener's feelings and attention maintenance.

If written can be supported by spoken, also spoken can be supported by written and this is the case of audio – video transcription and slides. They do not only keep the audience attention, but also help them in getting extra information. In particular, video transcriptions represent a benefit for hearing-impaired people.

Knowledge dissemination does not only involve theoretical elements such as concepts and definitions which are still important, but also calls to concrete action, which implies reporting and therefore preventing bullying. This is an important finding in the understanding of the importance of applying an inductive approach whenever the knowledge dissemination process addresses to kids and young people

Compared to the deductive reasoning, inductive reasoning moves from the more specific details, e.g. practical examples and real facts, to the more general. Such approach allows to make specific observations, detect patterns, formulate hypotheses and draw conclusions.

Inductive approach is based on constructivism and pretends to demonstrate that by building on the widely accepted principle, students construct their own versions of reality rather than simply absorbing versions presented by their teachers through traditional teaching techniques (Prince & Felder, 2006). Moreover, on the basis of our findings, inductive approach has to be preferred to get students to active participation to discussion.

Instead, deductive reasoning moves from the more general, e.g. technical and theoretical definitions, to the more specific. It starts with a general notion or theory in order to elaborate then specific hypotheses, which are then tested (Prince & Felder, 2006).

Induction is supported by widely accepted educational theories, brain research, and empirical studies of teaching and learning. Inductive methods solicit students to adopt a deep meaning-oriented approach to

learning, as opposed to a surface memorization intensive approach, which is typical of a deductive reasoning. It can be also used in teaching to college students, since it promotes intellectual development which challenges the dualistic type of thinking that characterizes them and helps them acquiring the critical thinking and self-directed learning skills (Prince & Felder, 2006).

Inductive approach is not overnight. Before its implementation, teachers and experts should first familiarize themselves with best practices, e.g. providing adequate scaffolding—extensive support and guidance at the embryonic stage, followed by gradual withdrawal of the support as the students gain more experience and confidence in its use (Prince & Felder, 2006).

Having said that, it is possible to infer that inductive approach seems to be in line with the characteristics of our type of target.

To conclude, identifying the most correct way to communicate could mean achieving a successful knowledge dissemination process, which contributes both to spreading important information of great social impact, such as bullying, and to preventing the phenomenon among the most involved population's section, that is to say young people attending school.

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