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TEACHER DANIELA ANAMARIA PAP
(COORDINATOR)

THE WORKS OF THE INTERNATIONAL
SYMPOSIUM
OUR SCHOOLS AND BULLYING ISSUE
JULY 2022



EDITURA MERITOCRAT CLUJ-NAPOCA
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Consilier editorial: lect. dr. Tiberiu Irimia

Lector de carte: profesor Daniela Anamaria Pap

Tehnoredactare: profesor Mihael Simion Forai

Coperta I-IV: profesor Daniela Anamaria Pap

Grafică generală: profesor Daniela Anamaria Pap

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Editura Meritocrat Cluj-Napoca

Tel. 0760 607 889, 0741 494 338

e-mail: meritocratcj@gmail.com

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FOREWORD

*teacher, DANIELA ANAMARIA PAP
ȘCOALA PROFESIONALĂ TÂRLIȘUA*

ABIS project - *AGAINST BULLYING FOR A BETTER INCLUSION IN SCHOOLS* started in 2019, became for me a refuge of peace in a society suffocated by shortcomings and problems. cooperation with the project teams and with the children makes the world smaller, easier to reach and experience. Monthly, our activities brought us satisfaction, and the mobilities demonstrated that together, people who did not know each other, can form a family.

I am the coordinator of *ABIS-AGAINST BULLYING FOR A BETTER INCLUSION IN SCHOOLS* project and I am proud of this team. The participants in the project are four more schools from four different countries: TURKEY, POLAND, ITALY, ROMANIA. The project was implemented together with Erasmus coordinators and is based on students' ability to manage bullying situations. Diversity is a goal of the project. The project gives the chance to the students and teachers involved to cooperate with other people at European level. The project focuses on increasing the degree of empathy, awareness and acceptance of diversity, so that students are aware of important events and facts in their lives and in school.

The methodological ability of the teachers to integrate in the curriculum of each discipline the activities of the project represented an important point for the positive feedback at the level of the school unit. Also, for the existence of this fact, the achievement of a correct coordination between the approached topics, from the project perspective, and the taught subjects, was a strong point at the school level, because the teachers involved synchronized their activity in class with that of the project. Students have acquired excellent digital and communication skills in a foreign language, but also the ability to seek information on one's own, to support others, to cooperate and to communicate effectively. We tried to develop students' communication, digital competence, learning to learn, initiative and entrepreneurship, cultural awareness and expression competencies in accordance with the project-based educational content using information technologies. We made the activities reading, writing, making presentation, singing, writing poems and stories to encourage students to learn foreign language and to use the language as production oriented, to make our students have a sensitivity against events around them. We aimed to focus on effective learning, rather than time-based learning. Specifically, this means that students can use either e-learning platforms, digital lecturing, or in-person teaching to learn effectively.

Bullying is a form of aggressive behavior that occurs in relationships between people in the same position: children, siblings, co-workers (if we refer to adult bullying). Normally, people who are in the same position have the same rights and responsibilities. There is no difference between them regarding the responsibilities they have.

Adults, parents or teachers do not occupy the same position with children. It is natural for adults to be in a position of power over children.

Adults have the responsibility to take care of children, to guide them in the right direction, to determine how they should behave in one context or another, what is allowed and what is not.

Adults set the rules, children follow them, adults have control over access to rewards. In addition, adults have more physical strength than children from the start, have a longer life experience and can obviously do more.

Abuse of power can often occur in this type of relationship. But when this happens, we are simply talking about abuse that can take different forms: physical, emotional, etc.

When an adult uses physical force on a child, for example, hits him to force him to do what he wants, that behavior is abuse and not bullying.

If the child hit by his father goes to school and hits a colleague, to make him do what he wants, this time the behavior is bullying, because the two children involved in the situation are in a similar position and neither of them has a priority of power over the other.

As we often see, violence is spreading around us. Children who experience violence in their relationships with their parents are much more likely to exhibit bullying behaviors in their relationships with their peers or other children.

There are situations in which teachers talk about the fact that they are the target of the bullying behaviors of the children they work with. Those behaviors are not bullying behaviors. This situation, in which adults become the target of children's aggressive behaviors, speaks of the difficulty of adults to assume the responsibilities of the role they have:

- It is an atypical situation in which children take control and do not have the maturity to use power in a healthy way.
- The adults who care for them have a position of power over children. They are the adults and they carry the wisdom that children would need to be offered.
- When children show more power than their parents or teachers, all their functioning is turned upside down.

When an adult loses strength and power in the face of children's aggressive behaviors, most of the time he has a personal history of victimization, which makes him come out of the adult slippers that are responsible for care. Through the lens of one's own traumas, the image of the child who shows aggression in the present is mixed with the image of the person who aggressed him in the past and very easily the adult becomes the child hurt from another time. It is very easy to understand how difficult it is to take care of someone, when you do not already have the perspective of an adult and you have reached the same level or sometimes a lower level than the child you have to take care of.

The children we work with show us through their daily behaviors what are the most vulnerable places inside us that we have abandoned or closed for a long time and to which we thought we would never return. It's just that everything that was very painful and did

not digest until the end, comes to light later in life, when the situations we have experienced and which have caused us pain are very similar to the present situations.



THE IMPACT OF A.B.I.S. -ERASMUS ANTIBULLYING PROJECT ON ȘCOALA PROFESIONALĂ TÂRLIȘUA

teacher, MIHAEL SIMION FORAI

ȘCOALA PROFESIONALĂ TÂRLIȘUA

School presentation

The dynamics of today's society necessarily involve diagnosis, vision and forecasting so that the values that our school promotes are chance, equality, competence, honesty, freedom, altruism.

Our school has: ■ 20 classes/groups with a total number of 329 pupils/preschoolers (62-pre-school, 105-primary, 102-secondary, 60-vocational/dual).

■ Vocational education/dual-Technological field - technical profile (field of professional training: mechanical), specialization - welder;

■ Teaching staff: 28 teachers.

The development of Erasmus+ projects within the school is one of the positive values necessary for the strategic development of our school. In this context, A.B.I.S. project (Antibullying for a Better Inclusion in Schools) that ran from 2019 to 2022 provides a concrete picture of the quantifiable medium and long-term development directions and targets – it shows us the major directions of progress.

The vision and mission of the school

Vision:

“Târlîșua Vocational School aims at forming and developing the capacity for social/professional integration, adaptation to change, assuming the democratic values of all the beneficiaries of education, by promoting an open and permanent dialog with the social and educational partners.”

”Our school enlightens minds and shapes people”!

Mission:

To provide education at quality standards generated by the European integration of Romania, for the intellectual, moral and professional perfection of students, in order to ensure human resources in the field of training profiles, as a condition of the economic and cultural progress of the local Community, especially of our country, in general.

The ABIS project, through its objectives and activities contributed to the mission and vision of our school by developing the capacity for social integration and assumption of democratic values of all the students and educational partners. The project also developed our quality standards of European integration through the cultural progress of the local community and our country as well.

Involvement of our school in the project

Our school decided to involve in a project which has the main objective the exchange of good practice in what concerns the prevention of bullying because violence in school, in all its forms, constitutes a violation of the rights of the child to education, health and well-being. We can't talk about quality education, fair, if students face violence

in the school environment. Violence in school it manifests itself in the form of both singular actions and intimidation permanent bullying and systematic bullying.

Bullying it is a specific form of aggression, repetitive, systematic, directed against a person who has difficulty defending himself, in order to demoralize him, to diminish his self-esteem and to minimize his role in the social group. Unlike physical violence, bullying includes verbal violence (insults, nicknames, and threats), relational violence (isolation, spreading rumors), and so on, even online violence – cyberbullying (public posting of messages, photos denigrating, etc.).

Today, many countries around the world are interested in developing educational policies to prevent and combat bullying because it has serious consequences for both victims and perpetrators, including witnesses. Teenagers involved in bullying situations, as aggressors, victims or witnesses, are more prone to absenteeism, dropping out of school, have lower performance at school disciplines. Bullies or victims of bullying are more susceptible to bullying symptoms of depression and anxiety, have low self-esteem, feel lonely, in some cases, they lose interest in activities. Emotional issues and the behavior suffered by both victims and aggressors can continue in life adult.

Our team of teachers decided that our school must assume the status of project coordinator because according to Health Word Organisation, Romania is on the 3rd place by 42 European countries in what concerns the bullying incidents and Save the Children Romania survey reports that 69% by Romanian students have been witnesses of cyberbullying.

Due to workshops in which teachers and students involved in the project learned how to correctly identify a bullying action we have taken steps to identify potential bullying students or potential abusers in our school. During the entire period in which the project took place we had specific activities with students from our school at least once a month regarding the prevention of bullying or activities which highlighted the effects of bullying on the victim in order to defeat possible students who use to denigrate other colleagues in a way or another. At the end of all mobility, children participated in another series of anti-bullying activities/workshops in which they mentioned that bullying happens very rarely and of a much lower intensity. It is even absent in most classes.

Methods to prevent bullying

Through this project students also learned how to react in a bullying situation. For example, they learnt:

To ignore those who attack.

To not even look at them!

To pretend not to hear them!

To not get mad!

To not show them when they are upset!

To not cry!

To not away!

To go somewhere where an adult is present!

To talk to this adult or anyone else about it!

To write on something so they don't forget any details when they tell someone!

To respond firmly to those who attack.

In what concerns the cyberbullying, students learnt that:

- They have to avoid online distribution of personal data (home address, school name of parents, profession of parents), protect their sensitive data (personal photos, access codes, phone numbers, etc.)
- They have to avoid the most common cyber fraud (phishing and spam messages), talk to their friends and ask for their permission before posting photos of them.
- Their friends should also ask for their permission before posting photos of them.
- They also need to create complex passwords that contain uppercase, lowercase, numbers, and symbols.
- They are not allowed to share their passwords with anyone and always check their privacy settings on social networks and choose the best ones solutions to be as secure as possible.
- Periodically they should enter their name on the main search engines and view the results - if there is something that makes them unhappy, try to eliminate it, and if they fail, ask for help from one person of trust.
- They should let go of the habit of posting and sharing anything with everyone. This habit is dangerous and maybe it entails risks and undesirable consequences. I
- If they don't want everyone to know everything about themselves, then don't post everything on the internet, either at least on personal chats.
- They need to block those who make them uncomfortable, and if possible, report to the site administrator or the social network.

The impact of the A.B.I.S. Erasmus project on our school

All the activities on this project had a great impact not only on students but also on teachers from our school, because the examples of good practices got to all teachers not only to those involved directly in the project and they applied similar activities with those realised during our mobilities with all students during their personal developing classes. After each dissemination made among teachers and students about each mobility achieved in each partner school the majority of the teachers applied to their classes similar activities as those presented by our team.

Teachers learnt that they need to address bullying immediately because the situation can run out of control later. This can be accomplished by increasing supervision in places where bullying happens most frequently (courts sports, hallways, bathrooms, school yard); establishing classroom rules that clearly express what we expect a child to do in a situation of interaction with colleagues; establishing clear consequences for the violation of each rule and apply the consequences consistently for the manifestation of bullying behavior; using rewards for children who have bullying-deterrence reactions (defending a target child or ask for help from an adult.); modifying, through interventions throughout the class, the level of empathy, the attitude and the way of reaction of the colleagues witness when a colleague is a target of bullying (so that as many colleagues as possible take them defending the colleague who is the target of bullying or seeking help from someone who has greater power – an adult).

Students learnt that they always have to walk confidently and calm, they shouldn't give free rein to feelings like angry, hate, or revenge. They have to avoid conflicts and to

know that everything has a limit or the fact that they have to filter out offensive words. In the last circumstances they learnt how to get help in case of bullying and how to help others. The most important issue was the fact that they learned how to avoid cyberbullying because nowadays, the most cases of bullying run on the internet, on social media pages.

Both, students and teachers developed or improved their linguistic competences and cultural knowleges about the partner countries.

In what concerns the impact of the project on the school as an organisation the implementation in the field of school education, with a focus on preventing and combating bullying the school appears to have effects on the development of skills of identification organizations students at risk, their monitoring in view of their safety. Understanding and acceptance as realities are the main principles that the school organization must adopt in order to build intervention strategies to the specific needs of students and teachers in avoiding acts of bullying. The development of the A.B.I.S. project also led to increased visibility of the educational establishments in the community, through the means and means of promoting and disseminating projects. It helped to increase the prestige of the school in the community.

As a conclusion, for Școala Profesională Târlîșua, the Erasmus project *Against Bullying for a Better Inclusion in Schools* was a great success in what concerns the impact on the organisation, students and teachers because they have assimilated valuable information regarding on combating and eliminating possible cases of bullying.

A.B.I.S ERASMUS PROJECT IMPACT ON DOCHIA SCHOOL, ROMANIA

teacher, GEORGETA ASAVINEI

ȘCOALA GIMNAZIALĂ NR.1 DOCHIA

"A.B.I.S."= a beautiful story in which our school walked with trembling steps and with emotions like any student in the preparatory class. Our first project of such importance.

"Against Bullying for a Better Inclusion in Schools" is a topic that concerns us. Although we are a small school, we also face this sad phenomenon. I saw in this project the great opportunity to find solutions, together with partners from other schools and from other states, in order not to fight with this phenomenon and to help students to overcome it or not to face it.

We proposed and we resisted as teachers, to learn together about bullying. Let's learn from specialists, let's not document together, let's not share our experiences, let's ask for advice, let's analyze to be able to know how to adopt the best solutions when we face something like this at school.

For our students, we want to know how to anticipate the beginning of the bullying phenomenon, to know how to prevent its occurrence together with them.

To know how to guide them, to give them advice, to find solutions.

I discovered and studied various types of bullying. Information is the key to solutions.

We wanted to be well prepared and learned many techniques during this project in order to know how not to adapt in the event that such a situation occurs again in our school. The students of our school were fully involved in this project. Although it took longer than we expected, this project had only benefits. During these years, several classes of students were able to benefit from the lessons offered by such a project.



This topic was constantly discussed and within the school there were monthly activities that we did with the students in collaboration with the project partners. There were also online activities. The students had the chance to work virtually, then physically, with their fellow students from other schools and from other countries. A great opportunity for them.

The emotion and enthusiasm of the collaboration with students from other schools determined the students of Dochia schools to be very cooperative and get involved, to be eager to learn together and take part in activities.

This phenomenon was vaguely known to everyone, some only heard, some thought they knew what it was, some knew victims, others knew bullies, maybe some even went



through something like that. But after this experience, things are much clearer. They learned everything this phenomenon is, they learned to recognize it, they learned to behave in such situations. We hope that everything that was proposed in the subject of this project was very well understood and assimilated.

More than that, some friendships and relationships were made, which will surely leave a positive mark on the students in life.

Some had the great chance to visit the schools in the project: some students went to Poland, to Szukola Podstawowa nr 2 im. Juliusza Slowackiego, and others went to visit the Italian partners at the Istituto Compresivo Statale Ignazio Buttitta.

Wonderful experiences: being together for a week with other children of your age but in another country is a wonderful thing. They learned so many things together. They were happy to cooperate, to find interesting activities together, to analyze bullying situations, to discover together what is bad and what is good and to make friends.

At the end of the project, our school had the joy of being the host. All the partners came to our school: students and teachers from Tarlisua, from Italy, from Poland, from Italy and from Turkey. A great joy and honor for us. The whole community mobilized, got involved and enjoyed together this chance and the many things done together.

Among the many activities carried out we list:

- Practice different language skills;
- Various theme-based workshops;
- Playing a lot of interesting and funny educational games;
- Challenging debates;
- Interactive online quizzes;
- Various sports competitions;
- Watching movies or videos regarding our project;
- And many others...

If we were to make a selection of what the students and teachers said after the discussions with them, what they learned from this project I would briefly list:

We learned together:

- The correct definition of the term bullying and existing types of bullying;
- An act of bullying is made up of: aggressor, victim and witnesses;
- Profile of the aggressor;
- Profile of a victim;
- The consequences of bullying;
- What can we do in a bullying situation;

Regarding the impact of this major project, I could say that everyone had nothing to gain: students, teachers, community, school.

As far as the students are concerned, they definitely had the main role of this project. As a result of the strong involvement in the project, the students now have a good



knowledge of the entire bullying phenomenon, what it means, aggressor, victim, witness and what the consequences of this sad act can be. They learned to make friends and use up their energy in sports and fun activities. they massively improved their linguistic, technological and social knowledge.

Everyone is very excited and proud to have been able to participate in such a project and can't wait to work on others in the future. They opened their appetite for knowledge, for relationships, for new things and people.

As far as the teachers are concerned, they certainly have a richer knowledge base, they are very excited that they were able to organize these activities for the students of

their school and they will certainly know from now on how to better manage a possible act of bullying from school.

The school also increased its value with this project: by collaborating with European institutions, it also acquired a European value, becoming a well-known school on eTwinning and in the Erasmus programs. The school's prestige increased through the degree of involvement in a European project, in extracurricular activities and of current interest.

The students' parents are more pleased with the school unit and collaborate better and have become more open to collaboration.

In a nutshell, only good things happened and with positive results for all the participants, both for the students and for the teaching staff involved in this project.



BULLYING ISSUE IN SCHOOLS

teacher, FERHAT ŞİMŞEK
TOKAT 26 HAZİRAN ORTAOKULU TOKAT/TURKİYE

Bullying has two key components: repeated harmful acts and an imbalance of power. It involves repeated physical, verbal or psychological attacks or intimidation directed against a victim who cannot properly defend him- or herself because of size or strength, or because the victim is outnumbered or less psychologically resilient.

Bullying includes assault, tripping, intimidation, rumor-spreading and isolation, demands for money, destruction of property, theft of valued possessions, destruction of another's work, and name-calling. In the United States, several other school behaviors (some of which are illegal) are recognized as forms of bullying, such as:

-Sexual harassment

-Ostracism based on perceived sexual orientation Hazing

Not all taunting, teasing and fighting among schoolchildren constitutes bullying.⁶ "Two persons of approximately the same strength (physical or psychological)...fighting or quarreling" is not bullying. Rather, bullying entails repeated acts by someone perceived as physically or psychologically more powerful.

GENERAL IDENTIFICATION OF BULLYING

Bullying is a type of aggression that occurs in schools against the weaker children by older or physically stronger students. it is constantly battering, torturing and disturbing. Students intimidate other students with their words and actions, and take away their right to free learning, which they should have, therefore, it causes children to feel insecure at school and they frequently cause absenteeism (Furniss, 2000).

FIRST IDENTIFICATION

It is known that the first definition of school bullying was made by Olweus (1978), who initiated the first scientific studies on this subject. In the early years of his studies, Olweus expressed school bullying with the word mobbing, which means violence by a group.

OTHER IDENTIFICATION

It is observed that the definition made by Olweus was examined during the process and different dimensions of the concept were highlighted by different researchers. For example, some researchers, like Olweus, put group violence at the center of school bullying (Pikas, 1975), while others highlight individual violence. It is seen that they

scatter (Lowenstein, 1978), while others focus more on physical attacks (Arora & Thompson, 1987). In the following years, it is noteworthy that the concept was further expanded and actions such as teasing, mocking, harassing and pushing out of the group and isolating it were also included (Smith, 2008).

DISTINCTIVE FEATURES OF BULLYING

- Bullying is words and actions done consciously and voluntarily and with the aim of causing physical, mental, social or psychological harm to the victim.
- Bullying has the feature of being repeated for a certain period of time.
- It is possible that the victim who is bullied is not able to protect and defend himself.
- Just as bullies can do their actions individually or in groups, victims can also do this.
- They can be harmed individually or as a group by actions.
- Bullyers avoid such actions.
- Therefore, they usually provide some benefits for themselves.
- Bullying, victim or victims they usually take pleasure in their suffering (Banks, 1997; Fitzgerald, 1999).

OCCURRENCE OF BULLYING

- The actions of bully students can manifest in different ways. Some of them can be listed as following:
- Kicking or slapping
- Push, pull and poke
- Fearing
- Making fun of, mocking, teasing, verbally teasing, harassing.
- Nickname(s).
- Insulting or humiliating the victim or his family.
- Making and spreading false rumors about the victim.
- Writing ugly words about the victim in various places.
- Deliberately excluding the victim from the group and not engaging them in solitary push, play, or other activities.
- Deliberately damaging their belongings.
- Taking the goods or money by intimidate.

BULLYING AND GENDER

When the literature is examined, it is seen that both bullying and bullied students it is seen that a significant portion of them are men (Boulton & Underwood, 1992; Nansel, 2001). In these studies, men Other male students were more likely to be beaten, kicked, that they are bullied physically, such as being pushed and bullied, It has been found that students are mostly bullied by both genders, such as name-calling, mocking, mocking, and making rumors, and are socially excluded (Olweus, 1978; Stevenson et al. Smith, 1989; Olweus, 1991; Pateraki, 2001; Karaman-Kepenekçi & Çinkır, 2001).

Research findings show that men are more targets of bullying.

Although girls experience more sadness after the acts of bullying (Menesini et al., 1997) and it reveals that their emotional development is affected more negatively in the later stages of their lives.

BULLYING AND AGE

Findings indicate that the frequency of committing bullying acts in general increases with age (Boulton & Underwood, 1992;

Andreou, 2000; Pateraki, 2001), but the frequency of victimization has decreased (Olweus, 1999b; Boulton & Underwood, 1992; Pateraki, 2001; Fonzi et al., 1999).

Also with age:

It is stated that the type of bullying also changes. The research results show that physical bullying is more common among students in small classes, whereas verbal or psychological bullying is more common.

Reveals that it is common among students in classrooms (Lösel & Bliesener, 1999).

SUGGESTIONS

To students, teachers and parents should be provided with accurate and comprehensive information about the prevalence of bullying incidents at school, the causes and consequences of bullying.

Provide various examples of interjections depending on the emotion.

Regardless of the type, it should be emphasized that bullying acts at school are unacceptable, in order to deal with this problem effectively. appropriate policies should be developed.

Additional precautions should be taken for security around the school and in places where bullying is most common. In particular, it should be ensured that the teachers on duty check these areas frequently.

The subject of bullying in schools, for example Social Studies/Social Studies should be included in the curriculum of such courses, and even brought up in other courses as part of the hidden curriculum from time to time.

Families should be made aware of school bullying, and parents should be involved in the intervention process.

Individual or group counseling should be provided for bullies and their victims when necessary.

THE PROBLEM OF BULLYING IN SCHOOLS

Some Facts About Bullying



Bullying more often takes place at school than on the way to and from school

Boy bullies tend to rely on physical aggression more than girl bullies, who often use teasing, rumor-spreading, exclusion, and social isolation



Consistently, studies indicate that boys are more likely to bully than girls

Bullies often do not operate alone



Bullying does not end in elementary school. Middle school seems to provide ample opportunities for bullying, although at lesser rates

Co-funded by the Erasmus+ Programme of the European Union



A THRESHOLD PROBLEM: THE RELUCTANCE TO REPORT

7 REASONS

1.

- Fearing retaliation

2.

- Feeling shame at not being able to stand up for themselves

3.

- Fearing they would not be believed

4.

- Thinking their parents' or teacher's advice would make the problem worse

5.

- Fearing their teacher would tell the bully who told on him or her

6.

- Having no confidence that anything would change as a result

7.

- Not wanting to worry their parents



Co-funded by the Erasmus+ Programme of the European Union



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COLLECTION OF THE METHODS TO PREVENT BULLYING

teacher, CĂTĂLIN CIUBOTARIU

ȘCOALA GIMNAZIALĂ NR.1, DOCHIA

Bullying, cyber-bullying and violence in schools are human rights violations, which infringe on the rights of children and young people to live a life free from violence.

Bullying can have serious consequences because it negatively affects the social environment at school and creates an atmosphere of fear among students. Bullying can also impact a student's learning, whether the child is a target of bullying or a witness to it.

The following collection of the methods to prevent bullying has been widely reinforced, during our A.B.I.S. project activities, not only through debates but also practically, via classroom games, workshops, quizzes or competitions.

The need to address bullying in schools is significant. However, schools cannot address the issue alone.

Thus, first of all, preventing bullying requires that parents get involved, too.

Methods FOR PARENTS to prevent bullying:

1. Prevention starts at home

One of the most important things you can do as a parent is ensuring that your child understands what bullying is. First, start by having a conversation with your child, about what represents healthy friendships and what does not.

To encourage your child to talk, ask open-ended questions like:

- *Who did you have lunch with today?*
- *What did you do during breaks?*
- *What happened on the bus ride or walk home from school?*

2. Identify the Warning Signs

Many children don't tell anyone when they have been or are being bullied. Make sure that you can recognize the possible signs that your child is being bullied.

Signs that your child might be getting bullied at school can include:

- Avoiding school or activities
- Change in eating habits
- Change in hygiene
- Dropping grades
- Headaches, stomachaches, and other illnesses
- Mood and personality changes

3. Boost your child's confidence

A child who is encouraged and supported is likely to have more self-esteem and confidence. This can reduce the possibility of them being intimidated.

Children, who take part in activities they love, can also have more confidence. This could be playing an instrument, cooking, playing ball, or dancing.

Their success in their chosen hobby will give them a sense of achievement. The expertise they gain will make them feel proud of themselves and help them connect with other children.

4. Become Familiar with School's Policies

It's important to have a firm grasp on how bullying is handled at your child's school.

This includes knowing which person to call if something happens with your children, as well as having clear expectations for how the situation will be handled.

5. Report Bullying Incidents

If your child tells you they are being bullied, start by contacting school personnel and ask to meet with them in person. By holding a face-to-face meeting, you are demonstrating that you're committed to seeing that the issue resolved.

It can also be useful to document all bullying incidents. This will help you be prepared if the situation escalates and law enforcement or other outside sources need to become involved.

Methods FOR CHILDREN to prevent bullying:

1. Accept people who are different

Everyone is different and unique in their own special way. If we were all the same, how boring would life be?

But, unfortunately, being different can sometimes attract some unwanted attention and bullying is often the product of it.

This way of preventing bullying starts with acceptance. If you accept people who are different and show everyone else that being different is better than going with the crowd, then maybe everyone else will realize that different is cool!

2. Have a positive relationship with others

Being friendly with everyone in your class or in other places where you socialize can be tough. It isn't surprising that you might have a few people that you aren't particularly fond of.

However, if you are friendly and kind with them, they will have less of a reason to want to bully you and other teens.

This is a simple and easy, and one of the best ways to prevent bullying... and you might even find yourself becoming closer with your classmates!

3. Don't gossip

Bullying is often started because of gossip. One lie turns into another and so on and so forth. If you think that the people you are talking about can't hear you, that probably won't be true in a couple of days.

An easy way to prevent bullying before it starts is to simply not talk about others behind their backs and treat them how you'd like to be treated.

4. Form clubs

Many schools offer clubs that support anti-bullying and try to find new and effective ways to prevent bullying.

Joining clubs against bullying strengthens the anti-bullying feeling throughout your school and helps make people aware of the issue. It is easy to join a club already made and if your school doesn't offer one then start your own!

5. Don't be a bystander

Watching someone getting bullied can be just as bad as doing the bullying yourself.

If you see a fight break out or it appears that someone is deliberately intimidating a vulnerable classmate, don't be afraid to step in and get help! Plus, when other people see you do something about it, chances are they'll want to help too!

6. Be a good example

Many times teenagers tend to follow what other teenagers do. So being kind to other classmates and not bullying can go farther than you think!

Always try to do what you know is right and try to inform your friends of ways to prevent bullying too!

Or, as Mahatma Gandhi once said:

“Be the change you want to see in the world!”

As I've already stated, at the beginning of my article, the above collection of the methods to prevent bullying represents just a short review of the huge feedback we've got from our A.B.I.S. project initiatives that took place since 2019.

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TRAINING AND BEST PRACTICES IN ABIS PROJECT

teacher, DANIELA ANAMARIA PAP
ȘCOALA PROFESIONALĂ TÂRLIȘUA

ABIS project aims to support students and develop a series of skills and abilities, intended to be the ideal support in stopping the phenomenon of bullying. So that the students can benefit from this information and practice it to their advantage, the teachers participated in training activities to be a real support for the students in the school and beyond. Students achieved:

- Better-quality results in difficult situations with strong negative emotions
- Ability to cope with their own emotions, especially anger
- Ability to make a distinction between anger and aggression
- Ability to solve emotional situations without being aggressive, and to deal with other people showing verbal bullying
- Changes in participants' emotional states
- Ability of recognising and determining their emotions
- Skills of changing negative emotions into the desired, positive ones
- Ability to improve their mood and to build a positive atmosphere around them
- Ability to build deeper, conflict-free relationships
- Ability to react showing respect to every person involved in the crisis including themselves.
- Greater efficiency in achieving goals - faster response in a situation requiring action, and in which emotions and / or stress arise.

In order for all these methods and strategies to reach the students, the teachers physically participated in various activities and learned, in a broad sense, what bullying is, how to recognize a bullying situation, how to effectively intervene and how to stop the phenomenon.

According to research, bullying is a public health problem that has a negative effect on the results for the engaged kids.

- It's critical to emphasize bullying as a public health issue.
to protect kids from harm.
- Strong relationships with powerful people are the only way to stop bullying.
partners in the community with the ability to identify,

- Become involved and stop bullying from happening again.

The learning objectives should be outlined first, before training and make practice. We talk about how to talk about bullying, what the research has to say about bullying and some misdirections—ideas that might seem to work but could be damaging. If we want to prevent, we have knowledge of the best ways to stop bullying and deal with it.

The learning objectives who help training can be:

- ♥ Define bullying and outline its different manifestations.
- ♥ Identify that bullying is a public health issue that calls for a concerted community response.
- ♥ Describe the fundamental studies on bullying's prevalence, risk factors, and impact on adolescents involved.
- ♥ Describe best practices in bullying prevention and response.

What is bullying?

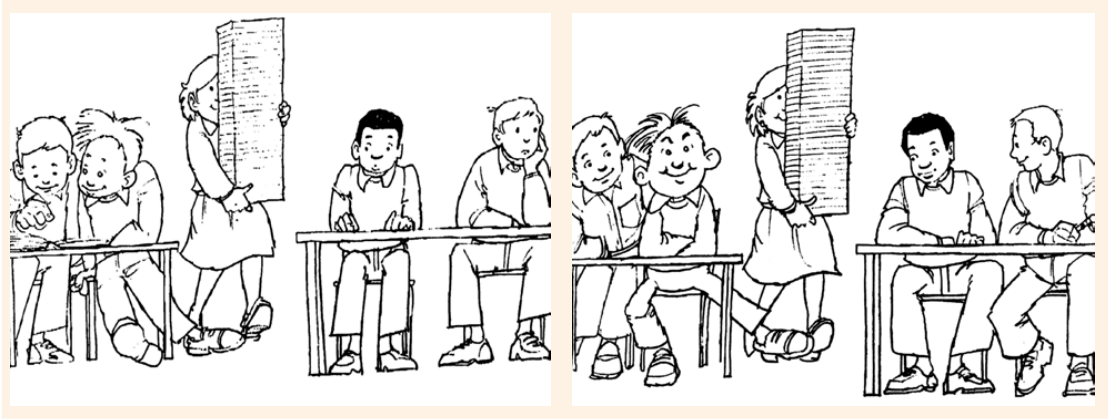
Bullying is any unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. ¹

How are children and youth bullied? Is very important to know how bullying affect the children and youth, in this case we will know how to prevent and what kind of strategies and training we'll apply

- Forms of bullying at school
 - 14% made fun of, called names, or insulted
 - 13% subject of rumors
 - 6% pushed, shoved, tripped, spit on
 - 5% excluded from activities on purpose
 - 4% threatened with harm
 - 2% forced to do things they didn't want to do
 - 2% had property destroyed
- 7% had been cyberbullied anywhere ²

¹ BULLYING SURVEILLANCE AMONG YOUTHS UNIFORM DEFINITIONS FOR PUBLIC HEALTH AND RECOMMENDED DATA ELEMENTS.

² U.S. Department of Education (2015).



As adult and also, as teachers, we need to know the factors that Protect Against Bullying
Family and individual factors:

- Supportive parenting and the modeling of constructive relationships
- Consistent and affectionate parent-child interactions
- Secure, compassionate, and self-confident children

School and peer influences

Peer relationships that are strong and supportive; attentive and involved teachers and staff; and inclusive, nurturing, and secure schools.

➤ Bullying Can Affect the Health, Mental Health, and Academic Well-Being of children who are targeted being bullied is associated with later:

- Internalizing problems
 - Depression, anxiety, panic disorder, self-harm, suicidal thoughts and attempts
- Psychosomatic problems
 - Headaches, stomach pain, sleeping problems, poor appetite
- Academic problems
- Externalizing behavior



3

Best practices in ABIS⁴ PROJECT

A very important thing when working with children and adolescents who exhibit bullying behaviors is to distinguish between his person and his behavior. Because, by what children who frequently engage in bullying behaviors do, they bring a lot of suffering into the lives of other children. We are more inclined to empathize with the target's suffering and feel aversion to the initiator. Anger reactions and punitive actions occur almost automatically, and we need to make a conscious effort to remember that the initiator is also a child, that he is in a period of development, and that beyond these behaviors that cause suffering to others there is in him a person who has qualities, strengths and resources. Therefore, it is important to remember that what we disapprove of is the child's behavior, not the child's person.

- ✓ The iceberg metaphor is a very useful tool to help us remember this. What we can see with the naked eye is only 10% of it. 90% is underwater, hidden from the surface viewer. A curious attitude will help us understand how this child has learned to view the social world and the strategies he tries to cope with.

If you feel that you cannot have compassion for him and no curiosity to find out what lies deep within his being, then you will not be able to work with this child and the recommendation would be to guide him to someone else. It's not something to order. We cannot work with every type of client, but we must be aware of our limits and accept them.⁵



³ <https://www.google.com>.

⁴ *AGAINST BULLYING FOR A BETTER INCLUSION IN SCHOOLS, 2019-1-RO01-KA229-063160.*

⁵ Imaginea este din programul de Educație parentală Cercul Siguranței - program centrat pe relație, Cooper, Hoffman & Powell, 2009.

In this sense, during the project, more than ever, we tried to get to know our students and discover what exactly causes them to be aggressors, especially why the victims do not have the courage to call for help. Before this, we trained the students about bullying and assured them of our support.

What are the directions of action of the individual intervention?

- Development of self-esteem.
 - Developing empathy.
 - Developing the skills of positive interaction with others (initiating and maintaining a friendship relationship, cooperation, managing envy and jealousy, obtaining a status in the group through desirable performances or behaviors).
 - Practicing group integration skills, using prosocial strategies (problem solving, communication, compromise, negotiation).
 - Restructuring the way of looking at the social world through access to experiences that teach him that relationships are not only a source of suffering, but also of comfort, that you can let your guard down and others not take advantage of this to attack you.
- ✓ The Support Group method has been developed and piloted in UK schools. It is a type of approach that does not blame the children who manifest or encourage the bullying behaviors (witnesses), but causes them to become part of the solution. It is a method that uses problem solving skills. The way the counselor or teacher conducts the discussions leads to the creation of a support group for the target child. This support group is created with the help of witnesses, but also of those who have shown the bullying behavior. At the end of the process, the whole group will be held responsible for solving the problem, and the progress will be monitored step by step. Follow-up evaluations, made two years after the end of the intervention, show that the method is immediately successful in 80% of bullying cases.⁶

We practiced this method in the monthly activities carried out in each school, but also in the mobility activities with the students where we created groups of students who participated in different sports and artistic races without any winner. Thus, all the students were equally happy and honestly appreciated the best ones or encouraged the less skilled ones.

⁶ Young S. The support group approach to bullying in schools. *Educational Psychology in Practice*, 1998;14:32–9.



✓ Developing empathic skills



We sent each other presents for Christmas.

✓ Development of self-esteem

✓ Family involvement in the management of bullying situations

The ABIS project is a real success for students and teachers, but also for those who got involved during the three years in which it was carried out; the learning activities and practices that we have at work can be examples of good conduct also for other schools that want to deepen this topic and come to the support of those who want to stop the phenomenon of bullying in any situation.

ADAPTING BULLYING TO SCHOOL STRATEGY PLAN

*teacher, AGNIESZKA OBRZUD
JULIUSZ SŁOWACKI PRIMARY SCHOOL NO. 2, STARY SĄCZ, POLAND*

INTRODUCTION

Safety in education understood in terms of counteracting threats for the well-being of the individual student or teacher, including behaviour pathological conditions such as aggression and violence is at risk when an essential factor, which is the school, fails. Since 2002, schools in Poland have been obliged by the ordinance of the Minister of National Education and Science to introduce school-based prevention programs of children and youth.

It is essential to introduce this kind of document as a way to reduce pathological phenomena in schools. There should be presented subsequent preventive actions for teachers and educators to base on.

Preventive measures presented in the program should be matched to needs and threats and should be prepared by conducting an in-depth diagnosis among students, parents and teachers. It can be done for safety at school and positive results will be visible only if the program is targeted at the entire school community, i.e. students, teachers and parents.

Being identified actual problems at the facility means that schools will be able to use consequent prevention which will be adequate to the threats.

What is bullying?

Bullying in schools is a global problem. One of students' rights is to learn in a safe environment without any fear. Having experienced a problem of peer bullying can lead to negative consequences for the overall school climate and is likely to have negative lifelong consequences for every party of bullying issue: bullies, victims or bystanders (Olweus, 1993).

Olweus (1999a) defined bullying or victimization as instances when a child is exposed, repeatedly and over time, to negative actions on the part of one or more other students (p. 10). He described bullying with reference to three criteria:

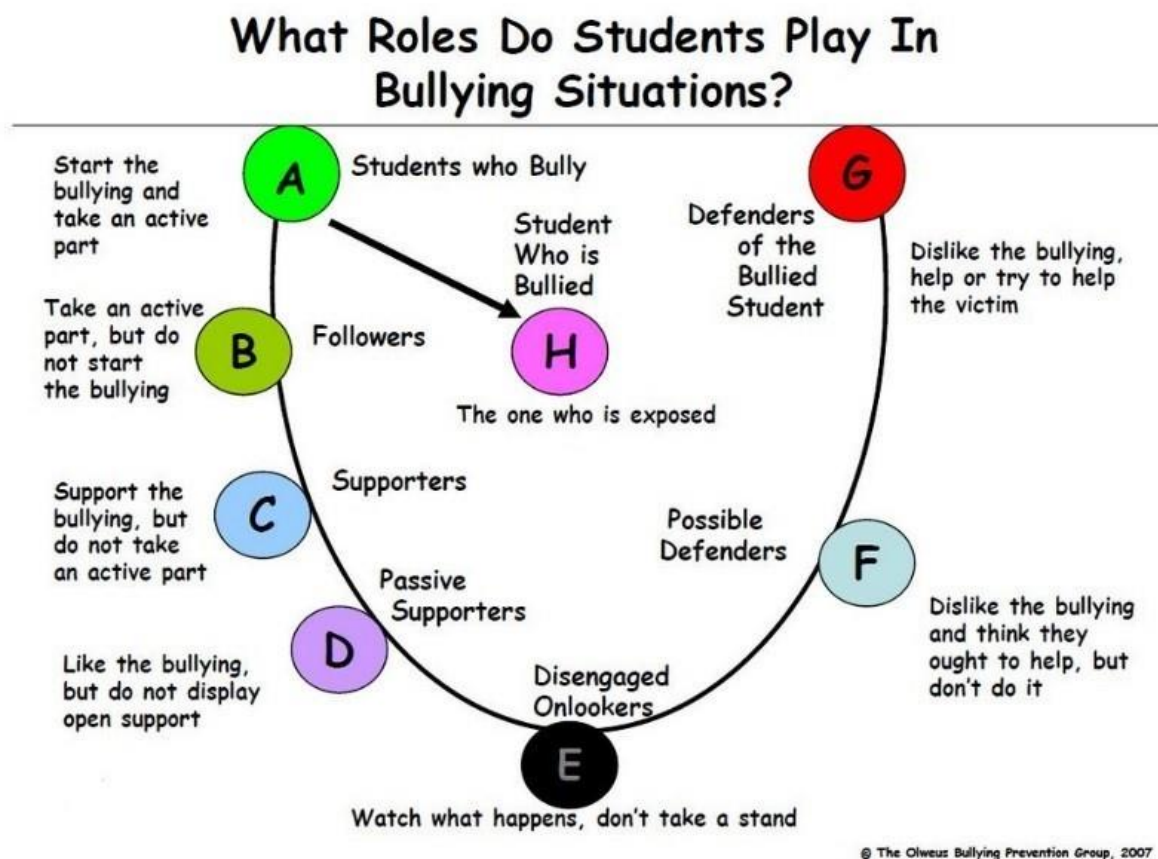
- 1) it is aggressive behaviour or intentional harm doing
- 2) it is performed repeatedly and over time,
- 3) it takes place within the context of an interpersonal relationship characterized by an imbalance of power. (Olweus, 1999a)

Analysing this definition we recognise the direct physical nature of the behaviour and its direct verbal nature. Additionally, bullying can sometimes take the form of more indirect behaviours like social exclusion and rumour spreading.

Bullying, direct or indirect, can then involve behaviour such as:

- hitting, pulling, pushing
- kicking, punching
- calling hurtful names
- insulting or having student's family insulted
- teasing
- any other verbal abuse
- lying or spreading false rumours
- writing harmful notes
- isolation from groups or being let out of fun activities
- damaging properties
- threats, forcing to hand over money or goods through fear
- cyberbullying.

The physical, verbal, indirect or emotional bullying can be carried out by an individual or a group of students.



The role of a school is to react to any event involving aggression and violence. It is taken for granted that no reaction means allowing the situation to occur. All the partners in education should be involved to create 'zero bullying' school.

Educational and preventive program – antibullying school strategy

The basis for the development of the program were directions of implementation of the state policy, diagnosis of educational and preventive problems of the school, diagnosis of needs, including analysis of the school's resources and existing threats, e.g. problem behaviours of students, diagnosis of factors that protect students, diagnosis of risk factors.

The main assumption of the program is the implementation of educational and preventive measures, including: shaping the proper attitudes of students, educating them to values and building a friendly atmosphere at school, preventing conflicts and violence, and mediation.

To create the prevention program and to adapt problem of bullying into the program, there were some surveys carried out amongst students, their parents and teachers:

- a survey addressed to parents on learning and upbringing environment of students
- a questionnaire for students on risky behaviour and the sense of security at school
- interviews with school teachers about safety in school.
- a questionnaire addressed to students and conducted observation on risky behaviours undertaken by students
- an interview with the representatives of the Parents' Council on the School's Preventive and Educational Program
- a research on the educational needs of students based on information obtained from class teachers
- a research on the expectations of parents of students with regard to undertaking activities in the field of education and upbringing
- information from class teachers regarding the coherence of the School's Educational and Preventive Program with the educational work plan created for individual classes by their teachers
- analysis of the resources and needs of the school in terms of education and prevention

There are also organized periodic meetings of the educational team and the Educational and Preventive Program is evaluated.

Diagnosis of protective factors

The school places particular emphasis on the earlier prevention of destructive factors, therefore a lot of emphasis is placed on developing protective factors.

Protective factors are defined as individual properties, relationships with close people, features of the family and extra-family environment that can neutralize or compensate for the negative effects of risk factors, increasing the general immunity of the individual, release energy and processes opposite to those that lead to disease, disorder or social maladjustment (Ostaszewski, 2010). Currently, two groups of these factors are distinguished - i.e. **protective factors** that compensate and reduce the risk among children exposed to adversity, and **well-being factors**. Well-being factors play a protective role in the event of risk factors, but at the same time support the healthy development and good adaptation of children and adolescents who are not at risk of developing problems in the future (Ostaszewski, 2006).

The factors should be taken into consideration while creating and implementing the prevention program as they are connected with bullying phenomenon that occurs at schools.

On the school premises, an important aspect is to ensure the child's behaviour and safety, which is facilitated by establishing clear rules and standards of conduct. According to the surveys carried out amongst students, teachers and parents the vast majority of students feel safe at school and know the rules that they need to follow. They are familiarized with them and systematically reminded about them. Influences exerted by the peer community and significant adults are also of crucial importance. The factor that protects young people is establishing friendships with constructive peers, i.e. young people who by their behaviour express acceptance of social norms, have educational aspirations and demonstrate pro-social attitudes, e.g. engage in activities for the benefit of others.

Students of the primary school in Stary Sącz tend to feel good in their classrooms. Meetings with friends and classmates, cooperation with them, spending time together, mutual help are one of the most frequently mentioned factors thanks to which students feel good at school. Students also work in positive, alternative peer groups, such as: volunteering, students' council, theatre clubs, after-school clubs and others. Informal mentors play a very important role for positive development - especially of children and adolescents whose parents cannot cope with fulfilling their parental roles. They are adults from outside the family, e.g. trainers, teachers, priests, who provide support and advice to teenagers, and watch over their proper development. Surveys showed that students can count on support and help from teachers in difficult situations. They are also aware that in case of difficulties, there are people at school who will help and support them.

It should be noted that the main protective factors among students in schools are:

- a strong family bond, the values passed down by the parents, good relations with the parents, a sense of their support
- students' interests, passions and their development,
- favourable school climate, good relations with teachers, feeling of being supported by them,
- establishing friendships and positive peer relations, feeling of receiving support from peers,
- students' feeling of being secure at school,
- activities in positive, alternative peer groups,
- acceptance and a good atmosphere in the classroom and building positive peer relationships,
- awareness that in case of difficulties there are people at home and at school to help and support them
- bonds with positive adults called "life guides" (mainly parents, schoolmates, selected teachers, a priest),
- values appreciated by students: family, friendship, love, good atmosphere in the classroom, faith and religious practices, conversations with trusted people, in which they feel heard and understood, they feel "that their problems are important",
- sense of acceptance,
- experience of success.

All the factors are essential and should be developed and implemented in the school strategy to prevent students from playing any roles in the process of bullying.

It is necessary to take care of an interesting offer of extracurricular activities, to continue the activity of alternative positive peer groups, to care for good relations of students in the class and among other peers, to strengthen and develop cooperation with parents and entire families of students.

Diagnosis of risk factors

The main risk factors among students of the school include:

- various types of learning failures (including difficulties with concentration, lower than average level of intelligence, difficulties with long-term memory, excessive impulsiveness,
- anti-social behaviour; there are problems with behaviour at school, such as aggression towards peers, insulting others, rejecting, insulting, ridiculing, gossiping, humiliating. The students noticed the occurrence of peer quarrels, which is one of the most frequently mentioned reasons why they feel bad at school.
- isolation by their peers,
- forms of Internet violence,
- incorrect parenting practices that are associated with risky behaviours of children and adolescents include: child neglect, difficulties in communication or even hostility or rejection of the child, leading to disorders in building bonds between parents and the child. The lack of consistency in the behaviour of parents, the lack of clear rules regarding the child's behaviour, and the lack of supervision of where and with whom the young person spends time are also important,
- all kinds of emotional difficulties - inability to deal with difficult emotions or situations.

The educational and preventive program includes comprehensive intervention compensating for educational deficiencies that will be carried out in the following forms:

- ongoing monitoring of threats and needs of the school community,
- correcting inappropriate behaviour and development processes,
- psychological skills programs - workshops, lectures, educational videos on risky behaviour, stress, violence, other forms of addiction,
- a series of educational classes devoted to professional pre-orientation,
- meetings with the school nurse, doctors of various specializations,
- cooperation with the Psychological and Pedagogical Counselling Centre in order to take care of students with disorders,
- material support for students from families with a difficult living conditions,
- prevention through art - the activities of the School Theatre,
- organizing interesting forms of spending free time for young people.

Preventive actions lead to the reduction and elimination of risky behaviours of children and adolescents, strengthening the factors protecting against threats, shaping correct interpersonal relations, awakening life aspirations and counteracting social passivity.

The program implements both educational and preventive goals. The purpose of educational interactions is to strengthen the individual and build his resilience in order to help him cope with the challenges of everyday life. This resilience is shaped by developing competences and the most important life skills of children and adolescents. These goals are achieved through:

1. Building a bond within the school and creating a community of teachers, students and parents from the team.
2. Shaping proper attitudes in accordance with applicable norms and values
3. Promoting patriotic attitudes. Upbringing through role models.
4. Involving into cooperation with institutions supporting the upbringing process and entities of the local environment.
5. Shaping the habits of a healthy lifestyle in the spiritual, mental, physical and social spheres.
6. Shaping attitudes of self-realization and striving for development.
7. Supporting the educational function of parents.

Preventive objectives involve: supporting students in coping with difficulties that threaten their development and healthy life, elimination of risk factors (individual, family, peer, school and environmental) that disrupt the proper development of the student and disrupt his healthy lifestyle, supporting protective factors that favour the proper development of the student and his healthy life. comprehensive preventive influence on children and youth (parents - teachers - school administration and service employees - employees of local institutions acting for the benefit of children), supporting upbringing and teaching wherever there is a threat to students' development, focusing on creating conditions in which children and young people have access to friendly and safe peer groups, e.g. through excursions, school games and parties, membership of positive peer groups, etc., supporting parents in their upbringing and educational functions through various forms of improving parents' skills in educational and preventive work.

In the Juliusz Slowacki Primary School some activities are done on regular basis to encourage students to follow positive patterns of behaviour. These are e.g.

- Preventive Program: "Closer to each other, further from addictions"
- Integrated security policy program - "School Promoting Security",
- "reflective school"
- Social campaign; "Be a friend, not a bully" - counteracting rejection of students by others due to, for example, lower grades or lower social status
- ERASMUS+ ABIS – a project aimed at counteracting peer aggression – with cooperation with schools from Turkey, Italy and Romania,
- "Keep Fit" - a nationwide program run by the Sanitary and Epidemiological Centre
- "Look Different" And "Look Different at Aggression"
- "I help because I like" - preparing students to help those in need



St. Andrew's party – organized with the help of member of the Voluntary Club



'Be a friend, not a bully'



A school theatre performing in front of other students and their families



Day of kindness – a school board



A workshop on bullying and cyberbullying addressed to students' parents



Santa Claus Day organized with the help of a priest and members of the Voluntary Club



Carnival party



Erasmus+ ABIS activity – Kindness branches out

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meritocracj@gmail.com

