

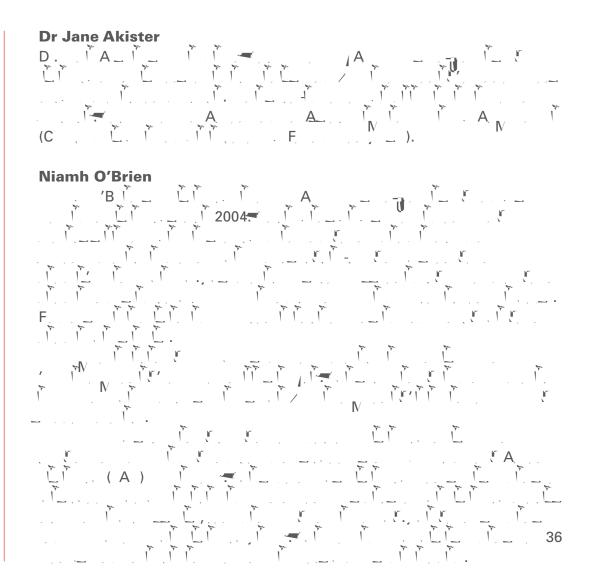
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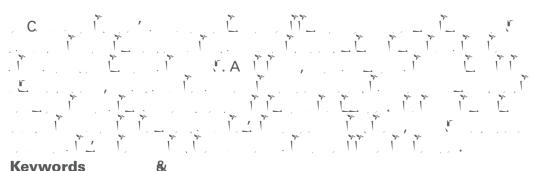


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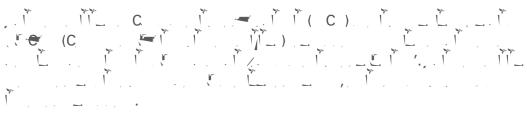
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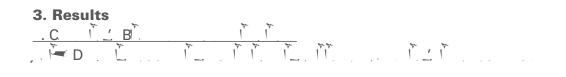
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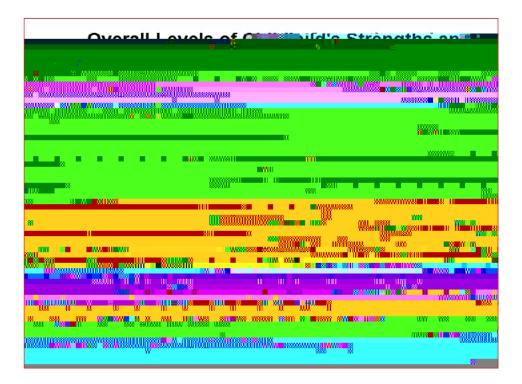




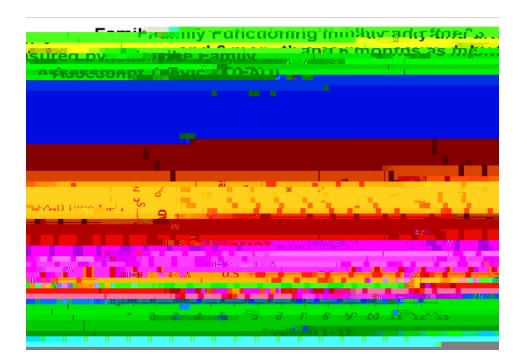


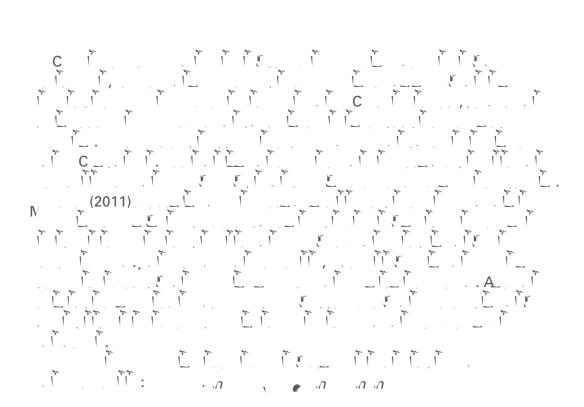


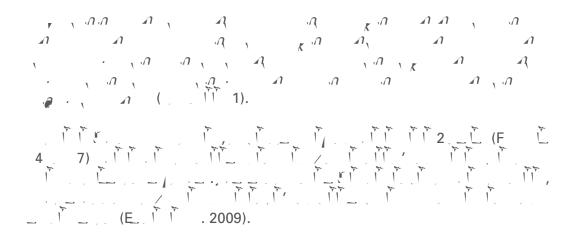
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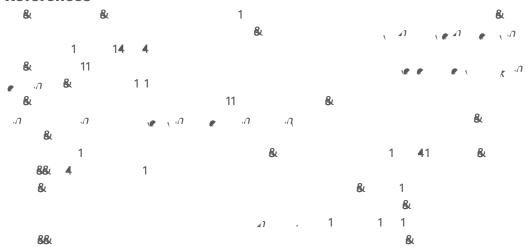
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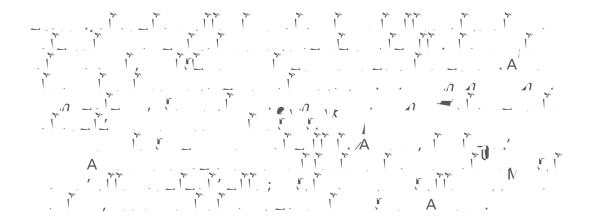


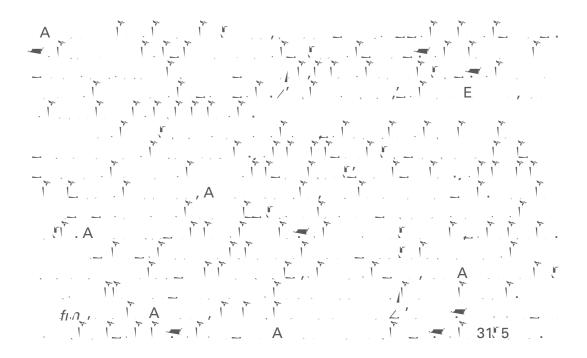
### References



## **Selena Timmins Chapman**





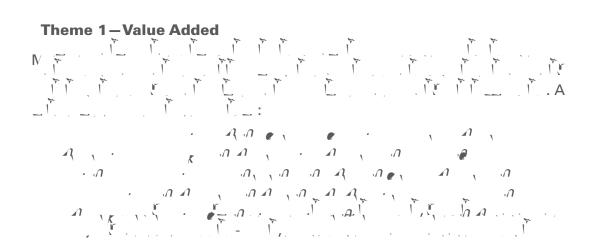






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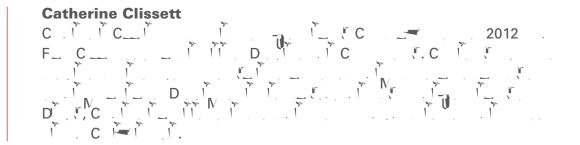
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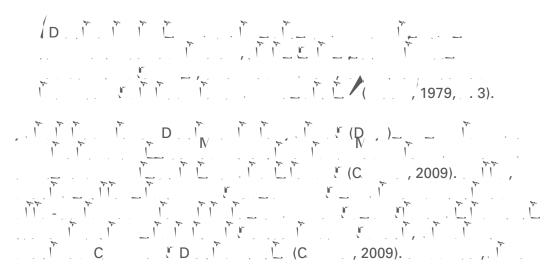
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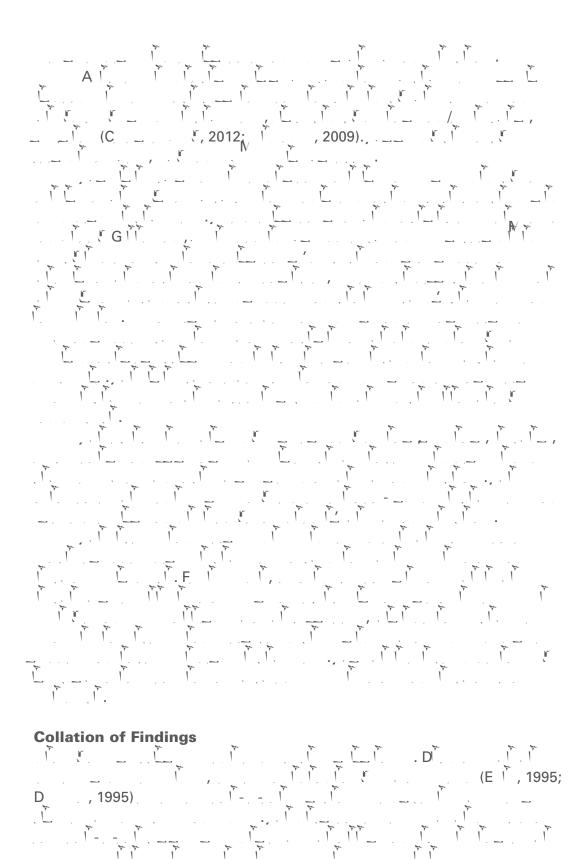
Theme 3—Communication **&**k 

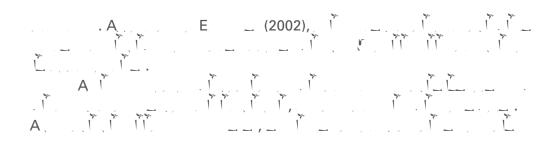


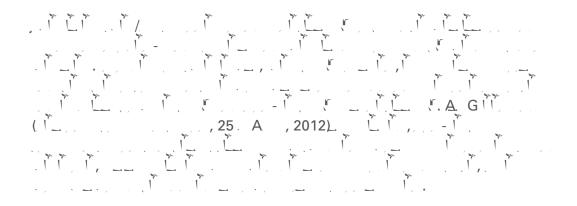


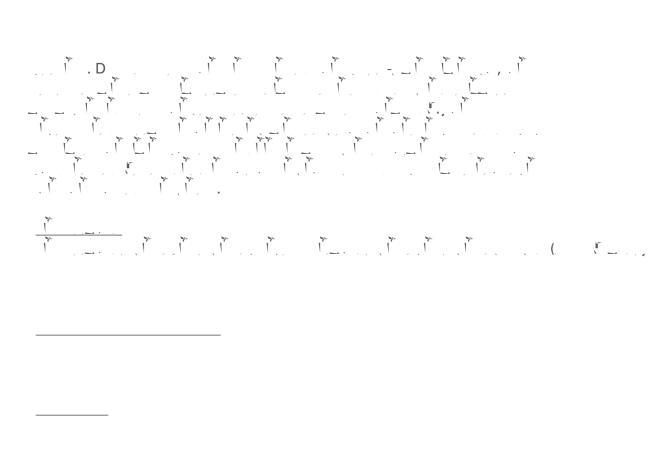
### Introduction





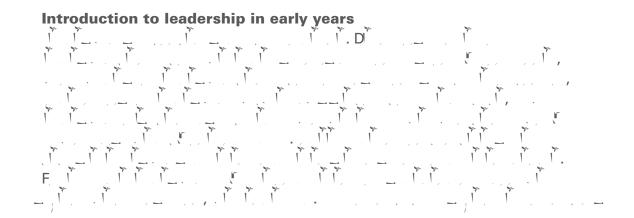


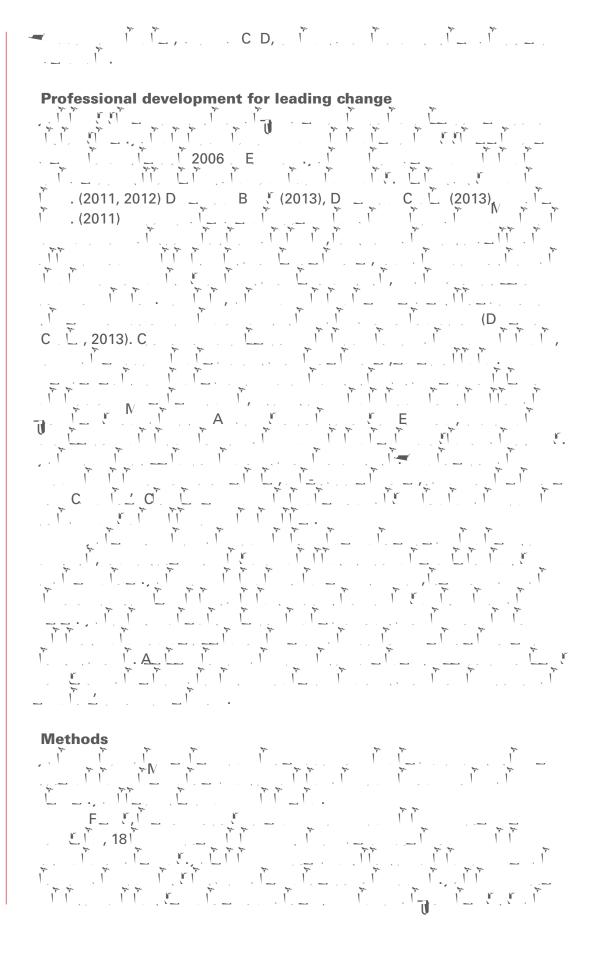




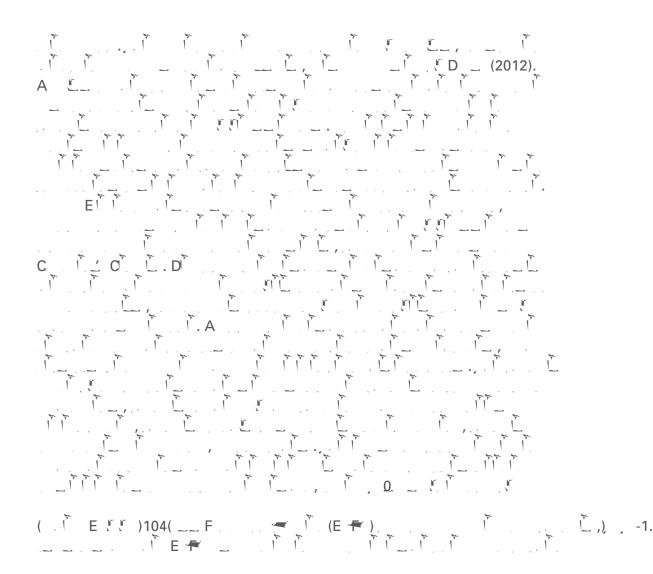


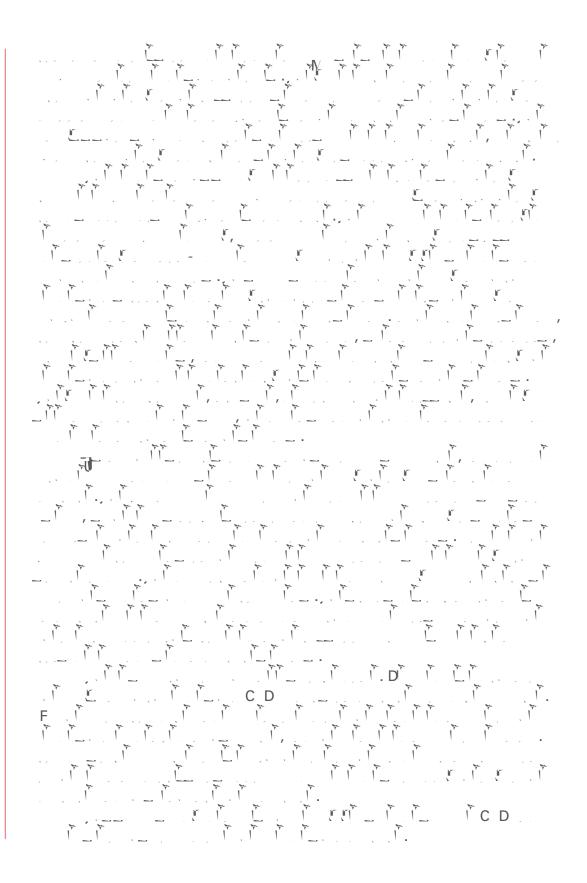
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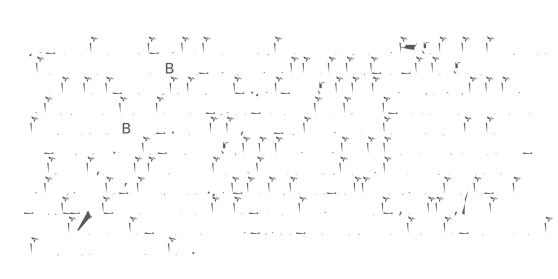


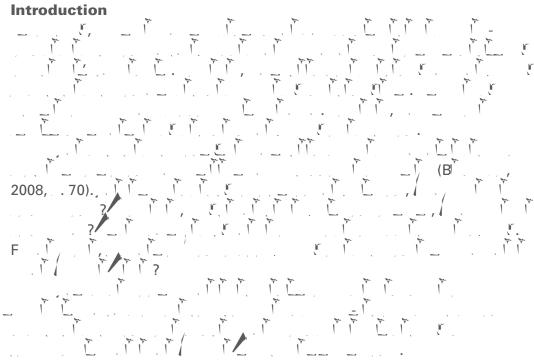


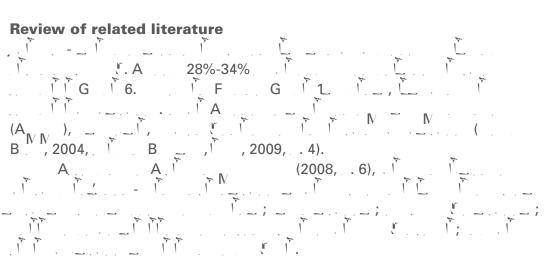


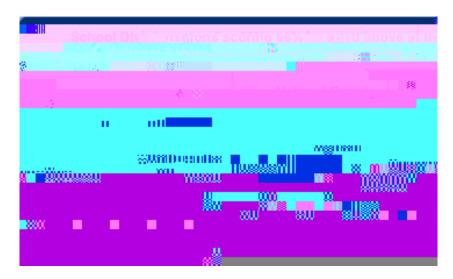


#### References

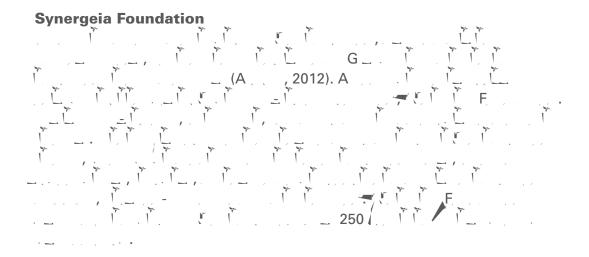


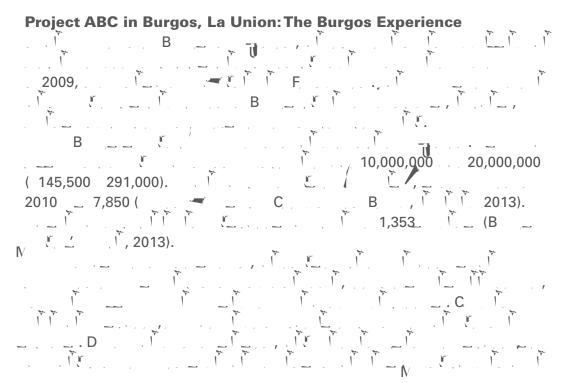


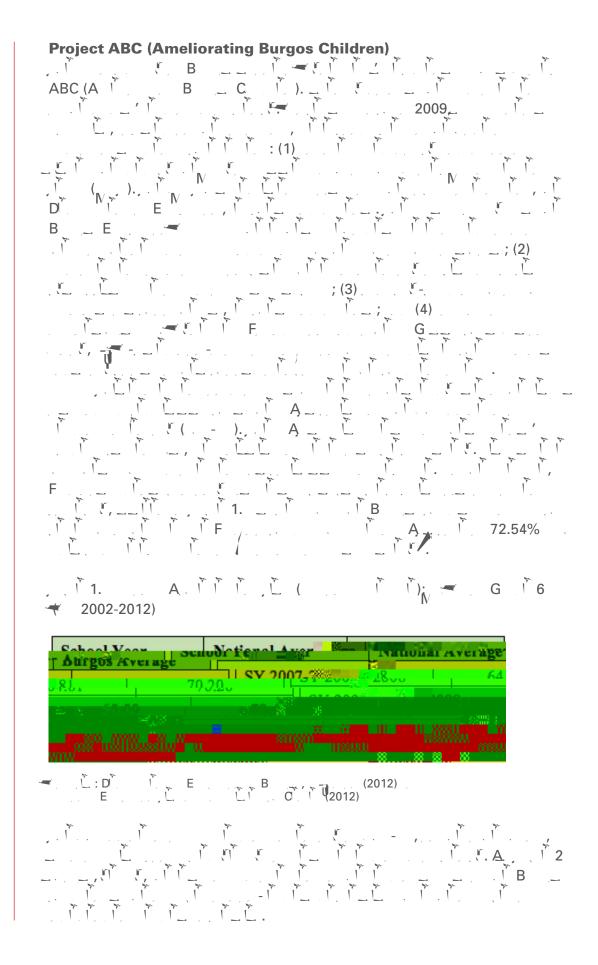


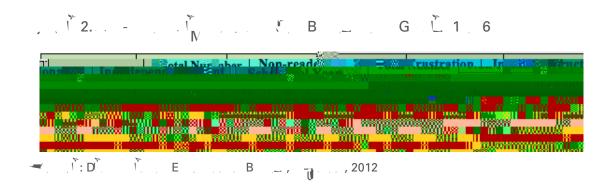




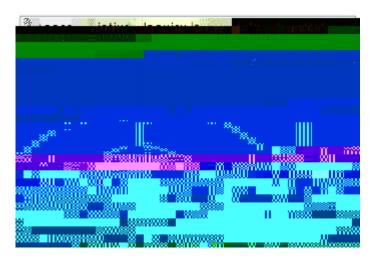




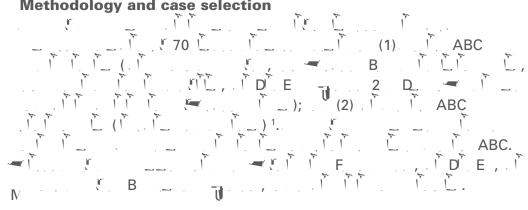








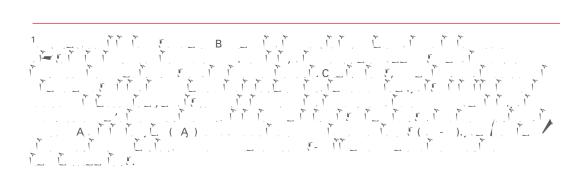
## Methodology and case selection

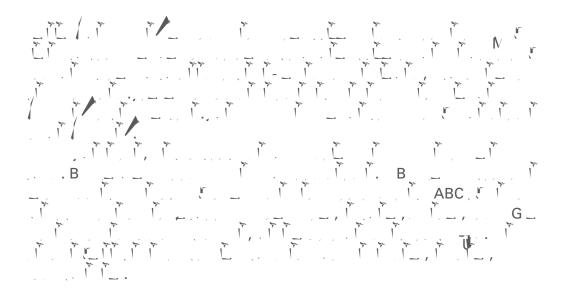












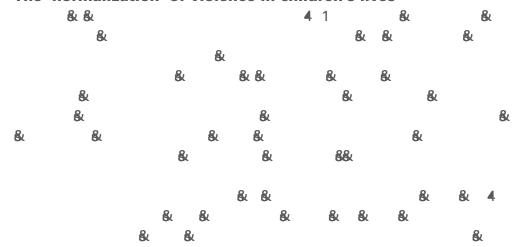
### **REFERENCES**



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# The 'normalization' of violence in children's lives

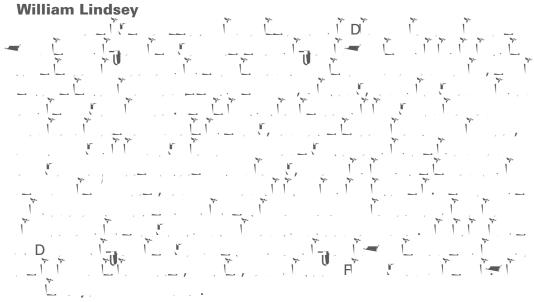


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### References

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# Luisa Magalhães

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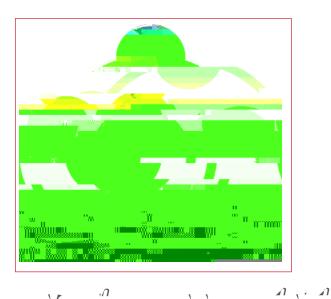
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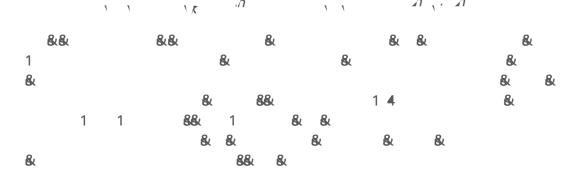
## **Analysis**

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- The communicative process, in which characters and actions shall be

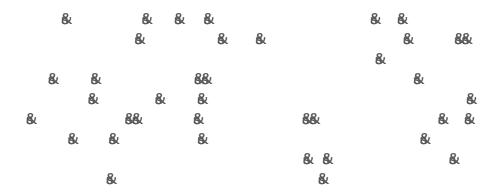




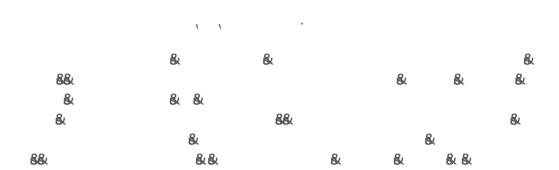


#### **Findings**

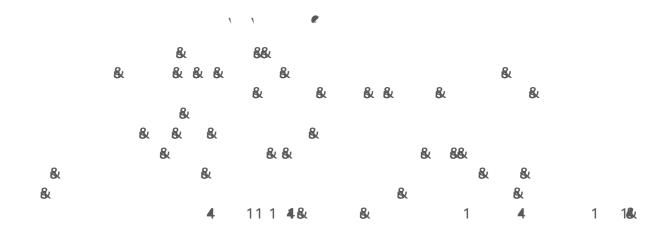
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### 2. The medium level of the communicative process



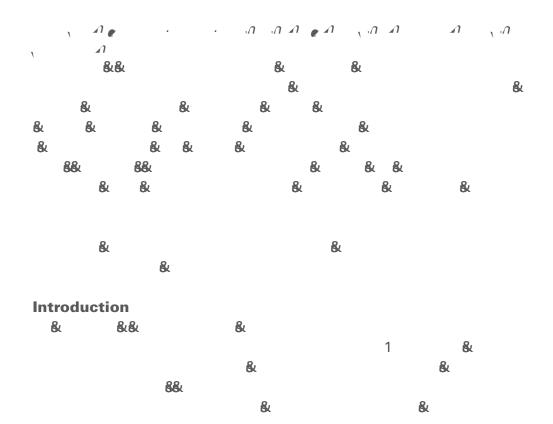
## 3. The micro level of the communicative process



## Conclusion

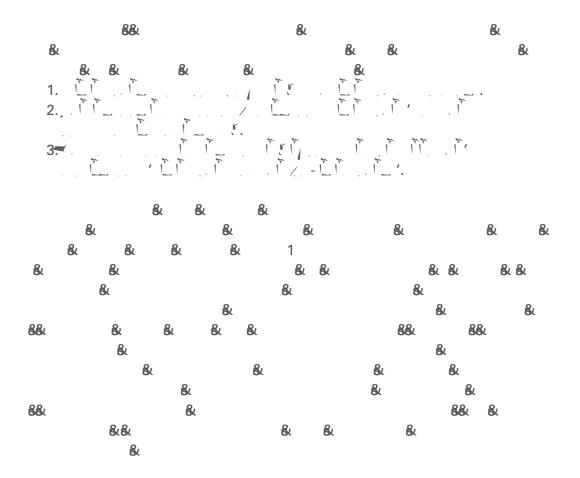
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#### **Defining bullying** 1 **8**1 8k8k & & 8 88 B & & 11 & 41 1 44 (1

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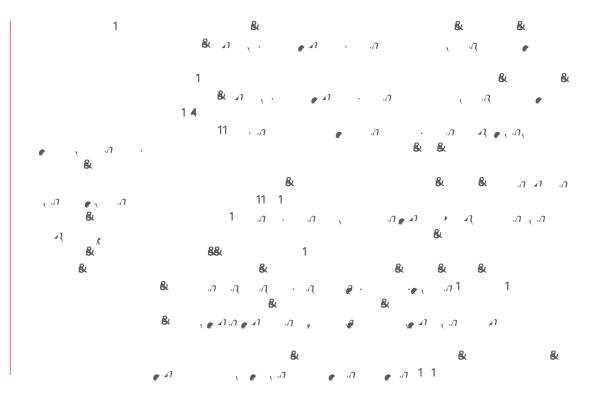
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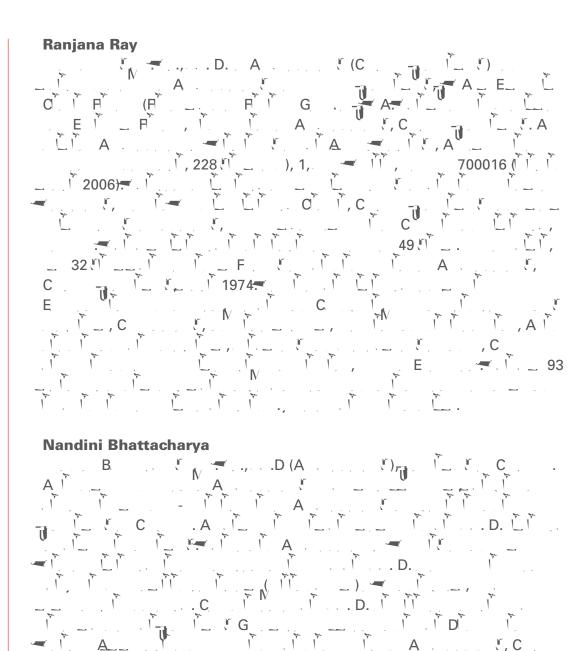
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## References





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