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A Capstone Project for the Bachelor of Arts in Human Development and Family Studies

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Introduction

Bullying, a daily occurrence in some elementary schools, can have long-lasting negative effects on children. In many schools, there are few resources allocated to help the prevention of bullying. To address the lack of bullying prevention in elementary schools, I have created a three-day curriculum about what bullying is and how it can be prevented to be delivered to 3rd grade students at H.A Hyde Elementary in Watsonville, California.

Needs Statement

Bullying can have negative effects on children that can last a life time. Bullying is the most common type of school violence, that can include actions such as making fun of someone, attacking someone physically or verbally and spreading rumors. Elementary school children lack education on identifying bullying behavior and how to do deal with bullying situations. During elementary school years is when children begin to get exposed to bullying, older children who are in middle school and high school are more capable of dealing with bullying than younger children. Elementary school students would really benefit from learning how to deal with bullying behavior.

Bullying prevention programs are created to encourage a positive and safe over all school atmosphere and to aid the decrease of bullying behavior among students. Bullying prevention programs that involve parents tend to be more effective (Lawner & Terzian, 2013). Programs that included some type of adult participation such as staff members encouraging parents to have some type of communication with their children about bullying or attending parenting education workshops about bullying. Programs that involve the whole school

encourage a safe and caring school climate (Lawner & Terzian, 2013). Training all administrators, teachers and school counselors to model and support positive behavior and show anti-bullying messages throughout the school year can help aid the positive behavior in students. School climate represents a multilevel concept that reflects not only the individual student's personal perceptions but also the whole group of students' shared perceptions of the social and structural features of their schools (Yang, C., Sharkey, J. D., Reed, L. A., Chen, C., & Dowdy, E. 2018). Programs that have used the whole school approach have found to be effective on bullying outcomes. Review conducted by (Lawner & Terzian, 2013) proves that certain intervention approaches may be more effective than others. Other approaches that are mentioned during bullying prevention programs such as, self-awareness and self-management, and early intervention are not proven approaches to help bullying behavior. Proven approaches that are effective included involving parents and using a whole-school approach to foster a caring and safe school atmosphere.

My time with the students will be spent on discussing how bullying can be prevented, what bullying is and how it looks like and how to effectively respond to bullying behavior. I believe educating the children on bullying and how to handle these situations is key to helping them overcome bullying that may happen during their school careers. Along with parent involvement and the whole school's encouragement the school climate can be safe for all students.

Developmentally Appropriate Practice

During the elementary school years, children are in the process of developing cognitively, physically and emotionally. According to Piaget's stages of cognitive development, children go through two of his stages while attending elementary school. The preoperational stage is from ages 2 to 7, children have the ability of representing things with words and images but lack logical reasoning. During this stage, children should be able to participate in pretend play, have developed egocentrism and language development according to Piaget. The concrete operational stage is from ages 7 to 11, children begin to think logically about concrete events, understand concrete analogies and perform arithmetic operations as mentioned by Piaget. Children at this age are at the prime of their cognitive development, adding the negativity of bullying can affect these children. In one study, 40% of third grade children have reported being victims of physical and verbal aggression, whereas 14% of the third graders reported being the bully themselves (Orpinas, 2003). If bullying during the elementary school years is left unchecked, it can have an impact on the student in the future. Early bullying can lead to abuse in future relationships, social and psychological maladjustment, anxiety and depression can emerge in adulthood (Teasley,2016). Ultimately, bullying prevention programs should be implemented into elementary schools to help prevent bullying and its consequences that can last a lifetime or even end the life of a child.

Bullying is the use of aggressive behavior or influence to intimidate someone, usually it is repeated over time. According to Albert Bandura's social learning theory, learning can take place in a social context and can occur purely through observation, modeling and imitation. There is a likelihood child learn bullying behavior through social interaction with children that are bullies or by simply observing a bullying interaction. These behaviors can also

be displayed to the children at home and when the children arrive at school they begin to imitate the behavior seen at home. These type of interactions and observations can give children the idea that bullying behavior is okay and that they can get away with this behavior due to other students exhibiting the same behavior.

It is important for adults and educators to intervene in bullying situations. Everyone who is involved in the bullying situation can have an impact on the victim. For a parent, it is important for them to support their child through this time and ask more questions about the bullying, ignoring the situation will give the child the message that bullying is okay. Bystanders can also have an impact on the bullying situation, supporting the victim, not laughing, not encouraging the bully in any way and including the victim in activities are ways to intervene in bullying. Over all intervening in a bullying situation can help the victim feel better, feeling like they have someone on their side can make overcoming bullying a little bit easier for them.

Consideration of Diversity

My project will be conducted in a 3rd grade classroom at H.A Hyde Elementary in the Pajaro Valley Unified School District. According to GreatSchools.org (2017) ethnic composition of H.A Hyde Elementary is 95% Hispanic, 4% White, <1% African American, Filipino <1%, Pacific Islander <1%, Asian <1% and two or more races <1%. With the high percentage of Hispanic students, there are 74% of students that are English learners. I will be conducting the lessons in English, so the students will need to have some English skills to complete the tasks and understand the content. Hispanic youth have reported being bullied more than White or Black students, while Black youth reported being bullied more than Whites and Hispanic (Lane,

2007). Age is one of the key characteristics for bullying prevention. There is usually an increase of bullying during early adolescence and it decreases during the high school years. Prevention efforts should be implemented directly at the transition time from elementary and middle school to help avoid the bullying that can occur in the later years of life.

The diversity aspects that I have considered during this whole project are ethnicity, age and language skills. Watsonville, CA is primarily a Hispanic sanctuary city, many of the families are agricultural working and only speak Spanish or their native languages. Students must have the English language skills to participate in my lessons, some students are reading at grade level, others are above grade level and others way below grade level. This piece of information about the student language skills altered my writing of the scenarios, resulting in having to change the scenarios to a simpler form for all students to understand despite their reading level. There are various ages groups in elementary school, third graders are seven to eight years old, the children had to be old enough to understand and comprehend the concept of bullying and the solutions to bullying behavior.

Learning Outcomes

I intend to provide three, 30-minute lessons to elementary school students about bullying prevention at H.A Hyde Elementary.

By the end of the project, participants will:

1.   Recognize 3 different types of bullying

2.   Describe how bullying can be prevented and repaired

3.   Demonstrate how to respond effectively to bullying behavior

Method

Day 1

First, I will introduce myself to the students and tell the class why I am there. Then, I will ask the class to help me define the different types of bullying as I write them on the board. After we have defined the types of bullying, I will break up the students into groups. The students will define what type of bullying is happening in their scenario in small groups. After about 10 minutes, I will ask each group what kind of bullying is going on in their scenario. After they answer, I will ask the whole class if they agree with the answer to show me with a thumb up and if they disagree to show a thumbs down and ask why they disagree. I will conclude with letting the students know what we will be doing the next time I see them.

Day 2

Today will consist of problem solving. We will discuss different ways to prevent and repair bullying situations. I will be giving each group of students a scenario, recycled from the class before. Then, they will have to read the scenario and write a sentence on how to prevent each scenario. After about 5-10 minutes I will call on students, and we will discuss the solution they chose for their scenario and we will verbally discuss how you are able to repair the scenario mentioned.

Day 3

On day 3, the students will be acting out a bullying scenario. The students are already in groups, so they will be working with their table members. I will give each group a recycled

scenario from the ones used on the previous days. Then, I will give the students the instructions, they are to read the scenario and show the rest of the class how they would respond effectively to that bullying situation. Once the students have practiced the scenario, they will perform it in front of all the class and demonstrate how to respond effectively to bullying behavior. After all the groups have performed their scenario, we will end with the students signing a anti-bullying pledge to promise to prevent bullying and be kind to others.

Results

Learning outcome 1 was that students would be able to recognize three different types of bullying. In the beginning of the lesson, I discussed with the children the three main different types of bullying. In Appendix A, I have provided a photograph of a scenario given to the students and their answers to the type of bullying that they think is being displayed in each scenario. I will provide an additional photograph in appendix B of the students agreeing or disagreeing to each answer given for each scenario. A thumb up means they agree and a thumb down means they disagree. 6 out of 6 groups got the correct answer for each of the scenarios., I believe that this outcome was met during this lesson.

Learning outcome 2 was that students will be able to describe how bullying can be prevented and repaired. In the beginning of the lesson, as a whole class, I discussed with the student's different ways that bullying situations can be prevented and repaired. Each group had a scenario and they had to answer how they would prevent and that situation. We then verbally discussed different ways of repairing that situation. Appendix C will have a photograph of a scenario given to a group and their approach to preventing and repairing that bullying situation. 6 out of 6 groups answered positive and correct answers on how to prevent and repair a bullying situation.

Learning outcome 3 was that students will be able to demonstrate how to respond effectively to bullying behavior. Each of the students' groups was given a bullying scenario, and they had to come up with a response to the situation. Then, each group came up in front of the class and acted out how they would respond to each different situation. In appendix D, will be a video link of one group successfully demonstrating how to respond effectively to bullying behavior.   6 out of 6 groups were able to demonstrate to their classmates how to effectively respond to bullying behavior. After all the groups acted out their scenarios, an anti-bullying pledge was given to all students to sign, which will be shown in Appendix E. I would say this lesson was very successful and the learning outcome was met.

Discussion

Overall, I believe that my project was successful; all the learning outcomes were met. Students were able to identify three different types of bullying, describe how to repair and prevent a bullying situation and demonstrate how to respond effectively to bullying behavior.   Students enjoyed all the lessons and were enthusiastic to participate in the activities about bullying prevention. I believe that the results were consistent with Albert Bandura's social learning theory. When I gave the students the lessons I decided to put the students into groups, so they could learn in a social environment. I believe this helped the students learn together and from each other in a positive way, students are able to observe each other's answers in a group setting. Classmates have also modeled positive ways to respond to bullying behavior which can have an impact on the students view of bullying.

My lessons were developmentally appropriate, all the students were able to understand and follow the lesson. The students were able to give me developmentally appropriate answers

based on what we discussed about bullying prevention. The reason students are able to give me developmentally appropriate answers is because they can think logically and know that bullying is not the way to interact with their peers. Children at this age begin to form friendship with certain other classmates due to their likes and dislikes. These friendships can lead to bullying another classmate or even bullying between their friendship if they disagree on certain subjects.   One thing that could make my project more diverse would be to discuss racial and gender bullying.

If I could redo my project over again I would make a few changes, such as having my lessons at a more consecutive timing. Each lesson was given about two weeks apart each time due to the students having to get ready for state testing. Another change would be having a different teacher, she was a little controlling and would hover over me while executing my lessons. Over all she was a great teacher with clever ideas, I felt like I was not able to get the full experience of teaching my own lessons and teaching on my own.

Overall, I think my project was successful. The participants learned about bullying and how to prevent and repair bullying situations. Although they may not recall all, they might remember a few of the strategies when they witness bullying or they themselves are the one getting bullied. In addition, this lesson might encourage participants to demonstrate some of the strategies they have learned about preventing bullying and repairing bullying situations.

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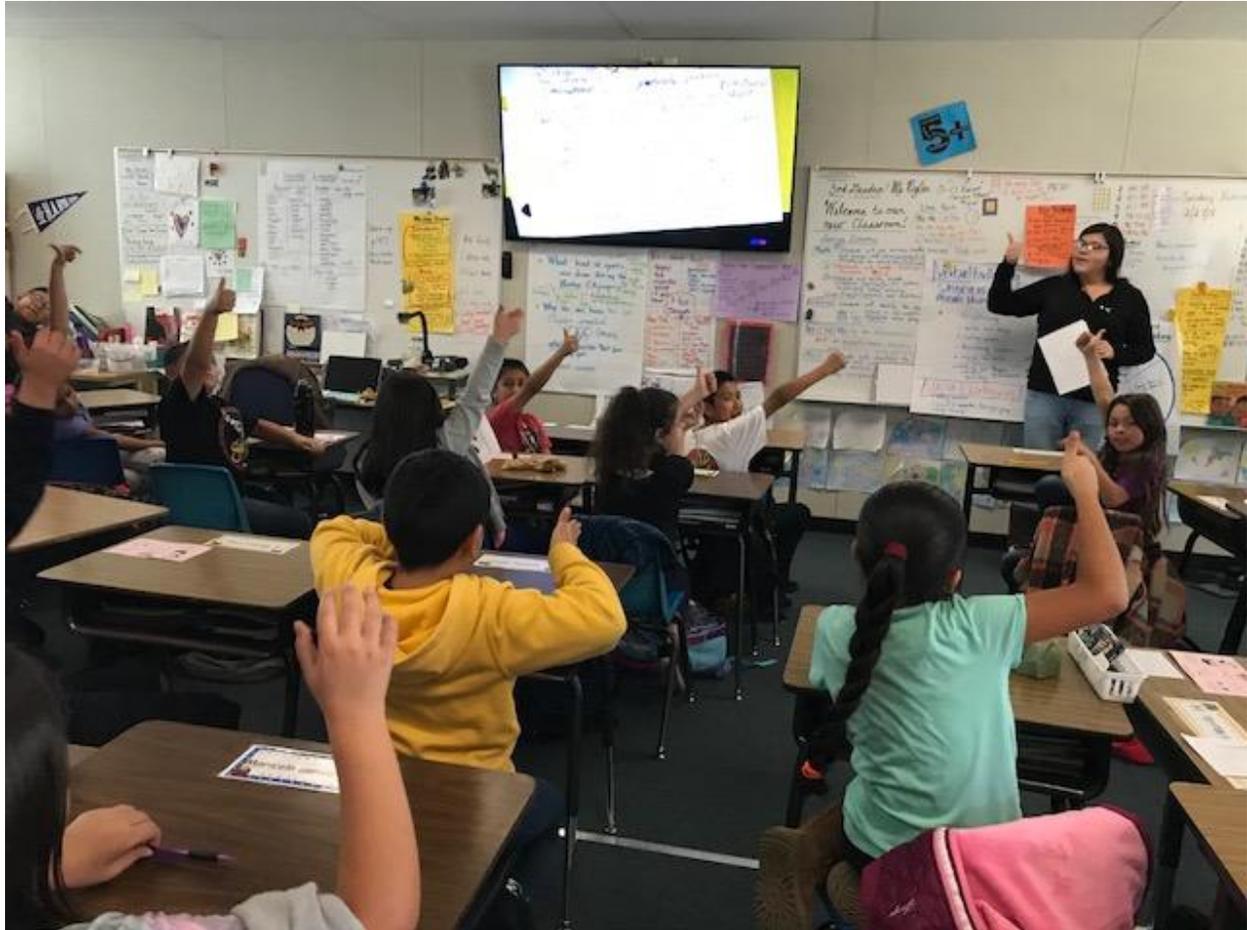
Appendix A

Bullying Scenario: What kind of bullying?

3. Your friend has started calling you mean names that you don't like. You have asked them to stop, but they laugh and telling you they were just trying to be funny. What kind of bullying is this?

Verbal bullying because calling names and saying something mean to them.

SAY NO TO BULLYING!

Appendix B

Agree or Disagree

Appendix C

How to prevent bullying

1. You are in line at the cafeteria waiting to get your lunch and the person behind you keeps pushing and kicking you to hurry up. How can you prevent this?

Standing up for your self

Ignoring the bully

teling the teacher

Appendix D

Video

video.MOV

Appendix E

Anti-bullying Pledge

Anti-Bullying

Bullying

Pledge

By signing this pledge, I agree to:

✓ Be kind
✓ Treat others with respect
✓ Help anyone that's being bullied
✓ Always report bullying to an adult
✓ Don't participate in bullying

Signature: JOSE Avila

Date: 3/16/18