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Bully awareness program

Ester Gonzalez

California State University, Monterey Bay

Jennifer Moreno

California State University, Monterey Bay

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BULLY AWARENESS PROGRAM



By: Ester Gonzalez
&
Jennifer Moreno

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Jennifer's Backstory

It is evident that elementary school teachers are faced with many challenges in their daily work routines in their classrooms. A growing problem existing in elementary schools today is bullying. Bullying is not being detected by teachers or parents because students are not speaking up for themselves. In addition, teachers are not obligated to teach about bullying, yet; some organizations do participate once a year for 1 hour assembly-like workshops that do not work. Currently, there is no formal curriculum that teaches students about bullying. That is why I decided to focus on students being bullied physically, verbally and relationally as early as the elementary school years (3rd-5th grade) and help make elementary students aware of the existence of bullying.

Some people believe that bullying is just part of growing up and learning to stand up for themselves when indeed, bullying is harmful. Bullying makes students feel lonely and unhappy, and even scared. When students feel unsafe they may think there is something wrong with them and in result, will lower their self esteem and confidence. When students are being bullied it makes them not wanting to go to school anymore. Students may be bullied for no specific reasons, but just to name a few, it is common to be bullied if students are different than the bullies, their skin color, how they talk, their size, or even perhaps their name. In addition, students bully other students for popularity, wanting to look tough, for attention, or to make others afraid of them. Bullies are unaware of their wrongful behavior and how it makes the person they are bullying feel.

Just last summer my sister had an incident with my nephew about bullying. My nephew at the time was 5 years old and was going to be enrolled at a public school during the summer. The class was a combination of kindergarteners and 1st graders. My nephew had been attending a private school for pre-school but because the private

school wasn't going to have a summer session, my sister enrolled him at a public school. One of the signs my sister noticed was one morning my nephew no longer wanted his hair combed the usual way my sister had been combing it for years. She didn't understand his sudden change; he never mentioned not liking his hair combed that way. She asked him why he didn't want it combed to the side as usual, and he just exclaimed that it looked stupid combed that way. He later mentioned how a boy told him that his hair looked stupid combed that way. On a different occasion, one day when my nephew came home from school she noticed that his under shirt was rolled up from the straps and part of it was tucked in and some of it wasn't. She noticed that it was very awkward because that had never happened before. She questioned him and he said the same boy that told him his hair looked stupid was the same one that had done that to his shirt. My sister was very upset that the teacher hadn't seen any of this and brought it to her attention. Afterwards the teacher told my sister that it was just too hard to keep an eye on everyone but that she was going to keep an extra eye on the boy who had been bullying my nephew. The bully happened to be a 1st grader and my nephew was in kinder. My sister was really mad at the fact that she trusts the teacher and the school with her child and then she finds out that her child is being bullied by a classmate.

This is only a partial reason why I'd like to focus on bullying in elementary schools. Teachers need to stop bullying before it starts. That is why incorporating my capstone project will help teachers deal with bullying and students will have the proper awareness of how to handle bullying situations. Many times students do not know they are bullying someone or are being victims of bullying. It is important to teach students

about the problem of bullying and they should know bullying should not be tolerated. Every student has the right to feel safe at school and not feel afraid.

Ester's Backstory

Many children in elementary school are being verbally, physically, and relationally bullied and it is not being detected by parents or teachers. Students are not speaking up for themselves and that is one of the main reasons bullying goes undetected. Bullying can take place everywhere, including but not limited to, home, daycare, parks, or in schools. For example, it can take place in a school bus, halls, restrooms, playgrounds, classroom, cafeteria etc. It does not matter what gender you are, a female can be bullied by the same gender, or a boy and vice versa. When I was in 5th grade, I was a victim to bullying at my school setting by a boy.

I recall one incident in my childhood when I was bullied in elementary school. I was about ten years old starting my fifth grade year. Interesting though, I never thought I would experience harassment, nor, do I remember the reason why I was bullied in the first place. I have always been a shy, serious young girl who kept to herself. It all began with a boy in my classroom who began calling me names during recess, such as, stating words like "airhead" and "teacher's pet" so I figured he just did not like me because of who I was as a person. I did not consider myself as a *teacher's pet* nor an *airhead* but as a very intelligent young girl who took her academics seriously and I couldn't understand his behavior towards me, as I am still confused today. As the name calling continued, I decided to ignore him; I knew better than to listen to this boy who only wanted to hurt me. Yes, I was scared, especially because he walked towards the same path I did after school when I tried to get home. He lived in a house two blocks away from mine and therefore, we usually walked together, a few feet apart, until he got

to his destination. This was the hard part because no one was around to make sure I was safe. Walking home was my obligation to take care of myself so I pretended like he wasn't there putting me down. No one to save me but myself, I knew it was time to talk to someone before it got out of hand.

Fortunately one day, I had the courage to speak up and tell my father of what had been happening and why I waited so long to do so. That particular day was different than the previous days. Not only was I verbally harassed, but physically as well. The boy thought it was funny to throw rocks at me, but it wasn't. The talk I had with my father released my tension about going back to school the next day and my fear of getting hurt again. As we talked my father asked if I knew his motives or hatred the boy had towards me, but I didn't. After we talked my father did something I was not expecting. My fear did not end there. Late that night, my father and I walked to the boy's house so my father could talk to his and hopefully stop the problem from continuing. We arrived and I stood behind my father as a protection shield as fear struck threw my body. As hoped, everything worked out. The boy's father made him come out to the front porch and apologize. Since then, I have never been bullied again. Of course I would get stares from him stating "tattletale" and stares of other boys who he had told but nothing severe than that, and I was glad.

It goes to show that everyone in some way gets bullied for reasons we may never understand. My example is one of many who have been in the same or worst situation than I have. Therefore, for this class I would like to focus my capstone on how to decrease bullying incidents in elementary schools where bullying is first initiated. My goal is to allow children from grades 3rd to 5th to understand that it is not okay to make others feel less than anyone else and when someone says, "Sticks and stones will

break my bones but words will never hurt me” it is giving a bad example because words do in fact hurt.

Problem Statement

WHO

The specific nature of the problem consists of students in elementary school being bullied by other students. The students who are being bullied are children who do not speak up for themselves and continue to let the bullies bully them on a daily basis. The bullies are students who feel they are more powerful than the student they are bullying and do it for various reasons. Some of the reasons are to be popular or to simply just prove they are stronger than them and to intimidate them.

WHAT

Bullying is a constant problem occurring in schools. The types of bullying elementary schools experience are physical, verbal and relational bullying. There are organizations that exist that deal with bullying, but many schools do not adopt the ideas of these organizations. There is a difference between teasing and bullying; schools must have rules against bullying and inform everyone about it. Bullying is harmful; it hurts others feelings and lowers their self-esteem and confidence. Bullying occurs in the school environment and it isn't being detected by teachers. Teachers should advocate for a bully-free environment and if anyone participates in bullying, serious consequences should accompany such behavior.

WHERE

Bullying takes place EVERYWHERE, yet bullying in schools is rapidly increasing. It happens in elementary schools, middle schools, and even high schools. It is a national problem that targets both boys and girls.

WHEN

The problem of bullying has been around for many years. There have been a lot of cases where victims of bullying are afraid of going to school and some commit suicide. Bullying is very serious and many people don't know the importance of bullying and don't see it as much of a problem. Because they don't see the problem of it, bullying builds over time and goes undetected. We've seen bullying occur when we were in elementary school, so we know it has existed at least for 20 years.

WHY

In recent times, I believe the main contributing factor of undetected bullying is due to the teachers not teaching about bullying. By having teachers engaged and informing them about the seriousness of bullying it can help lower the chances of it occurring and stopping it before it starts. Teachers can learn to look for signs of bullying and students can learn to communicate by telling their teacher and parents of experiences they may face in school that deal with being bullied. Our goal is to implement a bully awareness program available for teachers to teach their students about bullying and the negative effects. It is important for elementary schools because many lack adult supervision in certain areas within their school site; increasing the chances for students to be victimized.

Literature Review

For many generations, in many countries, like in the United States, bullying has been a constant issue and it continues to be a problem. "Bullying is present in most schools in the country and has been reported to impact (to some extent) as many as 70% of students (Canter, 2005 as cited in Beaty & Alexeyev, 2008). Students of all ages and grade levels may experience the problems that bullying creates" (Acre, 2001; Roberts, 1988 as cited in Beaty & Alexeyev, 2008, p.1). It does not matter what culture you are, every individual in some form has been or has observed someone being a victim of bullying or are bullies themselves (Konishi, Hymel, Zumbo, Li, Taki, Slee, Pepler, Sim, Craig, Swearer, & Kwak, 2009). This is why educators should be aware of bullying and create strategic interventions to prevent bullying from occurring, starting in elementary schools where bullying is first initiated. "Bullying is now recognized as a concern in schools worldwide" (Hymel, Rocke-Henderson & Bonanno, 2005 as cited in Kartal, 2008, p.207).

DEFINING BULLYING

"Bullying is commonly defined as a behavior enacted repeatedly over time by a more powerful individual with the intent to harm (Espelage & Swearer, 2003; Olweus, 1993 as cited in Smith, Varjas, Marshall, Ruffner, & Graybill, 2010, p.3) and bullying may manifest in physical, verbal, and/or relational forms" (Olweus, 1993; Sullivan, 2000 as cited in Smith et al., 2010, p.3). Bullying has many definitions but all of the definitions consist of key words, such as, "power", "aggressive" and "repeated". The most common types of bullying elementary aged students experience are verbal, physical, and relational.

VERBAL

Verbal bullying refers to individual(s) putting someone down through teasing, threatening, taunting, name-calling, insulting others, or any type of negative communication. Verbal bullying is considered to be a direct form of bullying and the most common type that has existed for many years (Stomp Out Bullying, Forms of Bullying, 2010).

It is important to know the differences between verbal bullying and prosocial teasing. Prosocial teasing are interactions seen when children use a friendly tone of voice, humor, and positive relationships. Another way of looking at prosocial teasing is when children make fun of their peers with no aggression or by no intentions of hurting others' feelings, it is called positive teasing (Just Teasing: Gentle teasing has social benefits for kids, 2009). Prosocial teasing is a way to joke with others but it is important to acknowledge that the victim is not feeling degraded. As stated by, Dacher Keltner, a psychology professor at UC Berkeley,

“60-70 percent of the teasing young kids do is positive...If we don't let kids tease at all, we stop the majority of teasing that helps kids form bonds and navigate social situations...Teasing is a way to handle the conflicts of our social lives in less aggressive ways” (Just Teasing: Gentle teasing has social benefits for kids, 2009).

On the other hand, the negative features of verbal bullying is recognized when it becomes repetitive over time, there is an intent to harm, and if there is an imbalance of power (Smith et al., 2010).

PHYSICAL

Physical bullying means having direct contact with other individuals and is the most obvious form of intimidation. Physical bullying consists of, kicking, hitting, biting, pinching, throwing objects and hair pulling (Stomp Out Bullying, Forms of Bullying,

2010). An example of physical bullying can be when someone takes somebody else's belongings and damages it.

RELATIONAL

Recent research, "...has recognized more subtle forms of aggression (e.g., Bjorkqvist, 1994; Galen & Underwood, 1997), such as relational aggression (Crick, 1996; Crick & Grotpeter, 1995). Relational aggression includes both overt and covert forms that harm peers through damaging and manipulating relationships (e.g., spreading rumors, social exclusion, ignoring)" (Crick et al., 1999 as cited in Kawabata, Crick, Hamaguchi, 2010, p.354). Victims of relational bullying are at higher risk of developing loneliness and emotional problems (Ross and Horner, 2009; Wood, Hall, Dautenhahn and Wolke, 2007 as cited in Kartal, 2008).

GENDER DIFFERENCES

A 2001 study focused on the prevalence among elementary students, it stated 30% of students in American elementary and secondary schools were involved in bullying, together adding up to 5.7 million children (Kartal, 2008). It's not surprising to find out that boys bully more than girls, but a fairly recent study performed in 2007 found children across bullying roles (bully, victim, bully/victim, neutral) were similar for both boys and girls (Woods, Hall, Dautenhahn, and Wolke, 2007 as cited in Kartal, 2008).

Gender differences concerning the prevalence and the types of bullying behaviors used by males and females vary. The results indicated girls were less likely to be physically bullied compared to boys, but most likely to be relational victimized. "...boys are generally more violent and destructive in their bullying than are girls, making greater use of physical means of bullying. Girls tend to use more covert and subtle forms of harassment, including rumor-spreading, malicious gossip and manipulation of

friendships (e.g., depriving another girl of her best friend)” (Beaty & Alexeyev, 2008, p.4). Engaging in verbal bullying is equally used in both genders (Woods, Hall, Dautenhahn, and Wolke, 2007 as cited in Kartal, 2008). “Bullying by females should not be dismissed and there is evidence that its frequency is growing” (Christie, 2005 as cited in Beaty & Alexeyev, 2008, p.3).

WHERE IT TAKES PLACE

Bullying occurs “within the school itself, the playground is the most common setting for bullying, followed by the hallways, classrooms, lunchrooms, and washrooms (Siann et al., 1993; Whitney & Smith, 1993 as cited in Beaty & Alexeyev, 2008, p.4). Kartal (2008) states that all over the world people try to find ways to prevent bullying in their neighborhoods but is hard to accomplish for frequent bullying occurs when students are free to be anywhere on the school ground with no close supervision. Occasionally, both verbal and physical bullying conjoins during recess when the bully decides to pick on his/her victim. Furthermore, it is important to understand that bullying is inappropriate and can cause long-term effects.

Bullying occurs in early childhood but is not detected until the later years when children are exploring who they are and where they belong. Often children have no idea they are being bullied nor do they know they are bullies themselves. Therefore, it is a big concern that bullying should not be tolerated no matter how small situations are because children should feel safe at school at all times. The educational system is responsible for the better good of all children, but if the system lacks the safety of students, then it means the school system needs to make adjustments. Schools should be regulated with an anti-bully prevention guideline. According to Ross and Horner (2009), the State Department of Education has collected data and reported

approximately “39 states inform educators, parents, and students about how to respond to bullying, and 23 states have passed anti-bullying laws that prohibit bullying in school” (p.747). Even though numerous people have taken the initiative in making a difference, bullying is a continuous problem that seems to creep up in our youth. Schools need to start adopting programs and take a stand with their students.

BULLIES

Five high rated items that motivate boys to bully were they "didn't fit in," "physically weak," "short-tempered," "who their friends were," and "the clothes they wore,". The five items rated highest by girls were "didn't fit in," "facial appearance," "cried/was emotional," "overweight," and "good grades" (Beaty & Alexeyev, 2008). Ziegler and Rosenstein-Manner (1991) “asked participants in their sample why students (including themselves, if applicable) bully other students. The reason identified most often was the desire to feel powerful, followed by a desire for attention” (Beaty & Alexeyev, 2008).

Other reasons stated by bullies consisted of: because it makes me feel stronger, smarter, or better than the person I'm bullying; because I'm bullied at home; because it's what you do if you want to hang out with the right crowd; because I see others doing it; because I'm jealous of the other person; and because it's one of the best ways to keep others from bullying me (Stomp Out Bullying, Forms of Bullying, 2010).

“Bullies often come from families where parents use more physical forms of discipline, which may be coupled with parents who are rejecting and hostile or overly permissive” (Duncan, 1999as cited in Beaty & Alexeyev, 2008, p.5). In some cases school bullies are in fact victims at home. “It has also been suggested that bullies are from families with child-parent relationship difficulties, family and marital difficulties, as

well as financial and social problems” (Nansel et al., 2001; Kumpulainen, Rasanen, & Henttonen, 1998 as cited in Beaty & Alexeyev, 2008, p.5). Familial factors may also influence children in being bullies. “Some victims of bullying come from highly protected backgrounds, making it harder for them to be assertive and causing them to feel more anxious and insecure in their peer relations” (Sharp & Smith, 1994 as cited in Beaty & Alexeyev, 2008, p.5).

School bullying negatively impacts the school climate and safety, students' ability to learn must be a safe environment. “Moreover, bullying is associated with criminal behavior, school dropout, poor psychosocial adjustment, and other problems with long-term negative effects on society” (Cohn & Canter, 2003 as cited in Kartal, 2008, p.214).

VICTIMS

Children who are victims keep the incidents to themselves because of fear of what might happen if they were to speak up. When children think negatively they are less likely to speak up when their problems can be prevented easily (Cobb, 2010). Victims tend to be bullied by a classmate or someone in their grade level. Usually, victims are bullied at least once a week or more frequently.

Outcomes of being bullied are commonly associated with low self-esteem, shyness, and feelings of isolation (O'Moore & Kirkham, 2001; Rigby & Slee, 1993 as cited in Beaty & Alexeyev, 2008). Depression, fear, and anxiety in both males and females become an everyday part of the lives of victims as they go to great lengths to avoid the places they are targeted (Seals, 2003; Slee, 1995 as cited in Beaty & Alexeyev, 2008). Researchers have also discovered victims lack social acceptance, scholastic competence, and global self-worth than non-bullied students (Mouttapa et al., 2004 as cited in Beaty & Alexeyev, 2008). Victims are also very likely to experience

health issues, such as, headaches, gastric distress, and insomnia (Salmon & West, 2000; Kumpulainen, Rasanen, & Henttonen, 1998; Nansel et al., 2001 as cited in Beaty & Alexeyev, 2008).

BYSTANDER CHARACTERISTICS

Bystanders have several definitions but one in particular refers to people encouraging the bully by participating or watching. Doing nothing is also a way of supporting the bully even though the person may not participate (Salmivalli, Kaukiainen, & Voeten, 2005). Salmivalli et al., (2005) state three types of bystanders, the disengaged onlooker, possible defender, and defender of the victim. The Disengaged Onlooker refers to individuals watching the incident and not thinking anything about it (Boulton, Bucci, & Hawker, 1999; Menesini et al., 1997; Rigby & Slee, 1991 as cited in Salmivalli et al., 2005). The Possible Defender dislikes the bullying and thinks he/she should help but doesn't. Lastly, the Defender of the Victim dislikes the bullying and actually does something to help the victim (Pepler et al., 1994 as cited in Salmivalli et al., 2005). It is important to know that others are involved other than the bully and victim when it comes to bullying; it includes the bully, victim, and the bystander. Bystanders can consist of more than one person or the whole school observing a bullying incident. Research shows, "...bystander peers spend 54% of their time reinforcing bullies by passively watching, 21% of their time actively encouraging the bullying, and only 25% of their time intervening on behalf of the victims...popularity is positively linked to bullying behavior..." (O'Connell, Pepler, & Craig, 1999 as cited in Thornberg, 2007, p.6).

Furthermore, Salmivalli et al., (2005) demonstrates reasons why bystanders choose not to get involved when they witness someone being bullied. Salmivalli et al., (2005) states several reasons and they are, but not limited to, bystanders are afraid of

being picked on, bystanders are friends of the bully and like the power in which makes she/he feel stronger, bystanders are entertained by the bullying, and most importantly, bystanders don't speak up because they feel they won't make a difference. Students must not become an "audience" for the bully but instead, advocates to their community in making a difference. Students may need to take action by telling an adult, helping the victim or talking to the bully.

MYTHS: TEACHERS INTERVENTIONS

Researchers have investigated and observed elementary school classrooms and have discovered that even though there were adults and teachers at all times, 71% of them failed to intervene in bullying incidents. Observations indicated teachers are not intervening because of the lack of awareness of the incident, the idea of the child to handle their peer interactions by themselves, an attempt to discourage tattling, or of beliefs that bullying is part of growing up (Smith et al., 2010). It is more common for teachers to witness bullying incidents, therefore; it is essential for them to use their judgment at recognizing and intervening in such incidents.

Andreou, Didaskalou, and Vlachou (2007) stated teachers could manage the problem of bullying by developing knowledge and awareness of the severity of damage it causes. "They can create classroom opportunities for raising students' awareness, reflection, and problem solving skills relevant to bullying. Thus, anti-bullying intervention is not a peripheral issue but rather a core curricular activity" (p.695).

IMPLEMENTATION

Implementing bully awareness to elementary students can help assist negative behaviors from occurring. This means many students, in today's world, lack the knowledge they should know about bullying and what consequences it brings.

Becoming familiar with bullying will not only decrease the high rates of long-term effects of bullies and victims, but it can also stop the cycle of bullying which has and continues to occur all over the world (Boulton, Bucci, & Hawker, 1999; Menesini et al., 1997; Rigby & Slee, 1991 as cited in Salmivalli et al., 2005). As stated by Salmivalli et al., (2005), creating programs for students, specifically in their classrooms, will provide them with the tools necessary to know if they are being bullied, are they the bullies themselves, how it feels to be the victim/bully, or are they a bystander, depending on the situation she/he is in. Therefore, introducing a bully awareness program will not only allow the student to become knowledgeable but will also help them better understand the issue by relating to it. This can be done through "...discussions, exercises, literature, drama, and so on" in which "the participant role approach provides a conceptual framework, as well as concrete content for curriculum-based, class-level interventions" (Ljungström, 1990; Pikas, 1975; see also Sharp & Smith, 1994 as cited in Salmivalli et al., 2005, p.467).

Encouraging students to self-reflect their own actions can also prevent bullying to take place. Students do not realize how big a problem bullying is at times until someone is affected and consequences are visible. Role playing is another method in which students can explore the roles of the bully and the victim, especially when learning how to stand up for themselves (Salmivalli et al., 2005). In addition, allowing students to create their own classroom rules against bullying will allow students to easily follow the rules rather than feeling forced. Signing anti-bully pledges can also be another method to help stop bullying from occurring. If bully awareness programs are successful, Konishi et al., (2009) states students' engagement and motivation to learn

about bullying will lead to spreading the word to their community and eventually the world. (Olweus, 1991 as cited in Salmivalli et al., 2005).

CONCLUSION

There are many ways in which we can prevent bullying. During a 2009 hearing held in Washington, D.C, in relation to strengthening school safety through prevention of bullying, it stated that bullying is a serious matter that needs attention, awareness, and action. Prevention, intervention, and enforcement plans should be developed when considering making safe schools. A strategy, such as, a school safety program could help by preventing bullying. In addition, a study was conducted by an assistant professor from Washington University in St. Louis and his results indicated bullying occurred in unsupervised and predictable places within schools (hallways, playgrounds, restrooms). He suggested schools to identify where these places were and to supervise those areas. "Although this approach will not completely eliminate bullying, research has shown that it would at least cut down on the areas where violence is likely to occur," (Strengthening School Safety Through Prevention of Bullying, 2009).

Project Plans

For our project plans, we have decided to provide workshops for the school we have decided to partner with. Our goal is to implement a Bully Awareness Program for 1 week (3 times a week) for all 4th grade classes at Olson Elementary School. For our first two workshops we have decided to discuss and illustrate what bullying is and examples of bullying behaviors which includes verbal, physical and relational bullying. For the second day, we will inform our students of what to do if they witness bullying and how to handle the situation, as well as how to inform students who are being bullied. On the third and final visit, we have decided to discuss why bullying is a problem and how to intervene these problems in the school sites. We have also come

up with ways in making these workshops applicable to the child's learning ability. We know children have a limited listening/attention span so we want to make it fun, yet motivated to learn about the topic. We intend to make our own statistics on bullying based on surveys which will be passed out on the first day when bullying is introduced. We strongly believe these workshops will be of great help to the students, who many of them are not knowledgeable about this issue and can help themselves and others in choosing good decisions and positive behavior attitudes.

Lastly, we hope to incorporate activities related to the issue. We believe that if students create their own anti-bullying posters they will be more motivated to make wise decisions before acting on a situation that can affect someone's life. Other activities include: making free write posters of why students want to stop bullying, possibly reciting an anti-bullying pledge, informing students through visual displays, video clips, or reading scenarios and then getting students responses to our activities/lessons. We also hope to possibly start every workshop with ice breakers to allow the students to feel comfortable and willingly to participate as each ice breaker will have a purpose. As a result of our project, we believe lesson plans can be made by us and passed on to teachers who can take a couple weeks to discuss the issue each school year. We plan on utilizing a few picture books in our activities that can help illustrate the issue of bullying in a way children can understand by relating to it. Here, we hope to go over the stories plot, problem, setting, resolution, etc, to see if students understand and possibly relate to the book. At the end of each workshop, we hope to incorporate an activity to remind the students what we went over during the workshops. These activities can be crossword puzzles, word search, and drawings or fill in the blank worksheets that students will be allowed to work on in groups in class and to take home.

At the moment, we are in the process of creating a lesson plan for each workshop that will take place when we officially meet with Joanne. This is so because we have not had a chance to discuss in detail how our capstone project will be presented in the classroom and for how long. We are aware this project can be time consuming and teachers are limited on time; therefore, our plans are subject to change but will update you on our process. Lastly, as a reminder to the awareness of bullying we will use the color yellow as the representation of peace and will wear and distribute yellow handmade dragonflies that students can pin on to their clothing each time we meet and present bullying workshops. The purpose of the dragonflies is to remind students of eliminating bullying behaviors.

Community Partner

We have selected to work with Olson Elementary School as our community partner for our capstone project. The school is located in Marina and we will be meeting with the principal, Joanne Vanderhorst, on October 18, 2010. We have sent her an email with our ideas of what we plan to do at her school and have been communicating since then via email. Joanne believes our ideas are wonderful and would like to partner with us to help prevent and eliminate bullying. Because of her limited availability, our appointment will have to wait until then; however, we have notified her that we will be working on preparing our materials and final plans on how we will be addressing bullying.

Via email, we were able to learn more about the school and the types of bullying issues Olson Elementary School is encountering. We learned the school does not currently have a bully awareness program and that bullying is a problem. The types of bullying that take place are typical and include the following: name-calling, threats of physical encounters, teasing, and exclusion. Joanne mentioned the intervention

methods are usually individual conversations and counseling. Some patterns Joanne has seen over the years of her career is physical bullying; which occurs more frequently in the lower grades as opposed to the upper grades who experience more emotional bullying.

We hope to speak to the entire 3rd-5th grade classes and provide a Bully Awareness Program through the use of PowerPoint presentations and ways of implementing awareness into the curriculum. This is why we hope to create a community with this school to prevent bullying from occurring, starting in elementary schools where bullying is first initiated. We also hope our capstone project will be a success and eventually spread out to other schools. Joanne also mentioned the Rape Crisis Center participates at their school each year addressing bullying to kindergarten, 3rd graders, and 5th graders; however, she believes more explicit instruction and education is needed to help with bullying incidents.

We (Joanne and us) have agreed to work together on this project to collaborate ideas in minimizing the issue. These ideas will help enhance bully awareness and implement it to the students learning environment. Having a safe environment is important for all students; they should feel safe since half their life is attending a school site. Lastly, we both benefit from this bully awareness and implementation by this capstone project because some students at Olson Elementary School are having a hard time in school do to bullying. We believe this problem can be solved by engaging all students to a better behavior, decision-making and in the long-run live a successful lifestyle. We hope to prevent bullying before students are at higher risk of developing anxiety, depression, loneliness, mistrust of others, low self-esteem, poor social adjustment, poor academic achievement, and poor health as compared to others.

Therefore, we will be focusing on addressing more specifically the verbal, physical, and relational types of bullying.

Significance of Project

Do you remember ever being bullied in elementary school? Or bullying someone else to make up for what a person did to you? If so, then you know how it feels to be in a situation where you don't know what to do; yet it hurts and you want it to stop. Many students who are targeted struggle to speak up and in the long-run are affected. Both, the victim and bully, can suffer long term effects due to bullying experiences. Bullying incidents at school need to be prevented in order to eliminate negative long term affects later in life. Bullying brings problems to our society as it affects people repeatedly in a negative way through actions of intimidation or maltreatment. Bullying is also a form of power (Smith, H., Varjas, K., Meyers, J., Marshall, M., Ruffner, C., & Graybill, E., 2010). Because bullying incidents are increasing at a high rate, our project will make a difference by providing students Bully Awareness & Prevention strategies to minimize such incidents.

Currently, Olson Elementary School does not have a bully awareness program; however, bullying is a problem at their school site. The types of bullying that take place are typical and include the following: name-calling, threats of physical encounters, teasing, and exclusion. The intervention methods used at this site are usually individual conversations and counseling. Olson Elementary School experiences physical bullying; which occurs more frequently in the lower grades as opposed to the upper grades who experience more emotional bullying. Because of this, we want to speak to the entire 3rd-5th grade classes and provide awareness and prevention strategies through the use of PowerPoint presentations and eventually leading to incorporating awareness into the curriculum. Joanne, the principal, also mentioned the Rape Crises Center participates

at their school each year addressing bullying. The only grades who benefit from this organization's bully education are the kindergarteners, 3rd graders, and 5th graders. Joanne believes more explicit instruction and education is needed to help with bullying encounters and this is where we come in. With more formal instruction on bullying and providing our workshops as part of the curriculum, our project will make a difference to every student attending Olson Elementary School. We also hope our capstone project will be a success and eventually spread out to other schools in the district

We have all agreed to work together on this project to collaborate ideas in minimizing the issue. These ideas will help enhance bully awareness and implement it to the students learning environment. Having a safe environment is important for all students; they should feel safe since half their life is attending a school site. Our capstone project will change the lives of most, if not all, students because some are already having a hard time in school do to bullying. We believe this problem can be solved by engaging all students to a better behavior, decision-making and in the long-run live a successful lifestyle. We hope to prevent bullying before students are at higher risk of developing anxiety, depression, loneliness, mistrust of others, low self-esteem, poor social adjustment, poor academic achievement, and poor health as compared to others. Therefore, we focused on addressing more specifically the verbal, physical, and relational types of bullying.

Planning workshops into our lesson plans allowed us to elaborate more the significance of our project by implementing bully awareness and prevention methods to two fourth grade classes. At Olson Elementary School, workshops were presented three times a week, Monday, Wednesday and Friday, for each class. We came up with ways in which these workshops were applicable to the child's learning ability. We know

children have a limited attention span so we wanted to make it fun, yet motivated to learn on making their school site a bully free zone.

For our first workshop, we focused on defining bullying and illustrated examples of bullying behaviors, which included verbal, physical and relational bullying. This was important because verbal, physical and relational bullying is commonly experienced by students in elementary Schools all over the world (Konishi, Hymel, Zumbo, Li, 2008). Our workshops also exposed students to visual displays, video clips, picture books, and reading scenarios. This particular workshop exposed the students the many ways in which bullying occurs. Through our workshops, students were exposed on how to handle the situation if they are a victim or a bully; who to go to if the situation is out of control, to never give up (victim) and to find their voice by not suffering in silence. We also provided information on who the bystander is and what they should do if they witness someone being bullied. Not only was our information making students aware, but teachers, parents and the community as well. Our workshops gave them the skills necessary to adapt these intervention methods into their daily lives as they will always encounter bully incidents growing up, specifically school-aged children.

For our second workshop we utilized two picture books to help students understand the issues of bullying relating to our workshop. We went over the stories plot, problem, setting, resolution, etc, to allow the students to see where physical, relational and verbal bullying takes place. We captured the students' interest by going over discussion questions as a class, influencing them to participate. We also incorporated a fun word search worksheet based on the readings from the books and fill in the blanks questionnaires. The fill in the blank worksheet went over the material presented to them from the first workshop. This allowed them to reflect how those

situations happening in the literature books related to them. The more we repeated the information, the more they were able to retain in their brain. The more we practiced and provided examples of real life situations, the more the students became knowledgeable of the problem. At the end of this lesson, we also incorporated a yellow dragonfly pin and a yellow pledge for the students to sign.

As a reminder to the awareness of bullying we decided to implement the color yellow as the representation of peace. We also decided to make yellow dragonflies so students could pin them on their clothing during the duration of our workshops and even after we completed the workshops. Our main goal is not only were we spreading the word about bully awareness and prevention methods to these students but the students themselves were trying to make a difference in their school site. The purpose of the yellow dragonfly was a starting point to eliminating bullying behaviors at their school site, for dragonflies resembles change and maturity, which is something Olson Elementary School wants to change when it comes to bullying.

Another activity we did was having students create their own anti-bullying posters. This allowed for them to be more motivated to make wise decisions before acting on situations that can affect someone's life. Another activity included reciting and signing anti-bully pledges. The anti-bully pledge was printed in a yellow paper (peace), if the students agreed to what was said and committed to changing their behavior to a positive one, they signed it. By the end of the workshops, we could see how all students were engaged and motivated to continue learning about bullying and ways to prevent it at their school site. This was important because for most of their lives attending school is a routine, and they should learn to appreciate one another no matter how different they are.

Lastly, because our capstone project needed a lot of materials, it is important for the school to fundraise money to make this bully awareness and implementation methods more successful. Working together in fundraising can also influence the community in bringing unity, support and awareness to the school to make a difference. Materials needed in the classroom are literature books related to bullying and the different types of bullying it occurs in elementary schools. It is always good to keep some books in each classroom no matter the grade level so that students have easier access to these books when it comes to reading. This is another way for bullying to be part of a curriculum even when a teacher does not have time to teach a lesson on bullying to his/her students. The yellow dragonfly can also be incorporated by students making their own, making these pins more meaningful. We feel the meaning of the dragonfly would be more personal to them if they created them their selves. Other students or adults who wonder what the yellow dragonfly pin represents can be the starting point of bully awareness through verbal communication. We also believe all teachers should have the tools necessary when addressing bullying, since bullying seems to be a big problem and is a difficult issue to discuss. Any kind of paperwork, such as, but not limited to crossword puzzles, word search, fill in the blank, ice breakers, pledge and so forth is related to our project but it also means money, and money is something schools lack. Furthermore, our materials can be distributed to school site so teachers could start anti-bullying lessons. The PowerPoint presentations can be used as a tool of knowledge, as well as the posters created by the students in spreading the word to their school.

We intend to make our own statistics on bullying based on pre-surveys which will be passed out on the first day when bullying is introduced. We strongly believe these

workshops will be of great help to the students, who many of them are not knowledgeable about this issue and can help themselves and others in choosing good decisions and positive behavior attitudes. At the end of the week, when most students have already gained knowledge of bullying, a post-survey will be distributed to see how effective our workshops were to those individuals.

Although many bully awareness programs have been out there, our capstone project is unique for our pre and post surveys will help us target those areas which Olson Elementary School lacks. During a 2009 hearing held in Washington, D.C, in relation to strengthening school safety through prevention of bullying, it stated that bullying is a serious matter that needs attention, awareness, and action. Prevention, intervention, and enforcement plans should be developed when considering making safe schools. A strategy, such as, a school safety program could help by preventing bullying. In addition, a study was conducted by an assistant professor from Washington University in St. Louis and his results indicated bullying occurred in unsupervised and predictable places within schools (hallways, playgrounds, restrooms). He suggested schools to identify where these places were and to supervise those areas. Our capstone project will indeed make us aware of the locations where bullying occurs and students will feel safer at their school site because with the results adults will be able supervise the locations where bullying mostly occurs at their school.

For many generations, in many countries, like in the United States, bullying has been a constant issue and it continues to be a problem. "Bullying is present in most schools in the country and has been reported to impact (to some extent) as many as 70% of students (Canter, 2005as cited in Beaty & Alexeyev, 2008). Students of all ages and grade levels may experience the problems that bullying creates" (Acre, 2001; Roberts, 1988as cited in Beaty & Alexeyev, 2008). It does not matter what culture you are, every individual

in some form has been or has observed someone being a victim of bullying or are bullies themselves (Craig, W., Hymel, S., Konishi, C., Kwak, K., Li, Z., Pepler, D., Sim, H., Slee, P., Swearer, S., Taki, M., and Zumbo, B., 2009). This is why educators should be aware of bullying and create strategic interventions to prevent bullying from occurring, starting in elementary schools where bullying is first initiated. "Bullying is now recognized as a concern in schools worldwide" (Hymel, Rocke-Henderson & Bonanno, 2005, as cited in Kartal, 2008). Although it seems like many of the approaches people have tried to eliminate bullying does not work, research has shown that bully awareness and implementation methods are influential and do in fact decrease bully incidents (Strengthening School Safety Through Prevention of Bullying, 2009). Our capstone project will help Elementary schools establish a bully free zone.

Assessment

The method we utilized to assess our project was by the use of Pre and Post surveys. Although our workshops were given to only 2 out of the 3 fourth grade classes, pre surveys were given to all 3rd to 5th grade classes. We wanted to know how big of a problem bullying was at Olson Elementary School and by the use of the pre surveys we were able to measure the incidents. Before we began our workshops we had the students answer question in the Pre survey. The Pre Survey consisted of questions that assessed the students' knowledge about the subject of bullying. It asked direct questions if they had ever experienced being bullied and then asked the locations in which those incidents occurred. The Pre survey also asked whether bullying was a big problem for them and whether or not they felt safe at school. Pre surveys allowed us to know the types of incidents that occur at school, the types of bullying, and where these incidents occur.

After our workshops were over, we gave Post surveys to the students in both fourth grade classes. The types of questions in the Post surveys were similar to the Pre survey. After the knowledge they learned from our workshops we then questioned again whether they had been a victim of bullying, seen someone being bullied, the location in which the incident(s) took place, the type of bullying they experienced, and what they would do if they were bystanders. The questions in part, were testing their knowledge. We also included a question that asked them whether or not they liked our workshops and/or if they wanted to share something. Both the Pre and Post surveys were anonymous, but asked their gender, grade, and teacher's name.

The assessment of our project is effective because we can analyze the type of bullying students experience at school and will point out the most common locations in which students experience bully-related incidents. Our assessment will allow us to share the results with the principal that way the principal can take the action necessary to have more supervision in the locations in which the incidents occur.

Pre and Post surveys were best for our Capstone project because it made us aware of what students already know about bullying and what they learned at the completion of our workshops. In addition, our last question was based on our performance and allowed students to share if our workshops and lesson plans were beneficial to them. For the most part students shared their comments with us as we found out our workshops and lesson plans were successful.

(PRE) Bully Survey

Circle if you are: Boy Girl

What grade are you in: _____

What is your teacher's name: _____

Please CIRCLE your answers.

1. Have you ever been bullied?

Yes No I don't Know

- ☐ If you answered yes, how often did someone bully you?

Sometimes Often Everyday

- ☐ Where did it happen?

School Park Home Neighborhood

Somewhere else _____

- ☐ If it happened at school, where?

Hallway Classroom Playground Cafeteria Bathroom

Somewhere else _____.

2. Have you seen other students being bullied at school?

Yes No I don't know

- ☐ If you answered yes, how often did it happen?

Sometimes Often Everyday

- ☐ Where have you seen other students bullied?

Hallway Classroom Playground Cafeteria

Bathroom Somewhere else _____

- ☐ What did you do?

Nothing Told the bully to stop Told an adult

I talked to the bullied kid

3. What kinds of things have bullies done to you or to someone you know?

Called names Threatened Stole or damaged something

Shoved, kicked, or hit Ignored Other: _____

4. How much of a problem is bullying for you?

A big problem A little problem Not a problem

5. How safe do you feel at school?

Very Safe A little Safe Not at all Safe

(POST) Bully Survey

Circle if you are: Boy Girl

What grade are you in: _____

Teacher's Name: _____

Please CIRCLE your answers.

1. Have you ever been bullied?

Yes No

☐ **Where did it happen?**

School Park Home

Neighborhood Somewhere else

2. Have you seen other students being bullied at school?

Yes No

☐ **Where did it happen?**

Hallway Classroom Playground

Cafeteria Bathroom Somewhere else

3. What kinds of things have bullies done to you or to someone you know?

Called names Threatened

Stole or damaged something

Shoved, kicked, or hit Excluded Someone

4. How much of a problem is bullying for you?

A big problem A little problem

Not a problem

5. How safe do you feel at school?

Very Safe A little Safe Not at all Safe

6. If you were a bystander, what would you do if you see someone get bullied?

Tell an Adult or Teacher Nothing

Watch the victim get bullied Laugh

Ask the victim to play with you

What did you like or dislike about our presentations? Is there anything you want to share?

RESULTS

In order to assess our project we used pre and post surveys. We were able to collect our data and tally up the students' responses by gender and grade level. Our surveys allowed us to analyze the percentages of bullying incidents and the locations in which they occur, the type of bullying experienced, how students react to bullying, how much bullying is a problem for them, and how safe they feel at school. We surveyed 3rd-5th grades, but only handed out post surveys, to the two 4th grade classes that were able to participate in our workshops. We still surveyed 3rd, 4th (1 class only), and 5th

graders to get a glimpse of how much bullying occurs at Olson Elementary School. Our data showed the following:

(PRE) Bully Survey 4th Grade by Gender

*4th Grade Classes Who Participated in Workshops

29-Females

25-Males

54 TOTAL

1. Have you ever been bullied?

16-Yes 9-No 2-I don't Know

13-Yes 7-No 5-I don't Know

- If you answered yes, how often did someone bully you?

10-Sometimes 2-Often 3-Everyday

10-Sometimes 3-Often 4-Everyday

- Where did it happen?

8-School 3-Park 7-Home 3-Neighborhood

2-Somewhere else

9-School 2-Park 6-Home 2-Neighborhood

0-Somewhere else

- If it happened at school, where?

4-Hallway 0-Classroom 12-Playground 0-Cafeteria 0-Bathroom 0-Somewhere else

2-Hallway 1-Classroom 7-Playground 0-Cafeteria 1-Bathroom 0-Somewhere else

2. Have you seen other students being bullied at school?

19-Yes 8-No 3-I don't know

16-Yes 6-No 3-I don't know

- If you answered yes, how often did it happen?

14-Sometimes 5-Often 1-Everyday

9-Sometimes 3-Often 5-Everyday

- Where have you seen other students bullied?

4-Hallway 2-Classroom 16-Playground 2-Cafeteria

0-Bathroom 2-Somewhere else

2-Hallway 0-Classroom 11-Playground 0-Cafeteria

2-Bathroom 1-Somewhere else

- What did you do?

4-Nothing 9-Told the bully to stop 11-Told an adult

1-I talked to the bullied kid

8-Nothing 2-Told the bully to stop 9-Told an adult

2-I talked to the bullied kid

3. What kinds of things have bullies done to you or to someone you know?

14-Called names 5- Threatened 1-Stole or damaged something 5-Shoved, kicked, or hit 1-Ignored 0-Other

6-Called names 5-Threatened 5-Stole or damaged something

10-Shoved, kicked, or hit 1-Ignored 0-Other

4. How much of a problem is bullying for you?

13-A big problem 5-A little problem 9-Not a problem

7-A big problem 9-A little problem 8-Not a problem

5. How safe do you feel at school?

16-Very Safe 10- A little Safe 3-Not at all Safe

13-Very Safe 9-A little Safe 3-Not at all Safe

PRE SURVEY RESULTS	Have been bullied
4 th grade FEMALES (29)	16/29= 55%
4 th grade MALES (25)	13/25= 52%
Total (54) Percentage	29/54= 53%

As it turns out, out of the 29 female 4th grade students surveyed, 16 (55%) of them have been bullied; out of the 25 male 4th grade students surveyed, 13 (52%) of them have been bullied. This analysis shows that bullying is present at Olson Elementary School and more than half of these student report bullying to them as, either a big problem to a little problem.

(POST) Bully Survey 4th Grade by Gender

*4th Grade Classes Who Participated in Workshops

26-Females

22-Males

48 TOTAL

1. Have you ever been bullied?

19-Yes 7-No

15-Yes 7-No

- Where did it happen?

14-School 1-Park 8-Home 1-Neighborhood

2-Somewhere else

8-School 2-Park 5-Home 0-Neighborhood

0-Somewhere else

2. Have you seen other students being bullied at school?

16-Yes 10-No

13-Yes 9-No

- Where did it happen?

0-Hallway 0-Classroom 11-Playground 0-Cafeteria

0-Bathroom 4-Somewhere else

1-Hallway 0-Classroom 9-Playground 0-Cafeteria

1-Bathroom 2-Somewhere else

3. What kinds of things have bullies done to you or to someone you know?

10-Called names 3- Threatened 1-Stole or damaged something 4-Shoved, kicked, or hit 2-Excluded

11-Called names 5-Threatened 2-Stole or damaged something

9-Shoved, kicked, or hit 0-Excluded

4. How much of a problem is bullying for you?

11-A big problem 7-A little problem 8-Not a problem

5-A big problem 10-A little problem 7-Not a problem

5. How safe do you feel at school?

15-Very Safe 11- A little Safe 0-Not at all Safe

12-Very Safe 10-A little Safe 0-Not at all Safe

6. If you were a bystander, what would you do if you see someone get bullied?

23-Tell an Adult/Teacher 0-Nothing 0-Watch the victim get bullied

0-Laugh 5-Ask the victim to play with you

20-Tell an Adult/Teacher 2-Nothing 0-Watch the victim get bullied

0-Laugh 2-Ask the victim to play with you

POST SURVEY	Have been bullied
4 th grade FEMALES (26)	19/26= 73%
4 th grade MALES (22)	15/22= 68%
Total (48) Percentage	34/48= 70%

At the conclusion of our workshops we again assessed the students' learned knowledge and provided them with Post surveys. The Post surveys were quite similar to the Pre surveys, but this time they had more knowledge about bullying and were able to answer the questions more accurately. Although, there were a few students absent, our results still showed bullying as an ongoing issue that kids are facing. The Post surveys prove that 19 (73%) out of the 26 female students experience bullying while 15 (68%) male students out of the 22 surveyed experience it too.

The playground seemed to be the most chosen area of where kids have witnessed or experienced bullying incidents. In the Post survey students also learned to

tell an adult when they witness it to help lessen the incidents. In all a total of 43 female and male students chose to tell an adult whenever they become bystanders to such incidents. Our analysis of the surveys also illustrated and proved what our research showed; boys are more physical and girls are more verbal and relational when it comes to bullying. We are glad they learned what to do whenever they see it happen.

OVERVIEW

From the first day of our workshop we noticed the students were very well engaged and wanting to learn from our presentation. They seemed to really enjoy our PowerPoint presentations, group work, book selection, discussions, dragonflies, and poster making activities. Because our students were very engaged and involved in the activities, our 1 hour long time period wasn't enough. As a result, we rearranged the way in which we presented our presentations. Even though we said we completed the "Fill in the blank" worksheet on the 1st day, we didn't get to it until the 2nd day of our second 4th grade class. Overall, our workshops went well, except that we were limited on time. Perhaps if the teachers gave us more time, we could've used it to our advantage and in return have had a better outcome in the pre and post surveys. On another note, we feel the Post surveys are not as accurate because there were absences and it would've been better to have the same students who took the Pre Survey taken the Post Survey as well.

Did not Participate in Workshops

PRE Survey ONLY	Have been bullied
3 rd grade FEMALES (42)	28=66%
3 rd grade MALES (30)	19=63%
4 th grade FEMALES (Miller) (11)	7=63%
4 th grade MALES (Miller) (12)	8=66%
5 th grade FEMALES (28)	16=57%
5 th grade MALES (27)	11=40%
Total (150) Percentage	89/150= 59%

It is evident that in each grade level there are bullying incidents occurring. All together (3rd, 4th (1 class) 5th grades) more than half of the students who participated in our surveys have had bullying experiences. When looking at the surveys, again, the playground is the most popular when witnessing or experiencing bullying incidents.

Olson Elementary School
Teacher Assessment
(Ms. Surh, 4th Grade)
November 15, 17, 19, 2010

1. In what way(s) do you think our presentations were effective?

It was very informative and student friendly.

2. What were the strengths of our presentations?

The powerpoint was very visual and colorful. It ~~gave~~ gave added bonus to the presentation.

3. What were the weaknesses of our presentations?

The presentations were well prepared and presented. Thank you!

4. Were the activities age-appropriate? Any suggestions?

Yes!

5. Would you consider adopting our presentation and implementing it during the first week of school each school-year? Why or why not?

Yes, it's a good preventive method of making our schools bully free environment.

6. How do you think your students benefit from our Bully Awareness presentations?

It gave the students more awareness of what bullying is and is not.

Bully Awareness Presentation Evaluation: Please mark an "X" in the appropriate box indicating Jennifer's and Ester's performance in the following:

	Excellent	Good	Needs Improvement
Punctuality	✓		
Organization	✓		
Speaking Ability		✓	
Class Management		✓	
Materials/Activities (ice breakers, word search, posters, PowerPoints, literature selection, surveys, pledge)	✓		
Significance of Dragonfly Pins	✓		
Other (optional):			

Additional Comments (Optional):

The presentation was very good!
Thank you for coming.

Olson Elementary School
Teacher Assessment
(Ms. Hord, 4th Grade)
November 1, 3, 5, 2010

1. In what way(s) do you think our presentations were effective?
The students were more aware of what bullying is.
2. What were the strengths of our presentations?
The powerpoint was engaging
a very well put together.
3. What were the weaknesses of our presentations?
I can't think of any. Well done.
4. Were the activities age-appropriate? Any suggestions?
Yes. They really liked making the posters.
5. Would you consider adopting our presentation and implementing it during the first week of school each school-year? Why or why not?
I would because it's a nice review on how to treat others. I wouldn't do all three days, I'd shorten it.
6. How do you think your students benefit from our Bully Awareness presentations?
They are more aware of their own actions.

Bully Awareness Presentation Evaluation: Please mark an "X" in the appropriate box indicating Jennifer's and Ester's performance in the following:

	Excellent	Good	Needs Improvement
Punctuality	X		
Organization	X		
Speaking Ability		X	
Class Management		X	
Materials/Activities (ice breakers, word search, posters, PowerPoints, literature selection, surveys, pledge)	X		
Significance of Dragonfly Pins	X		
Other (optional):			

Additional Comments (Optional):

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<http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php>

Pledge:

<http://www.arsafeschools.com/Files/BullyingCardBack.pdf>

<http://www.menstuff.org/issues/byissue/bullying.html>

APPENDIX

LESSON PLAN

Title- Bully Awareness Day #1

Grade level – 3rd - 5th

Number of Students: 28

Activity: (Unit): PowerPoint

Objective:

Students will learn about verbal, physical, and relational types of bullying that mostly occurs in elementary schools. By the end of the PowerPoint presentation, students will gain knowledge of what bullying is and how it affects the bully, the victim and bystander, and how each of them can make a difference.

Materials:

- A. Paperwork: Ice breaker, Anti-Bully Pledge, Ice Breaker
- B. Yellow dragonfly pins
- C. Projector
- D. Computer or USB

Introductory Activity: (1 hour)

1. Introduce yourself and provide the students a back-story to support why bullying is a problem.
2. Distribute icebreaker. The icebreaker is intended for the students to get to know each other since they spend most of their time with their classmates, yet they do not always have the opportunity to know other peers at a personal level.
3. Before you present, make sure you state that the students can ask questions during the presentation to clarify any misunderstandings or doubts, but must raise their hand first.
4. You will first start with slide 4 that consists of a question where students and you will reflect what they know about bullying. Take a few responses before moving on to presentation.
5. Slides 5-11, is presented verbally to the students informing them about what bullying is, the 3 types of bullying, the different gender roles in bullying and lastly, where it takes place.
6. On the 12th slide, explain to the students that now that they have gained the knowledge of bullying, they will work in groups to discuss which types of bullying are illustrated in each scenario. Remember to go over the answers as a class by allowing a group to share and then moving on to the next scenario and so forth (slides 13-15).
7. Slides 16-21 provide students an insight to if they are a bully, how to handle it, reasons why kids bully and the long-term effects of bullies.
8. Slides 22-28 is a reflection on the person being bullied (victim). Students will understand if they are being victimized by bullying situations, and how to handle it. Slide 25 consists of a video. Play the video to the class and use this opportunity to make it a discussion (slide 26) of what happened in the video, what was the resolution based on the 3 types of bullying, verbal, relational or physical bullying. The remaining slides are based on who the

- victims are, as well as why they are targeted, and lastly, the long-term effects of the victim.
9. Slide 29 is a reflection question to see if student believe bullying should be part of growing up and why or why not. (This is the time for the students to share what they learned throughout the presentation before moving into the next section that goes along with this, the issue on bystanders).
 10. Slide 31-36 provides students information on who the bystanders are and what they should do if they witness someone being bullied. Slide 34 illustrates a video and begin discussion (slide 35) question at the end of video.
 11. Slide 37 is a review based on this workshop. The more you repeat the information, the more they will retain the information in their brain. The more provide examples of real life situations, the more the students become knowledgeable of the problem.
 12. At the end of this workshop, also distribute a yellow dragonfly pin which must be worn for a week (duration of workshop/presentation). State that the color yellow represents peace and that is what you are trying to do at the school site. If it helps, state that you will observe who is wearing the dragonfly pin during the duration of the workshops, and those students will receive a prize on the last day.
 13. Lastly, distribute a yellow anti-bully pledge for the students to sign.

Closure:

This information will make the students aware, including teachers, parents and the community as well. The workshops will provide them the skills necessary to adapt the bully awareness into their daily lives.

Evaluation:

1. Did I meet my class objectives?
2. How was my class control?
3. Were all students active for the majority of the lesson?
4. How was my voice/ projection?
5. Was my lesson creative?
6. Did the students have fun?
7. Was the material age appropriate?

Getting to know each other



2 Truths and 1 Lie

Directions

On a piece of paper:

>Write 3 sentences

↳ 2 true things about yourself and 1 lie you would like to share with the class.

>Then read the sentences to a partner and have them choose which sentence is the lie (without you telling them which one it is).

Example:

1. I like to play basketball.

2. I love pizza.

3. I enjoy snowboarding.

Out of these 3, choose the one that you believe is the LIE.



By: Jennifer Moreno and
Ester Gonzalez

Does any one know what Bullying is?



Bullying is...

- A negative effect where a person mistreats or intimidates another person repeatedly as a form of power.

- It includes hitting, pushing, name calling, teasing, threatening, sending mean e-mails, taking or ruining another person's belongings, and leaving someone out.



Bullying in Elementary Schools...

• Verbal, Physical, and Relational
bullying.



Verbal Bullying...



- Is putting someone down by teasing, threatening, taunting, or any type of negative communication.



Physical Bullying...

- Is direct contact.
- Includes: kicking, hitting, stealing, throwing objects, and biting.



Relational Bullying...

- Is purposely damaging and influencing peer relationships.
- Causing social exclusion.
- Spreading rumors or denying friendships.
- Ex: Mary tells Jane not to be friends with Becky.



Differences in Boy & Girl Bullying

BOYS:

- More than likely, bullied physically.

GIRLS:

- Found to be more relationally victimized.

Boys & girls are equally bullied verbally.



Where can bullying take place?



- EVERYWHERE!!**
- Playground, classroom, lunchroom, restrooms, halls, and school bus.
- Walking to and from school or home.
- Victims can be bullied by one person or in groups.



Group Work



Is this bullying or not??

- There's a student whom you've repeatedly shoved, punched, and pushed around in a mean way just because you felt like it.

Verbal Relational Physical
Why?



Is this bullying or not?



- You and your friends have regularly kept one or more kids from hanging out or playing with you. Examples: not letting them sit at your lunch table, not letting them play with you at recess. Tell others not to be friends with them.

Verbal Relational Physical
Why?

Is this bullying or not??

- You've teased people in a mean way, calling them names, making fun of their appearance, or the way they talk or dress or act.

Verbal Relational Physical
Why?



How can you tell if
YOU are a Bully?



and ask yourself...

- Do I like making others feel bad? Hurting them? Or Taking their things away?
- Do I try to control someone against his or her will?
- Have I ever been bullied? Am I now bullying someone else to make up for what they did to me?
- Have I intentionally ignored or left someone out of things my peers and I have done?

Did you answer **YES** to one
or more of these
questions??

HELP! **Then...** 

- You may be a bully!

Ask Yourself the following:

- Would I like someone to do these things to me? If no, then **STOP** and apologize to those you have bullied.

What you can do:





- Change your negative behavior to a positive one
 - If you don't want to be nice to those you bully or have bullied, then be respectful by not putting them down anymore.
- If you **CAN'T** stop bullying, ask someone you trust for help.


Some reasons why kids bully?

- Insecurity
- Might have something going on in their family.
- Lack of attention.
- They are victims to their older siblings bullying them.
- Anger issues.
- Have no compassion for others.
 - weaker kids become their target because bullies feel they need power and attention.

The Long-Term effects of bullies...

- Get into frequent fights
- At risk of becoming criminals
 - Steal, vandalize property, other illegal acts
- Are more likely to drop out of school
- Low academics (low grades)
- Negative behavior (being mean)




How can **YOU** tell if you are being bullied?



Ask yourself the following...

- Am I constantly being bothered and feel uncomfortable?
- Have I been hit by another peer?
- Has someone taken my belongings without permission?
- Am I absent a lot because I'm afraid to see the bully?
- I feel unsafe at school?





Did you answer **YES** to one or more of these questions??

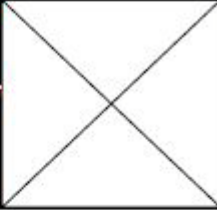
?

Then...

- **Chances are, you may be a victim!**

Ask yourself:

- Do I want to be bullied for the rest of my life? If the answer is no, then talk to someone you trust.
- Don't suffer in silence
- Find your voice and the problem will stop.



Victims...

- Lack confidence and tend to not stand up for themselves.

They are targeted by:

- Physical weakness
- Appearance
- Emotional
- Clothing
- Body size
- Good grades
- Short tempered
- Or for no reason!



on what you should do if you are being bullied

- Ignore them
- Pretend you didn't hear them
- Don't look at them
- Don't show them that you are upset
- Respond to the bully evenly and firmly
- Turn the comment into a joke
- Remove yourself from the situation
- Go somewhere that an adult is present
- Remember you are not the one with the problem, the bully is
- **Talk to an adult.**

Victim's Long-Term effects...

- At higher risk of developing:
- Anxiety (nervousness, worry)
- Depression (sad)
- Loneliness
- Trust issues
- Low self-esteem
- Poor academic achievement
- Poor health



Question....

Does bullying have to be part of growing up?



No!

EVERYONE has the right to feel **safe** at school and therefore, **bullying** should be eliminated!

Who's Involved??



Bully

Victim

3 People
Involved
in Bullying

Bystander

Bystanders are...

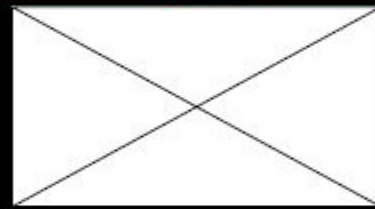
- The people who watch the victims being bullied.
- Doing nothing is also a way of supporting the bully even though you may not participate.



3 Types of Bystanders

- **Disengaged Onlooker**- Watches the incident and doesn't think anything about it.
- **Possible Defender**- Dislikes the bullying and thinks he/she should help but doesn't.
- **Defender of the victim**- Dislikes the bullying and helps or tries to help the victim.

Video...



Discussion of Video



What happened?
Who was being bullied?
Was there a bystander?
What did the bystander do?


Why don't Bystanders do anything?

- Afraid of being picked on
- Is friends of the bully and likes the power/makes them feel stronger
- is entertained by the bullying
- Don't speak up because they feel they won't make a difference.

Bystanders should NOT...

- Encourage bullies by laughing at the victim
- Don't become an "audience" for the bully



Let's Review... 

- Why is bullying a problem?
- What are some ways we can stop bullying?
- How can the bystander help the victim?
- What can the victim do?
- How can bullying be prevented?

Anti-Bullying Pledge 

"I agree to stop out bullying and all forms of violence. I believe that everyone should be able to enjoy our school equally, feel safe, secure, and accepted regardless of ethnicity, gender, popularity, athletic ability, intelligence, religion or nationality."

Bullying can be pushing, shoving, hitting, and spitting, as well as name calling, picking on, making fun of, laughing at, and excluding someone. Bullying causes pain and stress to victims and is never justified or excusable as "kids being kids," "just teasing" or any other rationalization. The victim is never responsible for being a target of bullying.

Be a student who stands up for:

- Support students who have been subject to bullying.
- Teach by example treating other students with respect.
- Open my eyes and be alert to all incidents of bullying.
- Report all bullying by reporting any suspicious behavior.

(Q&A) Find someone who....

(ice breaker)

1. Loves to eat pizza.
2. Has a brother.
3. Owns a cat.
4. Likes to go to the beach.
5. Was born in a different state, not in California.
6. Has a sister.
7. Likes to play sports.
8. Knows how to play a musical instrument.
9. Likes to read books.
10. Owns a dog.

**Anti-Bullying pledge**

"I agree to stamp out bullying and all forms of violence. I believe that everyone should be able to enjoy our school equally, feel safe, secure, and accepted regardless of ethnicity, gender, popularity, athletic ability, intelligence, religion or nationality."

Bullying can be pushing, shoving, hitting, and spitting, as well as name calling, picking on, making fun of, laughing at, and excluding someone. Bullying causes pain and stress to victims and is never justified or excusable as "kids being kids," "just teasing" or any other rationalization. The victim is never responsible for being a target of bullying.

By signing this pledge I agree to:

- ...Support students who have been subject to bullying.
- ...Teach by example treating other students with respect.
- ...Open my eyes and be alert to all incidents of bullying.
- ...Prevent all bullying by reporting any suspicious behavior.

Signature: _____

Date: _____

LESSON PLAN

Title- Yellow Dragonfly Pins

Grade level – 3rd - 5th

Number of Students: 28

Activity: (Unit): Arts and Crafts

Objective:

The yellow dragonfly is more meaningful when each student creates their own. Therefore, students will be more engaged in the workshops as they become knowledgeable of why bullying is a problem as they spread the word to their community by the usage of the dragonfly pin.

Materials:

- A. Scissors
- B. 1- Yard of yellow Rexlace
- C. 1- 2" Safety Pin
- D. Copies of the lesson plan

Introductory Activity: (30 minutes depending on grade level):

On your own, practice how to make dragonflies so when teaching, you are an expert. Dragonflies can be difficult to make and students need as much assistance as possible. Remember, not all children are crafty so be patience and enjoy!

1. Introduce lesson plan to students. Do not forget to inform students that the color yellow represents peace and therefore, the Rexlace is yellow.
2. Distribute materials to the students.
3. Go over directions with the students as they follow along. Stop and walk around to see if students are making them correctly and continue to the next step.
4. Fig. 1- Lace one yellow Rexlace strand through the spring end of a safety pin.
5. Fig. 2- Pass strand end A over safety pin and under strand B.
6. Fig. 3- Fold strand B under strand A. Pass strand B under one side of the safety pin and back over strand A.
7. Fig. 4- Pull both ends to tighten the knot.
8. Fig. 5- Pass strand B back under the safety pin and over strand A.
9. Fig. 6- Fold strand A up over the safety pin and through the loop created by strand B.
10. Fig. 7- Pull both ends to tighten the knot.
11. Fig. 8- Repeat steps 2 thru 7 until the safety pin is full of knots.
12. Finishing: Tie the remaining yellow Rexlace into a bow to form the wings OR do Fig. 9.
13. Fig.9- With the remaining Rexlace, pass the ends through the large hole in the safety pin. Do not tighten.

14. Fig. 10- Pass the ends through the hole again. Do not tighten
15. Fig. 11- Tie the ends together. Tighten the knot to the safety pin. Form a second knot if necessary. Trim the ends to the same length of the dragonfly wings.

http://www.rexlaceclub.com/images/pdf_files/ButterflyPinInstructions.pdf

16. The yellow dragonfly pins should be pinned on their clothing during the duration of the workshops and even after the workshops are completed if they wish to do so.

Closure:

The goal is not only to spread the word about bully awareness and prevention methods to these students, but the students themselves trying to make a difference at their school site. The purpose of the yellow dragonfly is to gradually start eliminating bullying behaviors; dragonflies represent change and maturity.

Assessment:

Students will be assessed by fully participating in the lesson as they try to complete their own yellow dragonfly.

Dragonfly Pin Instructions:

http://www.rexlaceclub.com/images/pdf_files/ButterflyPinInstructions.PDF

Fig. 1

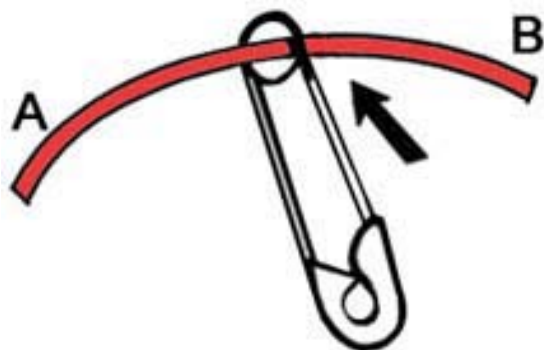


Fig. 4

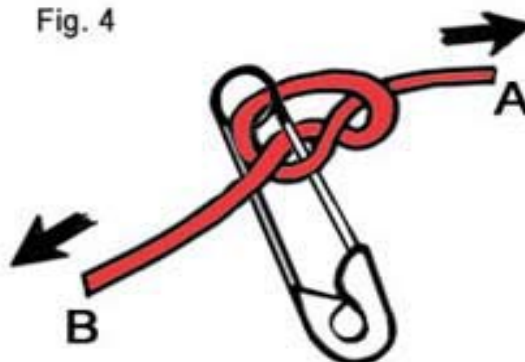


Fig. 2



Fig. 5

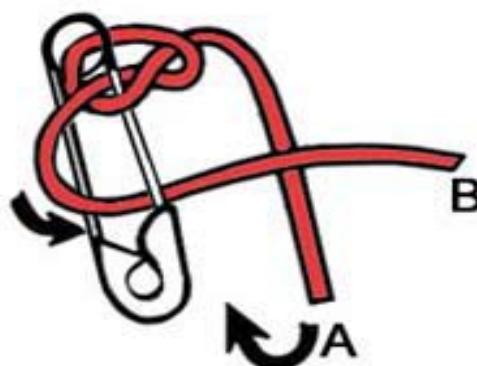


Fig. 3



Fig. 6



Fig. 7

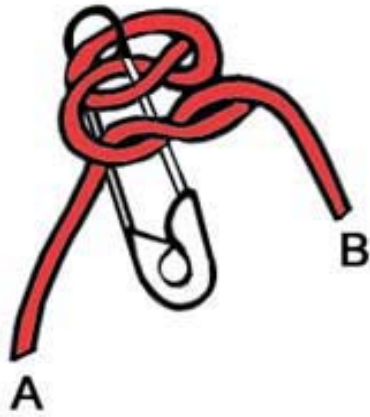


Fig. 8



Fig. 9

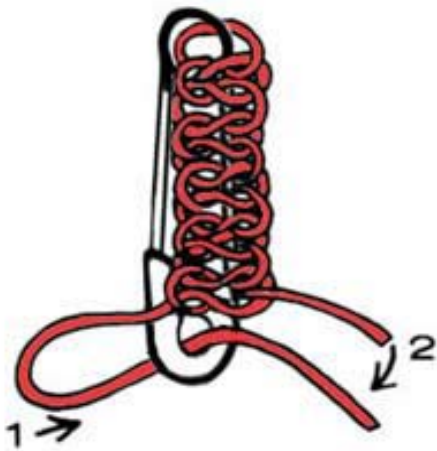


Fig. 10

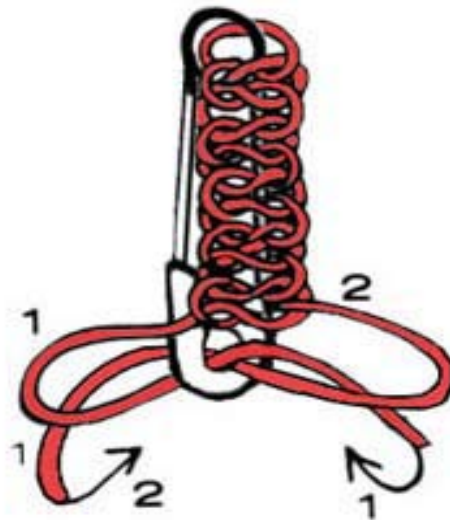
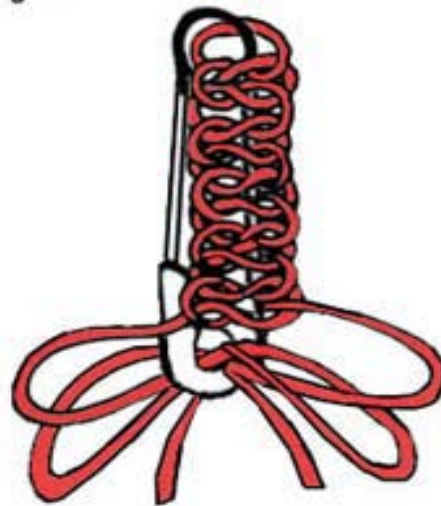


Fig. 11



LESSON PLAN
Title- Bully Awareness Day #2

Grade level – 3rd -5th

Number of Students: 28

Activity: (Unit): PowerPoint

Objective:

Students will get a profound understanding of where bullying occurs through children's literature as they discuss the stories plot, problem, setting, resolution, etc, in order to see where physical, relational and verbal bullying takes place.

Materials:

- A. 2 children's literature books
- B. Word search worksheet
- C. Complete Sentence handout
- D. Discussion question handout
- E. Ice Breaker
- F. Blank paper

Introductory Activity: (1 hour)

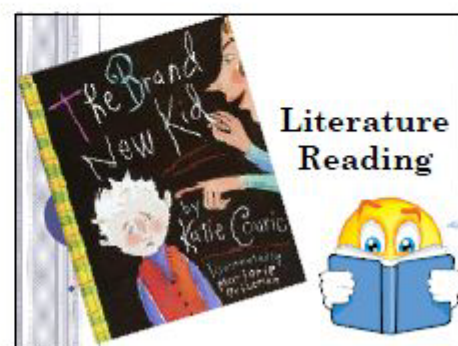
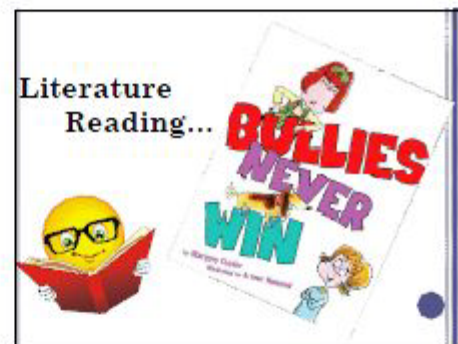
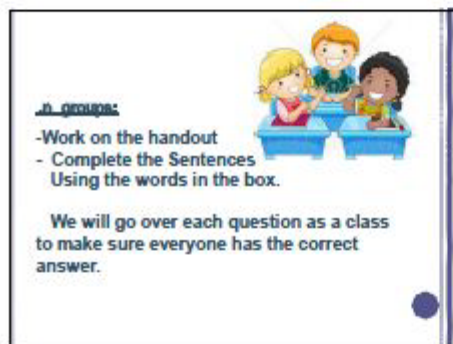
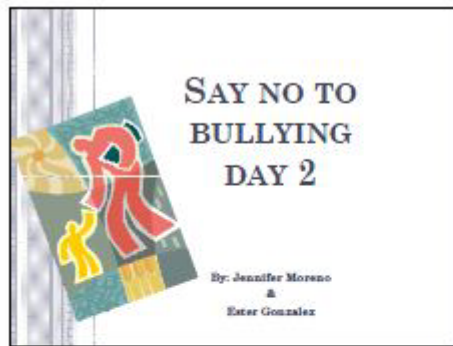
1. Pass out ice breaker handout to students. The ice breaker activity is for the students to get to know each other at a personal level (10 minutes).
2. Pass out the *Complete Sentence* handout to the students. Allow them to work in groups, as the handout is based on the material from last workshop (Day #1).
3. Gather students together and read a literature book to help students understand the issues of bullying relating to verbal, physical and relational. This will allow them to reflect how those situations happening in the literature books relate to them.
4. Distribute discussion question based on book. Have them work in groups and then discuss the questions as a class.
5. Do the same thing with second literature if time permits. If not, then move on to the next slide.
6. Slides 8-10 are an introduction of what the students will be doing on Friday. Illustrate the images so they can get an idea.
7. Pass out a blank piece of paper to the students to work on their own time. This paper will allow them to draw/write their ideas down and ready to transfer the following to the posters which will be distributed to them on the last workshop.
8. Lastly, pass out the word search worksheet which is based on the literature book(s).

Closure:

Having literature books related to bullying and the different types of bullying it occurs in elementary schools is always good to keep in the classroom so that students have easier access to these books when it comes to reading. This is another way for bullying to be part of a curriculum even when a teacher does not have time to teach a lesson on bullying to his/her students.

Evaluation:

1. Did I meet my class objectives?
2. How was my class control?
3. Were all students active for the majority of the lesson?
4. How was my voice/ projection?
5. Was my lesson creative?
6. Did the students have fun?
7. Was the material age appropriate?



Discussion Questions:

- > Why is Lazlo bullied? Who bullies him?
- > Does Lazlo deserve to be bullied?
- > What are the types of bullying the kid encounters? Provide examples from the book.
- > Where does the bullying take place?
- > Why is Lazlo's mom upset?
- > Who defends Lazlo and why?

FRIDAY

- ❖ You will make Anti-Bullying Posters!!!!
- ❖ You will be in groups and each group will make 1 poster.
- ❖ We will then put up your posters throughout the school.
- ❖ If you have markers, please bring them Friday!




(Ice Breaker)

2 Truths and 1 Lie

Directions

On a piece of paper:

➤ Write 3 sentences

➤ 2 true things about yourself and 1 lie you would like to share with the class.

➤ Then read the sentences to a partner and have them choose which sentence is the lie (without you telling them which one it is).

Example:

1. I like to play basketball.
2. I love pizza.
3. I enjoy snowboarding.

Out of these 3, choose the one that you believe is the LIE.

Name _____

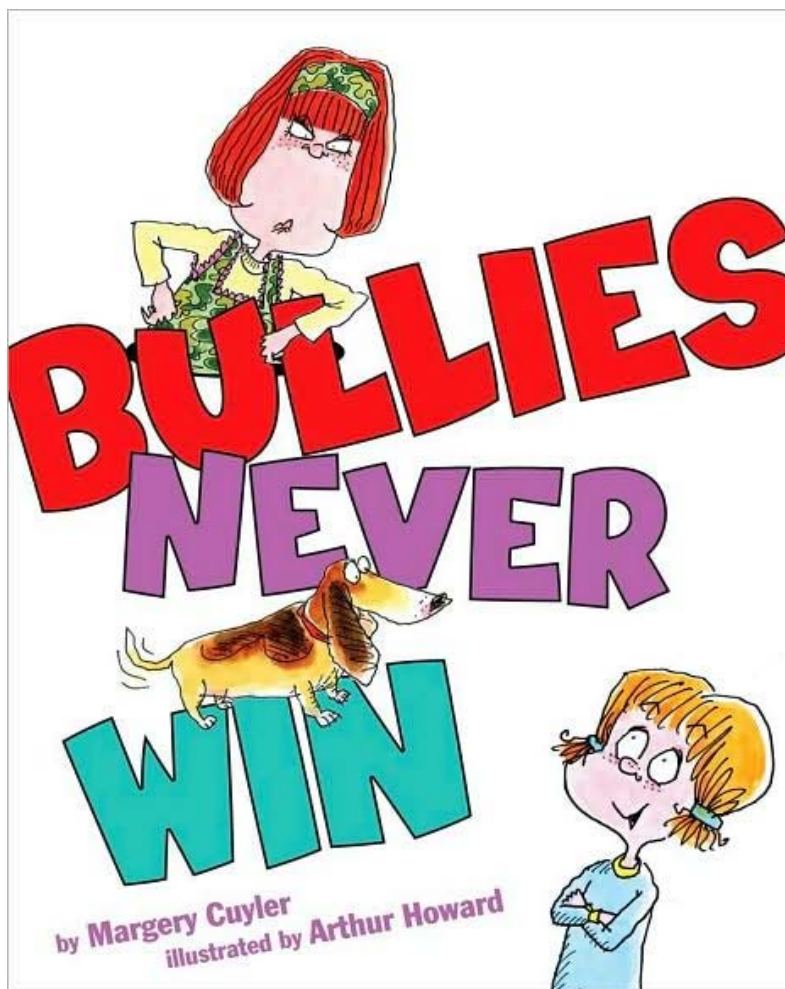
Complete Sentences

Use the words in the list below to complete the sentence

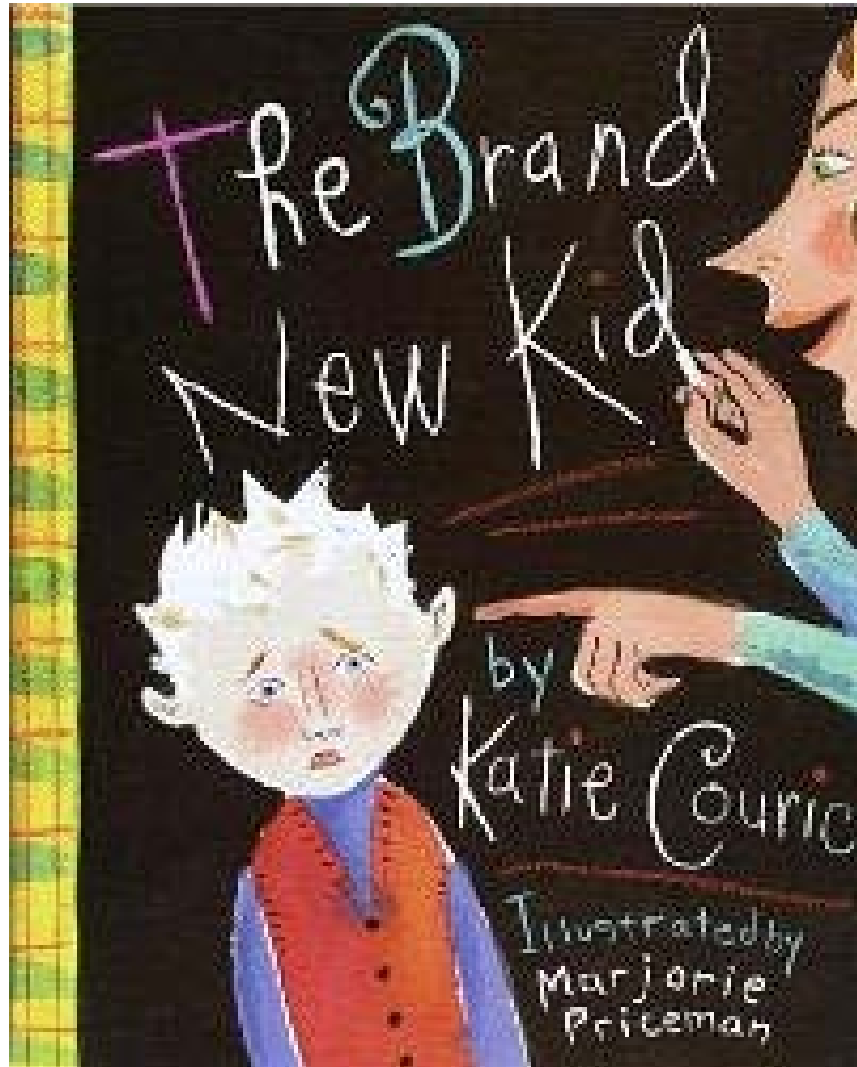
1. _____ is a negative effect where a person mistreats or intimidates another person repeatedly as a form of power.
2. _____ and _____ is the most common type of bullying which occurs in elementary schools.
3. _____ bullying is putting someone down by teasing, threatening, taunting, or any type of negative communication.
4. Physical bullying refers to _____ contact which includes kicking, hitting, stealing, throwing objects, biting etc.
5. _____ bullying is purposely damaging and influencing peer relationships by causing _____. For example, spreading rumors or denying friendships.
6. Boys are common in _____ bullying; whereas, girls are more _____ bullying. Both boys and girls are _____ bullied verbally.
7. Bullying takes place _____ such as playground, classroom, halls, and school bus. Also walking to or from school to home especially when you walk alone.
8. How can you tell if YOU are a Bully?
9. If you are a bully, what can you do to STOP?
10. Why kids bully?
11. Long-Term effects of _____ are getting into frequent fights. At risk of becoming criminals (stealing, vandalize property, other illegal acts). Are more likely to drop out of school. Get low academics (low grades) and most likely have a negative behavior.
12. How can YOU tell if you are being bullied?
13. If you are a victim, take a stand and dont suffer in silence. When you find your voice the bullying will stop.

Possible-Defender
Disengaged-Onlooker
everywhere
Everyone
bullies
Bullying
Defender-of-the-Victim
direct
physical
Verbal,
bystanders
physical
Verbal
relational
Victims
exclusion.
Relational
relational
social
equally

14. Victims lack confidence and tend to not stand up for themselves. They are targeted by no reason such as their physical weakness, appearance, emotional, clothing, body size, good grades, short tempered and so forth.
15. What to do when in the situation of being bullied?
16. _____ Long-term effects are at higher risk of developing anxiety, depression, loneliness, trust issues, low-self-esteem, poor academic achievement and poor health issues.
17. Bullying does NOT have to be part of your life. _____ has the right to feel safe at school and therefore, bullying should be eliminated.
18. Bully, victim and _____ are involved when someone is being bullying on.
19. Bystanders are the people who watch the victims being bullied. Doing nothing is also a way of supporting the bully even though you may not participate.
20. There are 3 types of bystanders such as _____ -watches the incident and doesn't think anything about it. _____ -Dislikes the bullying and thinks he/she should help but doesn't. _____ -Dislikes the bullying and helps or tries to help the victim.
21. Why doesn't bystanders prevent bullying?



1. Who is the Victim? Who is the Bully?
2. What kinds of things did Brenda say or do to Jessica? (What types of bullying?)
3. Where did some of the bullying incidents take place?
4. Why did Jessica ask to stay home one morning?
5. Who is Anita? What did she do?
6. Do you think it helped to talk to her mom?
7. How did Jessica face Brenda? What did she do?



1. Why is Lazlo bullied? Who bullies him?
2. Does Lazlo deserve to be bullied?
3. What are the types of bullying the kid encounters? Provide examples from the book.
4. Where does the bullying take place?
5. Why is Lazlo's mom upset?
6. Who defends Lazlo and why?

LESSON PLAN
Title- Bully Awareness Day #3

Grade level – 3rd -5th

Number of Students: 28

Activity (Unit): Anti-Bully Posters

Objective:

Students will use this day to demonstrate their knowledge about why bullying is negative. They will illustrate the posters with images and/or writing of why they want to create an anti-bully school.

Materials:

- A. Yellow Butcher Paper
- B. Markers
- C. Sample Posters

Introductory Activity:

1. Refer back to the second PowerPoint to illustrate slides 9 and 10 that consist of examples of bully awareness.
2. Illustrate your sample posters and explain why you chose to do what you did.
3. Randomly choose students in a group of four and then distribute materials per group. Remind students to take out their white paper if they worked on it to transfer their images or writing to the yellow butcher paper.
4. Walk around observe students working on their posters as you provide ideas.
5. Allow the last 5 minutes to clean up. Don't forget to remind the student how many minutes remain so they can write/draw their last minute thoughts on their posters.
6. If possible, have each group go to the front of the class with their poster and explain why they chose to draw or write what they did.
7. At the end, collect the posters and when available, post them around the school to inform other students who lack the knowledge of bullying to become aware and knowledgeable.

Closure:

Creating their own anti-bullying posters, students will be motivated to make wise decisions before acting on situations that can affect someone's life. It is important for students to understand this because bullying occurs everywhere, specifically in elementary schools. Students should learn to appreciate one another no matter how different they are.

Assessment:

Students will be assessed by their participation while working together cooperatively with their peers in creating anti-bully posters.