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## How to Decrease Bullying Among Elementary School Students?

Baltazar Garcia

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

### Introduction

Students in primary education may experience bullying and not know how to identify and prevent it. According to Stopbullying.gov, “Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance” (“What Is Bullying?”n.d). To address this, I will create a presentation to inform students about bullying, identifying bullying, and the different types of bullying that might be occurring in public schools for fifth grade students at Sacred Heart School in Salinas, California. I will follow up three days after the initial presentation to assess the students learning.

### Need Statement

Students will learn and will be informed about three major types of bullying that they can encounter in their primary school years. Which are cyber, physical/verbal, and psychological bullying. What can we do to prevent this from happening in our schools? Most importantly let our students know that there is support that they can receive and let them know that they aren't alone.

Through the use of technology and other forms of communication, cyber bullying is one of the most common ways that individuals are victimized in public schools. Cyber bullying puts children's safety at risk when attending school because they have the potential to be bullied online. This phenomenon could not happen without the invention of the internet. The internet was intended to provide educational assistance among children as well serve as social support, identity exploration, interpersonal development, critical thinking skills, as well as educational benefits to generate and expand new knowledge (Blais, Craig, Pepler & Connolly, 2008). According to Mitchel, Finkelhor and Wolak (2003), the internet is concurrently a high and

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potential site for abuse and victimization for young children and youth in public schools. In fact, young children use the internet without the supervision of an adult or school teacher and may be unaware of negative threats from unknown individuals towards them through emails, cell phones, text messages.

Public schools' safety has been destroyed due to repetitive actions caused by bullying between students. Bullying is a type of aggression behavior which is intentional, repeated, and usually involves imbalance of power between the bully and its victim (Olweus, 1993). I have seen that in public schools, students have been affected psychologically, and academically which can cause the individual to not want to attend school anymore because he or she feels threatened by others. This issue is now widespread and linked to various psychological adjustments and academic problems among school-aged children and adolescents in the United States. The type of bullying happening in public schools are cyber, physical/verbal, and psychological bullying.

Victims of bullying are psychologically affected in many negative ways. The symptoms that victims can experience can be social isolation, feeling shame, low self-esteem, anxiety, poor school performance, and depression (Hurley, 2018). In fact, elementary school students are one of the major groups affected by this issue. The victims who are psychologically affected because of bullying do not want to continue attending school regularly, as well as fulfilling their everyday life routines. It's very important to point out the cause and effects of bullying in schools and identify ways to prevent this from happening as often. In a recent study by Wang, Iannotti, and Nansel (2009) which describes bullying sub-types that are common among U.S youth, ranging from 13.6% for cyber bullying and 53.6% for verbal bullying (as cited in Wang, Iannotti, & Luk, 2012). In fact, verbal bullying among elementary school students is the most common way of hurting one another because it is generally seen as a game between the individuals rather than

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something serious and of concern by teachers and adults who are to look and protect the individuals at stake.

### Theory Application

Everyone learns through observation, imitation, repetitive learning from one another, and modeling. By following and learning from Albert Bandura's Social Cognitive theory which says that individuals learn from one another, through observation, imitation, and modeling (Social Learning Theory). This theory connects to the individual's way of thinking and processing new information that he or she has received. Young adolescents who are beginning their first years of education are easy to learn and grasp new information presented to them (Health of Children.com). Furthermore, as this young adolescents learn new information they must be able to know how to put it into good use and for their own personal benefit. Especially towards their academics and personal own well being.

By now the fifth grade students age ten and eleven years who are in the middle childhood stage of their lives should be able understand and explain in their own words what is bullying and be able to explain it to another person. This students can identify three subtypes of bullying which are Cyber, Physical/verbal and Psychological bullying. Therefor, these students now have the proper information and guidance to help any fellow student who may be experiencing one of these types of bullying in their school or community; and are able to help using their own knowledge and resources available to them such as a teacher, counselor or parent. Also, the fifth grade students know how to react and what steps to take if they see something similar like this happening in their school environment or community.

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Furthermore, this middle childhood students are well aware of what bullying is, its cause and affects and the consequences it can cause in person's physical and mental health. By using Albert Bandura's theory the students will be better prepared if this would ever happen to them. Lastly, this young students must take into consideration all the significant impacts that this issue can have on him or her and most importantly this individuals need to know that they aren't alone their are resources and support for them.

### Consideration of Diversity

My project was conducted at Sacred Heart School in Salinas in Ms. Ashley Stefani fifth grade classroom. The ethnic difference in Ms. Stefani's fifth grade classroom is Latino, American, and hispanic students. Ms. Stefani's classroom is composed of thirty-four students which has a total of twenty female and fourteen male students. I would expect the majority of the students to be well educated and have full report from their parents when their education is on the line because there are some important requirements to be able to attend Sacred Heart School. This requirements are necessary in order for the student to be able to attend Sacred Heart considering that it also a catholic school. I will be conducting a three-day lesson on English were all the participants will have to have a sufficient understanding of English concepts and what the general definition of bullying is to be part of this presentation. This young students are able to understand, repeat and model anything that they have recently been though because they are so young and are able to grasp new information really fast. In other words, the participants will be able to learn important information that can be used to help protect their lives, integrity, identity and the lives of others as well.

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### Learning Outcomes

By the end of three day lesson plan the participants will be able to...

Outcomes: 1. Students will be able identify 3 types of bullying. (Cyber, Physical, Psychological bullying).

2. Students will be able to act out bullying scenarios and identify the issue been acted out, and discuss a solution to the issue.

3. Students recommend three possible solutions for any person who may be or is currently experiencing bullying in there school.

### Method

Day 1 (3/19/19) 8:35 - 9:00 am

I will introduce myself and say why I am here today and what the students will be learning about for the next three days. Then, I will ask the students if they know what bullying is? I allow each group of students a brief 2 to 3 minutes discussion to talk with one another and come up with their own definition of what bullying is. Then, I will call on to one or two students to tell me their definition of what bullying means to them. I will then read out loud the correct definition of what bullying is ("What Is Bullying? "nod).Next, I will introduce the three subtypes of bullying that the students will learn about and can be occurring in schools, which are cyber bullying, physical/verbal bullying and psychological bullying. I will then go one by one and define each of the three subtypes of bullying. Consequently, I will introduce the students to ten different scenarios called Ten Scenarios to Get Kids Talking about Bullying from <https://freespiritpublishingblog.com/2015/11/03/10-scenarios-to-get-kids-talking-about-bullying/>

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(Appendix A). Each group of students will be handed a different scenario on a flash card. Each group of students will have 5 minutes to read their flash card and discuss what the flash card is saying and come up with a possible solution for that specific scenario. Finally, after the 5 minutes are done, I will ask one member from each group to read their flash card out loud and tell us the possible solution that he or she discussed in his or her group. At the end of the day, I will reiterate what bullying is and the importance of knowing how to identify and prevent it.

Day 2 (3/21/19) 8:25 - 9:00 am

Today, I began by asking the students of what they previously learned on the first day of the lesson. I then began by asking the students "Can anyone tell me or give me an example of what is cyber, physical/verbal, and psychological bullying". Next, I asked the students "What can we do to prevent bullying from happening at our schools? I then gave the six groups of students 5 minutes to discuss and talk among themselves before choosing some volunteers to respond to the question. Then, I asked the students "has this ever happened to you or someone else you may know?" I gave the students 2 to 3 minutes to think about the question and then allow some of the students to tell their feedback and personal stories. After that, I explained some important information about the subtypes of bullying which are cyber, physical/ verbal, and psychological bullying. Then, I handed out one card with a different scenario that described one type of bullying to each of the six groups. Next, each group had 5 minutes to read and analyze their scenario and later act it out in front of the class. The rest of the students and I guessed and determined what is the type of bullying that was being acted out and what to do to intervene.



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Day 3 (3/22/19) 8:45 -9:25 am

On the last day, I told and prepared the students for what they were going to do and how I was going to end the last lesson. Then, I asked the students to think for about 2 to 3 minutes and tell me something that they were able to learn or find interesting about the information they learned about bullying. Next, I asked for a couple of students for feedback in order to analyze how well the fifth grade students are using the information that has been presented to them.

Then, I explained to the students that they had two different options as their last activity to wrap up their lesson on bullying. Their first option was to create a poster against bullying on an 8.5 x 11 on a white sheet of paper or complete or create a pledge pamphlet on bullying on a foldable 8 X 10 white sheet of paper. Each of the two options had similar requirements which were: name of the student in the upper right hand corner, a title of their choosing, three ways in which one can prevent bullying, something that was learned or something important that has stood out to them, as well including an image or phrase about bullying. Next, I distributed pieces of 8.5 X 11 paper to all the thirty-four students in the class and allowed them to decide the best option for them to represent what bullying is and how it can affect them in their education and personal lives. Each student had ten minutes to begin his or her poster or pledge, while I walked around the classroom to clarify any questions from the students. After the first ten minutes are done I asked if "anyone still needs more time or any further clarification" before some of the students volunteer to present in front of the class what they have worked on. Those students who were done and raised their hand went to the front of the class to present and talk about their poster or pledge and how one can prevent bullying from happening.

Furthermore, after five students who volunteered to do their mini presentation to the class I gathered all the students along with posters or pledge pamphlets to take a photograph together

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as a class, including myself and Ms. Stefani who is the teacher of the fifth grade students. I also told the students and Ms. Stefani how thankful and appreciative I was for the time they allowed me to be there with them, and their patience as well.

## Results

Learning outcome 1 was that participants would learn what bullying is and be able to identify three types of bullying which are Cyber, Physical/verbal and Psychological bullying. I believe this learning outcomes were fully met. In fact, the participants were now able to discuss bullying based on our initial discussion. When I returned the second day, I asked the students if someone can explain what they learned the day before. The students were able to give me examples that correlated with the three types of bullying. The 34 participants were very engaged during the scenarios I created for them. Due to their engagement, the students were able to have a better understanding of how bullying can affect their personal and academic life.

Learning outcome 2 was that participants would be able to act out bullying scenarios and be able to identify the issue that is been described in each scenario and be able to discuss a solution or better approach to the situation. I believe that this outcome was also fully met by participants. This outcome was successful because I gave and explained the three types of bullying with a brief explanation of what something like this may look like in school. I feel like this is evidence that this outcome was met because all of the six group of participants were able to act out their specific scenario correctly to observe what each of the three types bullying look like. See Appendices B for the description of the different scenarios that each group acted out.

Learning outcome 3 was that participants would be able to recommend at least three possible solutions for anyone who may be or is experiencing a similar situation regarding

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bullying. I believe this outcome was partially met. First, the participants had a general sense of what bullying is, its cause and effect, but due to us not addressing the negative effects in depth the students might understand how bullying affects a person's life. During the scenarios, participant's analysis of the negative effects was general, and it was hard for some of them to look and analyze the situation with a bigger perspective. The participants tended to give general and much easier responses to the scenarios acted out by other students until they saw and heard common experiences to which they could relate. Each group of students was able to analyze their scenario that they acted out but some had difficulty elaborating their responses or giving a better way to solve the situation in matter. Consequently, the participants were able to understand what bullying is, what it may look like, how to identify it and the correct way to approach it and recommend the best solution before it affects someone in a negative way.

### Discussion

I believe this project was successful and well understood by the participants. The participants were engaged in the topic and learned a lot from the interesting topic being discussed as well as the new information they were able to learn. The participants were very engaged and had no problem reiterating what they had previously learned on bullying. Participants were able to identify and describe the three main types of bullying that can happen in a school setting, as well as identify bullying scenarios if they were ever to see bullying happening in their school. Albert Bandura's Social Learning theory describes how the individual are able to learn from one another, through observation, imitation, and modeling. I believe the project helped the participants understand the impact of bullying and the need of helping others when experiencing a harmful situation in the individual's personal physical and mental life. They were able to observe a bullying scenario and how to address bullying. Hopefully, they will be

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able to imitate what they saw should they ever be bullied or see bullying occur. I believe the discussion was clear of how a simple comment or physical threat can harm another individual's well-being. Also, because these young individuals are beginning to think abstractly they may not be aware of the consequences of their actions caused by their bullying behavior. When they discussed the different types of bullying that may occur in a school setting, many of the participants did not realize the consequences or negative effects that bullying could bring up in an individual's personal and academic life. I now believe the participants are able to see how someone's behavior or actions can be disruptive in such a negative way towards another individual.

In terms of diversity, I believe my project could be applied to everyone, except that I don't acknowledge that everyone knows what bullying is, as well as the three subtypes of bullying that might be occurring in a school setting. I believe that the general public only know about bullying but are unaware of all the types of bullying. Also, when talking about bullying for some individuals, their teachers and families may be unaware of what bullying may look like and the importance of addressing the issue.

If I had to do this over again, I wish I would do a pre and post test with the participants to test their knowledge on what bullying is, the cause and effects, and why it is important to help those in need. I believe that our discussion and scenarios of bullying let me know that the participants were able to grasp and understand the information presented to them. I believe that if I had presented or discussed the three subtypes of bullying more in depth to the participants they would have a better understanding of the other types of bullying that can affect their lives in a school setting. Furthermore, I believe that the participants were able to learn new valuable

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information that they now can put into practice in their lives to protect themselves and others from bullying.

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## Appendix A

This is are the Ten Scenarios Worksheet that I used to get the participants discussing the issue of bullying. This handout allowed the fifth grade student's to read and analyze ten different scenes that talked about bullying.

### **10 Scenarios to Get Kids Talking About Bullying**

A new student started at your school this week, and he is having trouble fitting in.	You sent a mean text about a kid who bullies to a friend, and your friend forwarded
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Some of your friends have been laughing behind his back. <i>What would you do?</i>	it to others. It eventually got back to the kid. <i>What would you do?</i>
You receive an email telling an embarrassing story about another student who has often been mean to you. You know your friends would think it's funny. <i>What would you do?</i>	You report bullying to your teacher, but the teacher doesn't believe you. <i>What would you do?</i>
The meanest kid at school thinks it's fun to tease you every chance she gets. You're afraid she's going to hurt you, and you're starting to hate school. <i>What would you do?</i>	You hear that someone you thought was a friend has been spreading a cruel and untrue rumor about you. <i>What would you do?</i>
Someone shoves you and wants to fight you. You want to stick up for yourself, but you don't want to get into a fight. <i>What would you do?</i>	You're invited to a party but your friend isn't. At the party, some of the kids make jokes about your friend and laugh at him. <i>What would you do?</i>
Everyone is afraid of three mean kids your school. You're afraid, too. One day they ask you to hang out with them. <i>What would you do?</i>	You're shy, and sometimes you get teased for it. You have to admit, it would be nice to have more friends. <i>What would you do?</i>

## Appendix B

Role Play Scenarios: Each of the six group of students acted out a different scenario based on one of three types of bullying.

## 1. Role play Scenarios

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Cyber Bullying: Cyber Bullying is bullying that takes place electronic technology. This includes cell phones, and tablets as well as communication tools including social media sites, text messages, chats, and websites.

Scenario 1: A group of student's at El Puente elementary school were making fun of their new classmate Antonio because of his clothing. At first they wanted Antonio to be part of their group but later found out him as poor and began to make fun of Antonio by texting between one another mean jokes, and memes. Until Emelia one of Antonio's only friend told him what was happening. Antonio was scared, unsure of what to do until he decided to stay in his class rather than going out to recess because he was scared.

Physical/Verbal Bullying: Physical bullying is the use of one's body and physical acts to exert power over peers. Punching, kicking and other physical attacks are all types of physical bullying.

Scenario 2: One Friday afternoon James was carefully waiting in the lunch line to get his lunch when suddenly he felt a hard –push to the side of his left shoulder. He told the other person “what, what's wrong why you pushed me” the other student said “because I want”, what are you going to do about it. James felt intimidating and went to the back go the line.

Scenario 5: A group of students at Tiburcio Elementary were playing 4-square and suddenly Mark argued he wasn't out. But Tony said “yes, yes you are and if you don't get back into the line my fist and I will make you get in the back of the line. Mark was scared and didn't know what to do.

Psychological Bullying: can be defined as the systematic use of malicious manipulation through non-physical acts against an intimate partner, child or dependent adult.

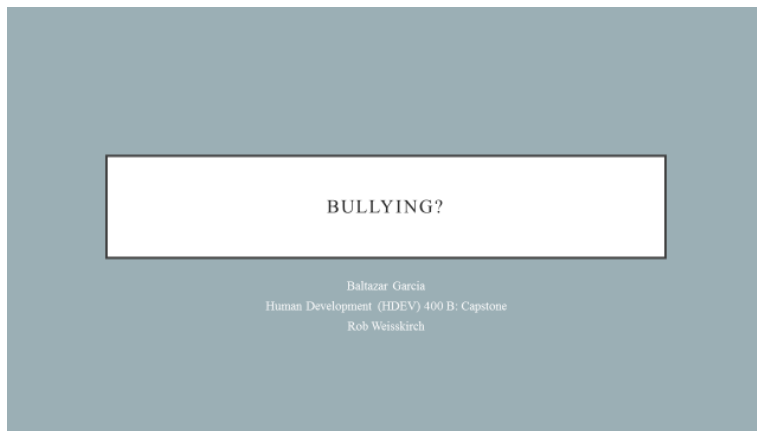
Scenario 3: Maria a ten year old, shy, nice, a brilliant student spend most of recess and lunch alone. She wouldn't do harm to anyone. Why others would make fun of her due to her having glasses and speaking very little. ...She would get called names such as four-eyes, and at times threaten by others by taking her belongings.

Scenario 6: Mandy and Rose were two great friends who were always together, side by side. While most of their classmates ignored them because they believed they were simply dumb. One day Many and Rose tried to ask their classmates if they could join their game. But their classmates made them seem as if they couldn't hear anything until Mandy and Rose finally went away.



## Appendix C

### How to Decrease Bullying Among Elementary School Students?



DAY 1: (3/19/19)

- What is "Bullying" ?

"BULLYING"?

- 2 minutes to think and discuss what you think bullying is?

BULLYING

- (verb) Bullying is the use of superior strength or influence to intimidate (someone), typically to force him or her to do what one wants.

WHAT ARE THE DIFFERENT TYPES OF  
BULLYING THAT MIGHT BE OCCURRING IN  
SCHOOL'S?

- Cyber bullying
- Physical/ Verbal bullying
- Psychological bullying

CYBER BULLYING

- (noun) the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

### PHYSICAL/ VERBAL BULLYING

- Verbal; Verbal abuse is when a person forcefully criticizes, insults, or denounces someone else. Characterized by underlying anger and hostility, it is a destructive form of communication intended to harm the self-concept of the other person and produce negative emotions.
- Physical; is using one's body and physical bodily acts to exert power over peers. Punching, kicking and other physical attacks are all types of physical bullying.
- <https://antibullyingsoftware.com/what-is-the-definition-of-physical-bullying>

### PSYCHOLOGICAL BULLYING

- (Verb) Psychological bullying affects the victim (individuals) life mentally witch affects the persons physical and emotional being.

### BULLYING SCENARIOS!

- <https://freespiritpublishingblog.com/2015/11/03/10-scenarios-to-get-kids-talking-about-bullying/>
- Each table of students will receive a different scenario that talks about bullying
- Each table will discuss one scenario and then will provide one solution for it
- "What would you do?"

DAY 2: "RESOLVING  
BULLYING"(3/21/19)

- What can we do to prevent bullying from happening at our schools?

HAS THIS EVER HAPPENED TO YOU  
OR SOMEONE ELSE YOU KNOW?

- Student (1-3) responds:

ROLE PLAY!

- Directions: 1. Students will act out an specific scenario to one of the different types of bullying. (Cyber, physical/verbal and psychological bullying)
- 2. Each group will have 2-3 minutes to act out their sketch and the rest of their classmates will have to guess whta type of bullying are they seen.
- 3. This will help students to reinforce their understanding of what bullying is.

### DAY 3: STOP AND PREVENT BULLYING (3/22/19)

- Anti-Bullying Posters
- OR
- Anti-Bullying Pledge

### ANTI-BULLYING POSTER

- Materials: 8 x 10 White sheet of paper
- Ruler, pen, pencil
- Color pencils
- Ten minutes to create a poster to prevent Bullying in schools.