A GUIDANCE PROGRAM FOR SCHOOL COUNSELORS ADDRESSING FOURTH GRADERS ABOUT BULLYING

A graduate project submitted in partial fulfillment of the requirements

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School Counseling

By

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Dedication

I dedicate this project to my parents who continuously believed in my ability to succeed even when I felt like giving up. Thanks to their limitless support and encouragement, I was able to enthusiastically dedicate myself to complete this project. Thank you both for instilling in me a strong sense of self and for helping me realize an education is a most valuable possession. I promise to always be a “go-getter.” Lastly, I dedicate this project to all my internship site supervisors for not only teaching me the skills necessary to become a successful school counselor, but also for all their life advice, compliments, and encouragement. Thank you for being exceptional mentors.
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ABSTRACT
A GUIDANCE PROGRAM FOR SCHOOL COUNSELORS ADDRESSING FOURTH GRADERS ABOUT BULLYING
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Bullying in elementary school is very common and is extremely detrimental to children’s emotional health, social welfare and academic success. Although there are many anti-bullying programs implemented all over the world in every level of school, bullying is still a major problem. School counselors have an important role to play in education and guidance regarding bullying at the elementary school level. For this thesis project, a guidance program, “Don’t Be A Bully, Be A Friend,” was created to be presented by school counselors. It aims to teach fourth grade students over an 8-week period strategies and skills to handle and eliminate bullying situations. Students will learn what bullying is, the negative consequences of bullying and how to prevent bullying. Furthermore, this program will address empathy, appropriate communication, and leadership skills through role-play, discussion and technology. The goal of this program is for children to learn that bullying is harmful to all involved and it is up to the students to be advocates for a bully-free school.
Chapter I: Introduction

Bullying is currently a prevalent problem in the United States. According to the U. S. Department of Health and Human Services (2013), bullying is defined as “Unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance” (para 2). Bullying can occur on school premises, off campus, in the presence of adults or peers and over the Internet. According to the anti-bullying website, Stomp Out Bullying (2011), in the United States about every seven minutes a child is bullied on the playground. These bullied children on the playground only receive help in these situations from adults four percent of the time, while peers help 11% of the time (2011). In addition, 58% of children who have been bullied online have not informed their parents about the situation (2011). Moreover, in 2010, 160,000 children did not attend school each day because they were scared of being bullied (Bullying Statistics, 2011). The American Academy of Child & Adolescent Psychiatry (American Academy of Child & Adolescent Psychiatry [AACAP], 2011) asserts that while boys are more likely to bully using physical intimidation, girls tend to bully others in a more verbal or relational manner. It is noteworthy that although anyone can be a bully, most bullies have had experiences in the past of being victims of bullying themselves (AACAP, 2011). Though there have been a significant number of interventions and prevention programs developed by educators to address the problem, which will be discussed in chapter II, bullying at every level of school from kindergarten through high school and even beyond still occurs on a daily basis.

The problem of bullying is very detrimental and can affect many children, teens and even adults. Several popular recording artists have composed songs and written lyrics
regarding bullying. For example, Superchick (2002) wrote the following song, “Hero,” about bullying. Her song is a message targeted to children and teens, encouraging them to become leaders and do what is right in order to stop contributing to bullying by being an offender or a bystander:

No one sits with him, he doesn't fit in  
But we feel like we do when we make fun of him  
Cause you want to belong, do you go along?  
Cause his pain is the price paid for you to belong  
It's not like you hate him or want him to die  
But maybe he goes home and thinks suicide  
Or he comes back to school with a gun at his side  
And a kindness from you might have saved his life  
[Tag:]  
Heroes are made when you make a choice

[Chorus:]  
You could be a hero - heroes do what's right  
You could be a hero - you might save a life  
You could be a hero- you could join the fight (Superchick, 2002, para 1, 3)

In this song, Superchick (2002) indicates that the victim of bullying can be so emotionally traumatized that he/she might take his or her own life to end the escalating pain from the terrorization of bullying. However, Superchick (2002) sings that there may be a solution to bullying— for the bystanders to be heroes. She describes that a hero is someone who not only demonstrates courage by standing up to bullies, but also someone who is kind to the victims, which can ultimately save bullied children from depression or even suicide. Although this song was recorded over a decade ago, with the intent to encourage children and teens to stop contributing to the bullying problem, still 10 years later, this issue is a global problem.
However, there is hope for a future in which children will live in a safe environment. According to Sheri Bauman (2008), the elementary school counselor can play a unique role in helping to reduce school bullying. With more prevention and awareness programs led by school counselors, children can learn how they could be contributing to the severe consequences of bullying. Instead of being bullies or bystanders, children can be taught to be leaders, heroes and educators on bullying by the school counselor (Bauman, 2008).

**Statement of Need/Problem**

The problem is that children encounter bullying frequently at school, do not know how to respond and may be engaging in bullying behavior themselves (AACAP, 2011). According to Siris and Osterman (2004), a fourth grader from Boardman Elementary School in New York stated:

> I feel I always get picked on at school. I don’t get included at all. People tell me I am going to hell. I get called carrot top, loser, mentally retarded. I get so mad. I tell, and no one believes me. I cry and still no one believes me. Sometimes I really want to kill myself. (p. 288)

What is being done to deal with these types of incidents? Austin, Reynolds and Barnes (2012) contend that students feel less secure when bullying is persistent in their school. All children deserve to learn in a safe and bully-free environment. It is the school’s responsibility, according to Austin, Reynolds and Barnes, to protect its students and take precautionary actions to ensure that all children feel protected at school. Furthermore, Bradshaw, Sawyer and O’Brennan (2009) assert that bullying intensifies throughout elementary school, maximizes in middle school and starts to diminish in high
school. Therefore, it would seem that children need the most guidance in elementary school, when bullying starts to develop. At this level of schooling, it is crucial that children be effectively taught the difference between right and wrong, empathy, and how to build relationships (Bradshaw, Sawyer & O’Brennan, 2009). There are a few, if any bullying prevention programs created specifically for school counselors to implement for fourth grade elementary school students.

**Purpose of Graduate Thesis Project**

The purpose of this thesis project is to create an evidence-based anti-bullying program for fourth grade students. This program will be designed to help not only the victims of bullying, but also the offenders and bystanders. The final product is designed to be administered by a trained school counselor in order to educate fourth grade children about the issues involved with bullying and what steps can be taken to minimize this kind of behavior. Furthermore, this program will focus on the consequences of bullying, teaching empathy, and leadership skills at the fourth grade level.

This program will be designed to be used in a multiplicity of public and private schools in order to teach about bullying behavior and encourage leadership roles. The administration of the program over a course of 8 weeks will focus on positive social skills in children and teach that bullying is wrong, provide strategies and tools to help when children are faced with bullies, and what to do rather than be a passive bystander, observer or victim.

This thesis project, which will be discussed, will have dimensions that are designed for school counselors to implement at the fourth grade level. In the literature presented in chapter II, many references have been made to fourth grade as being the time
when some students may be particularly vulnerable. This is the ideal time to implement teaching.

**Transition to Next Chapter**

In order to better understand why this anti-bullying program will be beneficial to fourth grade students, it is necessary to review research, which will be covered in the following chapter. Chapter II will review literature that discusses the effects of bullying in elementary school and how it impacts children. The literature review will focus specifically on the emotional, social and academic effects of bullying on the victims and the offenders. The literature describes the consequences of bullying in elementary school, children’s psychosocial development, the professional school counselor’s roles in prevention and specific anti-bullying programs currently in use to target bullying.

**Terminology:** The following are terms defined as they are used in this graduate project.

**Bullying:** According to the U. S. Department of Health and Human Services (2013), bullying is defined as “Unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance” (para 2). There are different types of bullying: verbal, social and physical. It can happen at school or off school grounds (2013).

**Bystanders:** A witness to an event (bullying situation) who does not act to help stop what is happening to the victim. A bystander may not help because they think someone else will do something to help.

**Bullying behaviors:** Bullying behaviors are behaviors (unwanted, aggressive behavior either verbal, social or physical) that are repeated over time but may not always be performed by those who are labeled as bullies.
Chapter II: Review of Literature

Introduction

This chapter will begin with a review of literature about child development. Next how a child’s psychological and physical well-being, short-term and long-term, can be affected due to bullying will be discussed. The literature regarding bullying in the school setting will be reviewed, followed by a discussion of the victims and the perpetrators of bullying. Lastly, literature reviews of strategies and ideas for prevention such as whole school programs and the role of the school counselor will be presented.

Middle Childhood and Development

Middle childhood occurs between the ages of six to eleven and is an important time in children’s lives. In this time frame, children typically explore more on their own than in early childhood, develop friendships, and learn in and outside the classroom. Children may learn inferiority or develop confidence at this time in their life when they realize what they can and cannot do (Omrod, 2011). This time frame of middle childhood is a big step in development when they are starting to figure out how the world works.

Erikson (1972) generated an eight-stage outline of how humans developed psychosocially throughout their lifetime. Although contemporary researchers have critiqued how Erikson thought humans develop over time, his theory is still widely taught and used as a general way to understand development (Omrod, 2011). Three stages of Erikson’s (1972) psychosocial development model need to be examined in order to understand what children experience on their way to young adulthood. These are 1) industry versus inferiority (elementary school years), 2) identity versus role confusion (adolescence) and 3) intimacy versus isolation (young adulthood). Those who attain
industry, identity and intimacy, are more likely have positive outcomes than children who learn inferiority, lack an identity and are isolated (Erikson, 1972).

In the industry versus inferiority stage of Erikson’s (1972) model, which is the fourth stage, children either achieve industry or diligence through, in part, the recognition and admiration of teachers, parents and peers on behalf of their efforts. Or they can learn inferiority or inadequacy if their efforts do not meet their teacher’s, peers and parent’s expectations (Erikson, 1972). According to Omrod (2011), during this stage, children start describing themselves based on their behavior and characteristics. As children get older, they are able to see and start examining the many differences they notice between their peers and themselves. For a few children, differences may affect them as they mature and may contribute to the formation of a negative self-concept of themselves (Omrod, 2011).

In the identity versus role confusion stage, the fifth stage of development, Erikson (1972) asserts that adolescents will undergo role confusion on their way to developing a solid sense of their identity. When adolescents form an identity, it means they know who they are, what is important to them and what they want in order to make their life meaningful. Erikson believes that adolescents will experience many roles on their way to developing a solid sense of their identity. Further, adolescents may join peer groups to feel accepted or supported. However, if adolescents do not achieve an identity or a direction of where they want their lives to go, they are left struggling to find out who they are and what direction they want their life to go in. Adolescents start questioning their role in society and may often engage in behaviors and activities in order to discover their interests in determining their place in the world (Erikson, 1972). In agreement with
Erikson’s model, Omrod (2011) concurs that during this stage, adolescents start thinking in abstract ways. Children may describe themselves in terms such as cool, unpopular, awesome, fat, skinny, pretty, ugly etc. Also, adolescents may dwell on social acceptance and physical appearance. Adolescents (ages 13-17) may think that everyone is focused on them—a phenomenon the author refers to as “imaginary audience” (Omrod, 2011).

**Fourth Grade**

Fourth graders, children between the ages of 9 to 10 are at a time in their life where they are finally able to understand what to do in bullying situations due to the fact that there are many changes happening to them. According to Anderson (2012), fourth graders go through many social-emotional, physical, cognitive and language changes that affect their time in their school and home environment. Some social-emotional changes, Anderson suggests, are that fourth graders often feel worried, are critical of self and others and therefore need a lot of encouragement. Due to these changes in their social-emotional development, it is important to make the classroom suitable to their needs. For example, to make the classroom environment seem more encouraging, it might be best for a teacher to focus on strengths of the students, rather than their weaknesses. Some physical changes fourth graders may experience are that it is hard for them to sit for long periods of time and they often whine about ailments such as stomachaches (Anderson, 2012). Therefore, due to these changes in their physical development, it is important to make the classroom suitable to their needs. For example, shortening class lessons will help these students focus (Anderson, 2012).

Fourth graders also go through many cognitive changes. According to Piaget (1971) children’s cognitive development has four stages. When children are in fourth
grade, they are considered to be at the concrete operations stage. During this stage, they begin to understand social issues, such as bullying (Anderson, 2012). They are able to think more logically than they did when they were in the preoperational stage of their cognitive development. According to Omrod (2011), in this stage, children also understand that other children and adults may have differing opinions and feelings from their own. Also, children understand the concept of conservation. However, during this stage children may have difficulty understanding abstract ideas and certain math concepts like proportions (Omrod, 2011). In order to make the classroom a friendlier environment to these fourth graders cognitive needs, it is a good idea for teachers to offer hands on activities so these children can grasp age appropriate concepts (Anderson, 2012). In conclusion, during this stage children are able to reason about concrete situations, but have trouble applying logic to abstract situations (Omrod, 2011). Fourth graders also endure many language changes (Anderson, 2012). At this age they start to learn an extensive amount of new vocabulary and how to use more descriptive language. They also are very verbal and will say what they are thinking and feeling without censorship. During class lessons it is very common for students to comment frequently out loud about what they are learning (Anderson, 2012).

**Bullying in the School Setting**

What characteristics describe bullying? Who are the victims? What are the long-term and short-term effects of bullying? Is there a solution to bullying?

According to the U. S. Department of Health and Human Services (2013), bullying is defined as:
Unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. (para 2)

Even though the consequences of bullying are severe to all involved in bullying, it still happens on a daily basis. It seems that bullying is an issue that is challenging to prevent.

According to Smokowski and Kopasz (2005), bullied children may be more likely to suffer from mental health difficulties such as low self-esteem and loneliness. The reason that bullied children may have such low self-esteem is that they may have a hard time being accepted by peers, have trouble making friends, have low perceptions about themselves and lack problem solving skills. Therefore, compared to their non bullied peers, bullied children may learn inferiority, suffer from a lack of identity and are not able to form close relationships, which can lead to low self-esteem (Smokowski & Kopasz, 2005). Fried and Blanche (2009) stated, “good social skills, friends, and confidence are all factors that deter bullies” (p. 61). This time frame of fourth grade may be the right age to teach about bullying and social skills in order to lessen bullying.

Bullying may exist in all levels of schooling, according to Stephenson and Smith (1989), who note that the severity of bullying varies at every school and that every child may have a different reaction to bullying. Bystanders often do nothing and watch this interaction between bullies and victims happen without acting to stop it, which may actually make the problem worse. The bystanders not only include other children, but
teachers and administrators as well, even if they are not aware of their actions
(Stephenson & Smith, 2011).

In a study conducted by Glew, Fan, Katon, Rivara and Kernic (2005), many
children indicated that they did not feel safe at school, which may be due to bullying by
their peers. Out of 245 third, fourth and fifth grade students in an urban west coast public
school district, 71% reported that they were being bullied on the playground (Glew et al.,
2005). Specifically, 46% of these children reported they were bullied in classrooms,
while 40% said they experienced this situation in gym classes, 39% in lunchrooms, 33% in
halls and stairways and 28% on school busses (Glew et al., 2005). According to the
Glew et al. (2005), bullying can happen anywhere in a school— in front of school staff,
in front of peers, or in areas of isolation (Glew et al., 2005).

Tarshis and Huffman (2007) developed a survey about bullying, which they
administered to 270 children in grades three to six in California and Arizona public
schools. To make sure that the test was reliable, they then administered it to another 350
children. Nine out of 10 children in elementary school self reported to have at one time or
another been victimized by bullying. According to their questionnaire, 6 out of 10
children admitted to being the perpetrator of bullying. According to Tarshis and Huffman
(2007):

We know that both bullies and victims tend to suffer higher levels of depression
and other mental health problems throughout their lives. We need to change the
perception that bullying at school is a part of life and that victims just need to
toughen up. (para 3)
In order to change bullying behaviors of children at school, it is important to understand the different types of bullying that children may encounter in the school setting. Van der Wal, de Wit, and Hirasing (2003) emphasize that bullying can be either direct or indirect. Direct bullying consists of physical and verbal aggression (e.g. hitting and taunting), whereas indirect bullying or relational bullying implies social isolation (e.g. ignoring on purpose) and leads to more emotional distress (Van der Wal, de Wit, & Hirasing, 2003). According to the American Academy of Child and Adolescent Psychiatry (AACAP, 2011), boys who are bullies are more likely to use physical bullying on either boys or girls, whereas girls tend to verbally bully their own gender more often. Relational bullying is longer lasting than physical bullying and is more detrimental to emotional welfare.

Although there are many bullying interventions in practice, which will be discussed later in the chapter, to address this bullying problem, the problem still persists. However, Bauman (2008) asserts that professional school counselors, especially elementary school counselors may be valuable assets in tackling bullying due to their training as school counselors.

**Who Engages in Bullying Behavior?**

Any child, male or female, can be a bully. Kumpulainen et al. (1998) asserts that boys are more likely than girls to be classified as bullies. Lagerspetz, Björkqvist, Berts and King (1982) studied 434 children ages 12-16 in Finland by using a questionnaire to measure personality traits of bullies. Their study indicated that children who tend to be bullies have a temperament that is more violent, less empathetic, more argumentative, more impulsive and more domineering than non-bullying children. These researchers
found that males who engage in bullying behavior try to act like “tough guys,” where as girls who engage in bullying behavior tend to act rude and use inappropriate language on their victims (Lagerspetz et al., 1982). However, while both boys and girls may be bullies, whom they victimize differs by gender (AACAP, 2011).

Smokowski and Kopasz (2005) found in their analysis that bullies come from homes where parents exhibit bullying behavior and are often ‘hostile,’ ‘physical’ and ‘rejecting’ to their own children. These children learn by example from their parents that by being a bully or aggressive at home or school, they can attain what they want (Smokowski & Kopasz, 2005). Nemours (2010) contends that siblings may also bully their siblings in order to feel in control of their own lives after they have been bullied themselves by their own parents or at school by their peers. Caldwell (2012) notes that some bullies may have parents who are uninvolved in their children’s lives. This neglect may result in these children displaying bullying behavior in order to gain a sense of entitlement and power. Similarly, children may learn bullying behavior due to being around friends who bully others (Caldwell, 2012). Lastly, it is very common for a victim of bullying to be a perpetrator as well (AACAP, 2011).

Who are the Victims?

According to Siris and Osterman (2004), any child, boy or girl, can be a victim of bullying. However, bullied children may be victimized because they appear to be different from their peers in their dress, religion, culture, or behavior (Siris & Osterman, 2004). Due to the fact that these children may lack friendships, be shy or passive, do not know how to defend themselves, are non-athletic or be of a smaller stature, they may become targets of bullying and harassment (Olweus, 1993; Lagerspetz et al., 1982;
According to Olweus (1993), children ages six to twelve who are victims may have few friends or none at all, play alone on the playground and are isolated by other children. Victims in elementary school tend to respond to bullying by crying or running away from the setting (Smokowski & Kopasz, 2005). Moreover, the victims’ emotional reactions to the bullying confrontations may lead them to endure more bullying encounters with their peers later on.

**Consequences of Bullying**

Bullying impacts children’s well-beings not only short-term, but long-term as well. It is not just the victims who are affected, but the offender is likely to suffer consequences. Nansel et al. (2001), examined data from 15,686 students in grades sixth through tenth in the United States, who were responding to a survey created by the World Health Organization about health behavior. The researchers found through these self-reports that children who display bullying behavior tend to engage in risky behaviors such as drinking and smoking. Also, if the bully was a victim too, he or she was at risk for lower psychosocial adjustment. In the future, if bullies do not receive help for their inappropriate behavior and actions, their behavior can turn more violent as they grow older. Although bullying at the elementary school level may not seem that harmful because it may be more verbal than physical, in a few years those same bullies may bring weapons to school and be involved in other crimes detrimentally affecting innocent bystanders as well as the victimized (Nansel et al., 2001).

Victims and bullies both need help. Rudolph, Gordon, Hessel, and Schmidt (2011) found that mental health is negatively impacted over time in victims, especially in the early years of elementary school. Four hundred and thirty-three children participated...
in a longitudinal study of peer victimization. Children were asked questions regarding peer victimization, depressive symptoms and aggressive behaviors. Boys scored higher on levels of overt aggression, whereas girls scored higher levels on relational aggression (Rudolph, Gordon, Hessel, & Schmidt, 2011).

According to Løhre, Lydersen, Paulsen, Mæhle, and Vatten (2011), the more children are victimized, the more they are likely to report health problems. Their study examined the frequency of peer victimization of 419 children in grades first through tenth (Løhre et al., 2011). The researchers concluded that children who reported weekly or daily victimization experienced the most emotional and somatic health concerns compared to children who were less frequently or not victimized at all. Results of their research indicate that bullying is associated with emotional and somatic symptoms including sadness, anxiety, stomachache and headache overtime (Løhre et al., 2011).

Chapell et al. (2006) analyzed data collected from 119 undergraduates who had been bullies, victims or both bullies and victims from elementary school up until college. The researchers found that children who had been bullied in elementary school were more likely to experience victimization in elementary school, high school and even college. About 42% of the undergraduate students sampled had been bully-victims both in high school and elementary school (Chapell et al., 2006). People who were bullies in elementary school and high school were more likely to be bullies in college. About 54% of the college bullies sampled had been bullies in both high school and elementary school. Victims of bullying in elementary school and high school were more likely to be victims of bullying in college (Chapell et al., 2006).
According to McDougall and Hymel (2011), children who are bullied suffer from a wide range of issues, such as:

- Anxiety, loneliness, low self-esteem, poor social self-competence, depression,
- Psychosomatic symptoms, social withdrawal, school refusal, school absenteeism,
- Poor academic performance, physical health complaints, running away from home, alcohol and drug use, and suicide. (para 2)

One negative effect of bullying that deserves noteworthy attention is suicide, in which a victim takes his or her own life to escape the pain and humiliation of bullying. Van der Wal, de Wit & Hirasing (2003) studied 4,811 children ages nine to thirteen in Amsterdam and revealed that suicidal ideation and depression were common outcomes of indirect bullying on both boy and girl victims. Twenty-seven percent of the boys who were frequently indirectly bullied portrayed depressive symptoms relative to the 2.1% of boys who were never indirectly bullied (Van der Wal, de Wit & Hirasing, 2003). Thirty-five percent of the girls who were indirectly bullied displayed depressive symptoms relative to the 3.6% of girls who were never indirectly bullied (Van der Wal, de Wit & Hirasing, 2003). Moreover, Klomek et al. (2009) disclosed from their study of 5,302 male children born in 1981 that if a male were a victim and bully, or a victim or perpetrator, then he would be at an even greater risk for suicide than girls. Frequently bullied girls were at a greater risk of committing suicide than non-bullied girls. Dissimilarly, the girls who were frequently bullies in this study did not attempt or complete suicide as often compared to the boys (Klomek et al., 2009).

Staubli and Killias (2011) examined suicidal attempts in 20,334 Swiss men who were bullied in elementary school. The information was gathered through self-reports,
parent and teacher reports and hospital reports about suicide attempts and completed suicides. They concluded that those who were frequently bullied at ages six to eleven were more prone to attempt suicide before reaching nineteen to twenty years of age compared to those who were less frequently bullied or never bullied at all. These researchers also found that the effects of bullying could be present all the way through adulthood. A sample question was “were you bullied by other kids at school when you were aged 6 to 11?” (Staubli & Killias, 2011, p. 379). These researchers concluded that the men who answered yes to the question stated above in this paragraph were being victimized at their current age (Staubli & Killias, 2011).

In addition to the emotional and psychological effects children experience due to bullying, children’s academic performance in elementary school may suffer as well. Glew et al. (2005) conducted a study in which they studied 3,530 third, fourth and fifth grade students by using a self report survey asking about involvement with bullying. According to the researchers, victims as well as bully-victims had lower achievement scores over time than those who were not victims or bullies. In addition, victims and bully-victims felt disconnected toward school and unsafe at school. Further, those who were bullied and bully-victims reported feeling sadder than those who had not experienced bullying (Glew et al., 2005).

Kumpulainen et al. (1998) conducted a study examining 5,813 elementary school-aged children in order to determine behavioral symptoms and psychological issues. Kumpulainen et al. studied four groups of children who identified themselves through self-report as bullies, victims, bully-victims and a control group. The research revealed that bully-victims were more likely to display externalizing behavior (e.g. lies, irritability,
steals, fights, not liked, disobedient, destructive) and hyperactivity (e.g. restless, fidgety, poor concentration, fights, destructive) (Kumpulainen et al., 1998). Bully-victims were more likely to participate in fights, were more disobedient, had poorer concentration, were more restless, lied more, were more irritable and were more likely to steal. In addition, Kumpulainen et al. reported that bully-victims also exhibited more interpersonal problems. On the other hand, victims of bullying were more likely to display internalizing behavior (e.g. worried, fussy, fearful, miserable, apathetic, not liked) and psychosomatic symptoms (e.g. headaches, stomach aches) (Kumpulainen et al., 1998). Furthermore, the male victims scored highest on psychosomatic symptoms, while female victims scored highest on hyperactivity (Kumpulainen et al., 1998).

**Prevention Interventions**

There are bullying interventions that exist that aim to reduce and prevent bullying behavior, but unfortunately bullying still flourishes. Merrell, Gueldner, Ross, and Isava (2008) conducted a meta-analysis on school bullying intervention programs of 16 different studies that examined a total of 15,386 students in grades kindergarten through 12th in Europe and the United States in which they discovered:

The majority of outcomes evidenced no meaningful change, positive or negative…School bullying interventions may produce modest positive outcomes, that they are more likely to influence knowledge, attitudes, and self-perceptions rather than actual bullying behaviors… (p. 26)

Nevertheless, some schools have found solutions to tackle bullying. According to Siris and Osterman (2004), teachers at Boardman Elementary School in New York decided to play a part in stopping the bullying problem. As part of an intervention, the
teachers began to become more involved in their students’ lives by identifying students who were being victimized. Teachers learned more about their students’ needs and strengths by developing personal relationships with all of their students, which in turn encouraged their students to develop trust with their teachers (Siris and Osterman, 2004). In addition, teachers made it their goal for every student to become friendlier with other students in the classroom through more shared learning activities such as group activities involving total participation from everyone (Siris and Osterman, 2004). Victims and bullies had no choice but to work as a team. When arguments and fights arose, meditation strategies were used to resolve the issues. These strategies consisted of the teachers working with the students who were having disagreements in a nonjudgmental manner by asking them what happened and how the incidents made one another feel. By creating a better support system within the classroom, the cycle of bullying was interrupted. After the intervention, the victims improved socially, academically and emotionally (Siris and Osterman, 2004). This is one anti-bullying intervention that has worked successfully for elementary school teachers.

According to Cowie (2011), peer support is another successful method that has been used to target school bullying. Peer support involves the youth befriending victims through active listening and peer mediation. Cowie stated:

Peer support methods educate students to take responsibility for their own actions and provide training in a range of interpersonal, social and conflict resolution skills. They also provide opportunities for reflection on self and others through regular supervision. (2011, p. 290)
By encouraging this type of peer support method on campuses, peer bystanders are able to become leaders by allowing themselves to intervene and solve problems when adults have a hard time understanding the extent of the problem and are not always around to witness the situation. Students no longer have to feel comfortable in the role of being passive bystanders, but instead they can become proactive in taking steps to prevent aggressive behavior, harassment and bullying. Sometimes, peers can relate to each other better than adults can. Therefore, when victims share their situations with peer bystanders, friendships can develop and victims may start feeling less alone and better about themselves and their situations. Lastly, by demonstrating peer support, student’s interpersonal skills and teamwork may create a more accepting and safer school community (Cowie, 2011).

While some schools implement bullying interventions for specific populations in the school, the Olweus Bullying Prevention Program is a whole school approach intervention, which involves the whole school campus, or everyone in the school. According to Smith and Smith (2004), the Olweus Bullying Prevention Program is an intervention plan to tackle bullying that is applied to the whole school without specifically targeting the victims or the bullies (Smith & Smith, 2004). This approach limits stigmatization of the bullies and victims because they remain anonymous (Smith & Smith, 2004). Smokowski and Kopasz (2005) described the Olweus Bullying Prevention Program:

The program prompts school personnel to create a school environment that is characterized by warmth and involvement, has firm limits on unacceptable
behavior, consistently applies non-hostile consequences to violations of rules, and allows adults to act as both authority figures and role models. (p. 106)

This program has proven to be successful worldwide in the classroom with grade level curriculums that include videos and specific lesson plans to address bullying. For example, Olweus, Limber and Mihalic (1999) assert that this intervention was first implemented with 2,500 students in fourth through seventh grade in the country of Norway. By analyzing the data using a quasi-experimental design, the researchers found that there was a significant improvement in the reduction of bullying behavior by over 50% (Olweus, Limber and Mihalic, 1999). This was seen through improvements in the social climate of the classroom, less fighting at school, lower alcohol consumption and a decrease in theft (Olweus, Limber and Mihalic, 1999).

Beale (2001) presents another whole-school approach evidence-based anti-bullying program called “Bullybusters.” “Bullybusters” uses drama as a method to encourage students to do something about bullying when they see it happening. Beale’s evidence-based study was comprised of sixth grade students watching a performance that consisted of school-based bullying situations. The following paragraph gives details about the program:

The action is fast paced with special attention focused on the victim’s feelings and reactions. Throughout the 20-minute performance, student performers interject suggestions for combating bullying, including making authority figures aware, building relationships with peers, avoiding unsafe areas, and refusing to be a bully. While the performance is lively and bright, the message is abundantly clear—do not be a bully and do not allow yourself to be bullied. (2001, para 27)
Once the presentation is over, the school principal announces the school’s zero tolerance policy. Lastly, the teachers lead open classroom discussions that allow students to talk about their bullying experiences and come up with rules for a bully-free school. When the program was implemented, results showed that students were more open to informing administrators about bullying and bullying incidents decreased by 20% (Beale, 2001).

**The Professional School Counselor**

According to the American School Counseling Association National standards (ASCA, 2004), professional school counselors are trained to be experts on student’s academic, personal/social and career development in the K-12 school setting. School counselors plan, execute, and assess programs that will encourage student achievement and encourage personal and social development. Professional school counselors are experts in students’ personal and academic success not only in middle schools and high schools, but also in elementary schools (Bauman, 2008).

School counselors can implement effective interventions. Bauman (2008) asserts that elementary school counselors can play a crucial role in reducing school bullying. School counselors can teach children the skills and behaviors they need to fight bullying. In addition, school counselors can educate teachers, staff and parents about bullying to provide a unified front while targeting bullying (Bauman, 2008). Even though school counselors are central in prevention education of bullying, if the whole school is not involved the process will never be successful. Parents must deal with the situation at home. Teachers must identify and confront the problem in the classroom. Adults and children must not ignore the situation on the playground (Bauman, 2008). Everyone must work together as a team to make this behavior disappear (Bauman, 2008).
The following chapter will discuss this thesis project regarding how elementary school counselors benefit students to improve their social environment and emotional welfare at school while tackling the problem of bullying. Also there will be an explanation of how professional school counselors can run such a program, as they were educated to do in their graduate program.

**Summary**

Now that literature has been reviewed, it is clear that there are aspects of the programs listed above that can be utilized in the development of a new successful program for fourth grade students. Specifically, peer support, classroom discussions and other new ideas will be the biggest components in the new program discussed in chapter III and included in Appendix B.
Chapter III: Project Audience and Implementation Factors

Introduction

For this graduate thesis project, I created an anti-bullying program for school counselors to present to fourth grade students in order to minimize the negative consequences of bullying in schools. Unfortunately, bullying can cause detrimental problems for not only the victim, but the bully as well. The literature has shown that anti-bullying interventions can decrease the consequences and the amount of bullying at school. The program that I have designed is for school counselors to utilize classroom time with fourth grade students to teach about bullying in hopes of reducing its incidence.

Development of Project

Fried and Sosland (2009) stated, “good social skills, friends, and confidence are all factors that deter bullies” (p.61). This thesis project will focus on social skills, friendship and confidence during middle childhood, a time in children’s lives when they increase their peer interaction skills. The authors note that bullying peaks during middle school, so by educating fourth grade children about bullying before they reach middle school, the problem may diminish (Fried & Sosland, 2009).

The anti-bullying programs discussed in chapter II influenced the development of this anti-bullying program. The main goal of this project is for students to learn leadership skills, teamwork skills, friendship skills, social skills, and increase empathy. There is a need for more evidence-based programs. By taking ideas from the bullying programs mentioned in chapter II, this program can be tested and become evidence-based.
Developing my program manual was quite a challenge because I have never created lesson plans. I feel that this would have been less challenging if I had experience as an elementary school teacher, specifically fourth grade. When I was creating the script for the program manual, I had to think of how I would explain each activity to children ages eight to ten, which was quite difficult for me since I do not have teaching experience. Therefore, I consulted with two fourth grade teachers so I could have a better understanding of what words and concepts nine to ten year olds could comprehend, how long their attention span is and what would actually hold the fourth grade students’ attention. Knowing that fourth grade students are able think logically about concrete situations, that was always in the back of my mind while writing up the lessons. I also looked at a sample teacher guide written by Yarrow (2000) to figure out how I would structure and design my lessons.

**Intended Audience**

This program is intended for use in elementary schools in the United States, specifically the schools’ fourth grade classrooms. The school counselor will teach this program to classrooms of 20-40 students who range in age from nine to ten years of age.

**Personal Qualifications**

This project is to be implemented by professional school counselors who are knowledgeable about bullying. These school counselors should educate themselves by reading books, researching articles and attending workshops about bullying. The school counselor will facilitate classroom discussions.

**Environment and Equipment**
This program will take place in the student’s fourth grade classroom where they are familiar with their peers, teacher and learning environment. It is important the students feel comfortable in order for them to feel safe to participate. The equipment needed to successfully run this program includes a projector, a laptop, dry erase markers and board, and specific handouts.
Chapter IV: Conclusion

Summary

Bullying in elementary school is common and is extremely detrimental to children’s emotional health, social welfare and academic success. Although there are anti-bullying programs being implemented all over the world in every level of school, bullying is still a major problem. Thus school counselors should have an important role to play in education and guidance about bullying at the elementary school level. In this thesis project, this guidance program, “Don’t Be A Bully, Be A Friend,” to be presented by school counselors aims to teach fourth grade students over an 8 week period strategies and skills to handle and defeat bullying situations. The fourth grade level is a good age for children to participate in an anti-bullying program. Students will learn what bullying is, the negative consequences of bullying and how to prevent bullying. Furthermore, this program will address empathy, appropriate communication, and leadership skills through role-play, discussion and technology. The goal of this program is for children to learn that bullying is harmful to all involved and students can help create a bully-free school.

Evaluative Summary

In order to gain practical and informed feedback about this thesis project, I gave my draft project to three experts in the field: a 6th grade school counselor, a 7th grade school counselor and an 8th grade school counselor. They were given questions to answer about their perceptions of the effectiveness of my program, with the first three questions including a Likert scale for their response, including strongly agree, agree, disagree and strongly disagree, while the rest required open-ended responses. The first question they were asked to answer was “an elementary school counselor could easily implement this
bullying-prevention workbook.” The second question they were presented with was “this bullying-prevention workbook would be helpful for decreasing bullying among fourth grade students.” The third question was “this bullying-prevention workbook is very well organized.” The fourth question was, “things I like about this bullying-prevention workbook are...” The fifth question asked, “suggestions I have to improve this workbook are...” The last question stated, “please add your additional comments.”

Both the 6th and 7th grade school counselors selected the answer choice “agree” for the first question “an elementary school counselor could easily implement this bullying-prevention workbook.” The 8th grade school counselor selected the answer choice “strongly agree.” Both the 7th and 8th grade counselors selected the answer choice “strongly agree” for the second question that “this bullying-prevention workbook would be helpful for decreasing bullying among fourth grade students” whereas the 6th grade counselor selected the answer choice “agree.” All three counselors selected the answer choice “strongly agree” for question three about the organization of the bullying-prevention workbook. For question four, the 6th grade school counselor wrote that he liked the scenarios, PowerPoint, activities and detailed instructions. The 7th grade school counselor said she liked the focus on empathy and the pre and post activity. The 8th grade school counselor believed that the lessons were easy to follow and organized. She also liked the idea of emphasizing “kindness” within the bullying presentation. For question number six, the 6th grade school counselor wrote that to improve my program I could “Try to gear verbiage toward 4th grade or change target audience. It is important to always group students yourself so kids are not left out. Happy face activity might be changed to ensure all participants receive one.” The 7th grade counselor’s suggestions were “I would
change the length of the activities. It would be a good idea to include norms or rules like confidentiality and respect.” The 8th grade counselor’s suggestion was “I would include group norms to be presented at the beginning of each lesson.” The 6th grade school counselor’s additional comments were “The activities are great and could also be used as professional development for staff.” The 7th grade school counselor wrote for her additional comments, “I would change the shoelace activity and make it a simpler task to cause less frustration.” The 8th grade school counselor wrote “nice job” as her additional comments.

Discussion

The questionnaire that I had three school counselors fill out appears in Appendix A. Without these school counselors guidance, I would not have been able to improve my program manual. One critique I received was to improve the language/verbiage of my PowerPoint and activities so that fourth graders could understand it. I went back to each lesson plan, thought about how I could change the words and tried to make it more comprehensible to fourth graders. Although I am still not sure whether or not I have made it comprehensible to fourth grade children, I think the final product is more comprehensible to younger children than the previous drafts. Another constructive technique that I really appreciated was the suggestion to establish group norms or rules at the beginning of lesson 1 so that students could follow them throughout all sessions. I thought this was very important to include because if there are no rules established, children may not feel comfortable or want to participate during each session. Also, the school counselors felt that my lesson plans were a little bit long, so I went back and took out some activities to make the time of the lessons shorter.
Some parts of my program manual the school counselors liked were the focus on empathy, the pre & post activity, the idea of emphasizing kindness, the PowerPoints and the detailed instructions. All of the interviewed school counselors felt that my bullying-prevention workbook was very well organized and felt that the workbook would be helpful in decreasing bullying. All of the school counselors felt confident that a school counselor could easily implement this program. From this experience, I have learned that there is always room for improvement. Also, I have learned that I can rely on my colleagues in the future because everyone has different perspectives and are knowledgeable in different areas. I am proud of this experience of writing a graduate project that might one day be implemented in fourth grade classrooms.

**Future Work/Research**

In order to see if this project is effective, an outcome study on the effectiveness of the program should be implemented. To see if the program is effective, a school counselor would need to compare control groups (fourth grade classrooms receiving no anti-bullying program) to experimental groups (fourth grade classrooms receiving the anti-bullying program). To access anti-bullying behavior, a school counselor could examine discipline data that is recorded in the school computer system. Also, a school counselor could examine comments on report cards regarding school behavior in order to examine bullying-behavior. Further, it would also be good for a school counselor to give a pre and post survey on attitudes towards bullying to be filled out by the participating children to measure effectiveness. If the experimental group shows statistically significant results (decrease in reported bullying behavior), the program could be considered effective.
References


http://archpedi.jamanetwork.com/journal.aspx


Appendix A

Project Evaluation Questions

1. An elementary school counselor could easily implement this bullying-prevention workbook.
   Strongly agree  Agree  Disagree  Strongly Disagree

2. This bullying-prevention workbook would be helpful for decreasing bullying among fourth grade students.
   Strongly agree  Agree  Disagree  Strongly Disagree

3. This bullying-prevention workbook is very well organized.
   Strongly agree  Agree  Disagree  Strongly Disagree

4. Things I like about this bullying-prevention workbook are:

5. Suggestions I have to improve this workbook are:

6. Please add your additional comments.
Don’t Be A Bully, Be A Friend

Facilitators Guide and Program Manual
By: Lauren Wolk
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Facilitators Guide

Hello fellow school counselor! I want to thank you for leading this anti-bullying program. As you know bullying is a major concern that is discussed and studied worldwide. I have created this program in hopes that bullying will decrease if children in the fourth grade learn all about the consequences of bullying and how to get along with their peers. Once again I commend you for taking this upon yourself to use this program with fourth graders.

Before you begin presenting this program, read through all of the lessons. You will see a generic script in italics; however, feel free to make changes to the script according to how you see fit. The script is meant to guide and encourage you if you get stuck, but as the facilitator you decide what words are best for the particular setting.

You will present a total of 8 lessons plans. The first and last lessons include a pre/post test to measure how much learning has occurred from the beginning of implementation to the last day of implementation. Each lesson is set up to teach the students a topic related directly to bullying. Also, each lesson is comprised of content objectives, materials, opening, body of lesson and closing. You will present a series of demonstrations and activities, which are in bold font, so it is important to know ahead of time what you will be presenting so you can be prepared. This manual contains the special handouts and the PowerPoint.

The lessons are designed to teach about the effects of bullying. My suggestion is to go over each lesson plan and especially the PowerPoints (when there is one for that lesson) prior to your presentation. Talk to the classroom teacher to schedule a time when you may come in to the classroom; if you need the teacher’s guidance during any of the
lessons let the teacher know ahead of time. Also, for a section in the PowerPoint, you will
need Internet access to play a video. If gaining Internet access is not possible, you will
need to come up with an alternative activity that displays the same message of the video.
Remember, you can be a hero and a leader by showing and teaching these children how
to handle the consequences of bullying. Thank you for running this program!
Outline of Lesson Plans

The first part of the program is an evaluation of the fourth grade student’s knowledge about bullying.

1) Introduction:
   a. Pre-Test: Understanding Bullying

The second part of the project will address bullying

1) Understanding Bullying
   a. Definition
   b. Who is a bully?
   c. Who is a victim?
   d. Consequences
      i. Emotional
      ii. Short term/long term
   e. How can you make a difference?
   f. Words Hurt
2) The Victim
   a. Role Play and demonstration of proper ways to handle bullying
   b. Learn how to protect ourselves
3) Bystander Transformation—How to be a leader
   a. What is a bystander
   b. Learning to be a leader
      i. Skill set required
      ii. Student empowerment in bullying situations
4) Apathy vs. Empathy and sympathy—Learn how to feel to make a difference
   a. What is apathy? Empathy? Sympathy?
   b. How I can make a difference
5) Teamwork, Cooperation and Friendship
   a. What is friendship? Teamwork? Cooperation?
   b. Students will work in groups of 4 (with the guidance of the school counselor/teacher)
6) Class Activities and Classroom Policy
   a. Create a classroom policy against bullying

The third part of the project will be the student’s culminating ceremony upon completion of going through each lesson.

1. Conclusion, Post Test and Graduation Ceremony bullying
   a. Post Test: Understanding Bullying
   b. Graduation Ceremony: Pledge: “I will be a friend, not a bully.”
Lesson 1: Introduction

Content Objective:

• Students will learn that they will be participating in an anti-bullying program
• Students will take a Pre-test on bullying
• Students will create classroom norms/rules for the rest of the lessons

Materials:

• Handouts: Pre-test, “Bullying Knowledge”
• Poster Paper
• Markers

*Time: 30-40 Minutes*

Opening

• Introduce yourself. *Hi boys and girls! My name is ____________ and I am a school counselor. As part of your 4th grade curriculum, I will be speaking to your class about bullying. The program that you will be participating in is called, “Don’t Be A Bully, Be A Friend.” You will learn about how to be a leader and what to do in bullying situations. We will be meeting 8 times throughout the semester. You will be participating in many activities. First I want to start off by creating rules for our sessions together. For example, I think it is really important to be respectful to everyone in the class. How do we show respect to others? I want us to brainstorm some rules you think need to be established in order for our sessions to run smoothly together.*

• Write on a poster paper. Bring these rules every time so the students know that they must abide by these rules.

• If the students do not mention an important rule, give concrete examples and write it on the paper. Some rules that might be helpful for the students to follow are “raising their hands,” “confidentiality,” and “do not talk out of turn.”

• Define “bullying.”

• According to U. S. Department of Health and Human Services (2013). *Bullying is “unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose” (para 2).*
• Go over each word in the above definition, explaining it in fourth grade language. For example, “what do you think unwanted, aggressive behavior means.”

• Next, ask the students if they understand what bullying is. Does everyone understand what bullying is? I will be more than happy to answer any questions you may have. Over the next few weeks, we will be discussing bullying. Have a student explain in their own words what bullying means. You may need to modify the student’s responses.

**Body of Lesson**

• Introduction to Pre/Post Test on Bullying: The next thing I would like you to do is participate in a short test about bullying. Don’t worry this test is not for a grade. It will show me what you already know, and what you will need to learn by the end of our sessions. It is ok if you do not know all the answers. You may guess and answer as many of the questions as you wish.

• Pass out the bullying pre-test, which is found at the end of Lesson 1. Allow a maximum of 15 minutes to complete the test. If students finish early, have them sit silently until their classmates finish. If you finish, please quietly read a book, and let your classmates finish.

• After all students complete the test in the time allotted, collect the tests. Thank you all for completing this test. I want to see how much you know already and compare it to how much you will learn.

**Closing**

• Thank you for your participation. Your help has been very valuable. I look forward to our next meeting. Remember, attendance and participation are important. See you next time.
Pre-test: Bullying Knowledge

Student’s Name: ______________________
Teacher's Name_____________________

Directions: Answer the following questions the best you can.

1. What is bullying?

2. What is a bystander?

3. What is friendship?

4. What is empathy?

5. What is leadership?

6. What is kindness?
Lesson 2: Understanding Bullying

Content Objectives:

• Students will learn what bullying consists of and the consequences of bullying
• Students will learn about bullies, victims, and bystanders
• Students will learn the power of hurtful words

Materials:

• Projector
• Computer
• Dry erase board
• Dry erase markers
• A tube of toothpaste

Time: 30-40 Minutes

Opening

• Hi class! Good seeing you all again. Review last week’s lesson briefly. Today, we are going to be learning about the consequences of bullying, bullies, victims and bystanders, as well as learning the power of hurtful words. Remember participation is crucial and I want you all to get the most out of our time together.

• Activity 1: I want you all to think of an example of bullying. Give the students a few moments to formulate a response. If you would like to share, please raise your hand. Discussion will vary based on the examples they share. Have at least 3 students share their answers. After each person shares, be sure to ask the whole class if they believe if what their classmate presented is bullying and why or why not. You must prompt responses.

Body of The Lesson

• Present the PowerPoint presentation labeled Part 1: Understanding bullying? Boys and girls, today I will be presenting information in a PowerPoint. Feel free to raise your hand at any point when you have questions. Only ask questions that are relevant to what I am talking about.

• Demonstration 1:
  • Ask for a volunteer. Present the volunteer with a tube of toothpaste. Here is a tube of toothpaste. I want you to squeeze all the toothpaste onto this piece of paper. Now that you emptied all the toothpaste in the tube, I want you to put all the toothpaste back. Give the student 1 minute to do this. (The child will not be able to complete this task; it is impossible to get the toothpaste back
into the tube. The obvious objective of this activity is for the student to understand that he/she cannot take back words.) Have the student go back to their seat.

• **Think-Pair-Share:** Have a classroom discussion about the meaning of this demonstration. Have at least 3 students share. Discussion will vary. Reiterate the moral. *Every time you bully or say something mean to a person/peer, you cannot take what you said back. It was impossible for your classmate to return the toothpaste to the tube, just like it is impossible for a person to take back his/her words. Therefore, we need to be careful about what we say to people because our words can really hurt someone.* Toothpaste demonstration modeled after Burns (2013).

**Conclusion**

• Conclude with a discussion of what you want the students to take away from the PowerPoint and activities you presented today. Remind students that we all respect each other’s thoughts. *Boys and girls, I hope you understand the types of bullying, consequences of bullying and how wrong/hurtful it is to bully. We cannot take our words back or our actions, so we need to be careful about what we say and do to our peers.*

• Ask at least 5 students to share what they learned today. *I want to hear about what you have learned today. Be specific. Paraphrase what they say. This is an appropriate response: Today I learned that bullies are often at times victims themselves. The following is an inappropriate response because it is not specific: I learned about bullying.*

• *Congratulations boys and girls on becoming more knowledgeable about bullying. You have now completed lesson 2. I will be visiting your classroom the same time next week. Thank you for all of your participation and patience. I am proud of your maturity and how you are learning to respect one another’s thoughts and feelings.*
Lesson 3: The Victim

Content Objectives:

• Students will learn appropriate actions to take if they experience bullying.
• Students will be able to describe steps they can take if they are the victim of bullying.
• Students will be able to describe ways they can stand up for themselves.

Materials:

• Projector
• Computer
• Internet access

Time: 30-40 Minutes

Opening

• Good afternoon/morning boys and girls. Quickly review last week’s lesson. We have a full day ahead of us. Today’s lesson is going to be specifically about victims of bullying. Let’s get started.

• Present the PowerPoint presentation labeled Part 2: Bullying Scenarios. The point of this next section is for the students to learn to identify different ways in which they can handle a bullying situation.

• Boys and girls, you are going to watch two short videos that are about bullying. As the audience, I want you to pay careful attention to each short video. I will be asking you specific questions. Pay careful attention as to how the bullying situation was handled. Afterwards, we will discuss questions such as 1) what would you do differently and 2) how can you help in this situation?

Body of the Lesson

• Activity 2: Role Play
  ○ Next, we are going to do a short class activity. I need volunteers to act out a couple bullying scenarios. After the students act out the bully situations to the class, we will go over how to handle the situation. Then the students will act out the appropriate way to handle the situation.

  ○ Role Play 1:
    ▪ Student A: (standing in line to go inside the classroom)
    ▪ Student B: Pushes the student out of line
• After the students demonstrate role-play 1, you must teach the class what the appropriate actions are for student A to take. You may say that Student A should not cry or push back, but should go up to the teacher and explain to the teacher what happened. Tell the students that this is not being a tattletale. Another way would be for Student A to tell Student B that what they did was not okay and to please not do that again. What else should Student A do? Facilitate class discussion. Ask the students to act out the different ways discussed.

○ Role Play 2:
  ▪ Student A: Child is sitting at their desk
  ▪ Student B: Goes over to student A and starts teasing them

• After the students demonstrate role-play 2, you must teach the class what the appropriate actions are for student A to take. You may say that Student A could ignore Student B, but do not tease Student B back because that means you are sinking down to the teasers level. You can ask Student B to stop nicely and if that does not work, you can try moving spots. However, if you tell your teacher right away and explain to the teacher what happened, the behavior can stop immediately. What else should Student A do? Facilitate class discussion. Ask the students to act out the different ways discussed.

• Thank you for your participation. I hope that you all now have some ideas of what you can do when a bullying situation arises.

Conclusion

• Conclude with a discussion of what you want the students to take away from the PowerPoint and activities you presented today. Boys and girls, I hope you now understand what to do if you are the victim in a bullying situation. Just remember that you can always tell an adult if you are not sure what to do. Telling is not the same thing as being a tattletale. We cannot let ourselves be bullied because our emotional health and physical well-being are at risk. We have to stand up for ourselves. We can stand up for ourselves by telling the bully stop, by walking away or letting an adult know what is going on.

• Go around the room and have the students share what they have learned. Choose at least 5 students. I would like to hear from some of you. I want you to respectfully and honestly share what you have learned. Be very specific. An example of what I would like to hear from you today is something like this “Today
I learned that I can tell an adult because I am just sticking up for myself.” However, I do not want to hear “I learned about bullying.” Be specific. Who would like to share first?

- Thank you all for your participation and patience. I am so proud of your progress.
Lesson 4: Bystander Transformation—How to Respond/Be A Leader!

Content Objectives:
• Students will learn what a bystander is
• Students will learn how to properly respond

Materials:
• Projector
• Computer

TIME: 30-40 MINUTES

Opening

• Good morning/good afternoon! Quickly review last weeks lesson. Today we are going to be learning about bystanders/witnesses’ and how to be a leader. Let’s get started!

• Activity 1: Bystander Effect—Students, what is a bystander? Give the students a little time to think about the question. Then, prompt them if no one raises their hands. Have a few students share. Next, read aloud the following story illustrating the bystander effect.

Daniel did not get along with Frank. They would say hateful and mean things to each other. One day on the playground, Daniel started pushing and shoving Frank against the handball court. A crowd started forming around the handball courts watching this “fight.” Daniel had knocked Frank to the ground. Frank was crying for help, but no one in the crowd did anything—no one ran to tell an adult and no one tried to pull Daniel off Frank. One child who witnessed the “fight” told the principal that she thought someone else was running to tell an adult.

Boys and girls, the students on the yard were all bystanders. Bystanders see a situation and do not act; they just stand by and do not do anything active. Notice how one child thought someone else was going to tell an adult. Bystanders think others are going to do something about the situation. They are all thinking the same thing: that someone else is going to do something, but no one helps. In fact, the more bystanders there are, the bigger the bystander effect is because they all think someone else is going to do something about the situation, and in reality no
one does anything. In some situations, it is good/appropriate for a student to respond to a bullying situation. In this case it would have been appropriate if the students went to tell an adult/yard aid. I am going to present to you a PowerPoint in which you will learn how to respond when you are a bystander.

Body of Lesson


- **Class Discussion:** Have the students share ideas about how they can be star bystanders. Go through each method and have a few volunteers say what they can do to be a star bystander using each individual method.

Conclusion

- Conclude with a discussion of what you want the students to have gained from the PowerPoint you presented today. **Boys and girls, I hope you now understand how you can respond as a bystander and take appropriate action.**

- Go around the room and have the students share what they have learned. Have at least 5 students. **I would like to hear from some of you. I want you to respectfully and honestly share what you have learned. Be very specific. An example of what I would like to hear from you today is something like this “Today, I learned that I can be a leader by befriending a troubled bully.” However, I do not want to hear “I learned about how to be a leader.” Remember to be specific. Who would like to share first?**

- **Thank you all for all of your participation, patience and hard work. I am so proud of all of you for learning so much about bullying.**
Lesson 5: Apathy vs. Empathy and Sympathy—Learn How to Feel to Make a Difference

Content Objectives:

- Students will be exposed to the skills that will allow them to become better listeners
- Students will learn the difference between apathy, empathy and sympathy
- Students will identify how they can make a difference in stopping bullying

Materials:

- Projector
- Computer
- Pre-cut circles
- Crayons

TIME: 30-40 MINUTES

Opening

- Good morning/good afternoon! Quickly review last week's lesson. Today we are going to be learning about apathy, empathy and sympathy. First we are going to start with a PowerPoint.


Body of Lesson

- Activity 1: Happy Face Activity
  - We are going to do a hands on activity. I need 3 volunteers to pass out 3 circles to each person. Once you receive your circles, I want you to color these circles into happy faces. Make your happy faces special. You have about 10 minutes to create your unique faces. After 10 minutes have passed, say: Now I want you all to walk around the room and distribute your three happy faces to three different people. When you present each of your three classmates with a happy face, I want you to give that person a compliment such as, “Good job on your math test yesterday,” or “You have a great smile.” Note: explain to the students that everyone at the end of the activity must have 3 smiles. Have the students sit back down in their
chairs and ask the students how giving and receiving a smile made them feel. *How did giving a smile make you feel and how do you think it made your recipient feel? How did it feel to receive a smile?* Have a class discussion.

- **Why do you think I am asking you to do this task?** Let a few children answer. Discussion will vary. Reiterate the point of this activity: *This activity helps us understand what it means to be empathic. You imagined what it was like to be in their shoes, and then you acted to help them feel better by giving them a happy face. Similarly, if you see someone being bullied, you can also help the bullied feel better and act to make a difference.* Activity 1 modeled from *Happy Faces.* (2013). Teaching Tolerance.

**Conclusion**

- Summarize the differences between apathy, empathy and sympathy (refer back to the PowerPoint). Ask different students to give examples of each.

- Go around the room and have the students share what they have learned. Have at least 5 students share. *I would like to hear from some of you. I want you to respectfully and honestly share what you have learned. Be very specific. An example of what I would like to hear from you today is something as to how you plan to make a difference now that you understand what empathy and sympathy are. What can you actually do over the next 24 hours?*

- Thank you all for all of your participation, patience and hard work. I am so proud of all of you for learning so much about bullying. You can make a big difference in the lives of others simply by using thoughtful words and actions.
Lesson 6: Teamwork, Cooperation and Friendship

Content Objectives:

• Students will learn how to work as a team
• Students will learn about cooperation and friendship

Materials:

• Projector
• Computer

TIME: 30-40 MINUTES

Opener


• Activity 1: Circle Game
  • Divide the students into groups of 12. Have groups stand in a circle. Instruct students to grab a group member’s hand across from them in the circle. Each student’s hand must go to a different group member. Demonstrate exact directions. Show the children how you want them to hold hands with a group member so that students’ interactions are appropriate and safe. Please adapt to anyone in the group with a physical disability. The task of this activity is for students to untangle themselves and get back into a circle without letting go of the hands they are holding. Students will have to use teamwork and be cooperative in order to complete this activity. Have the students discuss what they think the point is of this activity.
  • We are now going to get into 3 groups of 12 (may have to change depending on the class size). I want you to stand in a circle with your group. You must grab a group member’s hand across from you and cross your hands. I want you to untangle your hands without letting go of the hands you are holding onto. You will need to use teamwork and cooperation to do this task. Ready, set, go.
  • Wait until all groups untangle themselves. Have the students sit back in their seats. Now, I want to ask you what you think the point of this activity was. Allow for a discussion. Hear from at least 5 students. Then reiterate the point. The point is some of you in the circle may be friends with each other, but you do not need to be actual friends to be nice to each other.
You did not need to be friends to use teamwork. The point of the activity is that we ALL can get along with each other when we are working toward the same common goal. (Think of football players who all come from different neighborhoods, or firefighters who all come from different families.) So just like kids who are playing (on a team) on the playground, they are here at school for the same reasons you are, to learn and to have fun with their friends. Working towards common goals, allows people to put aside their differences.

**Body of Lesson**

- **Activity 2: Teamwork Building**
  - Students will be divided into groups of four. The student’s tasks are to participate in three activities that promote friendship, social skills, leadership, cooperation, and empathy.
  - *Now we are going to get into groups of four* (feel free to pick these groups yourself or have the students number off) *to do the next activity.* After students have assembled explain the directions. *With your group, you will participate in 3 activities.* Each activity will last 5 minutes.
  - #1: Friendship Activity
    - *I want you to share with your group something they do not know about you.* For example, you can tell your group members that you have a brother or that you have a cat. You have 5 minutes.
  - #2: Social Skills Activity
    - Demonstrate to the students how you properly greet a friend or are meeting someone for the first time. Teach them how to give a proper handshake.
    - *I want you to practice these skills now.* You have 5 minutes.
  - #3: Empathy Activity
    - *Let’s imagine that your best friend has to transfer schools.* I want you to share with your group what you would tell your friend. You have 5 minutes.

**Conclusion**

- Go around the room and have the students share what they have learned from the previous activities. Have at least 5 students share. *I would like to hear from some of you.* I want you to respectfully and honestly share what you have learned. Be very specific. An example of what I would like to hear from you today is something you learned about a group member, friendship, or social skills.
- Thank you all for all of your participation, patience and hard work. See you next week.
Lesson 7: Class Activities and Classroom Policy

Content Objectives:
• Students will design a classroom policy to stop bullying and come up with consequences if/when bullying occurs

Materials:
• Projector
• Computer
• Dry erase board
• Markers

Time: 30-40 Minutes

Opening

• Boys and girls, today we will be jumping right into an activity. We will be creating a classroom policy about bullying and come up with consequences if/when bullying occurs.

Body of Lesson

• Activity 1: Classroom Policy
  • Now that students grasp what bullying is, the students together must come up with a classroom policy about bullying. An example of a policy that students might come up with is “Bullying will not be tolerated in our classroom. If bullying happens, we promise to report it to our teacher or another staff member. I will not be a bully.” Read this example to the class, so they understand what you are expecting of them.
  • Students will be divided into 2 groups at the school counselor’s discretion. The teacher will lead one group and you (the school counselor) will lead the other group. You must consult ahead of time with the fourth grade teacher to make sure the teacher wants to participate in this activity. The leader (school counselor and teacher) will facilitate the discussion and will ask questions directed toward the goal of devising a classroom policy. Groups will meet for 20 minutes. Then, the two groups will join together for a 10-minute discussion in order to combine the policies they have created into one joint policy.
  • Discussion will vary based on what ideas the students come up with.
Conclusion

• I hope that you all appreciated this activity. I have learned so much through out all of our meetings together. I want to quickly go around the room and hear from all of you about what you have learned from today’s activity. (If they don’t know what to say, you can prompt them and ask them about their experience in creating a classroom policy.) Next week will be our final session together.
Lesson 8: Conclusion, Post Test and Graduation Ceremony

Content Objectives:
• Students will understand acts of kindness
• Students will graduate from program

Materials:
• Projector
• Computer
• Paper
• Markers
• Handouts: Post-test, “Bullying Knowledge”

Time: 30-40 minutes

Opening

• Boys and girls, this is our final session together. I do have one more activity for us to do together before you all graduate!

• Activity 1: Kindness Activity
  • We are going to do an activity about kindness. Before we do this activity, can anyone explain kindness to the class? Lead a discussion. Explain that kindness means caring and being friendly to one another. Each and everyone of you are capable of being kind. You can be kind to those who are not as big as you or who may be weaker than you. You can be kind to those who are bigger than you and those who are older than you. Spread your kindness. Befriending each other CAN make a difference. Make a difference when you see bullying. YOU have the power to be a leader. YOU have the power to be a role model. Each and every one of you CAN make a difference just by being kind.

  • Let’s begin the activity. You will be partnering up with your seat partner. Each of you are to trace your partners hand on a piece of paper. Then, I would like you both to write down on your hand tracing how you can be kind to your seat partner. You will discuss this with your seat partner.

  • Discuss with the class why this is an important activity. Have a few students share. Explain to the class that being kind is easy to do, even if it is just smiling or walking with the student to the bathroom. We all have the power to be kind to one another. Activity modeled after Shelby (2011).
Body of Lesson

- **Post-test, “Bullying Knowledge”**
  - Give the students the same test that you gave them prior to the start of the lessons, which can be found at the end of this lesson. The goal is that students will have gained new specific behaviors and thoughts from this program. *Now we are going to take a test, not for a grade. I just want to see how much you have learned from the lessons. This will also allow me to see what changes I may need to make in my program for the next year.*
  - Pass out the test. Allow all students to finish.

Conclusion

- **Pledge**
  - Have all students raise their right hand and pledge: “I will be a friend, not a bully.”

- **Saying Goodbye**
  - *Thank you all for all of your participation, patience and hard work. I am so proud of all of you for learning so much about bullying. You can make a big difference in the lives of others simply by using thoughtful words and actions. I am so proud of you all for making this program such a success.* If you would like to give the students a treat, this is the appropriate time to do so.
Post-test: Bullying Knowledge

Student’s Name: _______________________
Teacher’s Name___________________________

Directions: Answer the following questions the best you can.

1. What is bullying?

2. What is a bystander?

3. What is friendship?

4. What is empathy?

5. What is leadership?

6. What is kindness?
A program to teach students strategies and skills to handle and defeat bullying situations

No Bullying [Photograph]. (2013).
PART # 1: UNDERSTANDING BULLYING

• Outline
  • What is bullying
  • Who are the bullies
  • Who are the victims
  • Types of bullying
  • Consequences of bullying
What is Bullying?

- Bullying is done on purpose in order to hurt someone else
- A person who bullies thinks they have more power over the person they are bullying


Feel free to add any additional commentary or anything you think is necessary for fourth grade students to understand.
**TYPES OF BULLYING**

- **Verbal bullying:** Hurtful name-calling, teasing, gossiping, making threats, etc.
- **Physical bullying:** Hitting, punching, pushing, kicking, etc.

What other actions could be considered verbal bullying?
What other actions could be considered physical bullying?
**TYPES OF BULLYING**

- **Non-Verbal bullying:**
  - Giving attitude
  - Ruining belongings
  - Threatening gestures or actions

- **Social, Relational, and Psychological Bullying:**
  - Put down others
  - Embarrass others
  - Fool others
  - Take advantage of others
  - Isolate
  - Peer pressure

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What are some other examples of non-verbal bullying?

What are some other examples of social, relational and psychological bullying?

After each example is read, ask the students to say what they think it means. For example, what does giving attitude mean? What does that look like? Do this for each example.
WHO ARE THE BULLIES?

• Any child, boy or girl can be a bully

• Kids who bully may
  • be more violent,
  • not get along well with others
  • talk back to adults

• Boys who bully try to act like “tough guys”

• Girls who bully may “gossip”

Add any additional commentary that you think is necessary.
WHO ARE THE VICTIMS?

- Any child, boy or girl, can be a victim of bullying
- Bullied children may be victimized because they appear to be different from their peers
- Victims may
  - have few friends or none at all
  - feel alone
  - respond to bullying by crying or running away

Add any additional commentary that you think is necessary. Explain how children may be different from their peers.
Children who are bullied suffer from
• Worry
• Loneliness
• Staying home from school
• Low self-esteem
• Sadness
• Anger
• Stomach aches
• Headaches
• Low school performance

Explain what each of the consequences of bullying are.
Explain what worry is, loneliness etc.
PART #2: BULLYING SCENARIOS

- Learn the appropriate way to handle a bullying situation


SCENARIO # 1

How was scenario 1 handled?
What did you learn from this video?
What would you do differently in this situation?
How was scenario 2 handled?
What did you learn from this video?
What would you do differently in this situation?
WHAT SHOULD YOU DO IF YOU ARE BULLIED/ SEE BULLYING

• Stand up to the bully—Tell the bully “STOP”
• Walk away
• Stay with a friend or group of friends
• Tell a teacher/principal/adult immediately

Make this interactive.
Teach the students what it means to stand up to the bully. Explain that standing up does not mean fighting, it means telling the bully that you do not appreciate what they are doing.

Teach the students what it means by not keeping feelings inside. It does not mean to scream or hit, it means tell someone how you are feeling.

Teach the students that by telling a teacher/principal/ or an adult it could be through a written note or actually going up to an adult and telling them what happened.
WHAT NOT TO DO!

• DO NOT FIGHT BACK!!!!!!!
Different types of bystanders

• Passive bystander
• Angry bystander
• Fearful bystander
• Relieved bystander
• Accomplice bystander
• Star bystander

Passive bystanders:
- Do not want to get involved in the situation
- Protect themselves first
- It is not helpful to be this kind of bystander

After you explain what this type of bystander is, have a student give their definition. Give an example of a passive bystander in a bullying situation.
Angry bystanders:

- Get upset with their peer(s) who are being bullied for not defending themselves
- They may also get angry with the bullies for bullying
- It is not helpful to be this kind of bystander

After you explain what this type of bystander is, have a student give their definition. Give an example of an angry bystander in a bullying situation.
Fearful bystanders:
- Are afraid they will be the next kid who gets bullied
- It is not helpful to be this kind of bystander

After you explain what this type of bystander is, have a student give their definition. Give an example of a fearful bystander in a bullying situation.
Relieved bystanders:

- Happy that the bully is picking on someone else and not them.
- It is not helpful to be this kind of bystander

After you explain what this type of bystander is, have a student give their definition. Give an example of a relieved bystander in a bullying situation.
Accomplice bystanders:
• Team up with the bully to bully others in order to avoid being bullied
• It is not helpful to be this kind of bystander

After you explain what this type of bystander is, have a student give their definition. Give an example of an accomplice bystander in a bullying situation.
After you explain what this type of bystander is, have a student give their definition. 

Discussion: Have the students share how they can be star bystander.
PART # 4: APATHY VS. EMPATHY & SYMPATHY

What is
- Apathy
- Empathy
- Sympathy


Apathy is

- Lack of interest
- Uncaring attitude

After you explain what apathy is, have a student give their definition. Ask the class how this picture is displaying apathy.
Empathy is
• Understanding another student’s or adult’s feelings as if they were your own feelings

After you explain what empathy is, have a student give their definition. Give an example of how students can be empathic.
Sympathy is
• Being sensitive to another student’s or adult’s feelings

After you explain what sympathy is, have a student give their definition. Ask the class why this picture is displaying sympathy.
PART # 5: FRIENDSHIP, TEAMWORK & COOPERATION

What is

- Friendship
- Teamwork
- Cooperation


A friend is
• “someone you know, like and trust. Friends can help us do what is right, or they can influence us to do things we know are wrong.”

What do you look for in a friend?
Ask students to explain a time they have cooperated/ been a part of a team.
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