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THE NO MORE BULLIES CLUB: WILL IT REDUCE BULLYING IN SCHOOL?

By
Diane R. Brennan-Bernstein

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
April 15, 2004

Approved by

Professor

Date Approved

April 12, 04

ABSTRACT

Diane R. Brennan-Bernstein
The No More Bullies Club: Will it Reduce Bullying in School?
2003/2004
Dr. Ted Johnson
School Administration & Supervision

The purpose of this study was to evaluate the effectiveness of a new 8th grade anti-bullying club, the No More Bullies Club, which served the 5th and 6th grades in the West Deptford Middle School. In this club, 8th grade club members planned and taught anti-bullying lessons to 5th and 6th grade students.

The sample for this study consisted of approximately 300 students in grades five and six in this suburban middle school. The procedure for data collection was a feedback session conducted by the classroom teacher after each lesson taught by the club members. After the feedback session, the data analysis was completed by taking the notes from the teachers and analyzing the general trend for the responses to each question asked in the session.

The major findings of this study indicate that the No More Bullies Club did fulfill its purpose in helping to reduce bullying at the West Deptford Middle School. As a result, the intern concluded that the No More Bullies Club should continue next year and be expanded to include the 7th grade population as well.

Acknowledgements

I would like to thank the following people, without whom, this thesis would not have been possible.

My husband, Marc: for always believing in me, supporting me, and never letting me even think of giving up

My daughter, Emily: whose presence in my life inspires me every day.

My best friend, Anneliese: for being not only my editor on this paper, but also a great support system throughout all my years of schooling.

My mother: for always having my education as a priority in your life.

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Chapter 1 Introduction

I. Focus of Study

The focus of this study was on reducing bullying within a middle school environment. The intern wanted to determine if an Eighth Grade Anti-Bullying Club could help reduce the incidence of bullying in grades 5 and 6 in the West Deptford Middle School in order to facilitate a more comfortable learning environment and thus lead to greater learning within these grades.

II. Purpose of Study

The purpose of this study was to evaluate the effectiveness of a new Eighth Grade Anti-Bullying Club which served the 5th and 6th grades in the West Deptford Middle School using a school –based action research design.

The study resulted in an evaluation report to inform administrators as to what extent this new club was fulfilling its purpose.

III. Definitions

Advisor: a member of the teaching staff who is the leader/organizer of an after school club. This is a paid position.

Anti-Bullying Club: named the No More Bullies Club which consists of two faculty advisors and approximately twelve 8th grade club participants who meet on a weekly basis whose purpose is to create and institute programs within the school to help reduce bullying within 5th and 6th grades.

Bullying: repeated name calling, putting-down, speaking or writing inappropriate things about a person, excluding individuals from activities, not talking to a person, threatening a person, making a person do what he/she does not want to do, taking or damaging a person's things, hitting a person, taunting, teasing and coercion. Bullying can be physical, verbal, psychological, or a combination of these three (Coy, 2001).

Feedback Session: a method of gathering data in which classroom teachers question their students after an anti-bullying activity using questions provided on the No More Bullies Club – Lesson Feedback form. There is also a section on this form for teacher comments.

Middle School: in this case, a public school consisting of grades five through eight.

IV. Limitations

This study included approximately twelve 8th grade Anti Bullying Club members and two faculty advisors in the West Deptford Middle School, West Deptford District, creating programs for all 5th grade classes and three 6th grade teams consisting of approximately 90 students per team.

The limitations of this study were confined to a suburban, upper- middle class middle school environment. In addition, this study was performed in a 5-8 middle school that uses a traditional elementary school model for 5th grade and three teams of three teachers each for 6th grade.

The primary source of data collection was a feedback session survey given to both teachers and students. As always, willingness of participants to offer honest feedback impacted the study results. Also, selection procedures played a role since not all the 5th and 6th grade teachers were willing to have their classes participate in programs created by the Eighth Grade Anti-Bullying Club.

V. Setting

The setting of this study was in West Deptford, New Jersey. This community is located in the county of Gloucester, which, according to a 2000 census, has a total population of 254,673. Within Gloucester County, the median yearly household income is \$54,273 with the average home valued at \$120,100. The level of advanced education consists of 22% of the population holding a Bachelor's Degree or higher. The minority rate in this county is 14% and the rate of foreign born inhabitants is 3%. The poverty rate is 4.35%. The unemployment rate for this county is 5.7%.

West Deptford Township comprises 18 square miles in Gloucester County, New Jersey. It is a geographically diverse township made up of historic small towns, modern housing developments, and rural areas. Families live in apartment complexes, condominiums, single-family detached homes and mobile homes. There are many retail businesses as well as industrial complexes and small oil refineries. Due to the ratables in the township, residents enjoy relatively lower taxes as compared with other municipalities in Gloucester County.

West Deptford Township is a predominately white, middle-class community. According to the U.S. Census Bureau, in the year 2000, there were 19,368 residents. Make up of the population by race and origin is as follows: 92% white; 5% black, 1% Asian, and 1.7% Hispanic. Seventy-six percent of the residents are 18 years of age or older. The median household income was reported at \$50,583 according to income data provided by the U.S. Census Bureau in 2002. The unemployment rate in West Deptford Township during the first quarter of 2003 was 3%. The township is considered predominately a blue-collar community, with some professional residents.

Township police and fire departments work closely with the schools in programs like DARE and National Fire Prevention Week. The police department has assigned one patrolman to the middle and high schools to act as the School Resource Officer. The township boasts an exceptional athletics program and offers year-round recreational activities for its residents. In 2002, West Deptford opened the RiverWinds Community Center. RiverWinds is an 111,000 square foot facility located on the Delaware River. The community center has an indoor pool, basketball courts, gym and exercise equipment, senior citizens center, and meeting rooms to benefit the residents of West Deptford Township. The township library is linked to the county library system and is also the site of the South Jersey Environmental Information Center.

A township committee made up of five elected members governs the township, with each member serving a three-year staggered term. The committee members elect the Mayor. The township committee and the school district enjoy a healthy working relationship. Numerous examples of the spirit of good relations could be cited. The mayor provided funding for t-shirts for the fifth grade students to wear on their Mt. Misery trip and came to personally present them to the students when the school budget could no longer provide funding. The mayor and her staff also visit each elementary school, providing Halloween bags, lights, and safety tips.

The community supports the schools through active parent-teacher organizations and attendance at sporting and other school events. However, their support of the school district budget is lacking. Only twice in the past eight years has a school budget been passed. Even in years of zero or one-cent tax increases the budget has been defeated.

The township committee works with the school board during the appeal process to ensure that valuable programs are maintained.

The West Deptford Township School District is a K-12 district, including five schools: three elementary schools, one middle school, and a high school. The district operates a \$32,000,000 budget. According to the 2002-03 budget, the total cost per pupil was \$10,050. There are 236 faculty members with a median income of \$57,676. The average years experience for district staff is 16.

The elementary schools contain grades K-4 and one principal runs each school. An elementary supervisor oversees the curriculum and instruction in the three schools. There are 300-550 students at each school. Each school houses self-contained and resource room special education classes. Average class size is 20. About one-third of the elementary teachers hold Master's degrees. Guided reading and Writers' Workshop are the foundation for the literacy program at the elementary level. Another curricular initiative is using real-life science materials to teach science. Everyday Math is a third curricular focus at this level.

The high school has 931 students, led by one principal and three assistants. Average class size is 21. Forty-six percent of administrators and faculty hold Master's degrees, 1% hold Doctoral degrees. The high school continues to upgrade its curriculum with new course offerings, including 14 advanced placement courses. Instructional and administrative programs in technology are central to the curriculum. Eighty-seven percent of eleventh grade students passed the language arts section of the High School Proficiency Assessment (HSPA) and 71% passed the math section.

The middle school has 1046 students in grades five through eight. One principal is in charge, with two assistants. There are two guidance counselors, one SAC (student assistance counselor), 80 teachers, and numerous instructional aides. Forty percent of administrators and faculty hold Master's degrees. Average class size is 26.

Fifth grade classes are self-contained. Sixth and seventh grade students are divided into units called teams. There are three, three-teacher teams in sixth and seventh grades with about 80 students on each team. Eighth grade students are taught in a departmentalized fashion. There are self-contained and resource room special education classes at each grade level. Seventeen percent of the total school population is enrolled in special education.

Math, literacy, science, and social studies are emphasized in all of the schools in order to address the Core Curriculum Content Standards and prepare the students for state mandated standardized tests. Spanish instruction begins in the first grade and continues through high school. West Deptford offers an excellent fine and practical arts exploratory and elective program at all grade levels. There is a choir in each elementary school, the middle school and the high school. The middle school and high school offer instrumental music programs.

VI. Significance of the Study

This study made a contribution to recurring social issues within a middle school environment. Bullying affects everyone in the school climate and inhibits learning.

Ubben, Hughes and Norris assert that schools should be safe places irrespective of the neighborhoods from which the students come. For many children, school is the only stable thing in their lives.

School should be a place where every student can learn what a civilized world there can be (2001.) If this program is successful and can reduce school bullying to any extent, it will improve the school climate and allow more learning to take place. Once some of the fear and anxiety over bullying is removed, all children can learn better without those distractions.

Whether a child is doing the bullying, the victim of bullying, or an on-looker, at the time the bullying is occurring, learning is inhibited for all parties.

If this program is successful, it can be expanded to include the 7th grade and possibly even modified for use in elementary and high school levels.

VII. Organization of the Study

The remainder of this study is organized in the following way:

Chapter 2- Review of Literature: review of literature relevant to the causes, effects, and solutions to bullying within schools.

Chapter 3- Data Collection, Design of the Study: describes the research design, development of research instruments, description of sampling techniques, description of data collection approach and description of analysis plan.

Chapter 4- Analysis of Data, Research Findings: presentation of the research findings.

Chapter 5- Conclusions, Implications, and Further Study: summarizes the success of the project, impact of the study on the intern's growth.

Chapter 2 Review of Literature

I. What is Bullying? Who are Bullies?

In order to conduct research on bullying, one must first define what bullying is. Although few people would admit that they don't know what bullying is, in fact, there are many acts of bullying that take place within a school that one might not consider. After reading and compiling the research, a broad view of bullying and bullies can be created.

Bullying consists of acts such as teasing and other nonphysical forms of aggression such as spreading rumors or purposefully ignoring a classmate (Viadero "Tormentors," 2003) Legally defined, bullying must demonstrate "willful, repeated acts" that are intended to harm a victim. Bullying includes any gesture, written, verbal, or physical acts in which the perpetrator demonstrates intent to harm by engaging in repeated acts that do any of the following:

- 1) Damage a student's property.
- 2) Place a student in reasonable fear of physical harm or damage to the student's property.
- 3) Insults or demeans a student in such a way as to disrupt the school's mission or the education of any student.

These acts can take place not only in school, but also on school grounds, at school sponsored activities, and on the school bus (McGrath, 2003).

Although bullying can be defined in many ways, generally speaking, it is the willful, conscious desire to hurt another person and put him/her under stress (Coy, 2001). Usually, bullying involves an imbalance of power, with a more powerful person or group attacking a less powerful one.

Specifically, bullying involves repeatedly name calling, put-downs, saying or writing inappropriate things about a person, excluding individuals from activities, not talking to a person, threatening a person, making a person do what he/she does not want to do, taking or damaging a person's things, hitting a person, taunting, teasing and coercion. Bullying can be physical, verbal, psychological, or a combination of these three (Coy, 2001).

Students who engage in bullying behaviors have a need to feel powerful and in control. They seem to have little empathy for their victims and often defend their actions by saying the victims provoked them in some way. Some studies indicate that bullies often come from homes where physical punishment is used and where children are taught to strike back physically as a way to handle problems. In addition, bullies often come from homes where parental involvement and warmth are frequently lacking.

There are two main types of bullying addressed in the literature: aggressive bullies and passive bullies. Aggressive bullies are belligerent, fearless, coercive, confident, tough, and impulsive. This type of bully has a stronger inclination toward violence than that of children in general. In addition, aggressive bullies tend to be very popular and/or athletic students. In contrast, passive bullies rarely provoke others or take the initiative in a bullying incident. These bullies are associated with aggressive bullies and will actively participate and support in the bullying situation once it has begun.

There are many more passive bullies than aggressive bullies in any given school, however, the passive bullies act as “cheerleaders” and encourage and support the aggressive bully to continue tormenting the victims (Coy, 2001).

In addition to the two types of bullies, there is a third, somewhat less popular classification of bully- the bully victim. A bully victim is a student who is himself bullied and then turns around and bullies others. This type of bully is less popular and less athletic than the other types of bullies.

II. Why Bullying Occurs

The reasons why bullying occurs are very complex. Bullying takes place as part of the total school environment. All people involved in a school, from the students to the parents to the administrators, can facilitate bullying without even knowing it. The aggression occurs within a social context in which teachers and parents are generally unaware of the extent of the problem and other children are either reluctant to get involved or do not know how to help (Banks, 1997).

One reason why bullying occurs is that students facilitate bullying because of peer pressure. It is a very powerful force in a child’s life that can be constructive or destructive. Many students facilitate bullying because they are afraid to speak out against it due to peer pressure (Galley, 2002). Trying to be “cool” or “fitting in with the group” are reasons bullies give for why they pick on others. Studies show that, in 85% of schoolyard bullying episodes, bystanders play a role by either reinforcing the bully’s actions or by not intervening at all (Viadero “Tormentors,” 2003).

Second, students conform to their school norms which are set by the popular crowd.

A student is targeted for bullying if he/she falls outside the school's norms of acceptable behavior. There are many ways a child can fall outside the school's norms of acceptable behavior. One such way is by being a high achiever. School norms often discourage high achievement. As a result, high achieving students are often branded as "nerds" or "freaks" as early as the first weeks of middle school.

Students may also be targeted if they have unusual religious or cultural beliefs which go against school norms. Plus, students who dress or speak differently are often targeted as well. Noting those unflattering labels, other students aim to distance themselves from such students and in turn further harass them (Blair, 2003).

Next, bullying is perpetuated because students often tend to feel that those students who are bullied are at least partially responsible for bringing the bullying on themselves. When students were surveyed in the Midwest in 1994, a clear majority felt this way. The students asserted that bullying toughened a weak person and taught victims appropriate behavior (Banks, 1997).

In addition, bullying occurs because so many of teenagers have in common a sense of alienation and rage. It comes from a lack of sensitivity among students and a lack of a sense of responsibility for someone other than themselves (Bowman, 2001). Also, bullying occurs because of a lapse on the part of school personnel and parents to properly address the issue. Over time, ignoring or being ignorant of bullying behavior will result in a social climate that fosters it. Even students who initially sympathize with or defend victims may eventually come to view bullying as acceptable if responsible adults fail to say otherwise (Starr, 2000).

Many teachers and parents see bullying as a normal, natural part of growing up and are therefore indifferent when they see it occur (Coy, 2001). School personnel may view bullying as a harmless rite of passage that is best ignored unless verbal and psychological intimidation crosses the line into physical assault or theft (Banks, 1997).

In addition, schools foster an environment that supports bullying by the very nature of the school itself. Dividing students according to their academic strengths and athletic gifts places labels on students. This automatic sorting strengthens cliques and leaves some students out in the cold. These labels are readily picked up on by students and are often used as a basis for bullying. Once the lines have been drawn, the groups on top will do what it takes to stay there. One way cliques reinforce themselves is by putting down whoever isn't in with them (Bowman, 2001).

Finally, the reasons why bullying occurs are very complex and preventing bullying would involve a change in the total school environment. Even teachers, parents and administrators who would like to make a change often feel powerless because of the amount of effort needed to effect such a change. Yet, the time is here that a change needs to be made because of the heavy price of the effects of bullying on our youth.

III. The Effects of Bullying

One in seven children is a bully or the victim of a bully, according to the national Association of School Psychologists. Victims of bullying often remain silent, but often suffer the effects of bullying, such as a lack of self-confidence, underachievement in school, withdrawal, or worse. Bullying strips away a victim's feeling of safety, leaving the person feeling totally vulnerable at times.

Kids who are mercilessly harassed often become angry and alienated- sometimes to the point of exploding in lethal ways. (Cromwell, 1999).

Bullying and other forms of unkindness that children inflict upon one another can lead to violence later on. Social rejection by a peer group is a very powerful stressor in children's lives. How children respond to it depends partly on their temperament. There are vicious cycles in place that can lead to further rejection that may be a path to real deviance in adolescence (Viadero "Two Studies Highlight Links," 2003).

For one, students may undermine their own academic achievement in school to avoid being labeled a "nerd" or a "freak." This alone speaks to the power of social acceptance by peers. Children often cannot see the big picture and are only concerned with the present. For them, it is better to have friends than to get a good education. Many children are willing to sacrifice their education just to "fit in."

However unsettling sacrificing an education may be, that is nothing compared to the lethal effects bullying can have. Over the past decade, there has been a tremendous increase in school violence related to bullying. Preliminary results from a seven year study of 440 Massachusetts children suggest that involvement in peer victimization was the third most reliable predictor of whether a child would grow into a violent teenager (Viadero "Tormentors," 2003).

There are many specific incidence of school violence that can be tied back to bullying. In fact, bullying turned out to be a factor in two-thirds of 37 school shooting incidents reviewed by the U.S. Secret Service for a study two year ago (Viadero "Tormentors," 2003).

Specifically, the Columbine shootings in April of 1999 by Klebold and Harris can be tied to bullying. These two teens were labeled bully victims that couldn't take any more harassment and snapped. These shootings prompted many states to look at anti-bullying policies in light of reports that the two gunmen had been harassed at school- a factor that some observers site in seeking to explain their violent acts (Galley, 2002). From Jonesboro, Arkansas, to Santee, California, teenagers allegedly bullied by classmates have been fighting back with bullets. In March of 2001, a 15 year old named Charles "Andy" Williams walked into his Santee, California high school and sprayed his classmates with bullets from his father's gun.

Almost a year later the teen wrote a poem offering clues to why he did it. In the poem he stated that he thought nobody liked him and he got "messed with" every day. Williams later told a judge that he thought the only way to escape the bullying was with a gun (Viadero "Tormentors," 2003). In February of 2001, a distraught 14 year old girl shot and injured a popular cheerleader and then threatened to turn the gun on herself. Some believed the treatment she had received at the hands of other students was to blame (Bowman, 2001).

Even though these cases are extreme, victims of school bullying often fear school and consider it to be an unsafe and unhappy place. According to Banks, "The act of being bullied tends to increase some students' isolation because peers do not want to lose status by associating with them or because they do not want to increase the risks of being bullied themselves" (1997).

Clearly, the effects of bullying are too high a price for our children to pay.

Recently, people have begun to realize that bullying is not just a harmless rite of passage. In fact it is a serious and dangerous situation that must be prevented.

IV. Preventing Bullying

To prevent bullying, schools must do nothing less than change the entire school culture. Schools must send a clear message of zero tolerance for harassment, put downs, and bullying. Schools that wish to address this problem have a wide variety of avenues to pursue. The school can introduce a code of conduct which is a whole- school disciplinary policy with a clearly spelled out set of rules with regards to bullying. Schools need to establish a whole- school approach by establishing awareness of the bullying problem. Students should be encouraged to report incidents of bullying by promising the students anonymity. The school should also provide in-service training for their staff to be taught how to effectively deal with bullying in the classroom (Coy, 2001). All of these can be positive ways of addressing inappropriate behavior and making the school safer.

Currently there are several intervention programs consisting of specific steps to end bullying within schools. For one, an Australian teacher has created an anti-bullying unit that offers a practical list of poor and good solutions for students who are being bullied.

The poor solutions include:

- Do nothing
- Change schools or classes to avoid the problem.

The good solutions include:

- Talk about being bullied. Schools need to encourage students to do this and then act against bullying.

- Get a buddy. Friends help deter bullying. Experts agree that bullies are cowards who won't feel comfortable picking on more than one person at a time.
- Establish behavior contracts for bullies. Some schools send bullies home for a couple of days; before they can start classes again, the bullies must return with their parents and sign a contract of good behavior.
- Adopt a no-blame policy. The victim of a bully reports the situation to a coordinator, who then talks to the bully and any witnesses. There is a meeting between the victim and the bully to air their differences. Then an action plan is drawn up to solve the problem. Some students feel freer to report a bully if they know he/she won't be punished.
- Take a no-bullying course. Victims of bullies must learn how to stop being bullied. They must learn to be positive, to stand their ground, to maintain eye contact, and to surprise bullies by doing the unexpected (Cromwell, 1999).

Next, The West Virginia Civil Rights Team Project, which was implemented in the fall of 1999, was designed to make bullying unpopular in schools. To reach this goal, a handful of students from each grade would team up with a teacher to discuss the problem and brainstorm solutions for their school (Galley, 2002).

In addition, the Northwest Regional Educational laboratory created a booklet called "Peaceful Schools." It calls for schools to address the following issues in preventing bullying:

- The building should feel safe to students and staff; entrances should be visible, hallways well lit, and playgrounds monitored.
- A strong sense of organization tends to permeate safe schools.

- Safe schools discipline students for disruptive behavior early and fairly.
- Schools must challenge social norms that encourage violence.
- Advance planning is needed for a timely response in the event of a crisis.
- In-service training for teachers helps them understand a violence-prevention curriculum.

Also, psychologist Dan Olweus created an anti-bullying program in 1982 that was tested with more than 2,500 students in Bergen, Norway. Within two years, the incidents of bullying had dropped more than 50 percent. Since then, a number of countries including England, Germany, and the United States have implemented this program with similar results.

Olweus's program includes tasks similar to the one's mentioned above including using a bullying survey to make students and staff aware of the extent of the problem, in-service training to educate teachers, administrators, and community members about bullying, increased adult supervision where most bullying occurs, and a coordinating group to manage the problem and evaluate its success. According to Olweus, "The key components of the bullying intervention program are increased adult supervision in all areas of the school, increased consequences for bullying behavior, and a clear message that bullying will not be tolerated" (Starr, 2000).

Other prevention strategies include adults modeling proper behavior. If adults can teach kids respect and tolerance by modeling this behavior, that would go a long way to preventing bullying. Adults need to abide by the same code of conduct they want students to follow (Bowman, 2001).

The new emphasis is on preventing bullying before it starts. The literature keeps coming back with all or a combination of the above mentioned prevention strategies as the best way to prevent bullying. In that way, educators hope to prevent further tragedies like the Columbine shootings (Cromwell, 1999).

V. Laws Regarding Bullying

Legislators all over the country are taking action on bills designed to prevent bullying in schools. However, the legislation varies widely from state to state. In Colorado, legislation was passed in 2001 mandating that every school district in the state have an anti-bullying policy in place. These lawmakers cited the deadly Columbine shootings as a major impetus for the measure.

Also, New Hampshire passed a law in May of 2001 requiring its schools to have policies on bullying. The West Virginia legislature followed suit with a similar plan earlier this spring (Zehr, 2001). In addition, Washington State enacted a law last spring in which district administrators must adopt policies addressing harassment and bullying by August 1, 2003 (Galley, 2002).

In Michigan, the state board of education drew up a policy stating that schools should implement programs to prevent bullying, but cannot require anything of schools. Connecticut and Oklahoma also passed anti-bullying legislation in the spring of 2002. Much of what a school calls bullying is actually harassment. Thus, some students are turning to pre-existing anti-harassment laws for help. The parents of two children in a school in Las Vegas sued the parents of seven other students claiming that those students had bullied the two youngsters for more than a year.

In California, children who are bullied by classmates can get “stay away orders” issued against the bullies. Passed in 1998, the law provides for stay away orders that allow police to arrest violators for making phone contact, mailing letters, or coming within a specified distance of the victim (Cromwell, 1999).

While most people support anti-bullying legislation, there is a core group who oppose it fearing it extends the hand of government into matters that should be handled on the local level. These people believe that bullying can and should be handled by the individual districts.

Plus, some anti-bullying bills have been derailed by opposing groups. For instance, Washington’s bill was blocked by the Christian Coalition, who contended that anti-bullying policies could violate free speech rights of students who opposed homosexuality (Zehr, 2001).

In the state of New Jersey, Governor McGreevey signed into law P.L. 2002, Chapter 83, which is legislation that requires each school district to adopt a policy prohibiting harassment and bullying at school, school related functions, and on the school bus. Under this law, districts must institute a policy and give a copy of it to the superintendent of schools by September 1, 2003.

Certain required components of this law include a statement prohibiting harassment and bullying, a definition of the offense, a description of the type of behavior expected of each student, appropriate consequences and remedial action for a student who commits an act of bullying. Plus, the law requires a procedure for reporting bullying, prompt investigation of complaints, and a range of methods in which a school will respond once such incidents are identified (NJSBA Policy, 2002).

VI. Conclusion

Bullying is a serious threat to education in this country. Once identified, appropriate steps must be taken by school districts to eliminate bullying and to create a safe learning environment for all students. Bullying is far too serious of a problem to be ignored or considered a normal part of growing up. The effects of bullying are devastating and can be deadly. McGrath sums up the problem of bullying succinctly when he states, "We must pay attention, or pay the price" (2003).

Chapter 3 Design of the Study

I. Description of Research Design.

Upon deciding on this project, the intern sought advice from the principal on the feasibility of creating an Anti-Bullying Club. In this club, the students would work with faculty advisors to create programs and activities to help each other deal with and eliminate bullying within the school. The intern decided that the best approach to take in creating such a club was to have the students present anti-bullying programs and activities to other students. The next decision was what grade levels to include as club members. Since bullying is something affected by peer pressure and school climate, the intern decided to only have 8th grade club members. The logic behind this was that the younger students look up to the eighth graders and were more likely to take the activities of the club seriously if presented by eighth graders rather than younger students, the faculty advisors, or any other adult figures.

Once approval was received from the principal, the next step was getting School Board approval to start a new club. This consisted of filling out a form in which the intern described the name of the new club, the faculty advisors, and a brief description of the club's purpose and activities (See Appendix A). Once completed, the form was submitted to the principal and taken before the Board for approval. Upon receiving approval from the School Board, the membership drive began.

The faculty advisors created posters and placed an announcement on the school bulletin board welcoming any eighth grader to come to the first meeting of the Anti-Bullying Club which was called "The No More Bullies Club." Turn out for the first meeting was quite good. At least 30 students showed up to hear the advisors explain what the club was all about. Then, the advisors solicited advice from the students as to what would be some good activities to do with the younger grades that would accomplish the following tasks: explain what bullying is, explain how to help someone else who is being bullied and explain how to stop yourself from being bullied.

The students generated many ideas which were written on the board. In addition, the advisors offered suggestions of their own. Then the club was dismissed and the faculty advisors wrote down and discussed all of the suggestions. Many were too expensive or elaborate. Others were simply not feasible due to time constraints. Finally, a few activities emerged that were possible and seemed like they could work.

The next step was determining which activities to do first and with which classes. Since this was the beginning, the intern decided to try the simplest activities first. Those activities were Teach, Role Play & Discuss (see Appendix B).

Once the activities were decided upon, the intern had to decide how, when, and which group of students to perform the activities. The intern sent out an email to the teachers of the 5th graders and offered to conduct said activities with their students. The response was overwhelming. All of the 5th grade teachers responded favorably to the activities. The intern and the co-advisor decided it would be best to conduct the activities with 3 classes at a time in the Large Group Instruction Room. The activities would have to be done either first or second period when the room was not in use.

The intern decided to conduct the activities during second period for two reasons. First, the intern does not have a class second period and could help conduct the activities. Second, during this period the eighth graders are in elective classes, which makes it much more likely that they will be released from class to conduct the activities.

At this point, another meeting of the “No More Bullies Club” was called. The intern and co-advisor explained the chosen activities to the club members and described how and when the activities would take place. Then, the intern described and explained to each student his or her role in the various parts of the activities. Finally, the activities were conducted.

II. Description of the Development of the Research Instrument

Originally, this study’s research instrument was to be an anonymous survey given out to students after each club activity. The survey that the intern developed asked key questions about the students’ opinions on the value of the anti-bullying activities that they took part in (see Appendix C). The survey asked the students to judge whether or not the activities helped to do the following: raise teacher and student awareness about bullying, raise awareness of how students can help those being bullied, raise awareness of how victims can help themselves in bullying situations and the overall helpfulness of the activity.

The survey was a seven question survey that asked students their opinions on each of the above listed topics. There was one question for each topic, one question on the overall success of each activity, and one question on demographics, namely the student’s grade level.

Unfortunately, when the intern tried to get School Board approval for this survey, she was denied. The principal told the intern that the Board was not approving any student surveys that did not come from members of the administration. Therefore, the intern would have to develop another way to collect data.

The principal suggested conducting a “feedback session” after each activity in which the intern could ask the students the same basic questions that were on the survey, but in a less formal manner. The intern had little choice, but to accept this new method of data collection.

III. Description of Sample and Sampling Technique

Originally, the intern wanted to take a random sample of 10% of the 5th grade students who participated in the activity. The intern created a letter requesting parental permission to survey the selected population (see Appendix D). This letter would be sent home well in advance of the activities. Once permission was granted, the intern would administer the survey to the selected students shortly after the anti-bullying activities.

Due to the rejection of the survey, a new sampling technique was developed. It was still random in nature, but consisted of students raising their hands to volunteer their reactions to the activities, rather than write down their reactions in survey form. In this type of data collection format, the exact percentage of students who gave feedback was impossible to control. Thus, the original planned 10 percent sample was expanded to much closer to 50 percent, as many students raised their hands to offer their opinions on the activities.

IV. Data Collection Approach

Originally, the data collection approach was to be a random 10 percent survey of students who participated in the anti-bullying activities. The data would have been collected by the intern administering the survey to the chosen students shortly after each activity was performed. The chosen students' teachers would be made aware of the survey and would give a pass to the individual student. The intern was then going to have the chosen students come down to her classroom during her free period and take the survey. Upon completion of the survey, the students would be given another pass to return to their classes.

Due to the rejection of the survey, the data collection approach had to change. The new approach, called "Lesson Feedback," consisted of asking questions similar to those on the survey (see Appendix E). The questions were asked to the whole group by the classroom teacher after each lesson. Students raised their hands to offer opinions and the teacher took notes on their responses after the club members and intern left.

V. Description of Data Analysis Plan

The original data analysis plan was to collect the surveys of the random 10 percent sample. Then, the intern was going to make a master chart listing all of the questions and possible responses to each question. The responses for each question were divided into the following categories: not helpful, a little helpful, helpful, and very helpful. Then the intern would place tally marks on the master chart to record each student's response to each question. Finally, a trend could be developed to determine the majority response for each question. The intern would then take the majority responses to each question and create a bar graph to show the effectiveness of the activities in each area as perceived by the majority of the students.

Based on the bar graph, the intern would study the results in each area and draw conclusions. These conclusions would determine the overall effectiveness of the activities which reflects the overall effectiveness of the new club. The results of this new data would then be compared to last year's school wide bullying survey results in which 82.4% of students said that bullying does exist in their school (See Appendix F).

The modified data analysis plan was similar to the original plan, but with a few changes. Since the data collection approach would now be a verbal feedback session, the intern could not have students determine clearly their feelings on the activity questions in terms of "not helpful," "a little helpful," "helpful," or "very helpful." Instead, the intern would create a chart with the same questions as on the original survey, but would leave a space after each question to quote individual student responses. As each question was asked in the feedback session by the club members, the teacher would document the students' responses. The teacher would call on as many students as had their hands raised for each question. This would be considered the new random sample.

After the feedback session, the intern would take the notes and analyze the general trend for the responses to each question asked in the session. The intern would note any negative comments or suggestions for improvement and include those in the plan for the future club activities. Finally, the intern would determine whether or not the majority of the students from the sample felt that the lessons offered by the new club would help reduce bullying in the middle school and decide whether the club should continue as is, be modified, or be dropped all together.

Chapter 4 Presentation of Research Findings

I. What Information Was Found?

A. 8th Grade Interest in the No More Bullies Club

The purpose of this study was to determine whether or not a new 8th grade club called the No More Bullies Club would help reduce bullying in West Deptford Middle School. Initially, this new club showed a lot of promise in attracting 8th graders to join. The turn out for the first meeting was quite good. Approximately 30 students showed up. However, at subsequent activity planning meetings, fewer and fewer students came. Ultimately, the club membership fell to only twelve students. It was with these twelve students that the club activities were performed.

B. 8th Graders, Club Advisors, and Teachers- Working Together

The 8th grade club members and the two club advisors met on a weekly basis to plan anti-bullying lessons to teach to the 5th and 6th graders. The advisors offered advice on lesson planning formats and the members worked together to create the actual activities to perform.

The club members decided that the initial lesson would teach victims of bullying coping strategies. The club advisors met with the guidance counselors and were given a series of strategies, called “HA HA SO,” that they offer victims of bullying when they meet with students (see Appendix G).

The club members took these strategies and combined them with role play and discussion to create the first Teach, Role Play and Discuss lesson to help victims of bullying (See Appendix B).

Next, the club members wanted to do an activity to teach those who witnessed bullying how to help bullying victims. Again, the advisors sought advice from guidance counselors and gave those strategies called “CARE,” to the club members (see Appendix H).

Using that advice, the club members created the second Teach, Role Play and Discuss activity. This lesson taught those who witnessed bullying what they could do to prevent bullying (See Appendix B).

In addition, the club members made posters for each classroom reflecting the strategies taught in the lesson for victims and for those who witnessed bullying. The club members wanted the students to have a constant arsenal of the strategies that would help them protect the school from bullies.

Once all of the activity planning was completed, the club members taught the lessons and the club advisors stood in the background and supervised. At the end of each lesson, the club members presented the teacher with a poster to hang in their classroom.

Finally, the club members left the students with a poster to color that read “Don’t be a bully-dog” (see Appendix I). The colored posters were turned back to the club. The 3 winners from each class were displayed in the cafeteria. By the end of February, the cafeteria was covered in these posters, thus reinforcing that bullying is not acceptable in our school.

C. Teachers: Participating in the Activities

The 5th and 6th grade teachers were very receptive to the lessons of the club. They willingly gave up their class time to allow the club to perform the activities with their students. Also, the teachers were great at completing the Lesson Feedback survey and turned it in, in most cases, by the end of the day (see Appendix E).

It was also interesting to note that after word spread of the anti-bullying activities being performed around the school, teachers began calling and e-mailing the intern.

These contacts were to inquire if and when their classes would be able to participate in the activities. As a result, the intern concluded that these anti-bullying activities were beneficial in the opinion of the teachers.

D. 5th and 6th Grade Students: Participating in the Activities

Each activity was performed in either a single classroom or a large group instruction area containing two or three classes. The students seemed very excited to be receiving instruction from 8th graders as was evidenced in their faces and body language. The overwhelming majority of students were paying close attention the entire time while the 8th graders taught the lesson. The students eagerly participated in the discussions and asked thoughtful questions after the lesson. The intern did not note any side conversations or discussion that was not related to the lesson.

In addition, the students frequently asked when the club members would be coming back to do another lesson at the conclusion of the activity.

II. What the Information Meant

The purpose of the No More Bullies Club was to help reduce bullying at West Deptford Middle School. Based on the feedback gathered from the Lesson Feedback surveys, the answer to this question is yes. The students' feedback affirmed that the strategies taught in the activities gave victims some valuable methods of coping with bullying and gave the witnesses of bullying tips for helping to stop others from being bullied.

The students' responses also indicated that the method of information delivery, 8th grade club members acting as teachers, was very successful at keeping student interest. The students said that the best part of the activities was the role playing scenes which showed the students how to use the strategies taught in real –life bullying situations.

The teacher feedback was also very positive. All of the teachers agreed that the information presented in the activities were needed, useful, and well delivered. In addition, the teachers said they would welcome any future activities presented by the No More Bullies Club (Charting responses from students and teachers was desirable, but not practical due to the fact that the data was gathered through a verbal feedback session).

The one area of weakness cited by a teacher after the very first activity was that the students didn't have to personally use the skills taught at any time during the lesson. After hearing this feedback, the club members sought the intern's advice and created a worksheet for the students to complete at the end of the lesson. This worksheet asked students to use the strategies taught to decide on a course of action students should take in sample bullying situations (See Appendix J) After this worksheet was implemented, all future lessons received excellent reviews by both teachers and students alike.

Plus, the 8th grade club members were proud of themselves and felt as if they were making a real difference to help stop bullying in their school.

Chapter 5 Conclusions, Implications, and Further Study

I. Conclusions and Implications of the Study

A. 8th Grade Club Members

The initial response of the 8th grade students to this club was quite positive. Approximately thirty students attended the first meeting of the No More Bullies Club. After this meeting, the intern was excited and confident that the club would be a great success. However, upon subsequent meetings, the number of students attending began to drop dramatically. Finally, by the fourth meeting, there were only twelve members left. It is notable that the twelve remaining students were all female and were all former students of the intern.

At the fifth meeting, the intern questioned the remaining members as to why there had been such a sudden drop in membership. Reluctantly, the girls told the intern that the No More Bullies Club was viewed by the rest of the 8th grade as a club for “nerds.” The other members dropped out because they were afraid of being made fun of. Hence, the intern came to the conclusion that the students dropped out of the No More Bullies Club because they were being bullied.

At this point, the intern became worried that soon there would be no more club at all. None-the-less, the intern continued to hold weekly meetings and have the members plan the lessons. Once the lessons began coming together, the members became more excited about being a member of the club.

Fortunately, the twelve remaining members were hard working, intelligent, caring, and dedicated to the success of the club.

Shortly before the first lesson, the intern questioned the club members to see if they were being bullied about their continued membership in the club. They admitted that they were, but that they didn't care. They told the intern that they would not allow the foolish opinions of their peers take them away from a club that they enjoy and feel is worthwhile.

Upon pondering over these issues regarding club membership, the intern came to several important conclusions. First, 8th graders are concerned about bullying and wish there was something that could be done to stop it. That is evident from the initial interest in joining the club. Second, peer pressure is so strong in the teenage years that students will actually quit doing something they feel is worthwhile just to avoid being bullied. Lastly, the intern considered how the twelve members were able to remain in the club without caving in to the peer pressure of social acceptance. These members had several things in common that the others did not.

First, the members were all female. It is more socially acceptable for girls, who are more society conscious, to be involved with a club trying to eliminate bullying than are boys. In our society, boys are conditioned to be "tough," while girls are conditioned to be "caring." Thus, for a boy to be a member of this club would be social suicide. The teasing would never end for that boy.

Second, the remaining members were all former students with whom the intern had a good rapport. At least initially, most of the girls probably stayed with the club so they wouldn't hurt the intern's feelings.

Finally, these girls were very strong, self-confident and independent. They knew what they believed in and would not be swayed by their peers. It is rare to find such a self-confident person at this age; thus there were only twelve members in this club. For although the club was greatly needed, worthwhile, and fun; it was also socially unacceptable for a student who relied on peers to boost their self worth.

Another interesting, yet unexpected outcome of membership in the No More Bullies Club is the positive effect membership had on the twelve girls. These girls were already reasonably strong and self-confident, but now are even more so compared to other students their age. These girls learned how to plan and teach a lesson to younger children. They also learned how to reflect upon their lesson to critically review and make improvements. These planning, organizing and reflecting skills will be very valuable to these girls as they continue their education and in their future careers. Plus, three of the girls told the intern that they now believe they would like to become a teacher when they grow up.

The twelve members of the No More Bullies Club know they are making a difference by teaching their lessons about bullying to the younger students. The girls are eager to see the lesson feedback forms that the teachers and students complete on their lessons. They are proud when they see all of the positive remarks made in response to the lessons that they planned and taught.

They have told the intern that students stop them in the halls and say, “I loved your lesson. When are you coming back to my class again?” Frequently, the recipients of the lessons write thanks you notes to the club members for teaching them how to avoid being bullied. To sum it up, the club members were not only helping others, they were helping themselves.

B. The Lessons

There were two lessons planned and taught by the No More Bullies Club. Once the club membership was solidified, the intern questioned the members as to where to start in helping to eliminate bullying. The members unanimously agreed that the first lesson should teach victims strategies to avoid being bullied. Then, once that information was delivered, the next lesson would deal with getting the witnesses to help stop bullying. Once the guidance counselor gave them the information on using “HA HA SO” to help bully victims, and “CARE” to help if the student witnesses bullying, their lessons took off (see appendixes G and H). The members decided that role playing would be the most effective way to show the strategies. Based on the feedback from the lesson feedback forms, the members were right on target. What was most frequently listed as “the best part of the lesson” on the feedback form was the role playing.

The members’ idea of using a film to reinforce the concepts was also an excellent idea. On the feedback form, the movie was the second most frequently listed “best part of the lesson.” The movie that the members chose was filled with action, colors and music. Thus, it kept the viewers attention while delivering its message.

Also, the members' idea of creating a coloring contest for the "Don't be a Bully-Dog" poster was well received by students and teachers alike. The posters were creatively decorated and quickly turned in. The final result of a cafeteria full of these posters produced a dramatic impact upon entering the cafeteria. The message was clear; bullying is not acceptable at this school.

Overall, the lesson created by the students served its purpose well. It is unlikely that the impact would have been as great had the lesson been taught by an adult for several reasons.

First, the adult would probably not have been able to determine the best method of lesson delivery because they are so far removed from being a child and knowing what excites today's youth. Second, some students automatically tune out when yet another adult comes in to lecture them. However, having a peer as a teacher is so unique, that their attention to the lesson is almost guaranteed. Finally, since peers are saying that bullying is not acceptable, they are more likely to believe it.

C. Teachers and Administrators

The teachers at West Deptford Middle School were overwhelmingly in favor of the activities performed by the No More Bullies Club. They were eager for the club members to come to their classes and teach the lessons. They actively let their students participate in the coloring contest using class time. Plus, the teachers in the upper grades began questioning the intern as to what could be done to help prevent bullying in their grades.

Also, some teachers spoke to the intern in private to ask if certain students who are bully victims could be given a one on one lesson by the club. In these instances, the club members were eager to help and went over the same strategies with the student one on one. Consequently, the victim felt free to ask questions and seek help about his/her specific problem. Overall, the teachers sensed a real need for something to be done about bullying and welcomed this new club since it was at least an attempt to control the problem.

The administrators at the school were also very supportive of the No More Bullies Club. They approved this club after the school year had already begun, which is almost never done. Plus, they allowed the intern to have two paid club advisors for one club, which is also almost never done.

However, the administrators also placed a great deal of responsibility on the club. Administrators expected the club members to teach lessons to every 5th and 6th grader in the building. That was accomplished, but was a lot of work for the members and advisors in planning the lessons, copying the needed handouts and materials and finding time to perform the lessons.

The administrators also helped out by letting it be known that teachers were expected to release the club members from their classes as needed to perform these lessons. Additionally, the disciplinarian began referring cases that came across his desk that dealt with bullying to the intern. He suggested that the club find a way to help the victim. Thus, more one on one lessons were required.

Overall, the administrators were very supportive, but often placed too much burden on the intern, her co-advisor and the members to solve the bullying problem at the school. One club cannot and should not be the only method of eliminating bullying in an entire school.

D. The Lesson Recipients

The 5th and 6th graders benefited from the lessons taught by the No More Bullies Club. These students were excited about the lessons and based on the feedback, learned a lot of useful information. The lessons held their interest and thus the message had a better chance of retention. Since the lessons were very relevant to their lives, they paid close attention.

Perhaps most importantly, these children got to see something tangible being done to stop bullying instead of constantly hearing lip service about the school's "zero tolerance" of bullying while watching it occur everyday in school.

II. Conclusions and Implications on the Intern's Leadership Development

After completing this study, the intern learned that bullying is much more serious of a problem in schools than first thought. Seeing the look on the children's faces when they hear the strategies to help them prevent bullying was priceless. The students need adult help to feel safe from bullies. Bullying cannot be considered a "right of passage" as was previously thought. Bullying interferes with a child's ability to feel safe at school. If a child does not feel safe, there is no way that child will be capable of focusing on learning. Thus, it is the intern's belief that bullying has always and continues to impede the education of our youth.

As a future educational leader, the intern will make anti-bullying programs a priority in which ever school she is fortunate enough to lead. Although money is always an issue in implementing any new programs, there is always a way to put programs into place if they are truly needed. Plus, the intern believes she can easily enlist support of the community to help implement such programs. After all, almost everyone has felt the negative effects of bullying either in their own lives or in the lives of their children. As a future administrator, the intern is determined to find the money and make practical, useful anti-bullying programs a reality in her school. Simply declaring that a school is against bullying is not enough. Bullying is such a pervasive problem in school that steps must be actively taken to stop it.

III. How the School Changed as a Result of This Study

This study changed West Deptford Middle School in many important ways. First, it brought the issue of bullying to the forefront. By forming a No More Bullies Club, the students, staff and parents became more aware of bullying. The club got the teachers attention and made them more cognizant of bullying. Plus, the lessons taught helped give the teachers some ideas to prevent bullying that they can pass on to future students.

In addition, the guidance counselors and administration are now working together to improve communication between themselves about bullying incidents. Before this study, if a child came to the guidance counselor for help with bullying, the administration never knew of it. Likewise, if a child was written up and sent to the disciplinarian for being a bully, the guidance counselor never knew of it. Now, the two are working together to not only help the victim through counseling, but also to punish and counsel the bully.

Now, when a bullying incident comes before the disciplinarian, he records it in the child's file as "bullying," instead of "teasing," "name calling," or "fighting" as was done previously. The important difference in the way the offenses are recorded is that a pattern of bullying can be more readily established and documented and thus dealt with more severely each subsequent time. Hopefully, the bully will get the message that his/her behavior is not acceptable and will not be tolerated as the punishments stack up.

IV. Recommendations and Need for Further Study

To ensure that this club is continuing to fulfill its purpose, referrals of bullying need to be counted at year's end and compared to previous years. In the absence of any other anti-bullying programs, if the trend is decreasing, it can be stated that the club is having some tangible positive impact.

Also, the club needs more financial support from the school. Possibly funds can be put into the budget or at minimum be allocated from the PTO or from student sponsored fund-raisers. These funds can be used to purchase more updated anti-bullying movies, contest prizes, and anti-bullying buttons and posters. The lessons need to grow and change each year to keep them relevant. Without money to support its lessons, the club will not be as effective.

Plus, the lessons in the No More Bullies Club need to be modified in order to be implemented in 7th and 8th grades. There is certainly a need for it in those grades too. Perhaps the other schools in the district may want to consider creating a similar club in their schools. Although, it is doubtful that such a club would work in the high school, the elementary schools could certainly benefit from such a club.

Additionally, the administration needs to implement other programs to help reduce bullying in the school. One club cannot solve all of the problems. There are many wonderful programs that have already been created that have been proven effective. Some of these programs, mentioned in greater detail in chapter 2, include Dan Olweus's anti-bullying program, The West Virginia Civil Rights Team Project and The Northwest Regional Laboratories booklet, "Peaceful Schools," which offers practical anti-bullying strategies. The school needs to find the money to put one or more of these programs in place as soon as possible.

Finally, the teachers need to be trained how to deal with bullying when they see it. In all the years of the intern's teaching, she has never been trained how to deal with bullying within the classroom or on the playground. It is the intern's belief that many teachers look the other way when they see bullying because they simply don't know what to do about it.

To conclude, bullying is a serious problem that impedes the educational process in our country. Children cannot learn in a threatening environment. Bullying can be eradicated from schools if the proper effort is made to do so.

Teacher, administrators, parents and students need to work together to eliminate this problem before the education of our youth and thus the future of our nation is irrevocably damaged.

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Appendix A
Club Approval Form

To: All Staff
From: Brian C. Gismondi
Date: May 21, 2003
Re: Clubs for 2003-2004

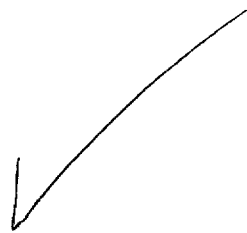
In an attempt to continue providing the best club program possible for our students, we are still in the process of developing new clubs for the 2003-2004 school year. Attached is the current club list with advisors for this year. These clubs will be offered again next year, if possible. All club advisors need to specify whether they will or will not continue with their club and initial the club form. Please return the club list to my office by **May 23, 2003**. If you are interested in sponsoring a new club, please complete the form below and return it to my office by **May 28, 2003**. All new clubs will be considered provided the budget permits.

Thank you for your cooperation.

CLUB: No More Bullies

TEACHER: Brennan & Illias

DESCRIPTION: this will be an 8th
grade club in which club
members will prepare & present anti-
bullying activities for 5th & 6th graders.



Approved Sept 23 2003

Appendix B

Teach, Role Play and Discuss Lesson Plans 1 and 2

Lesson 1: Teach Role Play and Discuss- Activity Plan

- 1) Go over strategies of HA HA SO (victim coping strategies)
- 2) Role play examples using each strategy against a bully.
- 3) Role play various bullying situations and various strategies.
- 4) Stop after each role play scene/ ask students which strategy was used.
- 5) Discuss
- 6) Short movie on bullying
- 7) Discuss
- 8) Club members give out student worksheet
- 9) Upon completion/ discuss
- 10) Announce and hand out "Don't be a bully-dog" posters for coloring contest.
- 11) Present teacher with strategies poster to hang in room.
- 12) Leave & give teacher "Lesson Feedback" survey form to complete.

Lesson 2: Teach Role Play & Discuss- Activity Plan

- 1) Review last lesson- HA HA SO
- 2) Introduce new strategies- CARE
- 3) Role Play examples of each strategy against a bully
- 4) Stop after each role play scene/ ask students which strategy was used
- 5) Review CARE
- 6) Discuss
- 7) Short movie on bullying
- 8) Discuss
- 9) Club members give out student worksheet
- 10) Upon completion/ discuss
- 11) Read story

Appendix C
Student Survey

No More Bullies Club Survey For Students

Please circle the one response for each question that you most agree with. There is no need for you to put your name on this survey.

1) Do you think the activity that the "No More Bullies Club" did with your class/group was helpful in making teachers more aware of what bullying is?

Not helpful a little helpful helpful very helpful

2) Do you think the activity that the "No More Bullies Club" did with your class/group was helpful in making students more aware of what bullying is?

Not helpful a little helpful helpful very helpful

3) As a result of this activity, do you believe you are more aware of how you can help prevent bullying?

No Somewhat Yes

4) As a result of this activity, are you more likely to stick up for a student who is being bullied?

No Maybe Yes

5) Overall, do you think the activity that the "No More Bullies Club" did with your class/group will be helpful in reducing bullying in WDMS?

Not helpful a little helpful helpful very helpful

6) What grade are you in?

5th 6th 7th 8th

Appendix D

Parent Permission Letter

Dear Parent/Guardian,

Recently, the West Deptford Middle School formed a new club called "No More Bullies." The goal of this club is to have its 8th grade members conduct anti-bullying activities under the supervision of the two faculty advisors Alex Illas and Diane Brennan. These activities will be conducted with the younger grades in an attempt to help prevent bullying within the school.

In order to help determine the effectiveness of this new club, we will be conducting a random anonymous survey with some students who take part in these activities. Your child has been chosen to take this random survey. Enclosed is a copy of the survey we would like to ask your child to complete. The results of this survey will be used to write a paper on the effectiveness of this new club. This paper will be shared with the administration of WDMS and will be part of a Master's Thesis on bullying that will be submitted to Rowan University.

If you do not want your child to participate in this survey, please contact one of the club's faculty advisors at the school as soon as possible.

If you have any questions, feel free to contact one of the faculty advisors. Thank you for your time.

Sincerely,

Diane Brennan and Alex Illas
"No More Bullies Club" faculty advisors

dbrennan@wdeptford.k12.nj.us

(856) 848-1200 x 3088

aillas@wdeptford.k12.nj.us

(856) 848-1200 x

Appendix E
Lesson Feedback Paper

No More Bullies Club

Lesson Feedback

Teacher: After the lesson, please ask your students for feedback so that we can evaluate the strengths and weaknesses of our lesson. This should be very informal. Just jot down some of the overall impression of your class. Then, please jot down any comments you have in response to this lesson. When completed, please return this form to Ms. Brennan. Thanks!

1) As a result of this activity, do you feel you have some techniques you could use if you are bullied? Explain

2) What was the best part of the lesson?

3) What part of the lesson needs improvement?

4) Overall, do you think the activity that the No More Bullies Club did with your class will be helpful to victims of bullying in WDMS? Explain.

Teacher comments:

Appendix F

Last Year's School Wide Bullying Survey Results

Does bullying happen at this school?

Students

	yes	no
Overall	82.4	16.6

5 th grade (overall)	63.5	36.5
male	68.9	31.1
female	59.0	41.1

6 th grade (overall)	82.5	16.9
male	78.9	21.1
female	85.9	13.0

7 th grade (overall)	90.7	9.3
male	84.8	15.2
female	95.7	4.3

8 th grade (overall)	87.8	11.5
male	91.8	6.9
female	85.1	14.9

Teachers

Rarely	Sometimes	Often	Always
2.7	49.3	43.8	2.7

Appendix G

“HA HA SO” Poster

What Can I Do If I Am Being Bullied?

HA

HA,

SO

Help

Humor

Self-Talk

Assert Yourself

Avoid

Own It

Appendix H
“CARE” Poster

What Can I Do If I See Someone Being Bullied?

C A R E

Creative Problem Solving

Adult Help

Relate and Join

Empathy

Appendix I
“Don’t be a Bullydog” Poster

Don't Be a



Bullydog!

Appendix J
Student Worksheets

The No More Bullies Club
Lesson 1

Name _____

Date _____

Directions: Read each situation and decide what the person who witnessed the person being bullied could have done to help using the HA HA SO method. Write your answer on the lines provided. Thank You ☺

1) One day John was walking to lunch when he ran into Jason. Jason stopped John and said, "Got any lunch money?" John became scared since he knew Jason was a tough kid, so John just handed over his lunch money. How could John have kept his lunch money?

2) Kerri was in math class quietly doing her class work when Donna threw a spit ball and hit Kerri in the neck. Kerri turned around and told Donna to knock it off. Donna, the classroom bully, replied, "You gonna make me?" Kerri was so fed up with Donna's bullying, that she turned around and punched Donna in the face. How could Kerri have handled this situation without getting herself in trouble?

The No More Bullies Club
Lesson 2

Name _____

Date _____

Directions: Read each situation and decide what the person who witnessed the person being bullied could have done to help using the CARE method. Write your answer on the lines provided. Thank You ☺

1) Jill was outside during recess talking with a group of her friends. Then, out of the corner of her eye, she saw Kevin come up to Janet who was sitting alone reading a book. Kevin said to Janet, "Why are you sitting here alone? Let me guess, you have no friends because you're a freak." Janet became visibly upset and told Kevin to leave her alone. Then, Kevin started loudly chanting, "Freak, freak, freak!" Jill felt bad for Janet, but pretended she didn't see what was going on and continued talking to her friends. What could Jill have done to help Janet?

2) While in the halls between classes, John snuck up behind Leo and knocked his books out of his hands. While Leo was bent over picking up his books, John kicked Leo in the back of his knees which made Leo fall to the ground. Then John started laughing and began kicking Leo's books and papers all over the halls. Meanwhile, Jason, whose locker is right next to Leo's, became upset, but didn't know what to do to help, so he walked away and went to his class, leaving Leo to fend for himself. How could Jason have helped Leo?

Biographical Data

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