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The Bonhomie Project: An Anti-Bullying Program for Middle School Students

Alexandria A. Gauthier
marshallsoba@merrimack.edu

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The Bonhomie Project: An Anti-Bullying Program for Middle School Students

Alexandria A. Gauthier

Merrimack College

Table of Contents

Introduction.....	2
The Bully.....	3
The Bullied.....	5
The Bystander.....	6
The Bonhomie Project.....	8
Session One: Introduction to Bullying.....	10
Session Two: Bullying Types.....	11
Session Three: <i>Wonder</i> -ful.....	12
Session Four: Kindness is Everywhere.....	13
Session Five: Roleplaying.....	14
Session Six: Making Waves.....	14
Session Seven: Finale.....	15
Follow-ups.....	16
Conclusion.....	17
References.....	19
Appendix A - Discussion Questions for Session Three.....	20
Appendix B - Questions for Homework.....	21
Appendix C - Post-Program Survey for Students.....	22

Introduction

Bullying remains a prevalent issue in the twenty-first century classroom. Though bullying occurs at all grade-levels, there is a specific concern with students at the middle grades level. In 2011, 37% of middle school students reported being bullied in some manner (U.S. Department of Education and Justice, as cited in Studer & Mynatt, 2015, p. 25). Many students have experience with bullying, whether they are the one being bullied, the bully, or just a bystander. According to the National Association of School Psychologists, one in seven school aged children has been either a bully, or the target of a bully (as cited in Coloroso, 2015, p. 39). But what exactly is bullying and how does this definition change or evolve when contextualized within the k12 school system?

Merriam-Webster defines bullying as the abuse and/or mistreatment of a vulnerable individual by someone stronger or more powerful (2017). Bullying is not simply teasing, nor is it a rite of passage for adolescence, or a natural behavior (i.e. “kids will be kids”) (Jones & Augustine, 2015, p. 79). Barbara Coloroso, author of *The Bully, The Bullied, and the Not-So-Innocent Bystander*, says that bullying is a deliberate, offensive, malicious, or insulting activity intending to humiliate and harm the target while providing pleasure to the perpetrator(s) (2015, p. 46). Bullying occurs at all ages, but typically occurs among students, and particularly among those in middle school. Regardless of the age, bullying often consists of the bully thinking of the target as an “it” - they believe that the target is less than human, and is undeserving of any kind of respect, concern, or kindness (Coloroso, 2015, p. 43). Coloroso says that there are three main markers of bullying - imbalance of power, intent to harm, and threat of further aggression - and when bullying escalates incessantly, a fourth marker, terror, is added.

There are various types of bullying, including hazing, relational (social) bullying, verbal bullying, physical bullying, and cyberbullying. Cyberbullying is defined as bullying behavior involving the use of electronic media, such as cell phones and social media (Jones & Augustine, 2015). Cyberbullying has become more prevalent over the past decades as it allows bullies to retain an air of anonymity, by hiding behind a fake profile or using anonymous websites like Ask.fm, Yik Yak, or more recently, Sarahah. Physical bullying involves hurting a person or damaging their possessions - hitting, kicking, spitting, and tripping are all examples of physical bullying (Stopbullying.gov, 2017). Verbal bullying includes name-calling, teasing, and taunting, and social bullying includes leaving someone out on purpose and spreading rumors about a person (Stopbullying.gov, 2017). Now that bullying has been defined and examples have been identified, the different participants in bullying can be discussed. There are three groups of individuals that are discussed when on the topic of bullying. These three groups are the bully, the bullied, and the bystander.

The Bully

Bullies, as Coloroso says, come in all shapes and sizes, and are not easily identified by their outward appearance: their actions and words are what marks them as a bully. Bullies, according to Coloroso, are taught to bully; some bullies take cues from movies, books, videogames and television shows, while others may learn from the kids they hang with or the culture that surrounds them. Additionally, they bully “because they can;” they also choose to bully and choose *whom* to bully (2015, p. 108). Furthermore, there are different types of bullies that Coloroso defines, including:

The Confident Bully	This bully has a sense of entitlement, an inflated sense of self, an affinity for aggressive behavior, no compassion for their targets, but is seen as admirable due to their powerful personality and strong leadership skills.
The Social Bully	Using rumor, gossip, verbal taunts, and shunning to isolate their targets and exclude them from social activities, this bully is devious and manipulative, acting as if they are caring and compassionate in order to get what they want.
The Fully Armored Bully	Cool and detached, this bully shows little emotion and has a strong determination to carrying out their bullying. They are vicious and vindictive toward their targets, but charming and deceptive in front of others, particularly adults.
The Hyperactive Bully	This bully has poorly developed social skills and struggles with academics, usually having some kind of learning disability. As a result, this bully often reads hostile intent into others' innocent actions, has trouble making friends, and reacts aggressively to any provocation. They also justify their aggressive responses by placing the blame outside of themselves.
The Bullied Bully	Both a target <i>and</i> a bully, this individual bullies others to get relief from their own feelings of powerlessness. As this individual carries the damaging effects of being bullied and being a bully, they are at a high risk for depression, drug usage, and social anxiety.
The Bunch of Bullies	A group of friends who bully together, they collectively do something that individually they would never do to someone that they want to exclude.
The Gang of Bullies	A strategic alliance “in pursuit of power, control, domination, subjugation, and turf,” these bullies become a family of sorts, and disregard their own lives, the damage they cause their victims, and the overall consequences of their actions, due to their devotion to the group.

(Coloroso, 2015, p. 111)

The means of bullying may be different among the different types of bullies, but they have many traits in common. Bullies like to dominate other people and use them to get what they want; they are only concerned with their personal wants and pleasures, and not the rights,

feelings, or needs of others. They also refuse to accept responsibility for their actions and use blame, criticism, and false accusations to project their own inadequacies on their targets.

Coloroso states that in order to be a bully, these kids need to find others to bully.

The Bullied

Like bullies, the victims of bullying come in all shapes and sizes. Coloroso lists twenty-one different types of targets for bullies, including the new kid at school, any kind of minority (religious, ethnic, sexual orientation or identification), a kid with physical attributes that are not conventionally attractive, and kids with physical and/or mental disabilities (2015). One of the points that Coloroso makes in her chapter about the bullied is that they may not tell adults about being bullied, and there are many reasons for not telling an adult about these situations.

One reason that Coloroso gives is that the target is ashamed of being bullied. As mentioned earlier, those who bully do so intentionally; they are determined to make the target feel unworthy of respect, isolated, unpopular, and shamed, and as a result, the target is unlikely to talk about their situation with an adult. Coloroso mentions that boys are less likely to tell an adult than girls are, and the toxic masculinity ingrained in our society may be a result of this - boys are “culturally inculcated,” as Coloroso says, to brush off bullying and be strong (2015, p. 122).

Additionally, the fear of retaliation from a bully will likely keep the target from reporting the situation to an adult. A Code of Silence is instilled in the target by the fear and implied (or actual) threats of retaliation from bullies. Even if there is not a fear of retaliation, some kids believe that they are truly alone in their situation and do not think that anyone can - or will - help them. The school culture may also prevent the student from coming forward with their problems

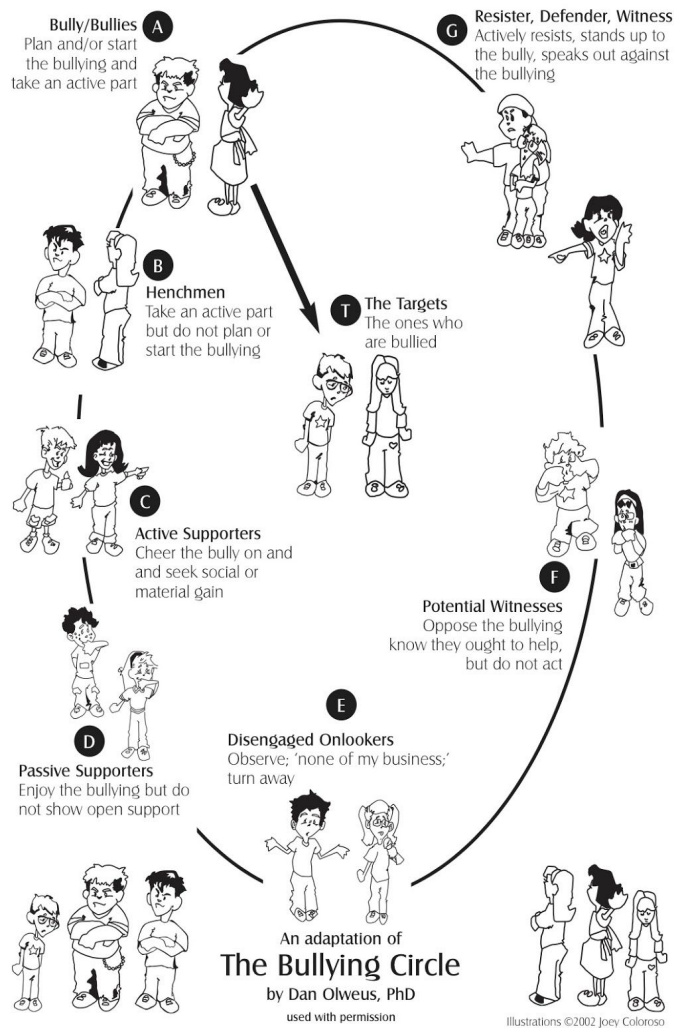
- when students believe the culture is one that ignores bullying, they are less likely to seek help (Jacobsen & Bauman, 2007, as cited in Struder & Mynatt, 2015). While a child may not outright tell an adult about being bullied, there are a number of warning signs that indicate an individual is being bullied.

A great deal of bullying occurs on school grounds. In the United States, 160,000 children miss school every day for fear of being bullied (National Association of School Psychologists, as cited in Coloroso, 2015). Taking an unusual route to school and suffering a drop in grades are two school related warning signs, as is withdrawing from school activities. There are also physical warning signs, such as having dishevelled, torn, or missing clothing, and having physical injuries that are not consistent with their explanations. Stomachaches, headaches, and panic attacks may also be a warning sign, as their body is responding to the stress of being bullied. Many people think that the people involved in bullying ends there, with the bully and bullied, but there is a third “player in the game:” the bystander.

The Bystander

Bystanders are the individuals who “aid and abet the bully through acts of omission and commission” as Coloroso says (2015, p. 140). Bystanders are not innocent when it comes to bullying; some may ignore the situation by looking away, while others may actively encourage the bully or even join in on the bullying, becoming one of the bunch of bullies mentioned earlier.

Dan Olweus created the Bully Circle, which Coloroso adapted and illustrated for her book (picture below); the Bully Circle identifies the not-so-innocent bystanders and what they are doing (or not doing) in a bullying scenario. In *Olweus’ Core Program Against Bullying and Antisocial Behavior: A Teacher Handbook*, Olweus states that the Bully Circle is a useful tool



for parents, teachers, and students to discuss ways to counteract and prevent bullying. A study from 1995 supported Olweus' observation that the majority of peers will not help their targeted classmate. This study revealed that 85% of bullying episodes had some sort of peer involvement, in 81% of episodes, peers *reinforced* the bullying, and peers were active participants in 48% of episodes; meanwhile, only 13% of episodes involved peer intervention (Pepler & Craig, as cited in Coloroso, 2015). Why are so many kids willing to join in such abhorrent behavior, or

turning a blind eye to the trouble the targeted child is in? There are several reasons bystanders have for not intervening.

Three of the four reasons that bystanders often give for choosing not to intervene stem from fear, according to Coloroso. The bystander may be afraid of getting hurt, particularly if the bully is bigger and stronger. They may also be afraid of doing something that will make the situation worse by intervening, or they are afraid that by intervening they may become the new target. While fear is the main deterrent for intervening, bystanders may not intervene because

they simply do not know what to do - they may not have been taught how to intervene or help the victim, they do not know how to report bullying, or they do not even realize that what is happening is considered bullying (Coloroso, 2015). Though these reasons may be valid, there are also many poor excuses that bystanders also give as why they did not intervene. These excuses include the bully being their friend (or the victim *not* being their friend) and the victim being perceived as a loser, freak, outcast, or simply “other” (Coloroso, 2015). The Code of Silence mentioned earlier is another excuse that bystanders have - the common phrase “snitches get stitches” comes to mind.

Of course, there are those bystanders who do intervene, casting aside the excuses and fear of being bullied, and defend the victim. Coloroso says that “the cycle of violence can be interrupted when even one person ... [stands] up” and that when a whole group of people stands up to bullying, the cycle can be broken (2015, p. 15). By introducing a program to stop bullying, the cycle of bullying in schools has the potential to be reduced.

The Bonhomie Project

Bonhomie (pronounced *bone-o-me*) is a French word, translating roughly to the good-natured, easy friendliness that a person possesses, according to Merriam-Webster (2017). As this anti-bullying program focuses on kindness and building friendships with other students, it is called the Bonhomie Project. This program is to be lead by the school counselor. Counselors will go through online training in order to understand the program and will discuss additional information about bullying that they may not have learned about in their formal education. This includes different kinds of bullying, the seven types of bullies that Coloroso describes in her book, and state laws about bullying. Training will occur online for a total of ten hours, and

though counselors are able to break up the training to work into their schedule, it is suggested that the training is completed within a week. This training will be available for middle school counselors eight weeks before school begins.

Professional development training occurs in all schools and is a good opportunity to introduce the Bonhomie Project to teachers and other staff; counselors will be involved in this training, as an expert, in order to help their fellow staff members understand the program. Faculty will be told what to expect with the program, such as how often the program will meet, what activities will be included, and what actions will be taken as a result of the program.

Additionally, the definition of bullying and types of bullying will be explained to teachers, so they know what to look for. Teachers will be asked to be on the lookout for bullying behaviors, such as aggressive acts or name-calling, in their classrooms, hallways, and cafeteria, as well as outside if students are allowed a recess period. This program will mainly focus on physical, verbal, and social bullying, as these are the types of bullying that tend to occur inside school grounds, but addressing cyberbullying is also important. According to an article by Hinduja and Patchin, if cyberbullying is disrupting the school environment, school personnel have a legal obligation to intervene (as cited in Studer & Mynatt, 2015). School policies and state laws will also be discussed during the professional development training, allowing faculty to gain more insight to the program's goals. Including teachers in the program is important, because teacher intervention is necessary in order to reduce bullying practices in schools (Jones & Augustine, 2015). Once the training portion is complete and the school year has started, the program can begin.

The Bonhomie Project would not begin until the week after Labor Day, to allow for students to settle into their new academic routines. Since sixth grade is typically the first year in middle school, students may need extra time to accommodate to the new climate and course load. This program will help include anti-bullying beliefs as part of their new routine as well. As the school year has just begun, it will be a good time for the counselor to introduce themselves to the students, not only for the program, but for any other issues or reasons students may need to meet with them for. Counselors should introduce themselves the week of Labor day, so they can talk briefly about the Bonhomie Project with the students, and the first session will begin the next week. By leading this program, counselors will develop a strong rapport with their students, ensuring that they can be a trusted adult for the students. This program will meet every two weeks in student's Language Arts classrooms, taking place of normal class for the period, until December.

Session One: Introduction to Bullying

The first session will be an introduction to bullying. Before beginning, counselors should let students know that any personal experiences or comments shared during the sessions are not to be discussed outside the classroom; confidentiality agreements may be given to students to sign, but it is not required. Students will take a survey created by GLSEN about name-calling and verbal bullying; this survey asks questions such as if they have experienced bullying, how often someone has said something cruel to another person, and how adults handle bullying incidents (2013). Once everyone has finished the survey, students will break into small groups of 3-4 to talk about what bullying is. Small groups are not going to be assigned, and there will not be assigned seating either. Students will be encouraged to change where they sit each session,

sitting with different students in an effort to ensure that no one is left out and that friendships will be forged during sessions.

After talking in groups, students will talk as a whole with the counselor about what they believe bullying is. The counselor will take notes on the whiteboard, and afterwards will give the proper definition of bullying. Students should be aware of the fact that bullying is repetitive behaviors with the intent to harm another person; one-time malicious behaviors are also considered bullying, and students should know this as well. For the next session, students should think about bullying and what they have noticed about it.

Session Two: Bullying Types

During the second session, the counselor will begin by explaining what the three groups involved in bullying are - students may be familiar with what a bully is, but may not know what a bystander is. These groups will be brought up throughout the program, so familiarizing students with the terms of bully, bullied, and bystander is important. Counselors should emphasize that there are different kinds of bullies, as well as different kinds of bystanders. Examples of how a bystander can make a difference should be included - such as including the target in their groups and activities, telling the bully to stop, or finding an adult ally.

After discussing the different kinds of bullies and bystanders, students will be told about the different kinds of bullying - physical, verbal, social, and cyber. When discussing the kinds of bullying, students should be included and asked for examples. The counselor should also use their own example, including Shane Koyczan's "To This Day," a powerful video featuring various animation styles and slam poetry, that tells his personal bullying story. After sharing this video with students, the counselor will ask for students to write their reaction to this video on

paper and turn it in at the end of the session. Before students leave, they will receive copies of R.J. Palacio's *Wonder*, a middle-grade novel about Auggie Pullman, a young boy with a genetic disorder, his first year in school, and the subsequent bullying he faces as a result of his abnormalities.

Wonder was chosen for this program because it gives good examples related to bullying, bullies, and bystanders. R.J. Palacio was inspired by the lyrics of Natalie Merchant's song "Wonder," and it is suggested that counselors play this song when introducing the book. The chorus from this song is included in the book as the prologue. This book is split into eight parts, with various perspectives. Since chapters are relatively short, students will be assigned parts to read. Before the next session, students should read part one.

Session Three: Wonder-ful

The next session will have students reading part two of the novel in pairs; this should take no longer than thirty minutes. After this, students will engage in a group discussion, with the counselor asking questions. Discussion questions can be found in Appendix A. While discussions centered around the book may not occur during every session, students will be expected to keep up with readings, and questions may be assigned for students to answer while reading. At the end of this session, students will be asked to read parts three and four of *Wonder*, and answer some questions given by the counselor; questions for each assigned part are found in the Appendix. Students should also try to perform one random act of kindness before the next session and write a sentence or two about it. These random acts of kindness can be anything from holding the door open for a stranger, to talking to someone new, to setting the table at home

without being asked. No act of kindness is too small, and that is the lesson that students will learn in the next session.

Session Four: Kindness is Everywhere

Session four will focus on kindness. This session will begin with students discussing the random acts of kindness they did, in both small groups and as a class. By focusing on kindness, students are working on ending the cycle of bullying. The counselor should bring up Mr. Browne's first precept - a quote by Dr. Wayne Dyer, "When given the choice between being right or being kind, choose kind," which sets up the theme of kindness in the novel (Palacio, 2012, p. 48). Counselors are encouraged to come up with their own precept on kindness for this session, and ask students to respond to it.

Once students have finished responding to the precept, they will participate in an activity to spread kindness around the classroom. Students will receive a piece of colored paper, and will be asked to put their name in the center of the paper. Then students will be given markers, and they will be going from desk to desk, to write something positive about the student, signing their name underneath the positive comment. This will help students build each other up and feel good about themselves, as opposed to how a bully would tear someone down. Students will pass in these papers so that the counselor can ensure that everyone participated, and if they would like to add a positive comment of their own on papers, they are welcome to do so. These papers will be passed back during the next session, by which students will have read parts five and six of *Wonder*, and answer questions pertaining to the parts.

Session Five: Roleplaying

The next session will start off with the students receiving their kindness papers so that they may keep them and look at the positive comments that their classmates made when they are feeling down. While the papers are being passed back, students will be asked to discuss their answers they made on parts five and six of *Wonder*, and discuss how they think the book is progressing and any comments they may have thought of while reading; discussions will last approximately 10 minutes before moving onto the next activity.

This section of the session will focus on scenarios that students may face regarding bullying. Students will be assigned a scene, and in groups of 3-4, come up with a way to best handle the issue. Once a solution has been made, students will write a short skit, no more than 3 minutes long, revolving around the topic and solution, assigning roles within the group, and will act these scenes out. It should take about 15 minutes for students to come up with their solutions and skits; then students will sit in their groups and perform the skits one after another, which should take about 15-20 minutes. If there is time left in class, the counselor should pass out a sheet with other bullying scenarios for students to answer on their own. If there is not time in the class period, this sheet should be assigned for homework. Students will read part 7 of *Wonder* for the next session.

Sessions Six: Making Waves

The sixth session of this program changes pace, focusing on the school as a whole, instead of the students. For this session, students will be drafting policies or rules for their school to follow pertaining to bullying. If a policy already exists in their school, the counselor should have copies of this policy printed out so students can read it, and decide how to improve on it.

This can include coming up with ideas like a “bully box,” where students can anonymously alert teachers or administrators to bullies, without worrying about consequences from said bully.

Other ideas students may develop include designing a student “bill of rights” outlining the unalienable rights that all students should have in their school, using acronyms or phrases to ensure that rules will be easily remembered, or creating an “anti-bully brigade,” where students of all grades can volunteer to monitor for bullying among their peers and report it to a teacher or administrator. Counselors should encourage students by letting them know that no idea is bad or better than another idea.

While students are coming up with ideas, the counselor will be recording them on the whiteboard or on a computer that is projected on the screen, so students know that the ideas are being taken seriously. Students will likely have many ideas, so after brainstorming, the counselor should pick a number (i.e. 5) and say that students should collectively choose the ideas that may be the most successful. These ideas may be presented to the principal and other administrators if the children want their ideas to be implemented school-wide; this will inspire a change in the school, and can potentially be adapted for other schools in the district. This session will end with an assignment for the students to take home: take one of the ideas discussed in class, and design a flyer for it, making it something that could be hung around the school. Creating a flyer will be their homework in addition to finishing *Wonder* and the questions assigned for the final session.

Session Seven: Finale

This last session will start off with one final discussion about the book, how students felt about it, and what they learned from reading Palacio’s work. Palacio has other works set in the world of *Wonder*, and a list of those books will be available, as well as other books that tackle

similar topics that students may want to read. Books by R.J. Palacio set in the same world as *Wonder* include *365 Days of Wonder: Mr. Browne's Book of Precepts*, which is filled with some of Mr. Browne's favorite precepts, or principles to live by, and *Auggie & Me: Three Wonder Stories*, which feature stories from the perspectives of the bully Julian, Auggie's childhood friend Christopher, and classmate Charlotte. Once this discussion is over, the real treat at the end of the program will be introduced.

In November 2017, a motion picture adaptation of *Wonder* was released in theaters. By the time this program will be implemented in schools, the movie will be available for home viewing. With permission from the teachers and parents, the final session of this program will take up several class periods, as students will watch the film version of *Wonder*. Counselors may choose to make this a fun end to the program by including snacks and drinks for students to consume while watching the movie. As this part of the program will likely end right around the winter break, this is a good way to end.

Follow-Ups

A week after students return from winter break, the counselor will revisit the classroom to follow up on the program. Students will be asked to discuss what they thought were the best parts of the program, and how they felt The Bonhomie Project benefited them. A small survey (see Appendix C) will be given for students in order for counselors to get written answers on how students felt about the program. The counselor will collect these surveys and look over the answers, making note of answers that may be similar so that any adjustments could be made, particularly in the first year of the program.

For the rest of the year, the counselor will meet with participants to see if they have been using the information taught during the sessions. If a child is being bullied, the hope is that they will come to the counselor now that they have developed a rapport and know how to handle bullying. These meetings can be one-on-one or with small groups, whichever the counselor feels would be most beneficial to them and the students.

Conclusion

As this paper has discussed, bullying is an epidemic that plagues the world, but there is something that can be done about it. Anti-bullying programs have proven to be useful in lowering bullying rates and bringing awareness to the topic, though many of them do not engage students in a way that they will enjoy. Involving students by allowing students to come up with their own definitions of bullying, acting out scenarios, and utilizing media that focuses on bullying immerses them in the anti-bullying program, making it more likely that they will retain the information they have learned.

The Bonhomie Project does just that: by using R.J. Palacio's award winning middle-grade novel, *Wonder*, students will see how bullying can affect not only the target, but the family and friends. Students will be engaged in the learning process as they read *Wonder*, holding group discussions and ending the seven-session program with the movie adaptation of the novel. Additionally, students will be able to affect change on a larger scale as well, by creating or revising policies pertaining to bullying in their school. The students will also partake in roleplaying scenarios to help them come up with ways to stand up to a bully.

With the Bonhomie Project in place, students will learn that if they are being bullied, they are not alone. They will develop a rapport with their classmates and counselor, and know that

there are proper ways to deal with bullying. This program will hopefully lessen the amount of bullying seen in schools, leading to a safer learning environment for all.

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Appendix A

Discussion Questions for Session Three

Bullying entails three key elements: an intent to harm, a power imbalance, and repeated acts or threats of aggressive behavior. **Can you think of examples so far in which Auggie is being bullied?**

(Julian purposefully tripping Auggie in the hallway on p. 30)

(Students treating Auggie like he has the Plague on p. 61/62, 71/72)

We've talked about bystanders—those who witness bullying. They have more power than they think to stop it. **What is an example of someone being a bystander while Auggie is being bullied?**

(Summer choosing to sit down with Auggie at the lunch table on p. 53)

Why do you think Summer sat with Auggie? Later in the book, we get to see Summer's perspective. Keep this question in mind when we get to this section.

Would you sit with Auggie if you saw him sitting alone?

When Auggie comes to school dressed as the Bleeding Scream, he overhears Jack talking badly about Auggie. Auggie feels horrible. **Why do you think Jack said this? If you were Auggie and you heard this, how would you respond?**

Via says "I'm always going to be the sister of a kid with a birth defect; that's not the issue. I just don't always want to be defined that way." (p. 91) **What do you think she means by this?**

While Auggie is dealing with Jack's betrayal and issues starting middle school, Via is starting high school. **What issues is Via facing?**

Appendix B

Questions for Homework

Parts 3 & 4

Summer goes to a Halloween party and is uncomfortable by the other kids making fun of Auggie. She says “I was smiling but I didn’t feel like smiling” (p. 122). Why do you think she was smiling if she didn’t want to?

Think about the phrase “don’t judge a book by its cover.” Do you think that Jack judged Auggie based on his looks before he got to know him? Was this good or bad? *Look at the chapter “Four Things” when answering this question.*

Jack is suspended for punching Julian, and we see a series of emails between Mr. Tushman, Julian’s mother, and Jack’s parents. We also find out that Julian’s mom photoshopped Auggie out of the class photo. Think back to what Auggie’s mom said about the Albans on page 67 - “the apple doesn’t fall far from the tree.” What does this mean? Who is the apple in this case, and who is the tree?

Parts 5 & 6

In Justin’s part, he meets Miranda, who tells him that she used to be close with Via and Auggie. She says “the universe was not kind to Auggie Pullman” (p. 201). What do you think she meant by this?

Auggie says that he and Jack were receiving mean notes in their lockers, but that they were not going to report it because they were sending funny notes back. Why do you think they chose not to report that they were being bullied?

Part 7

During Part 7, we see Miranda’s version of the end of her relationship with Via. On opening night of the school play, Miranda fakes being sick and allows Via to be the lead. Why do you think she chose to do this?

After the show, the Pullmans invite Miranda to join them for a late-night dinner to celebrate, and Via tells her to come. Do you think Via and Miranda became friends again after this?

Part 8

While on the nature retreat, Auggie and Jack run into older bullies. How do Amos, Miles, and Henry protect them? How does this experience change the way Auggie is treated at school?

Think back to Auggie in the first few chapters - how would you describe him then? How would you describe him now, at the end of the book? Do you think any experiences or episodes had an effect on his personality and how it developed? If so, how?

At the end of the year, Auggie receives the Henry Ward Beecher medal, for displaying courage, kindness, friendship, and character. Can you list some examples from the book where Auggie exhibits these qualities? How do his classmates react when he receives the award? Why is it significant that Auggie poses for pictures after the ceremony with his friends?

Appendix C

Post-Program Survey for Students

1. Did you enjoy participating in the Bonhomie Project?
2. What was your favorite part of the Bonhomie Project?
3. Throughout this program, we read the book *Wonder* by R.J. Palacio. Did you like reading this book? What lessons did you learn from reading this book?
4. Were the discussion sessions helpful for you to understand the book better? Were the take home questions helpful and easy to answer?
5. The Bonhomie Project uses different activities such as roleplaying. Did you have a favorite activity? Why was it your favorite?