

How to be a Good Friend.



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Data Sources

- Bullying is often influenced environmentally and by other social factors. Bullying impacts the classroom as a whole and every student has a role (Longobardi, 2019). Meaning a student is either a bully, victim, or a bystander. Most children have "antibullying attitudes" but a high number of students do not take action against bullying (Thornberg, 2021).
- Discipline data reveals that bullying is occurring. However, not all bullying incidents are reported by school personnel properly and that data, as a result, is unknown.

Needs Assessment



- 3 classroom teachers reported inappropriate language, bullying, and disrespect towards others in their classroom.
- 2 parents had emailed the school counselor about bullying incidents in their child's classroom. One where the student did not want to come to school.
- Discipline data revealed an increase in referrals in the 1st-3rd grade levels.
- School climate survey score was low.

Possible Unseen Needs in Classroom

- Not all bullying is reported. Since there are multiple reports of bullying, one can assume that there is a high chance that there is more bullying happening in a classroom that is not documented.
- If a student is not a victim or a bully, they are a bystander.



The Lessons

1. Taste Your Words (Read Aloud, Discussion, Activity)
2. Positive Affirmations (Video, Discussion, Activity)
3. Self-Awareness (Video, Discussion, Activity)
4. Teacher Thankfulness (Discussion, Activity)

Name: _____



Topics of Discussion

- How to stand up for bullying properly and who to tell.
- What words are appropriate and what words can cause harm to others.
- How your actions effect others.
- Ways to give positive affirmations to others DAILY and WHY.
- Appreciation for teacher and adults who are there to help you succeed and keep you safe at school.

AIA Alignment



- Counseling Prevention and Intervention
 - Bullying
 - Proactive positive communication skills
 - Awareness of self
- Diversity and Advocacy
 - Respect for others
 - Appreciation of differences



ASCA Mindsets and Behaviors

(M.2) Sense of acceptance, respect, support and inclusion for self and others in the school environment

(M.3) Positive attitude toward work and learning

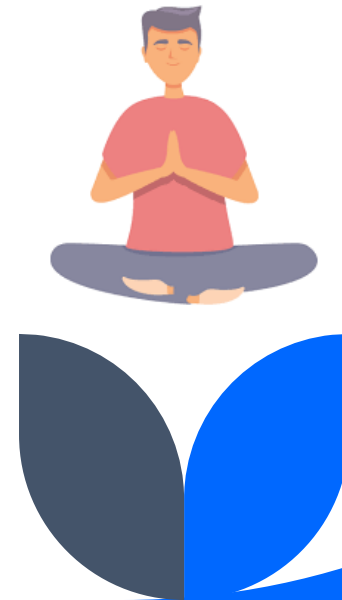
(B-SS 2) positive, respectful and supportive relationships with students who are similar to and different from them

(B-SS 3) Positive relationships with adults to support success, (B-SS 10) cultural awareness, sensitivity and responsiveness

(B-SMS 1) responsibility for self and actions

(B-SMS 2) self-discipline and self-control

(B-LS 4) self-motivation and self-direction for learning.



Cultural Sensitivity

- Topics of lessons seek to educate students on how and why to value differences amongst themselves.
- Kind word and self-awareness practices will promote a caring positive, conscious and safe classroom environment.
- Respect and appreciation for teachers.

I love my teacher because...

Writing Prompt/Write (1 per student)

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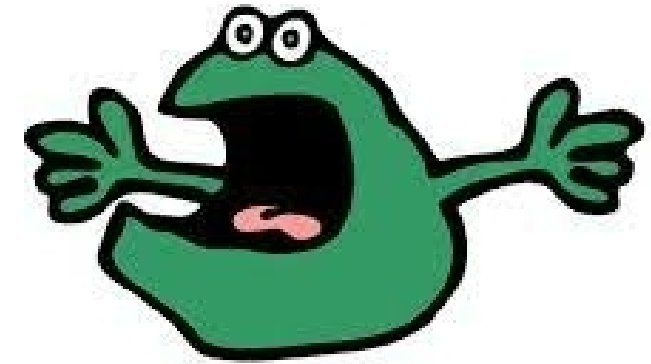


Evaluation

- There was only one teacher reporting some bullying in their classroom.
- No parent emails after the start of the program asking the counselor to address an issue in that classroom.
- Unable to determine the changes in discipline referrals.
- At the end of lessons, students would report any changes in their classroom climate. In the form of a worksheet, group discussion or activity. Negative changes were asked to be brought up to the counselor individually, which was rare.

Students' Response to Lessons

- Students reported they felt safer in their classroom.
- Students who were bullied previously felt that other students were being nicer to them.
- Students reported that they felt safer telling an adult about bullying.
- Students reported they know WHO to tell when they see bullying.
- Students began to properly embrace role of bystander and were able to tell a student when something another student said was wrong or inappropriate.



WHAT DO I DO
Now?

Areas to Improve

- Length of program would allow for more change and more data to prove change. Such as the next climate survey.
- More concrete way to measure change more consistently, given the short length of the program.
- Would have done program additionally with another classroom that is in great need of these lessons.

References

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