

## **Project Title:** Nurturing the Culture of Wellbeing in Schools

### **Project Description:**

When children interact with each other, conflicts sometimes arise. When it is normal conflict, it will be easier to solve; however, in some cases, the conflicts persist and are targeted to certain individuals. This is when the conflicts have become “bullying”.

As school teachers, administrators or educators who deal with children, oftentimes we spend endless hours to listen to reports of bullying, investigating and trying to solve the problem. When the

conflicts fall into the category of “bullying”, the impact is very serious to the well-being of the child bullied.

Better than solving the problem, it is better to prevent it from happening. This project is to prevent bullying from happening in the school by conducting bully prevention classes using the CBT (Cognitive Behavioral Therapy) Approach. I believe the culture of the school also plays a major role in this. Our school will first train a number of teachers who are passionate in students’ well-being, including school counsellors and the principal. These trained teachers will then run the bully prevention classes. Questionnaires will be given to students before and after the bully prevention classes to measure the effect of such programme. After our school has done it, we will raise the awareness of this issue and spread it with the community by hosting bully prevention trainings.



### **School/Institutional Context**

Location: [Pantai Indah Kapuk, North Jakarta](#)

Levels: [Early Childhood – Primary – Secondary](#) (*since I am a Primary Principal, my project will be done in my unit*)

Student Population: [1323 \(Primary\) – around 2400 for the whole school](#)

Staff Population: [130 \(Primary\)](#)

Year School founded: [2011](#)

Type: [SPK \(Satuan Pendidikan Kerjasama\) – Private](#)

### **Transformational Action Plan** (Situation-Option/s-Solutions) [approximately 800-1000 words]

Bullying cases do happen in any place where people interact. Not only in children’s world but also in adult’s world.

Bullying comes in many different forms:

- Physical (any form of hurting)
- Verbal (name calling, insulting and the like)
- Cyber (the use of social media or internet to shame/intimidate others)
- Social (exclusion someone from certain circle of social relationship)

Worse is when many took the "children will be children" attitude toward the problem. Victims of bullying may resort to different mechanism to retaliate or release the “stress” of being bullied. They often feel

frustrated, depressed and might be suicidal. School violence cases - including the Columbine school shooting tragedy - highlight the serious and sometime deadly consequences of bullying behavior. (<http://www.apa.org/research/action/bullying.aspx>). Another story about victims of bullying is Seung Hui Cho, a shooter of Virginia Polytechnic Institute and State University. Throughout high school, he was bullied for his shyness and unusual speech patterns. According to Chris Davids, a high school classmate in Cho's English class at Westfield High School, Cho looked down and refused to speak when called upon. Davids added that, after one teacher threatened to give Cho a failing grade for not participating in class, he began reading in a strange, deep voice that sounded "like he had something in his mouth." While several students recalled instances of Cho being bullied and mocked at Westfield, most left him alone and later said they were not aware of his anger.

Bullying is also quite common in the relationship or circle of young children. In this modern era of technology, it even gets worse. If in the good old days, victims of bullying may arrive at a "safe zone" (home) during certain time of the day, in this era, bullying does not stop when school is over. With the presence of technology, bullying can also be done through social media, text application and so on and so forth.

A 2001 study by psychologist Tonja Nansel, PhD, and colleagues involving more than 15,000 U.S. students in grades six through 10 found that 17 percent of students reported having been bullied "sometimes" or more often during the school year. Approximately 19 percent said they bullied others "sometimes" or more often and six percent reported both bullying others and being a victim of bullying (<http://www.apa.org/research/action/bullying.aspx>).

The good news is, the majority of the children's population is not BULLY or victims of BULLY. They are simply the silent majority, the bystanders who witness and see the bullying cases happening in front of their eyes and probably do nothing with it. Perhaps out of fear or simply do not want to be involved in such difficult situation.

In this project, we believe that the culture of an institution/ school plays a major role in shaping the behaviour of the individuals within. "What you think will become". Bullying can be prevented by empowering the bystanders/ silent majority to take action and somehow change the culture of the school. Through conducting regular bully prevention classes in the school, using the Cognitive Behavioural Therapy approach, children will be facilitated using the A-B-C (Activating Agent – Belief – Consequences) paradigm to elicit the dysfunctional thinking and instill the 'correct' thinking to the mindset of these children.

Prior to this, teachers/ trainers who will conduct regular bully prevention classes should understand the 'root problem' or the 'underlying reason' of this case. Boys bully and girls bully are also very different in its nature; therefore, should be addressed specifically.

We are committed to promote students well-being and when our school has become a center of student wellness, we shall spread the awareness to other schools and teachers in the community. This can be attained through conducting bully prevention classes, not only to our teachers but with other teachers as well. We believe that the purpose of education is to educate the young minds so that they will become future global citizen who will bring positive influence to the society in the future. Their self – esteem is very important to build and will be an asset to them when they reach adulthood. When we want our children to be good and living in a safe environment; we had better ensure that everyone has the awareness and to stand up against bullying as well as preventing it can be one solution.

## Gantt Chart (Actual Implementation of TAP) [approximately 100-150 words]

Transformational Action Plan Gantt Chart																
Transformational Action Plan (TAP):	Bully Prevention Classes using the Cognitive Behavioral Therapy approach															
Vision:	"To increase students' wellbeing"															
Key Performance Indicators (KPIs)	<ol style="list-style-type: none"> <li>1. The assertiveness of students (silent majority) increase</li> <li>2. The number of bullying cases goes down</li> <li>3. Some students who are 'bullies' change their behavior in result of the change in their thinking.</li> </ol>															
Goals/Objectives	March				April				May				June			
	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4
Finalisation of TAP																
Literature review (What theories guide your project?)																
Obtaining approvals from relevant stakeholders																
Implementation of intervention (How will TAP address the situation?)																
Measuring the impact of TAP using KPIs																
Preparing Final Report																
Finalising Critical Reflective Portfolios																

## Evidence of Transformation (As output and outcomes of TAPs) [approximately 1000-1500 words]

After conducting the bully prevention classes, we measure the impact by giving the questionnaires to students and ask for their opinion.

We were able to gather 416 responses from our Primary Students (Female = 224, Male = 192)

Herewith, I am attaching the TRUE unedited answers of the students:

What Have You Learned from this Bully Prevention Lesson?
<ul style="list-style-type: none"> <li>• Do not bully</li> <li>• Be kind to all people</li> <li>• That if you bully someone they will feel hurt and since I have been bullied, I know what it feels to be bullied</li> <li>• I learned that bullying is a bad thing and we have to stop it immediately</li> <li>• I learned that people bullied someone because they are jealous</li> <li>• I learned that people being bullied are experiencing a whole lot of hardships and I have promised myself to never bully anyone ever again in my life, and I also learned that we also need to help the bullies because they might bully people because they can't have fun at home or their family is probably messed up.</li> <li>• Not to bully people and if people bullied you, you have to report to someone near you or report to the teacher.</li> </ul>

## What do you think our school should do to stop bullying?

- Put more bully prevention lessons
- Convince them by showing bullies how it feels to get bullied themselves
- Create some type of secret cooperation group to stop bullying. Choose trusted people who had once got into bullying
- Make more rules about bully prevention
- Give an award to the person who has stopped bullying
- The teachers should give more attention when students report about bullying and let the teacher
- Give them time to reflect on their mistakes and talking it out with the students.

## Is there anything else you want to share about bullying?

- Sometimes a person might say it is bullying but actually that person is just too sensitive
- Nope. It is a long story. Thanks
- Bullying is bad and if all persons stop bullying, the bullying will stop and there is peace. 1 person can make a difference.
- We should stop bullying. Good luck for stopping bullying. I will support the school for stopping bullying.
- Don't pressure the victim of bullying into admitting that they had been bullied before because you are making them feel bad. When they explain about the bullying, they will eventually remember the bad times.

Those were some responses recorded in the survey. We are glad to see the students being able to understand what is bullying and gets some benefits from the bully prevention classes. Some of the outputs are also in the form of posters that the students create.

Attached are the samples:



After a series of bully prevention classes conducted in our school, we have come to a decision to spread the awareness to the schools in the community. Through joined effort, we were able to conduct a workshop for teachers and counsellors in our school.

**Bullying is a serious issue faced by children and adults. As educators, we often witness bullying cases in school. Through this workshop, educators will find out the underlying reasons why children bully, and more importantly how it can be prevented. Get the opportunity to practice bully prevention in this 2-day workshop.**

The workshop will be helpful for counsellors, principals and educators who are passionate about nurturing the well-being of students in their schools.

**9 - 10 Aug 2018**  
8 AM - 5 PM  
Tzu Chi Primary School - Pantai Indah Kapuk.  
Deadline of registration: 2 Aug 2018

**Training will be done in Bahasa Indonesia.**

**Investment:**  
IDR 985.000  
(Includes the book "Why Children Bully", morning and afternoon snacks, lunch, and certificate)

**Payment:**  
0022435687 - Sinar Mas Bank  
Yayasan Budha Tzu Chi Wiyata

**Hanie Muliani, M. Psi, Psikolog**  
Child, Teen & Educational Psychologist,  
Certified Parent Effectiveness Training from Gordon Training International & The Effectiveness Training Institute of Australia Ltd, Certified NLP Practitioner, Bully Prevention Consultant

**Day 1 :**

- Understanding Bullying
- Why Boys Bully
- Why Girls Bully

**Day 2 :**

- Demonstration of Bully Prevention Lesson for Boys
- Demonstration of Bully Prevention Lesson for Girls

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## Critical Reflections (Lessons learned, future plans) [approximately 1000-1500 words]

This far, we have only reached to this point to increase the awareness of bully prevention. The workshop we offered to different schools have generated positive feedbacks.

### What we learned from this:

- ABC paradigm (the Cognitive Behavioural Therapy approach), similar to other psychological method is not a 'straight to the point' method. Oftentimes, the result of the treatment/ approach is not visible instantly. People might feel that it is a waste of time and prefer to use a 'straight to the point' method; whilst, a lot of bullying problem has a 'root problem'.
- Bully Prevention Classes do need enough time to execute. For some schools, some effective teaching hours need to be taken in order to make room for this bully prevention class. Suggestion: most schools have character building classes or citizenship. School can use these available periods to address the social problems or preventing them rather.



- To equip school leaders/ administrators to see whether bullying cases take place in the school; because, some teachers/ school leaders probably cannot detect whether such cases take place in their institution. When they realize the bullying cases, normally the problem has become quite big.
- Bully Prevention Classes are effective to prevent bullying from happening and transforming the culture; however, through this session, we also find out that there were cases of bullying happening in the school. Some are considered quite severe and serious; therefore, it will need special treatment.

***Future Plans:***

- Selected individuals who are committed to prevent bullying from happening will spread the awareness to other community. We can propose this topic to certain community's gathering or seminar/ workshop.
- We will continue to host bully prevention workshops in our school.
- We will closely monitor and follow through with the continuation of this program because consistency is important to transform a school culture. We will build a culture of caring and safe school which everybody is empowered to stand against bullying and to take action when such cases are witnessed.