I don’t want to be his partner…
He’s not my friend

Alyssa Rumbaugh
2007-2008 Intern: Lemont Elementary School
Second Grade
acr5002@psu.edu

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Table of Contents

Context of Classroom.................................................................3
Wonderings and Questionings......................................................4
Rationale.....................................................................................5
Data Collection...........................................................................6
Explanation of Findings..............................................................8
Future Implications.................................................................12

Appendix A- Inquiry Brief
Appendix B- Annotated Bibliography
Appendix C- Student Involvement With Conflict
Appendix D- Student Survey #1
Appendix E- Student Survey #2
Appendix F- Parent Survey
Appendix G- Students’ View On Bullies
Appendix H- Morning Greeting
Appendix I- Sticky Notes
Context of Classroom:

I have been granted the exceptional opportunity to student teach in a second grade classroom, over the course of the year, through the Professional Development School Program at Penn State University. The internship is unique in that Penn State and the State College Area School District work through a partnership to produce successful future teachers. I have been fortunate enough to student teach at Lemont Elementary and have been blessed with wonderful students.

This inquiry takes place in a second grade classroom consisting of 19 students, 10 boys and 9 girls. The classroom includes three African American girls, one Asian boy, one Puerto Rican boy, one Native American boy, six Caucasian girls, and seven Caucasian boys. The classroom has several advanced students and several students who need academic support. Not only is the class diverse racially and academically, but also is very diverse when it comes to their personalities.

The difference in personalities occasionally creates tension in the classroom and hurt feelings. Although each child is different, most of the students’ personalities work well together. However, four students in particular, have difficulty socializing and disrupt the classroom atmosphere. For example, one student has a very negative attitude and will say things such as, “I don’t like this person, and I don’t want to work with them.” This leaves the other student with hurt and embarrassed feelings.

Another student has very low self-esteem and has trouble getting along with other students. She tattles on people constantly and is very emotional. This makes students not want to be around her when she tattles on them. There are several other students that
manipulate the class atmosphere and I am hoping to figure out ways to address this issue.

Although one of our values as teachers is to create a strong community environment, it is one of the hardest challenges we will face.

**Wonderings and Questionings:**

The main wondering of this inquiry is: what are the best ways to build/encourage community with my 2nd grade students given some challenging individual behaviors? I had noticed a few of my students having a lot of trouble with teamwork and cooperation. Several students in particular make it more challenging for the group as a whole to get along and work well together. I have seen students get their feelings hurt when it comes to working in pairs and have witnessed some students feeling as though no one wants to play with them or be their friend.

With community building being a strength and a value of my mentor’s, I am wondering why a few students can set the tone for the rest of the class and what I can do to correct this problem. I am wondering if enhancing the classroom community, as a whole class, will change the behaviors and interactions of other students. Under the main wondering of my inquiry emerged many sub-wonderings that I wanted to clarify.

**Sub-Questions:**

- Do students recognize when they are being bullied or when a classmate is being bullied?
- How does community building effect student excitement towards school?
- In what ways does community building enhance the comfort level for students in the classroom?
In what ways does community building enhance friendships in the classroom?

Rationale:

With community building activities already established in the classroom, such as sharing time, partner activities, and group exercises, I am pondering why it is not effective for certain students.

Recently, during one of my science lessons, I observed and took note of a group of students who simply could not cooperate with one another, leaving a little girl in tears. I want my students to work with one another, so that they can enjoy the lessons. I hope to find out what activities work best for building a community, and what effects the enhanced community has on my students.

As a teacher, the first part of being successful is creating a successful environment for the students to learn and enjoy. If a teacher cannot create this, then he or she is not going to have successful students. Knowing that I am going to have a classroom of my own next year, I want to know how to create this community, so that I will have a solid foundation for when I begin my teaching of content knowledge. The community is the most important part of establishing a learning environment, and this inquiry will help me to create this.

Data Collection:

The initial step to complete the inquiry was to collect data on the classroom community. In order to do so, I collected information through observations, student surveys and interviews, parent surveys, and through a positive and negative box. For a
month and a half, through the various collections of data, I was able to gather information to further my inquiry process.

I observed the students throughout the day during both structured and unstructured times. Whenever a student acted in a disrespectful way to another student, I wrote down the date, the interaction on a sticky note, and described the scenario that took place. During my full time teaching, my mentor took the initiative to assist me on this observation process and recorded notes for me (see Appendix I).

Student surveys were used to get a sense of how the students felt about their classroom community. Some questions asked were: “Do you sometimes think you do not have any friends?” “Have you ever been bullied at school?” “Have you ever bullied someone?” Some of the surveys were anonymous and conducted privately to hopefully increase the amount of honesty within the data.

Another form of student survey was a post implementation survey. For example, after implementing the morning greeting into the morning routine, I surveyed the students on their opinion of the morning greeting. I wanted to know if the students enjoyed the greeting and whether or not it was beneficial to the classroom community. Some questions asked were: “Do you enjoy morning greeting?” “Does the morning greeting help you feel more comfortable with your classmates?” “Is the morning greeting a nice way to start the day?” Post implementation surveys gave me an idea as to whether or not my intervention was successful in impacting the class in a positive way.

A parent survey was given to use as a comparison with the data collected from the students. I wanted to see if the parent data matched up with the student data. I felt that this was important because students may go home and complain to their parents about
being bullied in the classroom, where as they may not feel as comfortable bringing up the
issue in the classroom. Some of the questions asked were: “Does your child ever talk
about other students in the class?” “Does your child ever say he or she has no friends?”
“Does your child ever complain about being bullied at school?” The survey was
anonymous, as I did not want it to have any effect on the feedback.

In addition to the surveys, in order to collect valid data, I interviewed some of the
students during guided reading. The students and I were reading a book about a little boy
who was being bullied. During a discussion of the book, I asked the students if they have
ever seen someone in the class act mean to someone else or hurt a classmate’s feelings.
The discussion helped me get a better idea of what the students were thinking about the
amount of bullying in our classroom and whether or not they were aware of it.

Another form of data collection was through a positive and negative box. The
positive box is a box where the students write things that their classmates do to make
them feel happy. For example, one may write, “Student A told me I have good
handwriting.” The objective for this data collection was to see if the students recognize
positive interactions between one another. The negative box is for students to write
comments about things that their classmates do to make them feel sad. The purpose of the
negative box is to decrease tattling and to learn more about the conflicts in the classroom.
The boxes were used to compare whether more negative interactions were occurring over
positive, or vice versa.

After collecting all of my data, I read through it multiple times to clarify patterns
within the data. The data analysis process was very useful when it came to creating
claims and provides great evidence for my inquiry.
**Explanation of Findings:**

After analyzing my notes in great depth, I noticed patterns within the data. Some of the patterns were rather surprising; whereas other patterns were more expected. From these patterns, I was able to develop claims, which are supported by evidence.

The first pattern indicated by the data was that 92% of the incidents occurring in my classroom, that disrupted the community, involved four students. Although I realized this before conducting my data collection, I had no idea that the percentage would be so high. Student A was involved with conflict 32% of the time, student B was involved 24% of the time, student C 24%, and student D 20%. The remaining students in the class were involved with conflict 8% of the time (see Appendix C). From analyzing this data, one can safely claim that although the majority of the classroom community tends to get along, individual students can impact the classroom community significantly in a negative way.

With data representing the fact that four students in particular influence the classroom community, I wanted to see if the students felt the impact themselves. It was because of this that I gave two student surveys, (see Appendix D and E) and one parent survey, (see Appendix F). Surprisingly, the results were not what I thought they would be. Eighty-nine percent of the students said they had never been bullied and 100% said they had never bullied anyone. After reading these results, I did not know how this was possible because I had observed, on more than one occasion, students in my class being bullied in one way or another. The data differentiated from what I had observed, so I wanted to investigate it a little further.
To determine whether or not my observations were just an inaccurate interpretation of the situations, I decided to collect information from the students in different ways. I surveyed the students again through open-ended questions, (see Appendix E), interviewed a few of them, and started a positive and negative box. Once again, the results from the data collection allowed me to create claims that are backed up by thorough evidence.

**Through examining the data, one can claim that the students do not understand the extent of the word bully and all the categories that fall under bullying.** The first two surveys given indicated that the majority of students were not being bullied. However, from the positive and negative box, interviews and through open ended questions, it was very clear that students feelings were being hurt due to students disrespecting others and treating one another in a mean way. For example, students were writing in the negative box, things that their classmates do to make them feel sad. The comment below is a perfect example of what the students would write in the box.

(I don’t like when Student A be’s mean to me and other people)

According to Wikipedia, “Bullying is the act of intentionally causing harm to others, through verbal harassment, physical assault, or other more subtle methods of coercion such as manipulation.” According to my survey, students do not see verbal harassment or manipulation as a form of bullying (see Appendix G). Many students
described bullies as mean people who hit or punch. Some students mentioned verbal harassment along with physical harassment and one student said he did not know. No student mentioned all categories, proving that students do not have a full grasp of what falls under the category of bullying. Students respond better to questions such as, “Have you ever been picked on, or has anyone ever hurt your feelings?”

From the data, I was able to conclude that students were being hurt by others, and because of this, I wanted to implement community building interventions. The community building interventions I established were, Morning Greeting, Star Student, Positive Box, Classmate Interviews, and Mail Call. The objectives for the interventions were to increase the student comfort level with one another and to create a more positive atmosphere.

**Through conducting community building activities in the classroom, one can claim that community building interventions truly do help to increase the comfort level of students.** After introducing morning greetings to the students and then completing them for several weeks, I surveyed the students. Over half the students felt that morning greeting made them feel more comfortable in the classroom, and that morning greeting is a nice way to start the day (see Appendix H). This was also confirmed through the observations I made during morning greeting. The first few times we completed morning greeting, the students were uncomfortable and laughed every time they shook their classmates hands. After about a week, the laughter went away and the students were able to say good morning to one another without feeling uncomfortable.

**Yet, another claim one can make is that community building enhances friendships in a positive manner.** For example, another intervention the students had to
complete was an interview with another classmate. The students were given fourteen questions to ask their classmate and then they shared the results with the class. One little girl, who does not have many friends, was very excited by this and said with a smile on her face to her classmate, “Hey, we have something in common.” The entire objective for this intervention was to help the students see the similarities they have with students who they may not have thought were their friends.

**Lastly, the star student activity enhanced not only friendships in the classroom but smiles as well.** The star student is an activity in which one student randomly gets selected to be a star student. At the top of the poster, the student has to write what they like about him or herself. The other students then write what they like about the star student.

I have one student who is very negative and has difficulty complimenting others. I wanted to observe what he chose to do during star student and whether or not he would write on his classmates’ posters. He refused to write on the first two posters saying he did not want to. I told him that he did not have to but that his classmates may then choose not
to write on his. Because he refused to write on others’ posters, I wanted to see what would happen after he became star student. I made him the third star student and his classmates eagerly wrote on his poster. The test was to see if this would make him want to write on others. Surprisingly enough, he ran up to the fourth star student’s poster and wrote, “I like ______ because she is a good friend.” The intervention was successful in getting him and others to compliment their classmates.

Although the community building activities had a lot of positive outcomes, my main wondering is still curiosity. The community building activities were not completely effective for the four students I was targeting. The four students still continue to create disruptions within the community. Although it did not fulfill the objective completely, community building is a slow process. One could claim that perhaps I did not have enough time to observe a complete turn around or perhaps more individual interventions needed to be done. Either way, I am left wondering what else I can do to make the environment even better?

**Future Implications:**

One of the most important aspects of teaching is creating a comfortable community environment for the children to learn. The community created in the classroom is one of the most crucial parts of school because if it is not safe and enjoyable for the students, they will not be able to learn properly. This community must be established before school begins, and maintained throughout the school year.

Before school begins, it is important to create an environment that is going to be comfortable for the students to learn. For example, one must set up his or her classroom
in an efficient way. I believe strongly that socializing is an important part of school in that students form friendships and learn from one another.

To ensure an environment where students can socialize in a carefree, safe environment, I plan to educate my students about what it means to be a bully, experiment further with community-building activities, and determine the effectiveness of individual interventions.

I plan to educate my students on the full capacity of what it means to bully someone for multiple reasons. The students may not be aware that they are bullying a classmate because they are not familiar with the meaning of the term. Students are unable to recognize bullying; therefore, they are unable to seek help to stop it. If students are more aware of what it means to be a bully, perhaps it will decrease the amount of bullying.

I also plan to continue the community building interventions I have implemented to see whether or not it becomes more effective for those four specific students over time. Due to the lack of time, I feel I have not had as much of a significant outcome that I could have. Because of this, I plan to continue this study further, to hopefully see even more changes.

Lastly, I am left wondering if individual interventions work better than whole class interventions. Although the interventions had great effects on the class as a whole, I am wondering if the addition of individual interventions are needed, given some challenging individual behaviors. This is something I plan to continue to inquire about, as I feel that building a strong classroom community is the most essential part to becoming a successful teacher.
As a teacher, it is important to always maintain a community in which the students feel safe and comfortable. It is important to introduce this community in the beginning of the year, establish it the first two weeks, and continue it throughout the year.
Appendix A

Alyssa Rumbaugh
Inquiry
February 13, 2008

Brief:

I don’t want to be his partner…He’s not my friend.
What are the best ways to build/encourage community with my 2nd graders given some challenging individual behaviors?

Context:

This inquiry takes place in a second grade classroom consisting of 19 students, 10 boys and 9 girls. The classroom includes three African American girls, one Asian boy, one Puerto Rican boy, six Caucasian girls, and eight Caucasian boys. Not only is the class diverse racially, but it also very diverse when it comes to their personalities. The classroom has several advanced students and several students who need academic support. The difference in personalities occasionally creates tension in the classroom and hurt feelings. Although one of our values as teachers is to create a strong community environment, it is one of the hardest challenges we will face.

Rationale:

The mission of this inquiry is to find out the best ways to build/encourage community with my 2nd graders given some challenging individual behaviors. Recently, I had noticed a few of my students having a lot of trouble with teamwork and cooperation. Several students in particular make it more challenging for the group as a whole to get along and work well together. I have seen students get their feelings hurt when it comes to working in pairs and have witnessed some students feeling as though no one wants to play with them or be their friend. My mentor also received an email from a concerned parent and a phone call from another about how other students in the class are treating their child.

With community building being a strength and value of my mentor’s, I am wondering why a few students can set the tone for the rest of the class and what I can do to correct this problem? With community building activities already established in the classroom, such as sharing time, partner activities, and group exercises, I’m still pondering why it is not effective for certain students. For instance, one student has a very negative attitude and will say things such as, “I don’t like this person, and I don’t want to work with them.” This leaves the other student with hurt and embarrassed feelings. Another student has very low self-esteem and has trouble getting along with other students. She tattles on people constantly and is very emotional. This makes students not
want to be around her when she tattles on them all the time. There are several other students that manipulate the class atmosphere and I am hoping to figure out ways to address this issue.

Recently, during one of my science lessons, I observed and took note of a group who simply could not cooperate with one another, leaving a little girl in tears. I want my students to work with one another, so that they can enjoy the lessons. I hope to find out what activities work best for building a community and what effects the enhanced community has on my students.

As a teacher, the first part of being successful is creating a successful environment for the students to learn and enjoy. If a teacher cannot create this, than he or she is not going to have successful students. Knowing that I’m going to have a classroom of my own next year, I want to know how to create this community, so that I will have a solid foundation for when I begin my teaching of content knowledge. The community is the most important part of establishing a learning environment and this inquiry will help me to create this.

Question:

What are the best ways to build/encourage community with my 2nd graders given some challenging individual behaviors?

Sub Questions:

• How does community building promote more productive workers?
• What community building activities work best?
• How does community building effect student excitement towards school?
• In what ways does community building enhance the comfort level for students in the classroom?
• How does community building enhance the amount of work time?
• In what ways does community building enhance friendships in the classroom?

Data Collection:

• Parent Surveys
  The parent surveys will be used to gather data on the excitement levels students hold when it comes to attending school, how comfortable the child feels at school and if the child feels they have friends. I want to know if some children are going home and telling their parents that they do not have friends at school and they do not want to go. Or, on the other hand, if their child loves school and can’t wait to attend school. I plan on conducting a parent survey before I begin implementing the community building activities and towards the end to compare the results.
• Student Surveys
I plan on using student surveys to see if the students feel accepted and comfortable in the classroom. I want to compare the survey results and hopefully see an increase in the students’ comfort levels and the acceptance they feel with friendships. I hope to find a pattern from these surveys that will help me determine why the students who have challenging behaviors act the way they do.

- Weekly Journaling
  I plan on using a journal to keep track of incidents that may occur in the classroom or to write down quotes I hear students saying. I also plan to note whether certain community building activities are productive and why or why not. The journal will be a great way to keep track of the productivity of the students and whether or not it is enhancing due to the community building activities. I want to track whether or not the students are more productive because they get along better and spend less time arguing.

- Literary Data (Scholarly Journals, Books, Manuals) Community Building Interventions
  I plan to use the literary data to help me create community activities that can be implemented into the classroom. I will use scholarly journals, books and manuals to research my topic and compare my results to what others have already studied. –Compare results to baseline information from journals?

- Student Interviews
  Student interviews will be used to determine how comfortable students feel in the classroom. I plan to ask students if they feel as though they have friends in the classroom, what they do not like about the classroom community and how to improve the community. Interviews with the students will help catch the emotion in the voice and face and will be another way to record the changes in the community due to the activities being implemented.

Estimated Timeline:

**February 18-22**
- Student Survey (Five Questions)
- Journaling (Take notes about incidents where students do not get along)

**February 25-29**
- Parent Survey
- Journaling

**March 3-7**
- Interviews with students (Record using iMovie or Garage Band)
- Compile first community building intervention
- Write predictions as to whether or not the intervention will work
- Try the intervention and then analyze
• Journaling

March 17-21
• Add two additional community building activities
• Analyze community building activities
• Survey Students
• Journaling

March 24-28
• Interview students
• Implement a fourth intervention
• Analyze intervention
• Journaling

March 31-April 4
• Survey parents
• Implement fifth community building activity
• Analyze activity
• Journaling

April 7-11
• Implement sixth community building activity
• Analyze activity
• Journaling

April 14-18
• Implement final community building activity
• Analyze activity
• Interview students for a final time
• Analyze all data
• Test students by having them complete an activity that requires a lot of teamwork
• Journaling

April 19-23
• Focus all attention on Inquiry paper and findings
Appendix B

Alyssa Rumbaugh
Community Building
February 13, 2008

Annotated Bibliography

<http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VD8-44B1V22-6&_user=209810&_coverDate=11%2F30%2F2001&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&_acct=C000014439&_version=1&_userid=209810&md5=30981fa56375e129f26aa7bad15663e9>.

The article by Clive Beck stresses the importance of community building and provides a quote that I particularly like. I like this quote, “When community exists, learning is strengthened—everyone is smarter, more ambitious, and productive,” because I think it is interesting and it is one of my sub questions for inquiry. I want to see for myself if community building will enhance the amount of productivity in my classroom. Although the article mainly stresses the idea of student teachers working in a cohort to learn from one another and how to create a community amongst teachers, the values learned from the article can apply to one’s own classroom. The article showed all the effects community building had on student teachers. I can use this as a stepping-stone for my findings on community building enhancement in my classroom.


Building a Classroom Community is an excerpt from Building the Primary Classroom. The book provides numerous examples of building classroom communities and the importance of doing so. For example, some of the suggestions the excerpt provides is to encourage students to resolve their problems on their own, create a calm down corner in the classroom, ways to reduce exclusionary behavior, and ways to enhance collaborative working. In my classroom, we are mainly witnessing exclusionary behavior and lack of collaborative working. I particularly liked this site because it is very organized and one can go to exactly what he or she is looking for. It provides examples of morning greetings, which I would like to implement in my classroom. This is a great
Responsive Classroom is the Northeast Foundation for Children, Inc. I was introduced to this site from my mentor. My mentor receives the free newsletters, which provides teachers with new creative ways to implement community building into the classroom. The resource is great for not just community building, but other important aspects of teaching as well and acts as a life long resource. I plan on using these newsletters to incorporate other teachers’ ideas on building classroom community. I have also subscribed to this resource myself. So, not only will I have previous ideas on community building activities, I will receive new ideas from this year’s subscription as well. The website is also a great resource for people who do not want to subscribe to the magazine.


This website is a great resource and very appropriate for my topic. Emily Newbold has created an entire unit on building a community for a second grade classroom. The resource provides examples of read aloud books, art activities, and provides ways on how to incorporate community building into every part of the day. The resource has four lessons plans that I could actually follow and see how they work in my classroom. Not only does it have the lesson plans written out, but it also shows how to assess the lessons. The website also includes subject matter research on the topic which will help me when planning activities for my own classroom.


The article by Katherine A. Jankowski is a great resource in that it provides startling statistics as to why building a classroom community is so important and valuable. The article stresses ways to build a caring and cooperative classroom environment. I particularly like this source because it gives some extreme examples as to what one can to do to enhance the community. For example, one classroom had several meetings as to what class pet they were going to buy. They were responsible for searching the different types of pets and coming to a common ground as to what pet to buy. In the end, the students chose to buy a Guinea Pig and learned a lot of important
aspects of group cooperation along the way. Although I probably won’t be able to implement this activity in my classroom, it did bring to mind the idea that students are capable of doing something extreme as a whole class. The article provides many examples of community building activities and ways to implement them in the classroom.


*The First Six Weeks of School* by Roxann Kriete, is a great resource for community building. The book teaches one how to establish a solid foundation during the first six weeks of school. Although this book emphasizes the first weeks of school, I think the suggestions it offers on how to create this foundation can be carried out throughout the entire school year. The book provides examples of games, activities, greetings, songs and read-aloud books that one can use to help improve the community.


*The Morning Meeting Book* by Roxann Kriete, is another great resource for building a strong community in the classroom. The book stressed the idea of having a greeting during the day. A greeting is when one student says hello to another in a creative way, making sure to state the other person’s name along the way. A greeting throughout the day is a great way to include every student in making them feel welcome and an important part of the class. Not only does the book emphasize a greeting, it discusses sharing time, group activities, and news and announcements. This is a resource that all teachers should purchase, not just those interested in classroom community.


This resource is a key resource for community building in that it talks about conducting a class led meeting, which promotes an environment of caring and open communication. Class meetings are a way for students to bring up issues that may concern them in a safe manner and it also teaches children problem solving skills. The article provides ways to prepare for student led meetings, how to sustain the effectiveness of student led class meetings and many other ideas for community building activities. Some of these additional ideas are, partner interviews, puzzle quote and hand to hand. Because my class has a class meeting once a week, I thought this might be an appropriate community building activity to try with the class. They might be more eager to participate and listen if a peer were to be conducting the meeting.
<http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED453178&ERICExtSearch_SearchType_0=no&accno=ED453178>

Parenthetical Citation

The article above is a great resource because it reminds the teacher that they play just as an important role in the classroom community as the students do. When thinking about classroom community, I kept thinking about what my students could be doing to better the community. What I was forgetting was that I am an important part of my class community as well. The resource also makes many references to other articles and books, which can also be helpful on my study of classroom community. The research provides a lot of background information on children and how a teacher reacts to each child differently. For example, if a child acts withdrawn a teacher normally withdraws from the child. The resource provided me with a lot of new insight and I will be able to refer to it for many different situations when helping to improve my classroom community.


On February 5, 2008, I was lucky enough to attend a class given by my mentor Dotti Zembower. The class was for new teachers in the State College Area School District and it emphasized classroom community. Dotti was in charge of leading the class and directing the discussion. As new teachers, we were given the opportunity to ask her and other teachers’ questions about classroom community. At this workshop, I was able to hear from first year teachers themselves how they have created and maintained a community in their classrooms. One activity I really liked was teaching the students how to “Bee” respectful. The teacher explained that she randomly handed a student a Bumble Bee each time she caught them being nice to another person. She noticed that this had a huge impact on her classroom and that students began to say more and more nice things to each other. This workshop was a great opportunity and I was able to take great notes on what was said.
Appendix C

Student Involvement With Conflict

- Student A
- Student B
- Student C
- Student D
- Others
Appendix D

1.) Are you excited to come to school?
   YES    NO

2.) Do you have play dates with other students in our class?
   YES    NO

3.) Do you have play dates with students who are not in our class?
   YES    NO

4.) Do you sometimes think you don’t have any friends?
   YES    NO

5.) Have you ever been bullied at school?
   YES    NO

6.) Have you ever bullied someone?
   YES    NO

7.) Do you feel comfortable at school?
   YES    NO

8.) Do you have fun in school?
   YES    NO

9.) Do you feel like your classmates like you?
   YES    NO

10.) Do you feel like your teachers like you?
    YES    NO
Appendix E

1.) What do you think it means to be bullied?

2.) What does a bully act like?

3.) Have you ever seen someone being picked on in our classroom? If so describe what happened?

4.) If you have seen someone being bullied, did you do anything to help? If so, what did you do? If not, why did you not help?

5.) How can we improve the friendliness of our classroom?

Thanks for your help☺
Appendix F

Please circle yes or no to the following questions:

1.) Is your child excited to come to school?
   YES  NO

2.) Does your child have play dates with other students from our class?
   YES  NO

3.) Does your child have play dates with children not from our class?
   YES  NO

4.) Does your child ever talk about other students in the class?
   YES  NO

5.) Does your child ever say he or she has no friends?
   YES  NO

6.) Does your child ever complain about being bullied at school?
   YES  NO

7.) Is your child happy when he or she comes home from school?
   YES  NO
Appendix G

Students’ View on Bullies

![Graph showing the view on bullies among students. The x-axis represents 'Physical', 'Verbal', and 'Other', while the y-axis represents a numerical scale from 0 to 9. The line graph indicates a decrease in views from physical to verbal to other forms of bullying.](image_url)
Appendix H

Morning Greeting

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you enjoy morning greeting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you look forward to morning greeting?</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you get nervous to greet classmates?</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it make you feel more comfortable?</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Is the morning greeting a nice way to start the day?</td>
<td>14</td>
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Appendix I

March 5, 2008

Saw _____ picking on ______. Told her to stop and apologize......she just cried

______ earlier on said I have no friends!

Played a game and the students who create problems with the community had to sit out and the game worked.

March 17, 2008

Implemented greetings
Parent Survey

March 18 2008

______ screaming that's _____ I hate you

March 19 2008

_____ grabbed a boys ear
_____ cried when ________ stole his paper clip
_____ made fun of ______ and yelled at him
_____ said "Why does everybody act mean towards me?"
_____ and ______ arguing about copying
Parents mom goes to jail (She had a really rough day)
During morning meeting students started laughing and felt a little uncomfortable

March 20, 2008

Implemented me greeting each child at the door
______ asked to not work with mentor because she wanted to do the greeting

March 24, 2008

_____ said to _____ you're not in the conversation go away

March 25, 2008

Four comments in the box--two negative
Implemented star student and _____ said but what if no one likes you....he is the one who feels left out!
Talked about star student..._____ said what if you don't want to be star student because no one likes you

_____ started to shake and _____ said he was scaring her.

_____ asked if he could come join greeting because it's fun

March 26, 2008

Started star student.....they all lined up and _____ had a huge smile on his face!

Did the morning greeting survey

March 28, 2008

All the students doing words their way wanted to stop to do the greeting

They added star student, the boxes, and morning greeting to their Friday letter

______ would not write on star student poster

April 2, 2008

I read the positive comments to the class and then _______ made everyone pictures.