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United We Stand: The Possibilities of Museums, Schools, and Anti-Bullying

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United We Stand:
The Possibilities of Museums, Schools, and Anti-Bullying

By

Ashley Scotto

Submitted in partial fulfillment of the requirements for the degree

Master of Arts in Museum Professions

College of Arts and Sciences

Seton Hall University

December 2014

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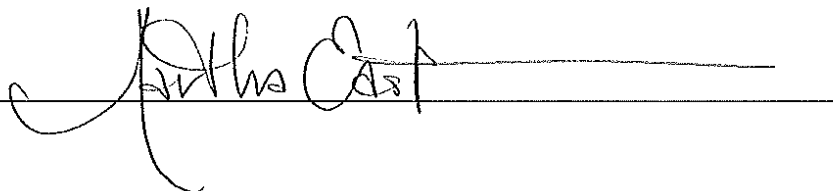
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The Possibilities of Museums, Schools, and Anti-Bullying

By

Ashley Scotto

Approved by:

A handwritten signature in black ink, appearing to read "Martha Easton", is written over a horizontal line. The signature is cursive and somewhat stylized.

Martha Easton

Thesis Advisor

Submitted in partial fulfillment of the requirements for the degree

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Abstract

In 2001, the National Institute of Child Health and Human Development (NICHD) described bullying as “widespread in American schools.” The results of an extensive survey throughout the United States revealed that over 16% of school children reported that they were recently bullied. As of 2013, the Kidsbridge Tolerance Museum in Ewing, New Jersey identified that over 30% of all students are involved in bullying as the bully, victim, or both. The comparison of the NICHD study and the statistics provided by the Kidsbridge Tolerance Museum indicate that bullying in the United States has increased within the past twelve years and continues to affect the well-being of children. Schools throughout the United States have responded to bullying through school-wide anti-bullying campaigns. The focus on anti-bullying within schools reveals that this issue is relevant and a primary concern among school administrators and educators.

Focusing on several American institutions, this thesis will examine their existing programs that relate to the lessons found within anti-bullying campaigns. These programs will serve as case studies that provide best practice recommendations for a museum to develop and transform into an effective tool and successful partner for schools in their anti-bullying campaigns. Anti-bullying programs emphasize the positive role that museums can play within a community as museums already seek to create safe learning environments for the benefit of children’s education and development into caring citizens.

Introduction

In an interview with the author, Lynne Azarchi, the executive director of the Kidsbridge Tolerance Museum, shared student reflections on their experience with the museum.

I will sit with anyone who is alone. – Viva, 4th Grade

I knew things happened in the world, but this woke me up. Hearing real kids talk about this and not just reading about it really opened my eyes to a whole new world. I was extremely moved by every exhibit I saw today. Decisions will be much easier for me now. - Sam, 7th grade

It affected me a lot because all my life I have had problems with people making fun of me for many reasons. And now I know that there are other people out there that are dealing with what I deal with. I don't feel so alone. Also I know we can all stick together, and be a family and stop stereotyping, and racial comments, etc. -Susan, 10th grade¹

Viva, Sam, and Susan are students from different schools and different grades. The students participated in field trips through which they partook in several different interactive exhibits that covered themes such as recognizing discrimination, accepting differences, and knowing the traits of a positive role model. Though coming from different areas, all described powerful change within themselves after visiting a museum.² In a discussion on field trips and the museum and school partnership, Beverly Sheppard, former Associate Director of the Chester County Historical Society, discussed a museum's current role and potential in museum and school collaboration. She said, "Museums hold the major responsibility for creating accessibility to and understanding of the extraordinary range of educational resources we can offer to schools...If we want true partnerships...we will have to work hard at meeting real needs in the school environment."³ As of 2013, over forty-three states have bullying, harassment, and hazing

¹ Lynne Azarchi, interview by Ashley Scotto, April 25, 2014.

² Azachi, interview, April 25, 2014.

³ Ellen Hirzy, *True Needs, True Partners*, (Washington D.C.: Institute of Museum Services, 1996), accessed June 18, 2014, <http://community-wealth.org/pdfs/tools/anchors/tool-ims-museum-sch.pdf>, 23.

policies.⁴ According to a 2011 survey of educators by the National Education Association (NEA), one in three students reported being bullied weekly.⁵ Sheppard's remark on museums, the existence of multiple state laws related to bullying, and the statistics from the NEA all reveal underlying important issues in school education. Bullying, strengthening community relations, and building partnerships and advocacy are three current trends of research and discussion within the education field which highlights a possibility for a museum.

Currently, museums are also focusing on partnerships as they reevaluate their roles within society and their impact on audiences. Looking to the future of museums, the American Alliance of Museums (now referred to as AAM and formerly the American Association of Museums) said, "museums will be places of cultural exchange in their communities; they won't have any other choice...[Museums] will be one of the most powerful agents in helping all children understand the future."⁶ Many museums receive their accreditation from AAM and it supplies countless resources on how to most effectively run a museum. Its prediction of the importance of a museum's role is indicative of current museums' possibilities. Viva, Sam, and Susan powerfully demonstrate that a museum can have a meaningful impact on students of all ages, particularly in regards to anti-bullying.

In their existing educational programs and school partnerships, museums are teaching children about themes such as empathy and diversity. Both museums and schools have parallel goals in strengthening collaborations and working with their communities. By participating in anti-bullying campaigns, museums can add another level to their programming. This greater

⁴ "Bullying, Harassment, and Hazing," National Association of State Boards of Education, last modified 2013, accessed June 18, 2014,

http://www.nasbe.org/healthy_schools/hs/bytopics.php?topicid=3131&catExpand=acdnbtm_catC.

⁵ "Bully Free it Starts with Me," National Education Association, last modified 2011, accessed June 18, 2014, <http://www.nea.org/assets/img/content/BullyFree-Infographic.jpg>

⁶ Julie L. Johnson and Janet L. Rassweiler, "Connecting Museum, School, and Community: Collaborations for Learning," in *An Alliance of Spirit: Museum and School Partnerships*, ed. By Kim Fortney and Beverly Sheppard, (Washington, D.C.: AAM Press, 2010), 71.

depth in lessons can in turn address bullying, strengthen community ties, and build partnerships and advocacy and therefore achieve AAM's prediction of a museum's role as a powerful agent for children and social change.

In 2001, NICHD reported that over sixteen percent of students stated that they were bullied at some point within the school year.⁷ This problem continues to escalate. As of 2013, over 5.7 million children (over thirty percent) are estimated to be either a bully, bullied, or both. Over 19,000 children attempt suicide each year as a direct result of being bullied. At least fifty percent of high-school students are bullied and over seventy-five percent of school-age children admit that they know who the bullies are. Every seven minutes, a child is bullied on a school playground with eighty-five percent of situations without intervention to prevent or cease the bullying.⁸ To address this problem, there is a growing movement to spread awareness of the issue among educators, school officials, parents, and students.

Studies have shown that the United States has higher rates of school bullying than any other country. As the country experienced a rise in bullying and violence associated with bullying, such as school shootings, the issue has sparked public concern and gained national attention.⁹ Prior to 1999, state statutes that addressed bullying were nonexistent. After a highly publicized bullying incident that resulted in the death of a student, Georgia became the first state to pass a law regarding bullying in schools. Other states followed suit, but often after a large-scale problem occurred. For example, the shootings at Columbine High School in April 1999 led

⁷ "Bullying Widespread in U.S. Schools, Survey Finds," National Institutes of Health, last modified 2001, accessed March 10, 2014, <http://www.nichd.nih.gov/news/releases/pages/bullying.aspx>.

⁸ Azarchi, Interview, April 25, 2014.

⁹ Seals and Young, 735.

Colorado and several other states to pass laws regarding bullying. As of 2009, thirty-three states had anti-bullying laws and ten more were under negotiations for passing similar initiatives.¹⁰

Jessica Klein, professor of sociology, guidance programs, and conflict resolution, led a discussion among college students about bullying. Klein discovered that each student within the class felt impacted by bullying. One student stated, “It’s a competitive society, survival of the fittest- and that’s how it’s going to be in schools too.”¹¹ Currently, the United States is a society that is hypercompetitive, hyper-self-reliant, and hyperindividualist.¹² Traditionally, the US is also a culture that rewards bullies and blames targets. The victims are often deemed weak or as tattletales. Adults, within school and at home, may think of bullying as a typical part of life. Additionally, many authority figures, such as principals, administrators, faculty, and parents, do not know the difference between bullying and rough-housing. The ignorance and confusion surrounding this topic has led to bullying becoming an increasing concern for students of all ages.¹³ Schools, parents, and communities are becoming aware that bullying leads to acts of school violence and long-term detrimental effects.¹⁴

Many states now have anti-bullying laws and an analysis of the different laws revealed that many schools are taking similar initiatives. Schools focus on setting policies, training all school-related staff, involving parents, students, volunteers, and others in the process, notifying these stakeholders and reporting incidents, developing new positions such as a school safety team, upholding consequences, counseling, and other needed programs in response to bullying, and promoting a bully-free zone. Similar to New Jersey’s policy against Harassment,

¹⁰ Rebecca Alley and Susan P. Limber, “Legal Issues for School Personnel,” in *Bullying Prevention and Intervention: Realistic Strategies for Schools*, ed. Susan M. Swearer, Dorothy L. Espelage, and Scott A. Napolitano (New York: Guilford Press, 2009), 54-56.

¹¹ Jessie Klein, *The Bully Society: School Shootings and the Crisis of Bullying in America's Schools* (New York: New York University Press, 2012), 233.

¹² Klein, 234.

¹³ Coloroso, 3-10.

¹⁴ Seals and Young, 745.

Intimidation, and Bullying (also known as HIB), New York passed the “Dignity for All Students Act.” Signed in 2010, the Act took effect in 2012.¹⁵ Schools now address anti-bullying, but are the school campaigns enough to resolve the issue?

Since 1997, there has been at least a two hundred percent increase in the publications of materials on the subject of bullying and bullying behavior. Much of the awareness of and work on bullying resulted from many violent acts where those involved directly linked bullying to their actions. Thus bullying is a national concern and growing problem that can lead to extremely detrimental effects on students’ lives.¹⁶ In the book *The Bully, the Bullied, and the Bystander*, author and acclaimed speaker Barbara Coloroso stated, “It’s important that our children see [the community] stepping in, speaking up, and taking a stand against injustices, be those injustices in the family room, the boardroom, the classroom, or the city streets.”¹⁷ Coloroso identified the final piece to achieve the eradication of bullying, which many school policies and state laws include in their anti-bullying campaigns: an all-around community effort.

Many entities within a community can create opportunities for learning and take part in raising a child. Schools and museums are two critical institutions embedded in communities. The partnership between these two institutions, along with strong programming, can lead to multiple ways of learning and enhanced community life.¹⁸ Throughout the twentieth century, museums were more separate from the community. They were esteemed institutions that focused solely on collecting, preserving, and interpreting objects. Towards the end of the twentieth century,

¹⁵ “The Dignity for All Students Act,” New York State Education Department, last modified 2014, accessed April 16, 2014, <http://www.p12.nysed.gov/dignityact/>.

¹⁶ Susan M. Swearer, Dorothy L. Espelage, and Scott A. Napolitano, *Bullying Prevention and Intervention: Realistic Strategies for School*, (New York: Guilford Press, 2009), 5.

¹⁷ Coloroso, 167.

¹⁸ Johnson and Rassweiler, 65.

museums began to have a more audience-centered purpose.¹⁹ Museums have also begun to consider their social responsibility. This idea first gained recognition in the early 1980s as museums sought to present the histories of different, previously marginalized groups. Now, the idea of social responsibility is taken seriously by museum departments as well as institutions as a whole. Many fields (such as business, academia, mass media, and engineering) are embracing the concept of individual, institutional, professional and shared responsibility as it continues to become an increasingly significant aspect of contemporary society. Museums who deny responsibility or ignore their potential to help with social change risk becoming outdated in their views, values, and services.²⁰ Museum professionals realize that they must address issues affecting the audiences that they serve. Though there are differing opinions about how to approach the social role of museums, there is the underlying theme that museums are fundamentally social institutions “that influence and respond to the changing characteristics and concerns of society.”²¹ Museums also recognize that their professionals alone cannot tackle social issues such as bullying. However, many colleagues are aware that through partnerships with other organizations (such as schools), they can acknowledge the museum’s responsibility as a community member and its potential to play a significant part in addressing social concerns.²²

Museum educators are essential to this change. Since the early twentieth century, museum educators spearheaded ideas of the role of museums within society and their role as institutions for the people rather than being solely dedicated to their collections. As early as 1920, John Cotton Dana, founder of the Newark Museum, stated that museums, “are trying to

¹⁹ Celka Straughn and Howard Gardner, “GoodWork in museums today...and tomorrow,” in *The Routledge Companion to Museum Ethics: Redefining Ethics for the Twenty-First Century Museum*, ed. by Janet Marstine, (New York: Routledge, 2011), 45.

²⁰ Richard Sandell, *Museums, Society, Inequality*, (London: Routledge, 2002), 18-21.

²¹ Sandell, xviii.

²² Sandell, xvii.

find a type of [place] which demonstrably pays its community fair interest in its investment.”²³

Museum educators traditionally act as intermediaries between the public and the collections.

Their role within the museum, connection to the students who visit, and ability to create meaningful learning experiences further place museum educators in the role of advocating and assisting museums in embracing public value, achieving social responsibility, and becoming a partner for change.²⁴

Four institutions who have become partners for change and impact their audiences by addressing bullying, thus strengthening community ties, and building collaborations, are the Crystal Bridges Art Museum in Arkansas (Crystal Bridges), Missouri History Museum in Missouri (MHM), the Museum of Jewish Heritage- A Living Memorial to the Holocaust in New York City (MJH), and Kidsbridge Tolerance Museum in Ewing, New Jersey (Kidsbridge). The first three established successful partnerships with schools as they developed programs and created lessons that offered greater emphasis on tolerance, diversity, and empathy learning. Kidsbridge is directly dedicated to anti-bullying lessons and exhibits. Several other types of museums also used their collections to impact students and instruct them about diversity, empathy, and tolerance. These organizations demonstrated how museums of different sizes, locations, and collections can promote similar values and lessons that can directly relate to anti-bullying campaigns.

The lessons within each museum teach students how to be accepting, understanding, and tolerant global citizens by encouragement, active participation, and discussion. These case

²³ J. C. Dana, “A Plan for a new Museum: The Kind of Museum it will Profit a City to Maintain,” in *The New Museum: Selected Writings by John Cotton Dana*, ed. W. Peniston (Newark: The Newark Museum Association and Washington, DC: American Association of Museums, 1999), 68. as cited in Claudia Ocello, “Being Responsive to Be Responsible,” in *Routledge Companion to Museum Ethics*, ed. Janet Marstine (Milton Park, Abingdon, Oxon: Routledge, 2011), 189.

²⁴ Ben Garcia, “Creating Public Value through Museum Education,” in *Museums and Public Value: Creating Sustainable Futures*, ed. by Carol A. Scott, (Surrey, England: Ashgate, 2013), 81-86.

studies further identify the successful elements of lessons related to anti-bullying. As they used these lessons, the museums and their educators proved to be more understanding of current school issues and established successful dialogue between schools and themselves. Through these collaborations, the museums further demonstrated that they were interested in children's well-being and willing to take on their social responsibility of addressing community concerns. These new museum/school alliances can increase school programming, be funded, fulfill museum missions, and ensure museums actively take on a positive role within the community.

Section I: Bullying- Definition and Increasing Problem, Existing School Actions, and Its Impact of Children’s Learning

In January 2011, New Jersey approved the Anti-Bullying Bill of Rights Act. Under the new law, schools have begun to incorporate new measures to prevent harassment, intimidation, and bullying (HIB), consolidating the three main areas that the New Jersey’s Anti-Bullying Bill of Rights covers. With HIB of the New Jersey Anti-Bullying Bill of Rights, all schools must develop, execute, and reinforce policies that prevent and address HIB. One of the first mandates is that schools adapt the definition of bullying recommended by the Anti-Bullying Bill. Bullying is thus defined as follows:

Harassment, intimidation, or bullying means any gesture, any written, verbal, or physical act, or any electronic communication, whether it be a single incident or a series of incidents that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds...that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- a. a reasonable person should know, under the circumstances, these actions will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- b. has the effect of insulting or demeaning any student or group of students; or
- c. creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.²⁵

The definition provides an all-encompassing framework and is one of the first clear definitions of bullying that addresses its different forms and characteristics.

Whether bullying is premeditated or supposedly random with a single bully or group, bullying includes three essential elements: the imbalance of power, intent to harm, and threat of

²⁵ “Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, At School-Sponsored Functions, and On School Buses,” State of New Jersey Department of Education, last modified 2011, accessed April 15, 2014, <http://www.nj.gov/education/parents/bully.pdf>.

further aggression. If the bullying escalates, the school environment becomes one of anxiety and terror. Students encounter verbal, physical, or relational (social) bullying. Verbal bullying comprises seventy percent of bullying incidents and refers to actions such as name-calling, racist slurs, intimidating emails, abusive phone calls, and untruthful messages conveyed either in person or on the internet. Physical bullying refers to any physical action taken against a student. Relational bullying includes shunning, ignoring, isolating, or excluding. It is “the systematic diminishment of a bullied child’s sense of self.”²⁶

In the school environment, bullying typically includes three characters- the bully, the bullied, and the bystander. Many children act in all three roles at some point during their school career. Coloroso identified five acts associated with bullying: selecting a target, testing the victim to determine the bullied’s discomfort and the initial reactions of the bystanders, engaging in more direct physical or verbal assault, feeling empowered over the situation (especially if teachers or bystanders did not report the incident), and continuing bullying. The bully thus becomes the perpetual aggressor, the bullied a victim of shame and anxiety, and the ignorant bystanders allow the violence to continue.

The school environment has now become a hostile place for all involved. As bullies continue their behavior, they demonstrate intimidation, physical and verbal assault, and lack of respect for others as a natural way of life. The anxious and fearful bullied may hurt themselves or those they believe did not help them. The bystanders remain caught in the crossfire, become desensitized to violence, or grow up guilt-ridden. Regardless, each character undergoes a traumatic experience due to bullying within the school environment.²⁷

²⁶ Coloroso, 17.

²⁷ Coloroso, 6-9.

Technology has also increased the prevalence of the upsetting experiences of the bullied, bully, and bystander.²⁸ Technology is a daily aspect of the lives of students regardless of age, as children are consistently exposed to media technology. With the prevalence of technology in society, bullying entered a new phase and has needed to be further defined. Cyberbullying allows for constant access to victims of bullying. Cyberbullies can possibly be anonymous and can distribute extremely vicious messages and materials worldwide. Such harmful messages can be irretrievable.²⁹ Bullying in all forms directly impacts the health and learning of school-age children.

In 2003, Jerry Young and Dorothy Seals of Delta State University conducted a study of seventh and eighth graders to determine the prevalence of bullying and victimization. Surveying over 1,126 students within five school districts of the northern delta region, their results concluded that the self-esteem of bullies, the bullied, and bystanders to bullying is relatively the same. All groups revealed a degree of depression. Bullies and victims tended to be slightly more depressed than bystanders, but the students as a whole agreed on the negative repercussions that bullying had on their health and well-being. Thoughts of depression have been linked to risk-taking behaviors such as drug use, smoking, and thoughts of suicide. Five percent of the students within the study reported thoughts of self-harm related to bullying. Young and Seals' study further articulated the link between bullying and the decline of children's health, as students reported depression, diminished social interaction, and thoughts of self-harm and other

²⁸ Aldridge and Goldman, 94.

²⁹Coloroso, 205-211.

destructive behaviors.³⁰ Bullying also leads to physical problems such as headaches, nausea, sleeping difficulties, and abdominal pain.³¹

Seals and Young's study also linked bullying to the decreased academic performance among bullies, bullied and bystanders.³² Looking into relational/social bullying, researchers of the American Institute for Research determined that a significant percent of teachers and educational support professionals identified this specific type of bullying as a moderate to major problem within their schools as it directly related to detrimental effects on a child's learning. Students, the bullied and the bystander, indicated that bullying made their school feel less safe. Rather than seeing their school as a healthy learning environment, victims and bystanders went to school with anxiety and did not look forward to any social experience in the school environment. Additionally, bullying led to decreased classroom participation and an overall disengagement from classroom activities for the students involved. Teachers continuously grow concerned over these issues as it affected their students' ability to learn and grow in the school environment.³³ Schools campaigns have been created to address these concerns.

In *New Jersey Family*, writer Randi Mazzella identified the pros and cons of anti-bullying campaigns in schools. A positive effect of the implementation of anti-bullying policies and procedures was the increasing focus on bullying as an important educational topic.

Unfortunately, research revealed that school-related anti-bullying programs resulted in two main

³⁰ Dorothy Seals and Jerry Young, "Bullying and Victimization: Prevalence and Relationship to Gender, Grade Level, Ethnicity, Self-Esteem, and Depression," *Adolescence*, 38, no. 152 (Winter 2003): 735-747.

³¹ Charlene S. Shannon, "Bullying in Recreation and Sport Settings: Exploring Risk Factors, Prevention Efforts, and Intervention Strategies," *Journal of Park and Recreation Administration*, 31, no. 1 (Spring 2013), 16. For more studies related to self-esteem, see W.M. Craig, "The Relationship Among Bullying, Victimization, Depression, Anxiety, and Aggression in Elementary School Children," *Personality and Individual Differences*, 24, (1998): 123-130. For more studies on bullying and depression, see J. Juvonen, S. Graham, and M.A. Schuster, "Bullying among Young Adolescents: The Strong, the Weak, and the Troubled," *Pediatrics*, 112, (2003), 1231-1237.

³² Seals and Young, 736.

³³ "Social Bullying: Correlates, Consequences, and Prevention," Safe Supportive Learning, last modified May 2013, accessed May 6, 2014,

http://safesupportivelearning.ed.gov/sites/default/files/1315%20NCSSLE%20Social%20Bullying%20d7_lvr_0.pdf.

negative effects. One was that the programs educate the bully on how to avoid being caught. The second was that they showed how school programs are not enough to fully eradicate the issue.³⁴

Schools are not the only locations where children learn and grow. Students can encounter bullying in recreational facilities. A Canadian study in 2013 indicated that bullying (regardless of country of origin) has the ability to occur in multiple settings. Examining data collected from sixteen nonprofit organizations, ten municipal recreation environments, and five commercial organizations revealed that students encounter bullying in other facilities. The data concluded that there needs to be an all-around effort from teachers, school officials, parents, and any organization associated with students to address bullying and thus have an effect on its prevention.³⁵ Shannon Cuttle, managing director of Garden State Equality, a New Jersey organization dedicated to lesbian, gay, bisexual and transgender equality, explained, “Schools need to be engaged with the whole school community to change the climate and culture of bullying—this includes students, parents and teachers working together in prevention and intervention programs.”³⁶ Mazzella and the study on recreational areas articulated the theme that a community-driven response is needed and the concern about bullying goes beyond school grounds.

Federal laws concerning students and schools exist within the United States, but often state and local laws regulate the daily operations and activities of the schools and their students. Nation-wide campaigns, state-wide support organizations, and many other groups seek to educate parents, teachers, and students and provide resources needed to eradicate bullying. PACER’s (Parent Advocacy Coalition for Educational Rights) National Bullying Prevention Center offers countless resources for parents, students, and educators. Additionally, this

³⁴ Randi Mazzella, “Are Anti-Bullying Programs Working?” *New Jersey Family*, (December 2013), 86-88.

³⁵ Shannon, 16-18.

³⁶ As cited in Mazzella, 87.

organization founded the National Bullying Prevention Month (October) in 2006 and now many schools honor this month.³⁷ The National Education Association (NEA) has the campaign, “Bully Free: It Starts with Me,” that reviews prevention and intervention methods and practices for parents, children, educators, and school employees.³⁸ It has a pledge that any adult can take to stand up for bullied students. The pledge states, “one caring adult can make all the difference.”³⁹ These organizations encourage the community-driven response to bullying that many believe is needed to fully eradicate this issue.

Several state acts also reference the importance of community action in anti-bullying. New York’s “Dignity for All Students Act” identifies the members of the school community and specifically discusses community organizations as essential allies of the school community. Necessary components for schools to engage a “whole school approach,” are community partnerships.⁴⁰ Museums are a vital part of the community. A majority of museums have community agendas and/ or programs in development or occurring that engage the other members of the community. After schools, museums have the greatest institutional access to children and their learning. The next step is investigating how museums can play a part in social change-⁴¹ Can museums take part in anti-bullying?

³⁷ “Pacer’s National Bullying Prevention Center,” Pacer’s, last modified 2013, accessed May 5, 2014, <http://www.pacer.org/bullying/about/>.

³⁸ “NEA’s Bully Free: It Starts with Me,” National Education Association, last modified 2002-2014, accessed May 5, 2014, <http://www.nea.org/home/neabullyfree.html>.

³⁹ “Taking the Pledge: Stand Up for Bullied Students,” National Education Association, last modified 2002-2014, accessed May 5, 2014, <http://www.nea.org/home/Bullyfree-Take-the-Pledge.html>.

⁴⁰ “Dignity Act.”

⁴¹ Peter Armstrong, “What’s the Point? Glorifying Violence of Keeping People Safe?” in *Museums and Social Change*, (Edinburgh: MuseumsEtc, 2009), 232-241.

Section II: Museum Case Studies

The following case studies are from several different types of institutions. Crystal Bridges Museum of American Art (Crystal Bridges) is in Bentonville, Arkansas. Crystal Bridges seeks to preserve and interpret artifacts related to American history to highlight America's cultural heritage and lessons within different forms of artwork, their creation, and purpose.⁴² The Missouri History Museum (MHM) is an institution in St. Louis, Missouri. MHM focuses on analyzing the past to better understand present circumstances, enhance community relations, and develop methods to solve common problems.⁴³ The Museum of Jewish Heritage- A Living Memorial to the Holocaust (MJH) is a history museum in downtown New York City. The museum is dedicated to educating all visitors about Jewish life- before, during, and after the Holocaust through a three-floor permanent exhibition and several special exhibitions throughout the museum.⁴⁴ Kidsbridge is a nonprofit organization that is the only youth-oriented tolerance museum within the United States. It has a small series of exhibits that directly deal with anti-bullying. Formerly located on the campus of the College of New Jersey (TCNJ) in Ewing, New Jersey, Kidsbridge is now located at the Ewing Senior and Community Center in Ewing, New Jersey.⁴⁵ Each museum example varies in institution size, location, and length of program. Though located at different institutions, the case studies demonstrated that several kinds of museums are pursuing lessons and campaigns about anti-bullying.

Each case study focused on how the museums applied anti-bullying lessons on their programs. Thus they showed how museums have the possibility to draw out other elements of

⁴² "About," Crystal Bridges Museum of American Art, last modified 2014, accessed November 1, 2014, <http://crystalbridges.org/about/>.

⁴³ "Welcome," Missouri History Museum, last modified 2014, accessed August 18, 2014, <http://www.mohistory.org/welcome>.

⁴⁴ "About," Museum of Jewish Heritage-A Living Memorial to the Holocaust, last modified 2014, accessed October 11, 2014, http://www.mjhnyc.org/about_f.html.

⁴⁵ "Kidsbridge Introduction," Kidsbridge Tolerance Museum, last modified 2012, accessed October 11, 2014, <http://kidsbridgemuseum.org/about/about-2/>.

existing lessons. These institutions successfully incorporated lessons about empathy, diversity, and tolerance which relate to anti-bullying educational programs. Crystal Bridges' example analyzed the results of a study on the effect of a museum field trip on visiting students. The Missouri History Museum (MHM)'s case study looked at its partnership with the Anti-Defamation League on a campaign titled "Reading Bias, Writing Tolerance." The MJH case study reviewed its program titled "Interfaith Living Museum" (IFLM). Kidsbridge focused on the museum's mission and curriculum. Though different in their specific examples, an examination of these institutions' programs and the programs' effect on the participating students and greater community revealed that the programs had common elements and themes that can provide best practice methods for a museum to become a successful resource and supportive partner in school anti-bullying campaigns.

Crystal Bridges Museum of American Art

In 2011, the Crystal Bridges Museum of American Art opened in Northwest Arkansas. The first major art museum built in the United States within the last four decades, Crystal Bridges received an endowment that offered the possibility to cover the costs of field trips for schools within the area which thus made the school tour program, at the museum, free of charge. Crystal Bridges' location did not previously have an art museum. Given its location and free programming, many schools applied for tours. The museum assigned tours by lottery.⁴⁶ If chosen to receive a tour, a teacher can then select a theme. Though themes may have specific grade ranges, Crystal Bridges works with teachers to adapt tours to include certain lessons, make themes age-appropriate, and include artworks that the teachers expressed interest in. As of 2014, tour themes include "Me and My Museum" (which allows students to discover what is a museum

⁴⁶ Jay P. Greene, Brian Kisida and Daniel H. Bowen, "The Educational Value of Field Trips," *Education Next* 14, no. 1 (Winter 2014): accessed November 1, 2014, <http://educationnext.org/the-educational-value-of-field-trips/>.

and what a museum can offer); “State of the Art: Discovering American Art Now” (students look at contemporary art and discuss how these works are informed by America’s history and indicate present-day concerns); and “Looking at America from the Outside” (students look at artworks that represent people who were not part of mainstream society in their time and thus demonstrate the possibilities of different perspectives on American history, historical impact on different groups, and perceptions of current events).⁴⁷ Tours consist of close-analysis of different artworks (usually five pieces), docent-facilitated discussions among the students, and a reflection activity. The selection of artworks is based on the tour theme. Educators select artworks from the Crystal Bridges’ collection of art that incorporates American art from Colonial times to present-day.⁴⁸

Crystal Bridges’ school tours were studied as part of the first-ever large-scale experiment of the effects of school field trips to an art museum. Jay P. Greene (professor of education reform at the University of Arkansas), Brian Kisida (senior research associate), and Daniel H. Bowen (doctoral student) conducted a study of the visiting groups to determine the effects of a culturally enriching field trip on students. The study included surveying 10,912 students and 489 teachers from 123 different schools around three weeks after their half-day visit to the museum. Their museum stay included a one-hour tour of the museum and an in-depth focus and discussion on about five paintings.⁴⁹ Museum educators and the school teachers selected the artworks after the school teachers determined what tour theme their classes would experience. Artworks could thus reflect different time periods, art techniques, and events in American history. Though teachers were sent pre-visit materials, surveys indicated that teachers spent little class time on the materials, and thus the majority of instruction took place within the museum. The researchers

⁴⁷ “Tours Offered,” Crystal Bridges Museum of American Art, last modified 2014, accessed December 8, 2014, <http://crystalbridges.org/plan-your-visit/tours/school-tours/tours-offered/>.

⁴⁸ Crystal Bridges, “Tours Offered.”

⁴⁹ Greene, Kisida, and Bowen, “Educational Value.”

indicated that the art discussions were largely student-directed with museum educators asking initial questions about the imagery in the artworks, facilitating the dialogue as needed, and providing background information on the pieces. The researchers then analyzed the student essays and surveys about the program and compared the results to surveys distributed among groups who did not visit the museum.⁵⁰

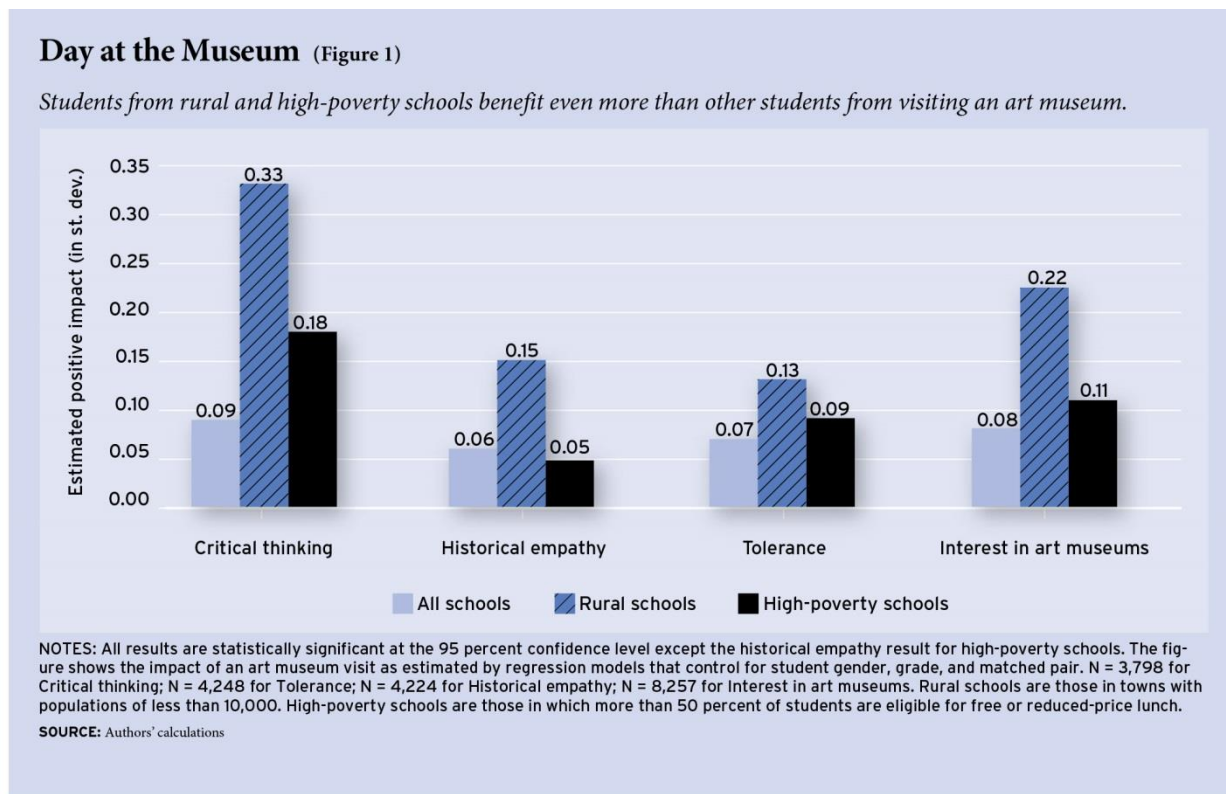


Figure 1: Day at the Museum Study Results

The study resulted in several key findings about the Crystal Bridges’ program and its impact on the students. One particular finding was the ability of the students to recall tour details and demonstrate increased critical thinking skills about art based on the discussions in their tour. In the surveys, 70% to 88% of different student groups recalled information about a particular painting’s meaning, symbolism, and background material based on their tour experience and

⁵⁰ Greene, Kisida, and Bowen, “Educational Value.”

group discussions.⁵¹ Students who saw Kerry James Marshall's "Our Town" (Figure 2, 1995) recalled that the piece revealed the African American perspective on the idealized and realistic visions of the American dream.⁵² The study researchers also determined the students' increased ability to think critically about art by showing students an artwork from the museum's collection that they had not seen. The researchers then asked questions similar to those that the docent would ask such as "What do you think is going on in the painting?" and "What do you see that makes you think that?" The students who had gone on a Crystal Bridges' tour were able to express their thoughts on the artwork and ask additional questions about its background information.⁵³ These results indicated that the tour of the museum made an impression on the students as they could recall and discuss important details from their visit and exposure to other pieces from the museum's collections.

Additional survey results focused on historical empathy, tolerance, and interest in art museums. Examining the results (as seen in Figure 1), students universally improved within those categories. Looking at historical empathy and tolerance, the studies showed how the tour of the art museum affected the students' values. This study defined historical empathy as "the ability to understand and appreciate what life was like for people who lived in a different time and place [with the] central purpose of teaching history, as it provides students with a clearer perspective about their own time and place."⁵⁴ The museum's diverse collections exposed the students to a varied assortment of places, time periods, peoples, and ideas as they featured art from different periods in American history. Based on tours with different artworks and

⁵¹ Greene, Kisida, and Bowen, "Educational Value."

⁵² "Crystal Bridges Museum of American Art & University of Arkansas Department of Education Reform Announce Results of a Study on Culturally Enriching School Field Trips," News, last modified September 16, 2013, accessed December 8, 2014, <http://crystalbridges.org/press-releases/crystal-bridges-museum-of-american-art-university-of-arkansas-department-of-education-reform-announce-results-of-a-study-on-culturally-enriching-school-field-trips/>.

⁵³ News, "Crystal Bridges Museum of American Art & University of Arkansas."

⁵⁴ Greene, Kisida, and Bowen, "Educational Value."

discussions that included themes about diversity, history, and present-day events, students underwent a broadening experience that directly impacted their abilities to appreciate each other and understand the differences among themselves. The students also improved in terms of tolerance. Many discussions on artwork included understanding how people can have different perspectives and opinions. One aspect of the study on tolerance included asking the students about the statement, “Artists whose work is critical of America should not be allowed to have their work shown in art museums.”⁵⁵ Thirty-five percent of the control group (those who did not visit the museum) agreed with the statement. Looking at all the schools shown the tour, only thirty-two percent agreed with censoring the art. Specifically looking at the results from nontraditional audiences (rural schools and high-poverty schools), students showed a 4% and 5% increase in tolerance. Though not drastic increases, the tolerance results indicated that students who experienced the half-day visit to the museum expressed some type of improvement with their tolerance.⁵⁶

The study also revealed how students experienced an increased interest in art museums overall and the importance of what was learned there. Seventy percent of students expressed that they would tell a friend that they should visit an art museum. Also, all students who participated in the study were given coupons to return. The coupons allowed researchers to prove that those who went to the museum for the school program came back to the museum at higher rates than those who did not visit. These surveys and responses particularly showed how disadvantaged students greatly benefited from the enriching field trip as they might not have otherwise had the

⁵⁵ Greene, Kisida, and Bowen, “Educational Value.”

⁵⁶ Greene, Kisida, and Bowen, “Educational Value.”

opportunity to participate in this experience.⁵⁷ The entire study and survey revealed the museum's impact on students.

Given the students' improvements in critical thinking, tolerance, and historical empathy, this type of program revealed how "enriching field trips contribute to the development of students into civilized young men and women who possess more knowledge about art, have stronger critical-thinking skills, exhibit increased historical empathy, display higher levels of tolerance, and have a greater taste for consuming art and culture."⁵⁸ Within the museum setting, the students participated in close-analysis of artworks, encouraged discussion by the docent, and reflection activities. The students were allowed to study in a safe environment and utilize the benefits of the museum and learning from its collections which resulted in the students' improvements in certain areas. Reflecting on the study, Kisida said "Sometimes, schools can seem like factories... They can be oppressive and institutional... These field trips are an opportunity for kids to get out of that institution and learn in a non-traditional setting. It's a way for them to learn about art, history, sociology and anthropology in an exciting format."⁵⁹ The researchers concluded that Crystal Bridges and other institutions like it can affect policymakers when they determine resources and funding for future school field trips. The study proved that the school field trip, particularly to a museum, is an important tool in the development of students into "civilized people who appreciate the breadth of human accomplishments"⁶⁰ that transcends the work skills developed in the classroom.

⁵⁷ Greene, Kisida, and Bowen, "Educational Value."

⁵⁸ Greene, Kisida, and Bowen, "Educational Value."

⁵⁹ "Museum Opening Allows Groundbreaking Research on Field Trips' Impact," News from the College of Education and Health Professions Colleague, last modified October 2012, accessed December 7, 2014, <http://coehp.uark.edu/colleague/11464.php>.

⁶⁰ Greene, Kisida, and Bowen, "Educational Value."

Missouri History Museum

Beginning in 2007, the Missouri History Museum (MHM) partnered with the Anti-Defamation League's (ADL) a *World of Difference Institute*, on a program titled, "Reading Bias/Writing Tolerance: Using History's Powerful Stories." The program was an interdisciplinary series focusing on literacy, anti-bias, and history that served the museum's surrounding community, school groups, educators, parents, and the museum's employees.⁶¹ Melanie Adams, MHM's Managing Director for Community Education and Events, described how the program addressed tolerance and thus allowed the museum "to dive deeper into a topic that was already of interest to the community."⁶² The program consists of several lessons- both within the museum and in the classroom. The program begins with a full-day teacher training to introduce the curriculum and use of object-based learning to the school teachers. The students then visit the museum. The program then continues within the classroom. The curriculum is six two-part lessons. Part one is led by ADL facilitators and part two is led by the classroom teacher. Part two introduces the students to museum-based, object-centered examples. Within the program, the students use MHM artifacts to understand bias and patterns of discrimination. The museum staff and teacher consultants determined the types of artifacts for the program during its development. MHM has different artifacts that document the regional histories of St. Louis, Missouri, the Mississippi and Missouri Valleys, the Louisiana Purchase Territory and the American West.⁶³ The artifacts were selected based on a certain criteria. They needed to facilitate discussion about bias, be visually captivating, represent a variety of mediums (such as paintings, photographs, prints,), relate to local and national historical narratives to connect past

⁶¹ "Tabari A. Coleman, Project Director for ADL's A World of Difference Institute," Missouri History Museum, last modified 2014, accessed August 2, 2014, <http://mohistory.org/node/8470>.

⁶² "February 2011: Museum Artifacts Enhance Teaching about Bias and Tolerance," News and Events, last modified February 2011, accessed September 2, 2014, http://www.ims.gov/february_2011_museum_artifacts_enhance_teaching_about_bias_and_tolerance.aspx.

⁶³ "Collections," Missouri History Museum, accessed December 7, 2014, <http://www.mohistory.org/lrc/collections>.

and the present, and connect to themes from ADL lessons such as bias, racism, and tolerance.⁶⁴ In the program, students used artifacts such as an ambrotype titled, “Louisa, a Slave Nurse With infant H. E. Hayward” (Figure 3) from 1858; a detail of the bill for sale of Louisa from April 30, 1858 (Figure 4); a daguerreotype of Native American chief Keokuk by Thomas M. Easterly in 1847 (Figure 5); and a 1904 photograph of a Jewish family by Louis Block (Figure 6).⁶⁵

The program culminates with a second trip to the museum. Throughout the project, students have opportunities to reflect on the materials and participate in team exercises to better connect the lessons and deepen their awareness of history. Museum trips typically included visits to four gallery spaces. At each point in the galleries, students closely analyzed a selection of artifacts, wrote in journals, and discussed the works in docent-facilitated conversations. Students also did an additional activity such as expressive writing (such as creating and presenting an object-centered group poem), drawing or painting a portrait in words (such as creating a self-portrait of who they want to be in the future), and developing a narrative based on the artifacts seen (such as creating a story board) within each gallery space of the visit.⁶⁶ With the close analysis and discussion on the artworks, along with the multiple opportunities for creative expressions, the teachers and museum leaders of the program focused on the critical thinking and literacy skills of the students. A major goal of the program was to encourage the children to effectively express feelings and in doing so, generate understanding and social change.⁶⁷

Early research on the program revealed its positive effects on students. According to evaluations of 174 participants, students demonstrated that they were aware of stereotyping other

⁶⁴ , “Replication Guide,” Reading Bias Writing Tolerance Using History’s Powerful Stories, accessed December 7, 2014, 12, http://www.biasandtolerance.org/images/impls_replication_guide.pdf.

⁶⁵ “Gallery,” Reading Bias Writing Tolerance Using History’s Powerful Stories, accessed December 7, 2014, <http://www.biasandtolerance.org/gallery.php>.

⁶⁶ Reading Bias Writing Tolerance, “Replication Guide,” 14.

⁶⁷ “About the Program,” Reading Bias, Writing Tolerance Using History’s Powerful Stories, accessed July 20, 2014, <http://www.biasandtolerance.org/about.php#shape>.

groups of people and they knew something about the history of discrimination and prejudice against different racial and ethnic groups in the United States.”⁶⁸ Eighty-five percent of students indicated that they learned about bias and discrimination. Eighty percent also described how they learned the importance of historical objects for their understanding of their lives today.⁶⁹ When asked about discrimination, students responded with “I learned that people are just like me,” and “people should come together and unite as one.”⁷⁰ One student also said “I’d like to bring my younger siblings because they think history is boring. I think I would change their mind.”⁷¹ Many students echoed these views as they announced that they would bring back family and friends to the museum to show them how museums make history interesting and what they also can learn about tolerance.⁷²

Tabrari Coleman, Project Director of the ADL’s *A World of Difference Institute*, described the benefits of the partnership between MHM and the ADL for “Reading Bias/ Writing Tolerance.” Coleman stressed that this partnership and its focus on teaching tolerance and addressing situations of discrimination allowed ADL to benefit from MHM’s role as a museum. Coleman stated that the “Museum employs a diverse staff, and not just in race and ethnicity, but those whose diversity of thought allows for inclusive programming dedicated to ensuring a spectrum of interests are represented. The community has high expectations, and partnering with the Museum gives additional credibility and exposure.”⁷³ Coleman demonstrated how the museum’s partnership with ADL and their collaborative program not only benefited students, but members of the community.

⁶⁸ News and Events, “February 2011: Museum Artifacts Enhance Teaching about Bias and Tolerance.”

⁶⁹ News and Events, “February 2011: Museum Artifacts Enhance Teaching about Bias and Tolerance.”

⁷⁰ “Replication Guide,” Reading Bias Writing Tolerance, 18.

⁷¹ “Replication Guide,” Reading Bias Writing Tolerance, 18.

⁷² “Replication Guide,” Reading Bias Writing Tolerance, 18.

⁷³ “Tabari A. Coleman,” Missouri History Museum.

The overall purpose of the “Reading Bias/Writing Tolerance” program was to use historical objects to facilitate discussion on bias and discrimination. Through the in-classroom lessons and visits to the museum, the students developed stronger literacy skills and knowledge of the impact that bullying, bias, and racism can have. With these new skills and understanding, the students connect the mistakes of the past to the solutions of the present. The lessons achieved such success through object-based learning, team building activities, creative expression, engaging discussion, and moments of reflection. Additionally, the students were able to benefit from the safe and accepting environment created by their teachers, the ADL facilitators, and museum staff.⁷⁴

Multiple lessons can be also gleaned from the partnership between ADL and MHM. Coleman stated “The History Museum is a trusted and valued institution in our region, and partnering on projects and programs allows our message to reach a broader audience than we might be able to reach on our own.”⁷⁵ Additionally, Coleman addressed how the museum allowed ADL to reach student audiences as he said “A lot of our focus is on school communities and this [partnership] allows us to reach individuals and organizations that we might not otherwise have contact with.”⁷⁶ Coleman’s comments and the success of the collaboration between ADL and MHM showed how another organization can benefit with a museum as its partner in addition to students.

Museum of Jewish Heritage- A Living Memorial Holocaust

Every year, the Museum of Jewish Heritage hosts the program, the Interfaith Living Museum (IFLM). Beginning in 2005-2006, the IFLM brings together fifth and sixth graders from Jewish and Muslim day schools. Over the course of four to six months, the students participate in

⁷⁴ “About the Program,” Reading Tolerance and Writing History.

⁷⁵ “Tabari A. Coleman,” Missouri History Museum.

⁷⁶ “Tabari A. Coleman,” Missouri History Museum.

a series of cooperative learning experiences that allow them to learn about each other's heritage. The students travel to MJH to learn about Jewish culture and history. They also visit the American Museum of Natural History (or the Metropolitan Museum of Art) to view Islamic artifacts and discuss Islamic practices. In addition to the two field trips to museums, the students also visit each other's schools and places of worship. For example, the 2009 IFLM students visited the Congregation Ansche Chesed, a synagogue, and the Islamic Cultural Center of New York, where they met community leaders. The entire program culminates in the students' presentation of a final exhibition at MJH.

As students begin to learn more about each other's heritage, they are instructed to gather artifacts that represent their cultures in meaningful and personal ways. Once the artifacts are selected, the students present them to each other and discuss how these artifacts relate to their families' own experiences and represent their culture. The students then work together to categorize the objects thematically and draft object labels. Thus the students create their own personalized exhibition that demonstrates their connections among each other. Parents, teachers, fellow students, and many members of the MJH staff are invited to the exhibition where the students interact and assist each other in presenting their objects.⁷⁷ MJH described IFLM's mission as closely related to the group relation and conflict resolution research conducted by Juliana Schroeder, a Ph.D. candidate in business and psychology, and Jane L. Risen, an associate professor of behavioral science, at the Booth School of Business at the University of Chicago. In an article within the *New York Times* on August 22, 2014, Risen and Schroeder explained that "young people who were able to form just one close relationship with someone from the other

⁷⁷ "Interfaith Living Museum Brings Jewish and Muslim Students Together to Celebrate Shared Culture and Diversity," Museum of Jewish Heritage- A Living Memorial to the Holocaust, last modified February 2, 2009, accessed October 17, 2014, <http://www.mjhnyc.org/pressroom/documents/IFLM.pdf>.

group were the ones who developed the most positive attitudes toward the group”⁷⁸ which shows the positive impact of IFLM.

A statement from one of the 2013-2014 IFLM students echoed the development of positive attitudes of the students towards each other and the meaningful connections that they made. One IFLM student proclaimed, “I thought the other kids would be different somehow, but besides dressing a little differently, they were just like us. I learned that you can make friends with anyone and that you don’t judge people by religion. The best part of all was when we expressed our culture to each other.”⁷⁹ Additional past students of the program further emphasized their understanding of differences and similarities while expressing their growing tolerance and new friendships. One of the Muslim students, from 2009-2010, said “I have learned a lot about Judaism, and I think the Jewish students have learned a lot about Islam, too.”⁸⁰ A Jewish student of 2009-2010 said that although there were differences between the two groups “I’ve learned a lot about how they pray and about their lives.”⁸¹ She mentioned that previously she had heard Muslims and Jews were enemies, but through IFLM she discovered their similarities greatly outweighed their differences.⁸² Paul Radensky, Manager of Education Programs at MJH, further described the sentiments and experiences of the students and the museum staff and teachers who guide the students within the program. Radensky, who assisted in the development and currently directs IFLM, said that evaluations from the students prove

⁷⁸ “Interfaith Living Museum,” Final Report on School and Teachers Program, last modified September 2014, accessed November 13, 2014, http://issuu.com/museumofjewishheritage/docs/0922_edureportpr, 7.

⁷⁹ “Interfaith Living Museum,” Final Report on School and Teachers Program.

⁸⁰ Clyde Haberman, “Interfaith Understanding Wins Out and a Plot Loses,” *New York Times*, May 21, 2009, accessed October 27, 2014, http://www.nytimes.com/2009/05/22/nyregion/22nyc.html?_r=1&.009/05/22/nyregion/22nyc.html?_r=0

⁸¹ Haberman, “Interfaith Understanding Wins Out and a Plot Loses.”

⁸² Haberman, “Interfaith Understanding Wins Out and a Plot Loses.”

how the students are genuinely “pleased to be able to share” and “pleased to be able to learn” while discovering the commonalities among each other.⁸³

The leaders and teachers of the participating Islamic Leadership School highlight the benefits of their school’s participation in the program. Shireena Drammeh, Director of the Islamic Leadership School, continues to participate in the program each year as she believes “dialogue and interactions are the enemies of animosity.”⁸⁴ Muhammad Drammeh, a teacher at the Islamic Leadership School, emphasized the need for this type of program as it encourages interfaith services and dialogue among Jews and Muslims. Through IFLM, and hopefully programs like it, conflicting groups can achieve peace and foster goodwill.⁸⁵ The MJH staff also feels personally connected to the program as they “believe [they] are actually doing something to make the world a better place” by “opening the doors” towards positive attitudes and understanding of differences.⁸⁶

Radensky emphasized the importance of a program like IFLM. In particular, he mentioned that this program creates “a safe environment” for the students to better learn and understand each other.⁸⁷ In an article about IFLM, Clyde Haberman, the NYC columnist of the *New York Times*, described the program’s transformative qualities and powerful message when he said “there was every reason to feel that the world stood a chance of becoming a better place if more people were like these schoolchildren who gathered [at the Museum of Jewish

⁸³ Paul Radensky, Interview by Ashley Scotto, July 16, 2014.

⁸⁴ “Interfaith Living Museum Brings Jewish and Muslim Students Together to Celebrate Shared Culture and Diversity,” Museum of Jewish Heritage.

⁸⁵ Muhammad Drammeh, “Thank You for Interfaith Living Museum Program,” *Museum Community Report*, December 16, 2011, accessed October 17, 2014,

<http://muslimcommunityreport.com/2011/12/16/%E2%80%98thank-you-for-interfaith-living-museum-program%E2%80%99/>.

⁸⁶ Radensky, Interview, July 16, 2014.

⁸⁷ Radensky, Interview, July 16, 2014.

Heritage.]”⁸⁸ As the students also emphasized in their remarks about the program, they found value in learning and illustrated a growing tolerance of a group different from their own culture. IFLM’s overarching message focuses on providing excellent education opportunities for teachers and students to explore their heritage and their history in a way that will strengthen them and inspire them”⁸⁹ and ensures that IFLM contains elements that can contribute to a lesson on anti-bullying.

Kidsbridge Tolerance Museum

The Kidsbridge Tolerance Museum (Kidsbridge) is the only youth-based tolerance museum within the United States. Founded in 1996, Kidsbridge continues to focus on tolerance education through different types of lessons. The museum is set up with interactive exhibits that focus on different themes related to anti-bullying. The students spend time at each station. In “Overview,” the students learn where they are and the mission of Kidsbridge. At “School Bus Showdown,” students encounter an example of a bullying situation on a bus where a child is excluded from taking a seat through an interactive video. Students can choose to hear the reasons of the different people on the bus and are introduced to the ideas of bully, victim, and bystander. “Differing Abilities Room,” “Name that Stereotype,” and “Prejudice Hurts” introduce students to how people are different, the harmful effects of exclusion and name calling, how preconceived notions of a particular group can negatively affect all members of society, and how to be brave to stand up against discrimination and prejudice. The “Kid Heroes Room” has students explore the idea of a hero and what makes a hero through a guided discussion by the docent. “Power Chargers” offer visitors the opportunity to create and decorate a personal power charger that is

⁸⁸ Haberman, “Interfaith Understanding Wins Out and a Plot Loses.”

⁸⁹ Radensky, Interview, July 16, 2014.

an origami fortune teller. The personal power charger is a take-away craft that the students make to remind themselves what they are proud of and the power that they have to change the world.

Students can further create a personal craft in “Telling Our Stories” where they watch videos of children sharing experiences of prejudice and then have the opportunity to write about their own experiences. “Puppet Show” allows the students to create their own puppets and then act out scenarios of bullying and how the bully, victim, and bystander respond. The “Puppet Show” offers each student the opportunity to practice effective conflict-resolution skills and demonstrate the knowledge of what they learned at the other stations. “Aspirations to College” is the one lesson that does not have a designated exhibit. Rather, the docent facilitates an ongoing dialogue throughout the day about college aspirations that encourages the visitors to think positively about themselves and how to inspire each other to be better citizens.⁹⁰

Kidsbridge not only affects its visiting students, but it has an impact on the college students at TCNJ and the local community. TCNJ students have the opportunity to volunteer as docents. Amanda King, Chelsea Carroll, Michelle Sanders, and Kevin Mount are all college student volunteer docents at Kidsbridge. Mount described his time at Kidsbridge as the experience he needed to reaffirm his own beliefs in going into education.⁹¹ Carroll described her time at Kidsbridge as what she personally needed to overcome her own experiences with bullying and help students learn from what she went through.⁹² King stated, “I’ve learned at Kidsbridge that teaching empathy and acceptance is just as important as teaching core subjects. I have used this knowledge in my practicum/student teaching experiences; I taught a lesson on turn-taking and sharing in my Kindergarten placement last semester, and I have given Kidsbridge

⁹⁰ “Docent Training Guide,” Kidsbridge Tolerance Museum, last modified 2009, accessed June 9, 2014, http://74.220.219.56/~kidsbrid/wp-content/uploads/2012/08/Docent_Guide.pdf.

⁹¹ Kevin Mount, Interview by Ashley Scotto, June 16, 2014.

⁹² Chelsea Carrol, Interview by Ashley Scotto, June 14, 2014.

information to all of my co-ops. Personally, I think Kidsbridge has made me a better person. When I volunteer, it gets me thinking about being an upstander. I'm not just teaching the kids, I'm teaching myself as well."⁹³ Many Kidsbridge docents describe a powerful experience when encountering Kidsbridge and these feelings extend beyond the museum's doors.

Docents are not the only members of the college community to be affected by Kidsbridge. Psychology undergraduates can participate in the Kidsbridge Research Lab where the college age students conduct research related to the Kidsbridge exhibits in order to make the lessons more effective and provide children with a better understanding of tolerance, name calling, and bullying. One student and docent, Michelle Sanders, conducted a study on the "KART" (Kidsbridge Anti-Bullying Response Team) activity. "KART" focuses on the improvement of help-seeking behavior when in a bullying situation. Through discussion and an activity of filling a paper cart with items, titled with different people such as parent, docent, teacher, bus driver, etc., students visualize who can help support them in a bullying situation and how they in turn can support each other. Sanders studied how effective the "KART" activity was for nine, ten, and eleven-year-old museum visitors. She concentrated her study on the analysis of the students' perceptions about self-efficacy and social support networks. Sanders determined self-efficacy as how the students coped in a bullying situation. Social support networks referred to who the students believed could intervene in a bullying situation. Through pre and post-surveys, Sanders concluded that the students experienced a shift in their perceptions. They demonstrated an increase in knowledge on how to positively cope when either being bullied or witnessing bullying and how many individuals could support them in those situations. Through a preliminary study, Sanders explained that the students' responses demonstrated the positive and lasting effects that a visit to Kidsbridge had on its visitors. These projects prove how the younger

⁹³ Amanda King, Interview by Ashley Scotto, June 14, 2014.

school children who visit Kidsbridge experience shifts in attitude and behavior through pre and post-test assessments which reaffirms that Kidsbridge is having a profound effect on its visitors.⁹⁴

The Kidsbridge exhibits highlight specific themes that can be used for anti-bullying lessons. The lessons focus on developing empathy, understanding how people are different, strengthening skills for conflict resolution, working towards positive self-esteem and inspiring positivity in others, and learning how to be an effective role model. Mount stated, “Students cannot learn if they do not feel safe. So much emphasis is placed on academic curriculum, that administrators have forgotten that a key characteristic children need to learn is empathy. If children can learn to be empathetic, then that will solve a lot of the bullying problems.”⁹⁵ Carroll reiterated this idea as she said, “When talking to the students and teachers, I have seen that the museum helps to open the students up. They are able to feel comfortable in their groups and share more of what they are thinking and feeling. The students leave the museum feeling more confident with themselves.”⁹⁶ The docents indicated how the exhibits powerfully impacted the visiting school children and helped them develop problem-solving skills for anti-bullying situations while teaching them values such as compassion and tolerance.

Kidsbridge’s lessons to promote empathy stem from interactive opportunities, on-going discussions, moments of self-reflection, and creative expression. Sanders stated, “It is an extremely beneficial experience to get students out of the classroom, into a fun and engaging environment that they can really learn from like Kidsbridge. The key is making the experience engaging enough so that what they learn gets translated into the long-term memory. If museums

⁹⁴ Michelle Sanders, interview by Ashley Scotto, June 25, 2014.

⁹⁵ Mount, Interview, June 16, 2014.

⁹⁶ Carrol, Interview, June 14, 2014.

can accomplish this, then they are truly valuable.”⁹⁷ The docents also demonstrated how their experience at Kidsbridge showed them the possibilities of other museums and the powerful impact of field trips.

⁹⁷ Sanders, Interview, June 25, 2014.

Section III: Becoming an Effective Tool

In a study on the possibilities of museum and school partnerships, Laura Dickstein Thompson, director of Exhibitions and Education for Kidspace at the Massachusetts Museum of Contemporary Art, explained the unique benefits that a museum can offer. Thompson stressed how museums “have the flexibility and adaptability to address many disciplines [and] can also offer supportive environments for discussing sensitive topics. Through careful planning, [museums] can be trusted and safe environments for encouraging student reflection and discussion of challenging topics.”⁹⁸ Currently many museums do already follow themes of tolerance, empathy, and diversity through school programming and thus indirectly promote a culture of caring and understanding.

In a recent discussion on the fate of historic house museums, Ken Turino, Manager of Community Engagement at Historic New England, urged historic house museums to tell more diverse stories. He described that both national and international historic houses needed to prove their relevance and sustainability among their communities. One way is by telling more diverse stories and thus incorporating diversity as a greater theme in museums.⁹⁹ Several institutions succeed in expressing diverse stories. These museums demonstrate the possibility of incorporating anti-bullying lessons in curricula that already include several key elements such as historical empathy, tolerance, and understanding differences. These examples also show how their lessons highlight how learning about the past can lead to understanding present conditions and develop solutions to present and future societal issues- such as bullying. The Tenement

⁹⁸ Laura Dickstein Thompson, “Addressing Challenging Topics: A Case Study,” in *An Alliance of Spirit: Museum and School Partnerships*, ed. Kim Fortney and Beverly Sheppard (Washington DC: AAM Press, 2010), 51.

⁹⁹ Sally Yerkovich and Ken Turino, “Discussions of Fate of Historic House Museums” (lecture, Seton Hall University, South Orange, NJ, November 5, 2014).

Museum in New York, the Walters Art Museum in Maryland, the Harriet Beecher Stowe Center in Connecticut, and the Salem Witch Museum in Massachusetts are additional examples.

The Tenement Museum in New York offers programs that connect students with the stories of immigrants who settled and built their lives within Manhattan's Lower East Side through recreated tenements, documents and artifacts from immigrants of the area, and oral histories.¹⁰⁰ The museum's mission states that as it preserves and interprets the history of immigration, it, "forges emotional connections between visitors and immigrants past and present; and enhances appreciation for the profound role immigration has played and continues to play in shaping America's evolving national identity."¹⁰¹ Through lessons that use objects, oral histories, and primary documents, the museum instructs students of all ages about the capabilities of learning about the past and understanding about different cultures.¹⁰² Additionally, the Tenement Museum offers a workshop for teachers entitled "Discrimination." The workshop explores, "the connections between immigration, discrimination, and popular culture. Teachers examine the stories of families that encountered ethnic and racial prejudice and consider the history and impact of discrimination on individuals, communities, and the United States. Music and political cartoons highlight the role that popular culture plays in advancing and negating stereotypes."¹⁰³ By looking at the diverse stories of immigrants and exploring themes such as empathy, prejudice, and tolerance, the Tenement Museum instructs both students and educators.

The Walters Art Museum uses its extensive collections of different periods for a variety of different-themed school field trips. The field trip generally consists of a tour of the museum

¹⁰⁰ "Lesson Plans," Tenement Museum, last modified 2009, accessed December 5, 2014, http://www.tenement.org/education_lessonplans.html.

¹⁰¹ "A Landmark Building, A Groundbreaking Museum," Tenement Museum, last modified 2014, accessed November 10, 2014, <http://www.tenement.org/about.html>.

¹⁰² Tenement Museum, "A Landmark Building, A Groundbreaking Museum."

¹⁰³ "Professional Development Opportunities," Tenement Museum, last modified 2014, accessed November 10, 2014, http://www.tenement.org/education_workshops.php.

with discussions on the artworks and an optional visit to an artwork studio to create pieces related to the tour.¹⁰⁴ One particular theme is medieval art. The museum uses its medieval collections to instill positive values among its school group visitors. Students, from kindergarten to twelfth grade, can participate in this program and the museum will adapt lessons to be age-appropriate. In addition to a tour at the museum, teachers can use pre and post-visit information to complement their tour of the medieval collections. Teachers can order specific kits that include images of the objects from the tour. The pre/post visit information and tours involve worksheets that encourage close-analysis of particular artworks (such as an illuminated manuscript and stained glass), ask questions based on the students' opinion of the symbolism and use of artworks, and provide opportunities for creative expression that reflect on main points about the overall lesson.

Two examples are on the "Golden Rule" by treating others fairly and equally and the medieval code of honor. The "Golden Rule" uses the "Proverb Manuscript" in the collection. Students learn what the Golden Rule is, analyze the object, and then write and illustrate their own examples of how to apply the Golden Rule in the present-day.¹⁰⁵ The lesson on the medieval code of honor has students researching the topic. Using a sampling of different objects from the medieval collections, students learn about different medieval professions, art forms, and the overall way of life within the medieval period. Students look at the museum's objects to discuss the benefits of rules and examples of codes of honor. They then develop their own code of honor for the classroom and discuss the differences and similarities between the medieval code of

¹⁰⁴ "Get Creative," Walters Art Museum, last modified 2014, accessed December 9, 2014, <http://thewalters.org/teachers/outreach/art-studio.aspx>.

¹⁰⁵ "Revive, Contemplate, Integrate Lesson Plan," Walters Art Museum, accessed November 21, 2014, <http://thewalters.org/assets/pdf/lesson-plans/interpretations-of-the-golden-rule.pdf>.

honor and the present day list that they created.¹⁰⁶ Within each lesson, students reflect on their behavior and the treatment of others. Both lessons incorporate objects from the museum's medieval collections, a team exercise among the students, and a form of creative expression to express an understanding of the lesson's objectives.¹⁰⁷

Harriet Beecher Stowe Center offers school tours and programs at two national historic landmarks- the Harriet Beecher Stowe house and the home of Mark Twain. Tours include examining the historic houses with objects, materials from the lives of the authors and their time periods, and artifacts about people's reaction to the author's works and their lasting impact on present-day society. Students, grades seven to twelve, have the opportunity to experience the "Stowe & Twain: Effecting Social Change" lesson. This particular program has students touring the historic homes of Twain and Stowe. Students then participate in a presentation and discussion on the importance of Stowe's *Uncle Tom's Cabin* and Twain's *Adventures of Huckleberry Finn*. The students reflect on the impact of such literature on race relations and how they reflected certain inequalities within past American society. The students then connect such themes to the Civil Rights Movement and the possibilities of social change.

The Harriet Beecher Stowe Center also offers "Liberty and Justice for All" for grades eight to twelve; "Her Works Changed the World" for grades six to twelve; "Inspiration to Action" for kindergarten to fifth grade; and "Salons by Stowe" for grades nine to twelve. Each program complements a tour of the Stowe house. Additionally, they reflect on Stowe's novel, life in the nineteenth century, and how to be better citizens in society through creating and executing a plan for positive change among differing groups. If the schools cannot visit the sites, the Center also offers the possibility of museum educators coming into the schools to teach the

¹⁰⁶ "Pre and Post-Visit Activities Medieval Art," Walters Art Museum, accessed November 21, 2014, <http://thewalters.org/assets/pdf/teacher-visit-activities/medieval%20art.pdf>.

¹⁰⁷ Walters Art Museum, "Revive, Contemplate, Integrate Lesson Plan."

lessons through images of the sites along with primary and secondary resources. Students can also participate in the “Harriet Beecher Stowe Student Prize for Writing to Advance Social Justice” or attending the “Inspiring Action Networking Fair” for young people interested in social activism.¹⁰⁸ Each opportunity, offered by the Center, highlights its dedication to encouraging students to learn about social activism and civic duty through American history and literature.

Founded in 1972, the Salem Witch Museum tells the story of the Salem Witch Trials in 1692. The museum’s primary exhibit, “Witches: Evolving Perceptions,” not only illustrates the common misconceptions and assumptions of anyone labeled a “witch” within the history of various cultures, but also addresses the larger issues of scapegoating and persecution.¹⁰⁹ The exhibits include artifacts related to the Salem Witch trials as well as different scenes with life-like figures that depict the history of witchcraft and instances of persecution (such as Senator Joseph McCarthy and the McCarthy hearings and the Japanese American internment after Pearl Harbor).¹¹⁰ An article in the *Huffington Post* described how the Salem Witch Museum’s exhibits can teach different groups about facing discrimination. Specifically discussing American Muslims, the article said, “The Salem Witch Museum does have an important message for American Muslims and many others too... we should neither be unjust persecutors nor should we allow ourselves to be unjustly persecuted... we can oppose [this persecution] with our voices and with our hearts.”¹¹¹ Though the exhibits are not directly dedicated to American Muslims,

¹⁰⁸ The Mark Twain Museum and Harriet Beecher Stowe Center “Field Trip and Program Guide,” last modified 2014, accessed November 20, 2014, https://www.harrietbeecherstowecenter.org/worxcms_files/2014-15-STOWE_TWAIN-SHOOL-BROCHURE-for-web.pdf

¹⁰⁹ “Salem Witch Museum Timeline,” Salem Witch Museum, last modified August 2010, accessed September 1, 2014, <http://www.salemwitchmuseum.com/media/timeline.pdf>.

¹¹⁰ “Witches: Evolving Perceptions Exhibit,” Salem Witch Museum, last modified 2012, accessed December 8, 2014, <http://www.salemwitchmuseum.com/about/exhibit.php>.

¹¹¹ Kemal Argon, “What Can the Salem Witch Museum Teach American Muslims,” *Huffington Post*, June 26, 2012, accessed April 7, 2014, http://www.huffingtonpost.com/kemal-argon/what-can-the-salem-witch-_b_1602909.html

their information about discrimination and prejudice teach valuable lessons about understanding differences and upholding tolerance.

Though not completely related to anti-bullying, the Tenement Museum, Walters Art Museum, Harriet Beecher Stowe Center, and Salem Witch Museum have programs that address tolerance, diversity, and empathy. By interpreting the histories and artifacts of their respective places, the museums address issues such as discrimination and showed lessons on understanding and equality. These museums and the case studies indicate how museums are already working towards instilling positive values in students. By taking the next step forward and further incorporating certain methods and themes, museums can greatly assist in the goal to eradicate bullying.

With Thompson's declaration in mind and based on previous research into the case studies, additional museum examples, and anti-bullying strategies for schools and field trips, I have developed a theoretical model for museum educators and staff which brings together best practice ideas to apply to existing programs and further transform a museum into an anti-bullying tool and strong school partner. The model follows the acronym- SPEAK OUT (See Appendix).¹¹² It stands for Say something, Prepare, Educate, Advocate, Keep Constant, Offer, Understand, and Talk. As states develop more clear and concise anti-bullying policies, they include community organizations and members as key participants in the intervention in bullying situations. These policies (ex. Colorado and New Jersey) encourage school staff, community members, and students to take note of a bullying situation and report to the appropriate

¹¹² For more specific strategies in the school environment, refer to Sonia Sharp and Peter K. Smith, *Tackling Bullying in Your School: A Practical Handbook for Teachers* (London: Routledge, 1994) and Susan M. Swearer, Dorothy L. Espelage, and Scott A. Napolitano, *Bullying Prevention and Intervention: Realistic Strategies for Schools* (New York: Guilford Press, 2009) 48-50.

advisor.¹¹³ Museums have the capability to reimagine their lessons and further promote themselves as safe places and establish partnerships with schools to reaffirm these ideas.

In looking at the success of Kidsbridge's lessons, Azarchi offered advice for museum educators in order to achieve this great impact on students with anti-bullying lessons. Azarchi said "read the research, apply best practice, and really educate yourself on the issue and not put on a show."¹¹⁴ To abide by state bullying policies and follow Azarchi's advice, museum educators and those involved with the students at the field trip should *say something* if they witness a bullying account. Training staff to acknowledge and report a situation is also an aspect of the state anti-bullying initiatives.¹¹⁵ The education department can *prepare* the staff associated with field trips (such as curatorial, security, visitor services) that they will need to inform teachers and chaperones if they witness any bullying infraction. Lessons can *educate* the students on themes such as tolerance, diversity, and equality. As a new *advocate*, museum educators and colleagues can become active within the community and reveal themselves as another partner in the overall anti-bullying campaign. During the visit, museum staff can *keep constant* the anti-bullying practices by being positive, encouraging role models for the students.

Museums can thus *offer* their institutions as a partner towards anti-bullying campaigns and possibly host teacher workshops about discrimination and equality (ex. Harriet Beecher Stowe Center and the Tenement Museum). To enact these policies and plan possible programming, museum staff can further *understand* the current policies within schools about bullying. Overall, the museums can *talk* with schools and other members of the community to create further collaborations that will greatly benefit the well-being of children. By *offering* the programs, *understanding* the policies, and *talking* with the schools, museums can generate

¹¹³ Swearer, Espelage, and Napolitano, *Bullying Prevention and Intervention*, 48.

¹¹⁴ Azarchi, Interview, April 25, 2014.

¹¹⁵ Swearer, Espelage, and Napolitano, *Bullying Prevention and Intervention*, 48-49.

deeper, on-going dialogues with schools and possibly develop stronger partnerships (ex. IFLM and Crystal Bridges). Through an open dialogue and by demonstrating their willingness to engage with schools on a significant topic, museums can establish trust between the two partners. Trust is a vital component for a successful and effective museum and school collaboration.¹¹⁶

Each case study reaffirmed that the students benefited from the safe environment created by the museum. On IFLM, Radensky said, “Here in NY, we are addressing the tension, meeting one another and doing it in a nonjudgmental way. Through opening the doors, there will be positive ramifications.”¹¹⁷ Studies conducted by research organizations also highlighted the importance of a safe environment. For example, the Search Institute, an organization that partners with schools and community coalitions to conduct studies on what children need to succeed, conducted research for the past ten years to determine the necessary external and internal assets for children to achieve their goals. The more assets that children have, the more likely they are to engage in positive behaviors and achieve their goals. Several studies identified and measured forty assets. YouthALIVE, an organization dedicated to instructing children on violence prevention, tolerance, and diversity, described several pre-existing programs with museums and science centers that involve the following qualities that correlate to the assets uncovered by the Search Institute:

[Finding] adult support, empowerment (feeling valued and safe), boundaries (adult role models), high expectations (from staff, peers, visitors), constructive use of time, creative activities, commitment to learning (achievement motivation), positive values (helping others, equality and social justice, integrity, honesty, responsibility), and social competency (planning and decision making), interpersonal skills, intercultural skills, conflict resolution.¹¹⁸

¹¹⁶ Thompson, “Addressing Challenging Topics,” 54.

¹¹⁷ Radensky, Interview, July 16, 2014.

¹¹⁸ Deanna Banks Beane, “Museums and Healthy Adolescent Development: What We Are Learning from Research and Practice,” *The Journal of Museum Education* 25, no. 3 (Fall, 2000): 3-8, accessed October 1, 2014, <http://www.jstor.org/stable/40479183>.

Though it is a multitude of qualities, the list describes several characteristics that can be further adapted and used to create a stronger anti-bullying environment in a museum.

The forty assets, Radensky's reflections on IFLM, and Arazchi's advice illustrate the components of the anti-bullying environment. As the program leader, a museum educator or docent can adequately achieve the "boundaries" element of the YouthALIVE description. Along with the teacher or chaperone, the museum staff members are adult examples for the students. Instructors need to act as positive role models and ensure students feel valued through motivation found by encouragement of open discussion and continued dialogue. By consistently listening to the students, acknowledging their thoughts on responses, and allowing discussion, educators can let students experience a safe, non-judging environment. They can also be compassionate and aware of the difficulties students endure when facing new experiences, such as a field trip in an unfamiliar place. Educators can begin lessons with introductions and review a schedule of activities to reassure the students.¹¹⁹ YouthALIVE's report on features of science centers and museums also provided examples of components that outline aspects of an adaptable lesson plan related to bullying.¹²⁰

In *Bullying Prevention and Intervention: Realistic Strategies for School*, the authors determined the top ten best policy practices for schools against bullying. A majority of the policies have been addressed through SPEAK OUT and creating an anti-bullying environment. YouthALIVE's description of pre-existing program qualities of science centers and museums also gave specific points to include within a lesson plan. The case studies echoed several of these elements. Another essential practice is incorporating social emotional learning within the

¹¹⁹ Marie-Nathalie Beaudoin and Maureen Taylor, *Responding to the Culture of Bullying & Disrespect: New Perspectives on Collaboration, Compassion, and Responsibility* (Thousand Oaks, California: Corwin, 2009), 238.

¹²⁰ Beane, 5.

curriculum. Azarchi stressed how social emotional learning is the main theme of Kidsbridge lessons and that many schools now require social emotional learning to combat bullying.¹²¹ These examples thus create the supplemental lesson plan that museums can adapt into their current curricula to address bullying.

Existing literature on the benefits of a museum visit show how museums already provide a forum for debate and discussion of social issues, foster understanding, provide commemorative experiences, create collective identity through sense of place and shared history, and affirm personal identity.¹²² In the next step towards anti-bullying campaigns, museums can further focus on a primary lesson objective to promote a culture of care. This can be done by utilizing what the existing benefits of a museum and through incorporating main themes of diversity, tolerance, and empathy in educational lessons. Addressing these themes requires interactivity and creativity through presentation, discussion, expression, and self-reflection.

There are benefits to examining diverse stories and looking at the differences of past and present. The shared experience of then and now can frame the lessons on understanding and tolerance because students have the ability to find points of commonality and differences which can inspire dialogue and reflection.¹²³ As seen in every case study and museum example, educators can utilize different museum objects (ex. historical objects or artworks) as “artifacts are tools for communication [and they] play a pivotal role in the representation of identity, meaning, and in the potential for enacting problem posing, inquiry, and other strategies for interpretation.”¹²⁴ The objects can be contextualized to allow students to gain a clearer perspective about the present through past events. Museums can provide unique experiences

¹²¹ Azarchi, Interview, April 25, 2014.

¹²² Sandell, 47.

¹²³ Sandell, 135.

¹²⁴ Elizabeth Wood, “Rules for the (R)evolution of Museums,” in *Inspiring Action: Museums and Social Change* (Edinburgh: MuseumsEtc., 2009) 66.

about “collective meaning, sharing, discussion, and debate” which are the “foundation of good citizenry” and encourage social values through objects.¹²⁵ Artifacts can convey “a sense of place and can, and therefore, introduce outsiders to the significance of a culture through material heritage [and] the stories told through objects in a museum setting have educational value.”¹²⁶ Educators can thus encourage an interactive discussion about the differences between the objects and between the time in which they were created and the present. Students also can use team exercises that ensure working together, listening to each other, and presenting their own opinions based on their close-analysis of the artifacts and discussion on the objects.

With the focus on different objects and reviewing past and present, students need the opportunity for self-reflection and then creative expression about the lessons. Creative expression can be done through writing letters or stories, crafting pictures, or expressing a personal story (ex. IFLM’s personalized exhibit, the reflection survey at Crystal Bridges, and the power charger craft at Kidsbridge). Through reflection and expression, the students thus personalize their visit to the museum and also document how their ideas have changed and indicate greater understanding of differences and tolerance.¹²⁷ These discussions and exercises thus take a place in safe setting provided by the museum. It will prove to be a forum where “objects of the past are shown...the culture for the future is built [to] help the community to grow”¹²⁸ which greatly promotes dedication to caring and understanding.

¹²⁵ Sandell, 46-47.

¹²⁶ Sandell, 47.

¹²⁷ Sandell, 138-139.

¹²⁸ Sandell, 50.

Section IV: Benefits for the Museum

Possible Funding

The museums within the case studies received funding for their programming that related to anti-bullying and/or tolerance education. As described, schools already are focused on anti-bullying initiatives. If a school works with a museum with an anti-bullying lesson, the resulting partnership and program can receive funding. The Missouri Historical Society received the 2004 National Leadership Grant for Museums that totaled \$247,280 for three years from the Institute of Museum and Library Services (IMLS). Additionally, the Dana Brown Charitable Trust offered funding for the “Reading Bias/ Writing Tolerance” program.¹²⁹ Other IMLS grants can support anti-bullying initiatives. The IMLS offers the “Museums for America” grant for institutions that prove they are “active resources for lifelong learning [and] vital components of livable communities.”¹³⁰ There is also the “Sparks! Ignition Grants for Museums,” that relates to museums that “expand and test the boundaries of museum services and practices.”¹³¹

Other regional, state, and national organizations offer funding that could be utilized for anti-bullying campaigns. As of 2012, the Robins, Kaplan, Miller & Ciresi Foundation for Children (based in Minnesota) offered over \$14 million to assist with programs and organizations related to children’s health, education, and overall welfare. The Foundation, along with many other community-based organizations, dedicates itself to civic service and believes in “a strong foundation for our kids today [which will] make sure they’re on solid ground tomorrow.”¹³² PACER’s received funding from the foundation for its National Bullying

¹²⁹ News and Events, “February 2011.”

¹³⁰ “Guide to Funding Programs and Opportunities Fiscal Year 2015,” Institute of Museum and Library Services, accessed May 4, 2014, <http://www.imls.gov/assets/1/AssetManager/2015GrantOpps4pager.pdf>.

¹³¹ Institute of Museum and Library Services, “Guide to Funding.”

¹³² “Stronger Together A Summary of Sharing,” Robins, Kaplan, Miller, & Ciresi, last modified 2012, accessed May 4, 2014, <http://www.rkmc.com/~media/PDFs/Community%20Service%20Report.pdf>.

Prevention Center.¹³³ Given the Foundation’s mission dedicated to children’s well-being and past contribution to PACER’s and similar organizations, the Foundation might fund other anti-bullying initiatives such as those within museums. Other national organizations, such as the NEA, have grants, funding, and recognition for organizations that partner with schools on different projects to benefit children’s education and well-being.¹³⁴ The Missouri National Education Association (MNEA) established a statewide education training program for teachers, parents, and members of the community so all can work together to end bullying. The MNEA’s efforts in an anti-bullying initiative titled “No MOre Bullying,” were recognized through the 2013 Rosena J. Willis Memorial Reward.¹³⁵ There are many possibilities for museums to obtain funding to incorporate anti-bullying programming within their institutions and pursue stronger school partnerships.

Increased School Attendance

In response to what young adults thought about museums, a thirteen-year old girl stated, “We’ve outgrown museums.”¹³⁶ The student, along with many others in New York, Georgia, Connecticut, Maine, and Washington, D.C., described museums as boring, noting that youths desire interactivity and more hands-on activities. These middle-school and high-school students identified several components, such as self-expression, undergoing a personal experience, and engagement through discussion and team exercises, that would make museums more interesting,

¹³³ “National Partners,” Pacer’s National Bullying Prevention Center, last modified 2013, accessed May 4, 2014, <http://www.pacer.org/bullying/nbpm/partners/national.asp>.

¹³⁴ “Grants & Awards,” National Education Association, last modified 2002-2014, accessed May 4, 2014, <http://www.nea.org/grants/grantsawardsandmore.html>

¹³⁵ “2013 Rosena J. Willis Memorial Award (State Award),” National Education Association, last modified 2002-2014, accessed May 4, 2014, <http://www.nea.org/grants/55114.htm>.

¹³⁶ Susie Wilkening and James Chung, “We’ve Outgrown Museums,” in *Life Stages of a Museum Visitor* (Washington DC: AAM Press, 2009), 69.

fulfilling places to learn overall.¹³⁷ Pursuing an anti-bullying lesson thus continues elements of programming that students want to experience within a museum.

While providing the experience that engages and interests students, the anti-bullying program also can assist in increasing the number of field trips to museums. According to the American Association of School Administrators' national survey, more than half of schools eliminated planned field trips within the 2010-2011 school year. The New Jersey School Boards Association (NJSBA) issued a survey in 2012 that illustrated the continuance of field trips' decline through quantitative data. Though schools attempted to keep field trips intact, funding and the increased attention and time devoted to standardized testing prevented many districts from pursuing the opportunity. However, the qualitative data revealed how parents, teachers, and administrators still desire a field trip.¹³⁸ One respondent stated, "Field trips are among the most memorable aspects of the curriculum and the school year," and another claimed, "The increased focus on quantitative accountability for student achievement will have the effect of reducing the number and type of field trips. This narrow-minded focus on tests is constricting the breadth of the learning experience."¹³⁹ The students particularly value the educational field trips as they "are important extensions of student learning."¹⁴⁰ School districts also described how they utilized multiple types of funding (district-supported, parent-supported, student-funded, or grant-funded) to attend field trips.¹⁴¹ There are existing sources of funding for anti-bullying-related campaigns. By looking into these sources of support, museum and school partnerships can possibly have a return and increase of the museum field trip.

¹³⁷ Wilkening and Chung, "We've Outgrown Museums," 69-80.

¹³⁸ "Survey Results: Schools Keep Field Trips Intact," School Board Notes, last modified December 18, 2012, accessed August 18, 2014, <http://www.njsba.org/news/sbn/20121218/survey-results-schools-keep-field-trips-intact.php>.

¹³⁹ SBN, "Survey Results: Schools Keep Field Trips Intact."

¹⁴⁰ SBN, "Survey Results: Schools Keep Field Trips Intact."

¹⁴¹ SBN, "Survey Results: Schools Keep Field Trips Intact."

Fulfilling Mission

With the increase of potential funding for school programs with anti-bullying themes, museums are able to achieve their mission. The analysis of the case studies' programs indicated that each program both fulfilled the institutional mission as well as promoted an anti-bullying message. The leaders of the IFLM at MJH described the program's connection to the museum's overall mission as it deepens and strengthens the participants' collective sense of humanity and tolerance for different cultures.¹⁴² The IFLM thus greatly affects the students, teachers, and participating museum staff. The Kidsbridge mission statement, vision statement, and values outline the institution's all-around dedication to anti-bullying with their exhibits and programs.¹⁴³ When students visit the museum, participate in programs, and take those lessons back to the classroom, Kidsbridge achieves its goals. The participants of the "Reading Bias/ Writing History" program proved that the Missouri History Museum (MHM) also fulfilled its mission and demonstrated its core values through the program.¹⁴⁴ The core values are integrity, inspiration, empathy, civil society, remembrance, and stewardship. The MHM "seeks to deepen the understanding of past choices, present circumstances, and future possibilities; strengthen the bonds of the community; and facilitate solutions to common problems."¹⁴⁵ One of the primary values of Crystal Bridges is the museum's belief that "a great museum [has] power to transform individuals and communities."¹⁴⁶ The study of field trips to Crystal Bridges revealed how the

¹⁴² Radensky, Interview, July 16, 2014.

¹⁴³ Kidsbridge, "About."

¹⁴⁴ News and Events, "February 2011: Museum Artifacts Enhance Teaching about Bias and Tolerance."

¹⁴⁵ "Welcome," Missouri History Museum.

¹⁴⁶ "Education, Big Year. Big Impact," Crystal Bridges Museum of American Art, last modified 2012, accessed August 18, 2014, <http://crystalbridges.org/ar/>.

students found value in their experience and indicated its transformative qualities as they described their growing empathy and tolerance towards diversity.¹⁴⁷

Positive Role within the Community

As they fulfill their missions through programs related to tolerance education and anti-bullying lessons, museums will also prove their positive, active, and essential role within the community. In *Bullying Prevention and Intervention, Realistic Strategies for School*, the authors identified the preventative measures needed to stop bullying. One of the key constituents was a community factor. Among these components were the existence of school-community partnerships, community resources used to support schools, and community institutions working towards a positive society. Classified as intervention points, these factors emphasize the importance of a community-wide initiative for bullying prevention.¹⁴⁸ The Search Institute's studies of forty virtues and values (referred to as assets within the studies' results) revealed that less than one third of the assets revolved around a child's home life, while more than half of the assets depend on a student's quality of opportunities and support provided by community institutions. YouthALIVE described museums and science centers as excellent resources that can expose many of the necessary assets to students. By being a supplemental tool in anti-bullying programs, a museum can become part of the community-wide commitment to ensuring students experience the assets for healthy development.¹⁴⁹

In the essay "Connecting Museum, School, and Community: Collaborations for Learning," Johnson and Rassweiler further stressed that museums and schools are two institutions embedded within the community that directly impact children. Thus, many entities

¹⁴⁷ Green, Kisida, and Bowen, "The Educational Value of Field Trips."

¹⁴⁸ Swearer, Espelage, and Napolitano, 24-25.

¹⁴⁹ Beane, 5.

within a community play a part in ensure the healthy development of adolescents.¹⁵⁰ By being a positive force within a community, a museum will be vital in the healthy development of adolescents and also ensure its own sustainability. In the essay “Being Responsive to be Responsible,” Claudia Ocello, renowned consultant for museums, examined how museums engage with their communities and the possibilities through successful collaboration. She emphasizes that by being responsive to the needs of communities, museums will act in the most responsible way to prove their sustainability and worth within society.¹⁵¹

¹⁵⁰ Johnson and Rassweiler, 65.

¹⁵¹ Ocello,199.

Conclusion

In 2014, AAM issued a report titled “Building the Future of Education: Museums and the Learning Ecosystem.” Within this report were ideas and trends that needed to be acknowledged and adapted in museums and schools. One theme is the idea that every child is a change-maker. Children have the possibility to generate change within society and their communities if they learn the skills to act empathetically and critically think to solve problems.¹⁵² As stakeholders in their communities, museums can become part of the greater campaign to eradicate bullying. In fact, as part of the community, museums may be a missing piece to assist in this battle. Incorporating supplemental lesson plans that address anti-bullying and pursuing school partnerships with these programs in mind will be different. However:

Taking on social change is most likely an evolutionary of revolutionary idea for museums; various efforts meant to challenge perspectives on sensitive topics have failed in some venues while others are creating new opportunities for community engagement. In order to build on the growing resurgence of public interest in civic issues and social change, museums can begin to implement of a variety of strategies that will generate a greater level of communication with visitors and delivery of educational missions.¹⁵³

And

Continuing to build museum-school collaborations that move into the community-at-large will require a change in the museum educator’s role and application of different skills for each multi-organization opportunity. The museum’s expertise may not be of utmost importance; values rather than content may be the learning goal; and a place to gather together may be more important than time spent in a gallery....The ability to respond nimbly will be essential, regardless of the situation. Reach out, explore, experiment, and celebrate.¹⁵⁴

¹⁵² “Building the Future for Museums: Museums and the Learning Ecosystem,” Center for the Future of Museums, last modified 2014, accessed November 12, 2014, <http://www.aam-us.org/docs/default-source/center-for-the-future-of-museums/building-the-future-of-education-museums-and-the-learning-ecosystem.pdf?sfvrsn=2>, 47-49.

¹⁵³ Wood, “Rules for the (R) evolution of Museums,” 55.

¹⁵⁴ Johnson and Rassweiler, 71.

Museums are thus forums that provide engaging, creative, and safe forums for individuals to gain skills and confidence to tackle issues and play an active role in their community's future.¹⁵⁵

Essential to museums are its educators. They have it within their power to unite with schools, broaden their museums' lessons and thus SPEAK OUT. As educators, they can take the next step to create and apply the themes of empathy, tolerance, and diversity through existing interactive lessons. Viva, Sam, and Susan illustrated that with the trip to a museum and an engaging lesson of the institutions' collections, they were inspired to promote a culture of care and thus become change-makers in society to end one of its biggest challenges.

¹⁵⁵ Sandell, 7.

Appendix: Training Tool for Museum Educators and Staff

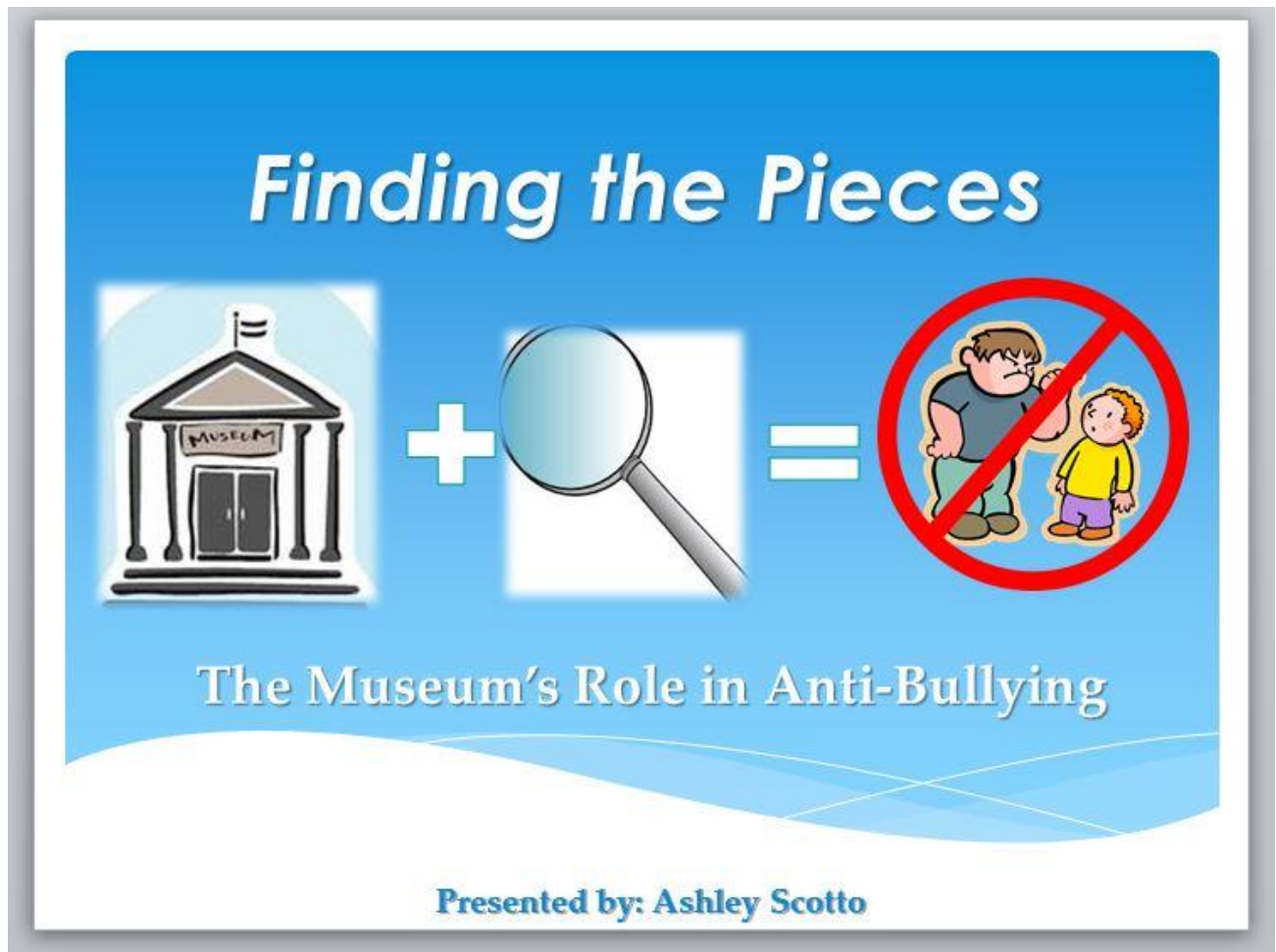


Image by: Ashley Scotto

Presenter Script: Welcome to “Finding the Pieces: The Museum’s Role in Anti-Bullying.” This is a professional workshop dedicated to museum education and anti-bullying initiatives.

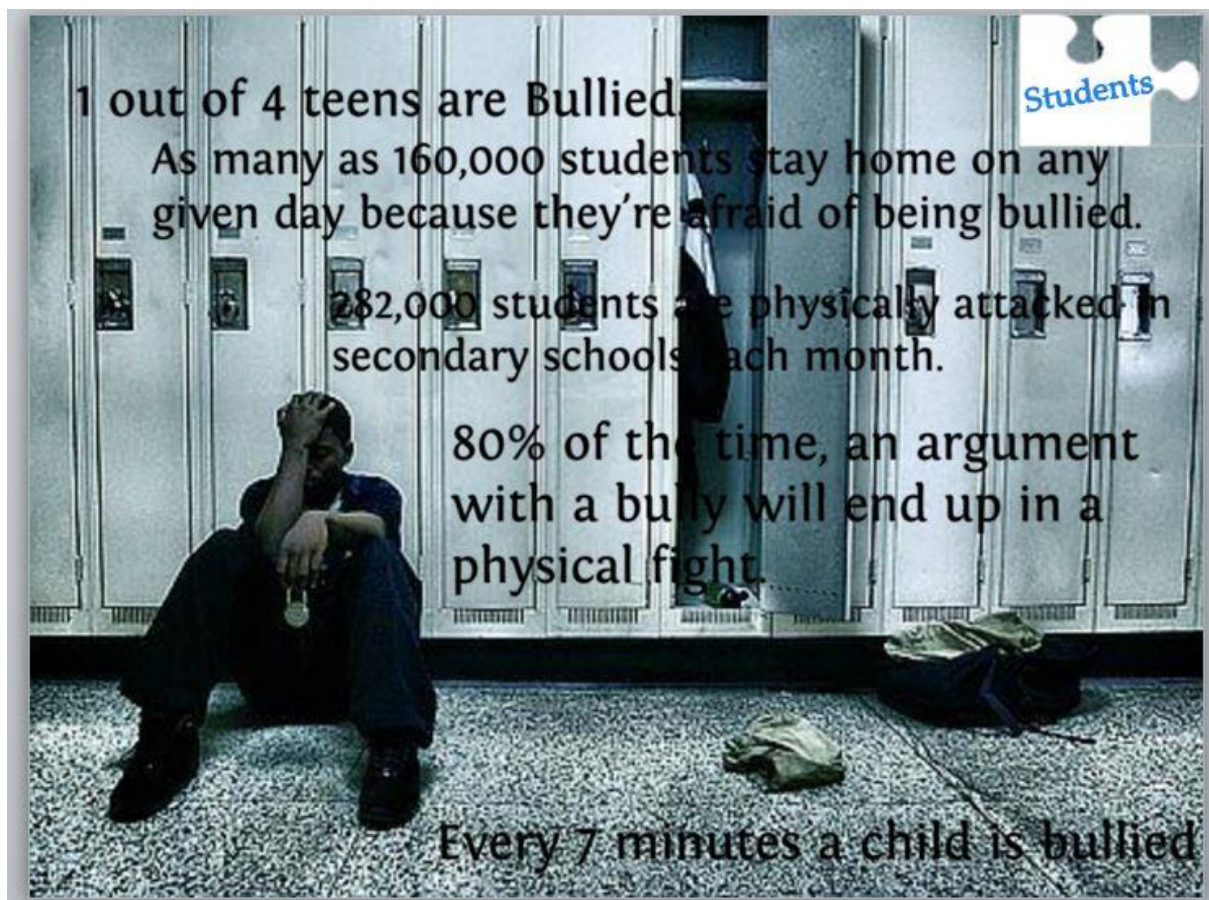


Image by: Ashley Scotto

Presenter Script: Bullying is an epidemic in the United States. Over 30% of students, of all ages, are either the bully, the target, or both.

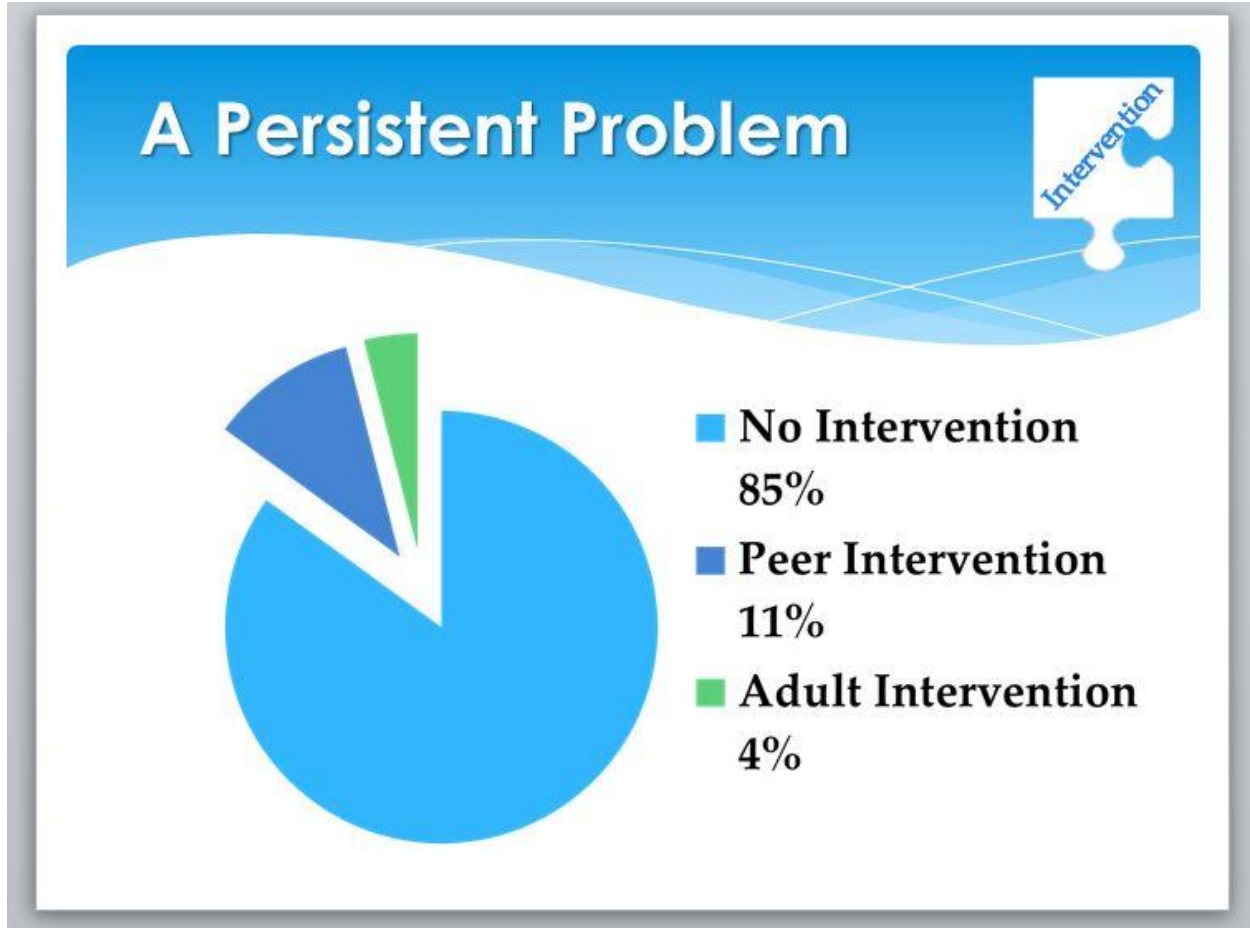


Image by: Ashley Scotto

Presenter Script: During these bullying situations, only 4% of adults and 11% of peers intervene. Eighty-five percent of the time, there is no intervention. As a result, bullying continues to be a problem and about 160,000 children stay home to avoid bullies, while 19,000 children attempt suicide due to bullying. Children are at risk and something needs to be done.

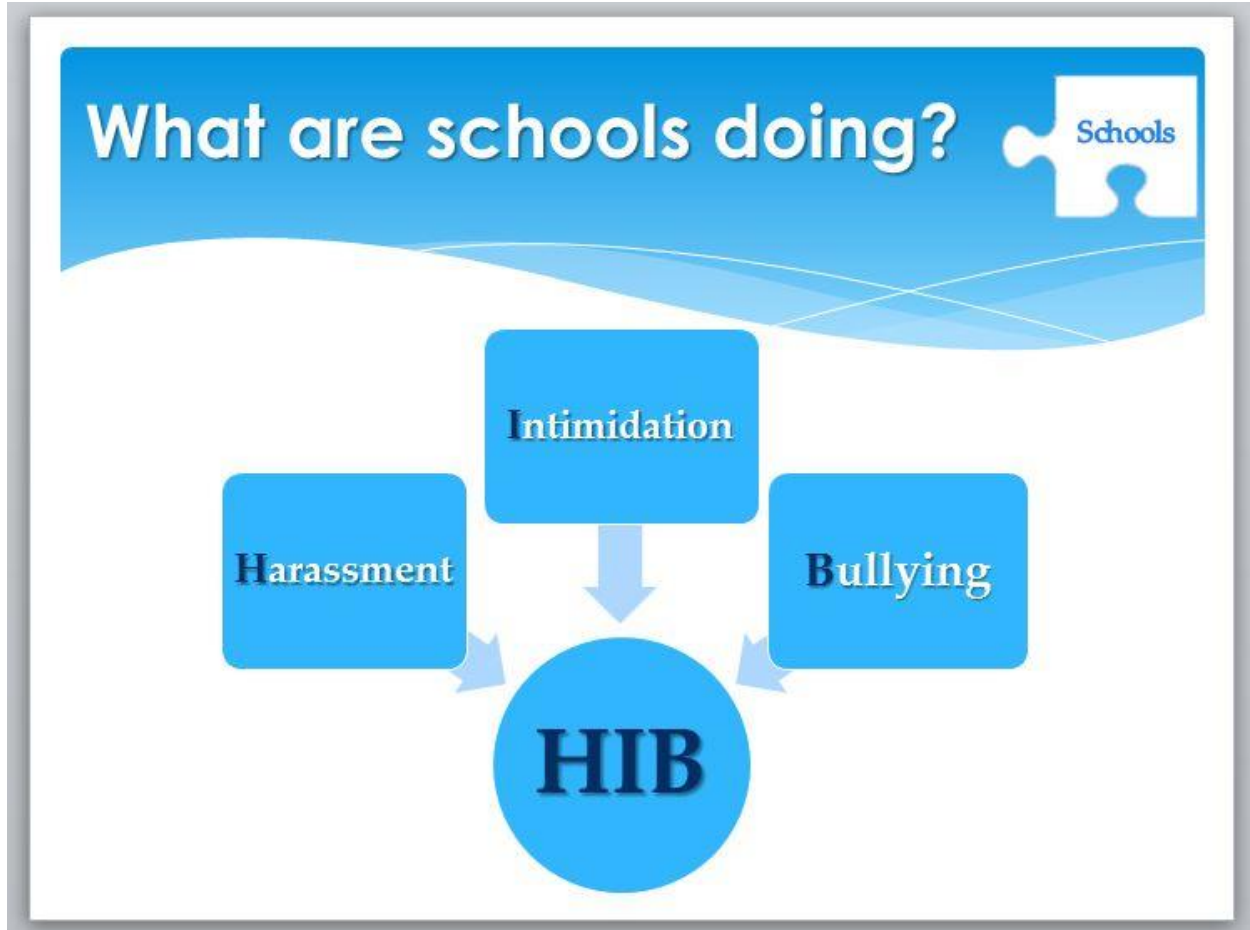


Image by: Ashley Scotto

Presenter Notes: In January 2011, New Jersey approved the Anti-Bullying Bill of Rights Act. Under the new law, schools have begun to incorporate new measures to HIB. HIB refers to harassment, intimidation, and bullying. Schools throughout the United States have created similar initiatives.



Image by: Ashley Scotto

Presenter Notes: Harassment, intimidation, and bullying means, “any gesture, any written, verbal or physical act, or any electronic communication” that occurs once or multiple times based on a perceived or an actual characteristic, such as race, religion, gender, sexual orientation, or mental, physical, or sensory disability, that physically or emotionally harms the student or creates fear of emotional or physical harm to their person or property, insults or demeans a student or group of students, or creates a hostile educational environment.



Image by: Ashley Scotto

Presenter Script: With HIB now in effect, schools STAND UP against harassment, intimidation, and bullying.



Image by: Ashley Scotto

Presenter Script: STAND UP is Set, Train, Add, Notify, Develop, Uphold, and Promote.

Set HIB policy which includes a definition of HIB, expectation of student behavior consequences and remedial actions, and reporting procedures.

Train all school-related staff on HIB policy.

Add parents, students, volunteers, community representatives, and administrators to the development, implementation, and enforcement of HIB policy.

Notify appropriate school authorities and report any and all incidents.

Develop new positions to include a district anti-bullying coordinator, the school's anti-bullying specialist, and the school's safety team.

Uphold consequences, support services, intervention services, counseling, and other needed programs.

Promote a bully-free zone with implementation and instruction of HIB policy among staff and students and Week of Respect in October for Bullying Awareness Month.

As schools STAND UP, they will receive grades based on the reports of HIB-related incidents. Such reports will also be submitted to the superintendent, the New Jersey Department of Education, and the Education Committees of the Senate and General Assembly.



Image by: Ashley Scotto

Presenter Script: HIB involves parents, schools, and students. What is the next piece of the puzzle? Who else is needed to take a stand against bullying?



Image by: Ashley Scotto

Presenter Script: The Community is another crucial piece to the puzzle for anti-bullying. With community efforts, we can have more adults watching for bullying, address bullying in areas outside of school, sustain the lessons developed in the school's HIB programs, and be part of the collaborative effort of parents and fellow educators to prevent bullying situations. Engrained within each museum's mission, vision, goals, and objectives is its community and how it serves its community. The American Alliance of Museums, along with countless museum professionals, stresses the connection between museums and communities. Additionally, there is a growing focus on museums and their capability to assist in social change. By being part of the community and serving their community, museums are part of the puzzle.

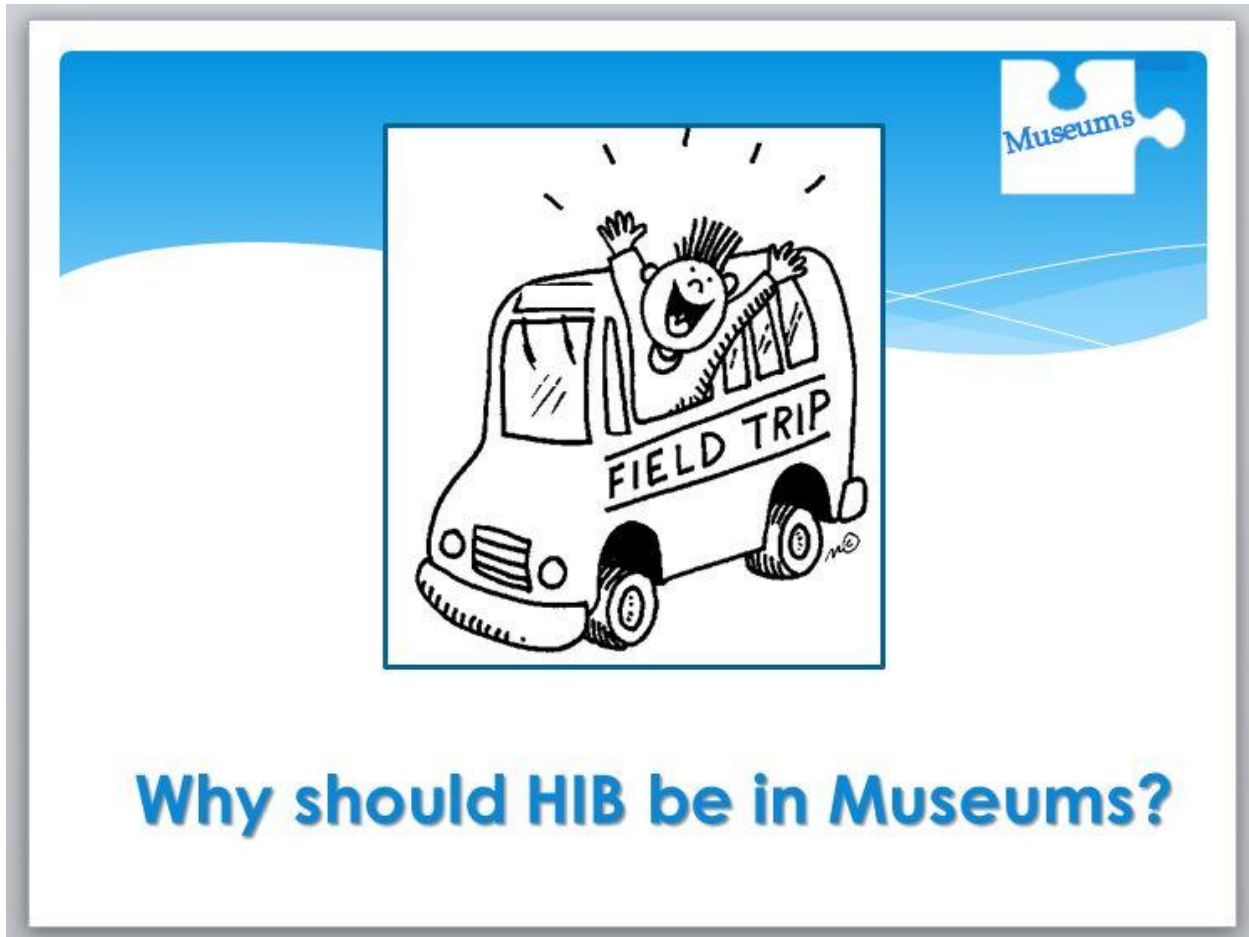


Image by: Ashley Scotto

Presenter Script: Many school policies incorporate school-sponsored functions at other sites. In looking specifically at HIB, its laws include incidents on school property, at any school-sponsored functions, on a school bus, and off- school grounds that interferes with the activities and the rights of the students. Museums are an alternative classroom where students come to learn on field trips and through school programs. Our services are off-school grounds where bullying can still occur. As we work with schools and host their students, we are thus associated with HIB and its law.

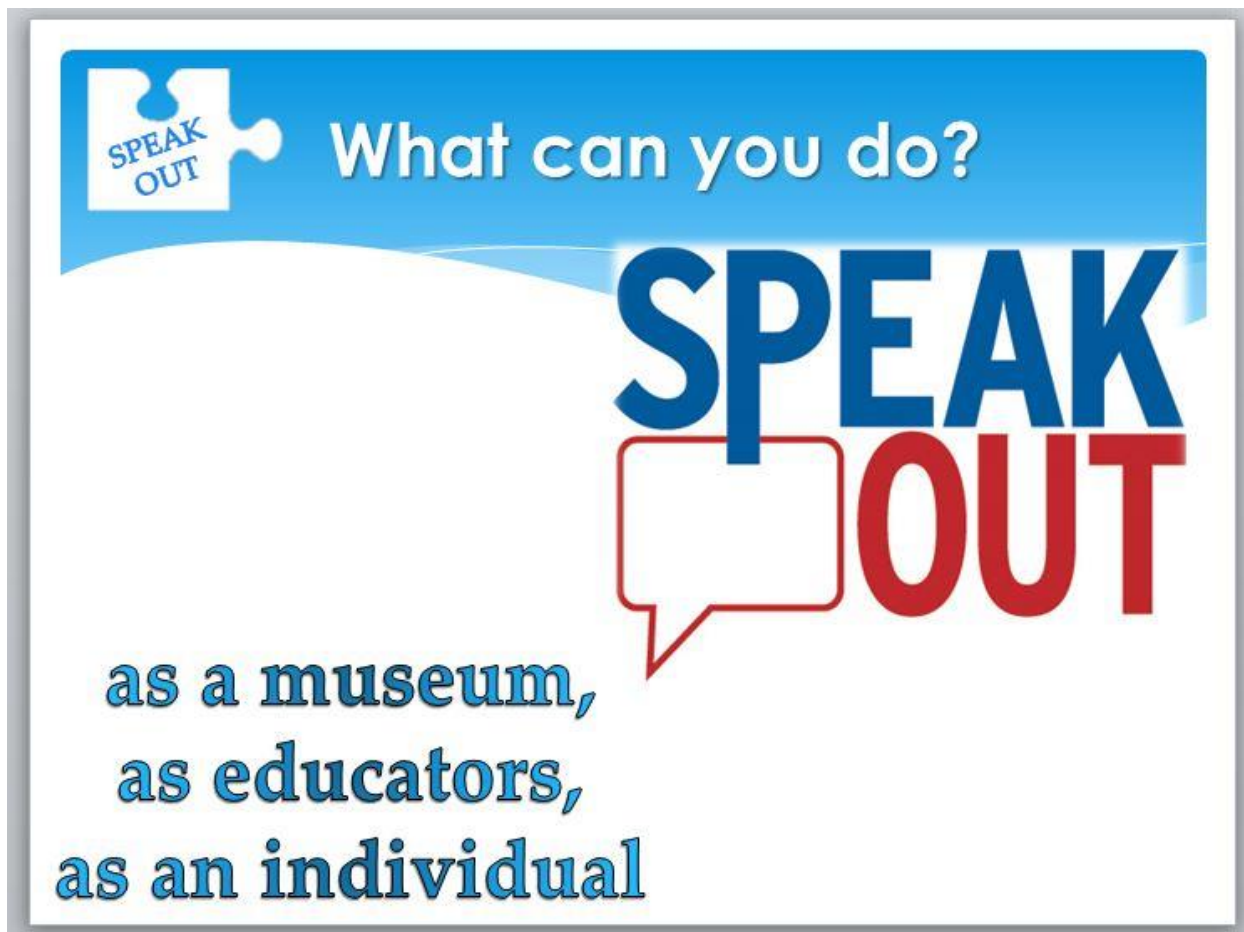


Image by: Ashley Scotto

Presenter Script: As a museum, as educators, and as an individual, museum educators and museum professionals can, “SPEAK OUT!”



Image by: Ashley Scotto

Presenter Script: Speak Out stands for Say Something, Prepare, Educate, Advocate, Keep Constant, Offer, Understand, and Talk.

Say something to teachers and chaperones if you witness something during the school's visit.

Prepare your staff to SPEAK, prepare the other departments associated with school groups (such as curatorial, security, visitor services) to inform teachers and chaperones.

Educate the students with lesson plans that include tolerance, diversity, and equality.

Advocate for your museum and colleagues to consider anti-bullying and to become more active as a community representative for anti-bullying.

Keep constant the anti-bullying practices and being role models to the students.

Offer museum as location for HIB workshops and programs related to October’s Bullying Prevention Month.

Understand HIB and similar policies.

Talk with schools, other institutions, and other members of the community to create additional collaborations.

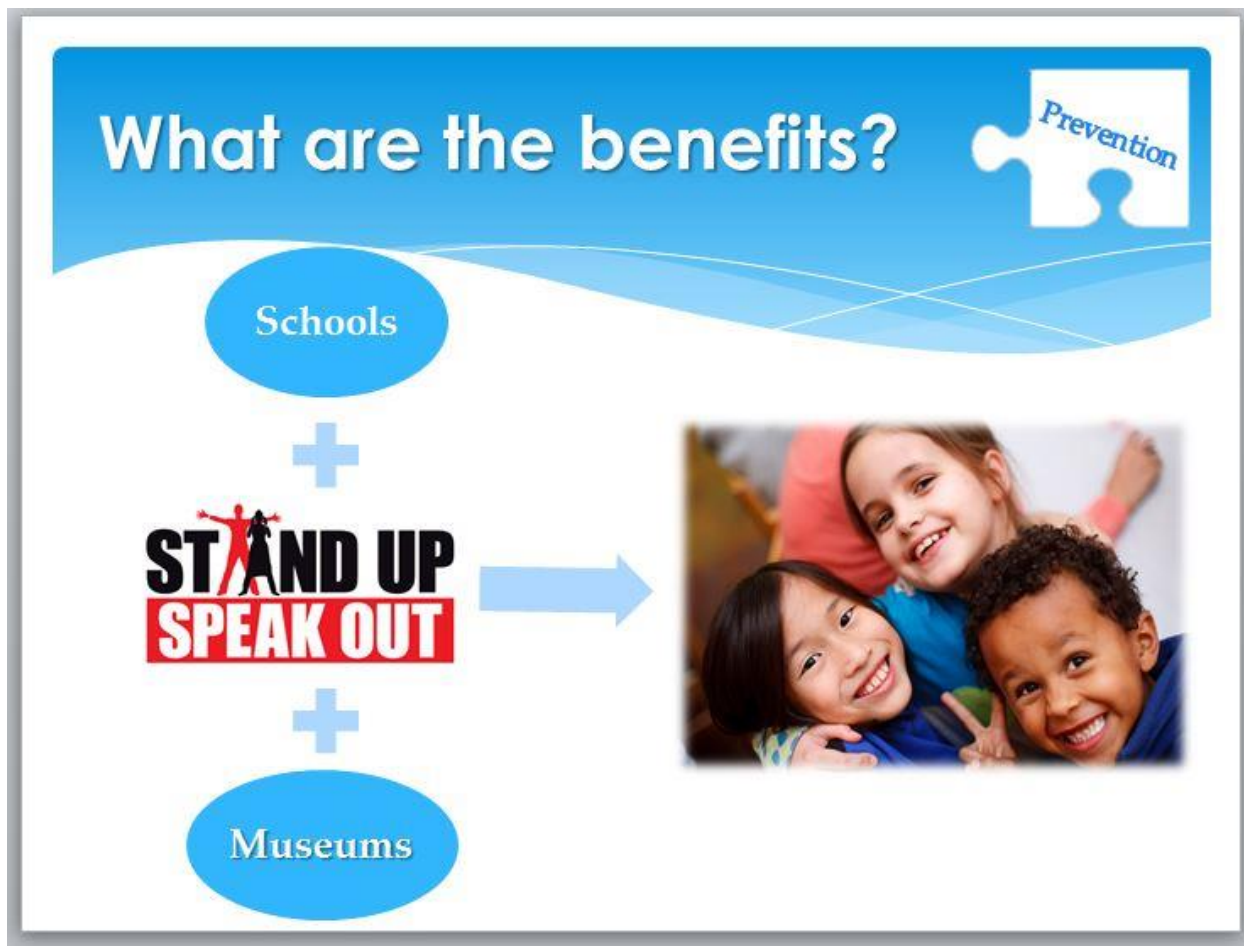


Image by: Ashley Scotto

Presenter Script: By implementing SPEAK OUT, museums will support the schools as they work to STAND UP. By acting as another force in the effort to prevent and end bullying, museums will demonstrate their willingness and dedication to collaborate with schools, offer an

additional incentive for schools to plan programs for museums, become a more active member of the community, and most importantly work toward the happiness of our students.



Image by: Ashley Scotto

Presenter Script: Throughout the United States, there are museums that are already focusing on harassment, intimidation, and bullying prevention through their mission, lessons, or programs.

The *Kidsbridge Tolerance Museum* in NJ is completely dedicated to anti-bullying.

The *Museum of Jewish Heritage- A Living Memorial to the Holocaust* brings lessons of tolerance and battling injustice.

The *Missouri History Museum* offers programs that discuss bullying, finding friends, and embracing each other's differences in collaboration with the Anti-Defamation League.

Many of these programs and initiatives found grant support which made them financially possible.

You do not have to specifically address anti-bullying during the school visits, but you can create a safe environment, abide by the principles set forth in HIB, and add themes such as diversity, equality, understanding, tolerance, and hope into existing lessons. This is POSSIBLE.

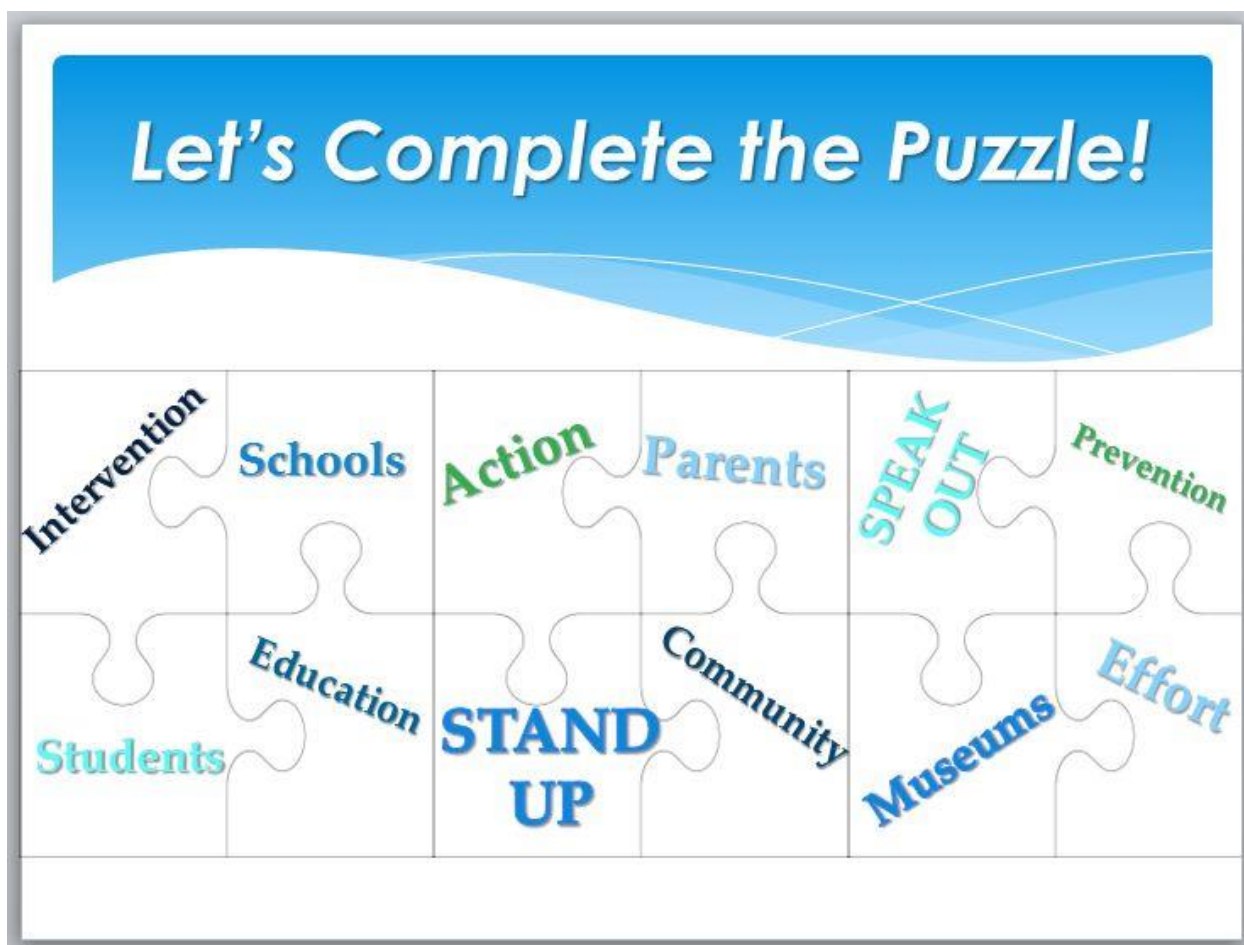


Image by: Ashley Scotto

Presenter Script: As museum educators, we can participate in the effort to eradicate harassment, intimidation, and bullying. Looking to HIB as a guide and collaborating with

schools, we can take on a more active role in the community. We can work towards a solution. We can complete the puzzle!

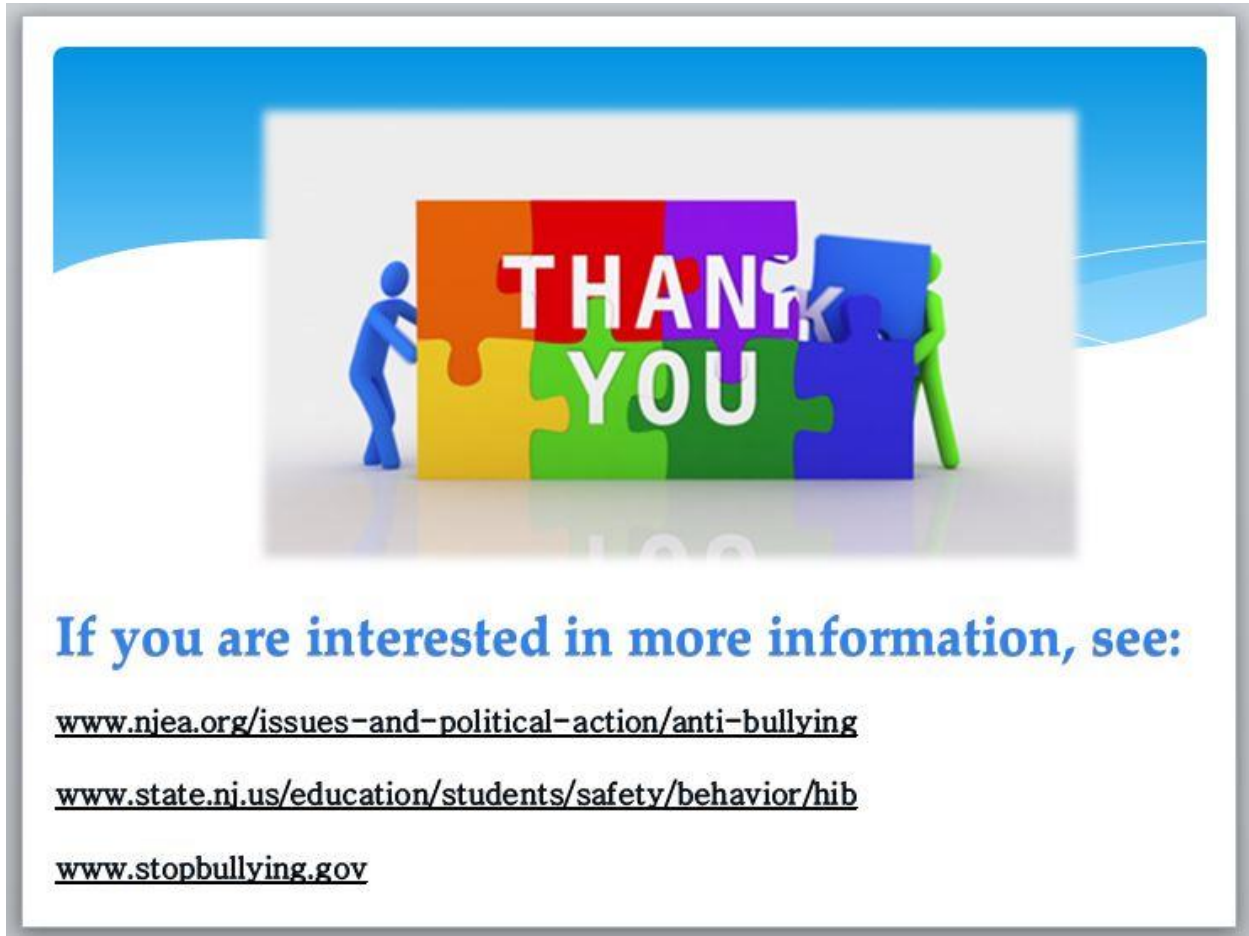


Image by: Ashley Scotto

Presenter Script: If you are interested in more information, the websites listed offer a variety of resources. Thank you for participating in this workshop and becoming part of the puzzle.

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Image by: Ashley Scotto

Illustrations

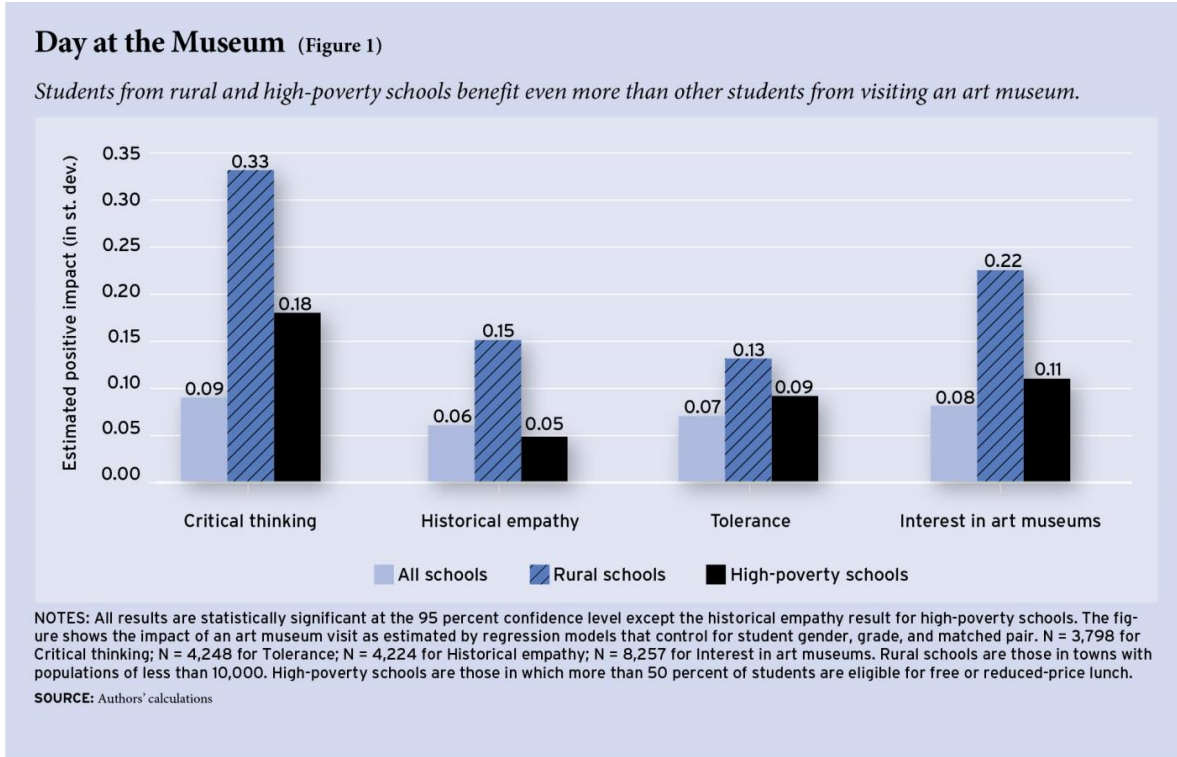


Figure 1: Greene, Jay P., Brian Kisida and Daniel H. Bowen, *Day at the Museum Study Results*, 2014, <http://educationnext.org/the-educational-value-of-field-trips/> (accessed November 1, 2014).



Figure 2: Marshall, Kerry James, *Our Town*, 1995, Acrylic and printed-paper collage on canvas, 100 x 142 in., Crystal Bridges Museum, <http://www.crystalbridgescollection.com/artist/kerry-james-marshall/our-town/> (accessed December 8, 2014).



Figure 3: *Louisa, a Slave Nurse With infant H. E. Hayward*, 1858, Ambrotype, Missouri History Museum, <http://www.biasandtolerance.org/gallery.php?gallery=artifacts#> (accessed December 7, 2014).

TO HAVE AND TO HOLD the said *Slave Louisa* unto the said purchaser *his* heirs and assigns forever; the said Vendor hereby binding *himself* and *his* heirs forever to warrant and defend the *Slave Louisa* herein conveyed, against all legal claims and demands whatever.

The said Vendor moreover transfer unto the said purchaser all the rights and actions of warranty to which *she is* entitled, against all the former proprietors of the *Slave Louisa* herein conveyed, hereby subrogating said purchaser to the said rights and actions to be by *him* enjoyed and exercised in the same manner as they might have been by the said Vendor .

Figure 4: Detail of the bill of sale for Louisa, April 30, 1858, Missouri History Museum, <http://www.biasandtolerance.org/gallery.php?gallery=artifacts#> (accessed December 7, 2014).



Figure 5: Easterly, Thomas M., *Keokuk*, 1847, daguerreotype, Missouri History Museum, <http://www.biasandtolerance.org/gallery.php?gallery=artifacts#> (accessed December 7, 2014).



Figure 6: Louis Block
Block Brothers Studio Collection,
Jewish Family, 1904, photograph, Missouri History Museum,
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