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Bullying and Creativity: Potential Uses for Creativity to Combat Bullying

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Bullying and Creativity: Potential Uses for Creativity to Combat Bullying

A Project
in
Creative Studies

by

Ted J. Mallwitz

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Master of Science

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Dates of Approval:

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Student
Bullying and Creativity: Potential Uses for Creativity to Combat Bullying

by

Ted J. Mallwitz

An Abstract of a Project
In
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May 2012

Buffalo State
State University of New York
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Abstract

This project will serve as a proto-type for future work towards promoting creativity and anti-bullying in education in a virtual space. The goal of this project is to examine the bullying epidemic, search for ways to apply Creative Problem Solving (CPS) and creativity concepts to design anti-bullying programs, and to express the final product in the virtual platform of Qube. The Safe Space program in Qube will assist students, educators, and administrators to gain a deeper understanding of bullying. This program will illustrate how the CPS model can be applied in the development of anti-bullying programs to address the specific needs of each school that it is implemented in. Safe Space also provides a new medium for counselors and teachers to communicate with their students regarding bullying incidents through voice chat, video conferencing, and instant messaging. The Qube platform presents many potential uses in education as an instructional tool and opportunities to promote the use of CPS and creativity concepts.

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Ted J. Mallwitz

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Date
Acknowledgments

This project represents the culmination of my learning experiences in the creative studies program at the International Center for Studies in Creativity. I must express great appreciation to Dr. John Cabra who first introduced me to CPS and creativity as an undergraduate in the CRS 205 course. If not for his guidance, insight, and personal enthusiasm for creativity, I may never have embarked upon this self-actualizing journey in the field of creativity. I thank Dr. Jon Michael Fox for his humor, patience, and vast knowledge of CPS and facilitations. I will always cherish my experiences in his classes and smile when I think of all of his many stories. A special thank you to Dr. Sue Keller-Mathers for first introducing me to the Torrance Incubation Model and other applications of creativity in education. This knowledge will serve me well in my future endeavors to promote creativity as a teacher. I must express my deepest gratitude to Dr. Cyndi Burnett for believing in me, for her passion for creativity, and truly remarkable teaching abilities. She has been the guiding light throughout the course of this project and my journey through creative studies. This project would not have come to fruition without her support. I thank Dr. Gerard Puccio for his encouragement and challenging me to be a more effective leader and representative of creativity. My deepest thanks to my classmates: Charisma, Hanne, Ana, Valjeta, Izzy, Shantell, Beth Templeton, Erica, Beth Slazak, Nancy, and Jamilla. You have all welcomed me into the creativity family with open arms, supported, and inspired me. I know that we will all accomplish great things in the future.
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Section One: Background to the Project

Bullying and Creativity: Potential Uses for Creativity to Combat Bullying

Introduction and Purpose

The bullying epidemic and its widespread effects are a growing concern in our collective social conscious. Even over the course of this project there has been consistent media attention to new developments, government policy, and tragedies relative to bullying. Given that Creative Problem Solving (CPS), other creativity models, and creativity elements are aimed at addressing ambiguous, ill-defined, and complex problems that require novel solutions; it is my belief that efforts to confront and prevent bullying can benefit from these problem solving approaches and creativity elements.

The goal of this work is fourfold: to generate awareness about bullying and the field of creativity, to seek new strategies for combating bullying through the synthesis of anti-bullying programs and Creative Problem Solving (CPS) elements, to express this synthesis through a new online medium of the Qube virtual platform, and to promote creativity as a focus and a value in education. Much research has been done to promote creativity in education and the body of bullying research is rapidly expanding, however the use of creativity and creative problem solving to address bullying along with the use of the Qube virtual platform in this anti-bullying context is in fact a novel approach. Creativity as a field of inquiry and bullying research share a relative newness in that both have a history of less than sixty years. Taking this into consideration, the thought of synthesizing creativity elements and anti-bullying approaches presents a broad range of exciting opportunities for new research and new products. When the use of online mediums, such as Qube, are introduced the potential for growth and new opportunities
expand exponentially. Working in concert, the creativity discipline, anti-bullying research, and the Qube medium embody a synthesis full of new opportunities.

**Background**

My experiences over the past year while in the M.S. Creative Studies program at the International Center for Studies in Creativity at Buffalo State College have strongly influenced my initial interest in new uses for creativity in education, anti-bullying approaches, and the use of the Qube platform. From the outset I enrolled in the program with the ultimate goal of applying the creativity knowledge that I acquire as an educator. Bearing this in mind, I have been vigilant in my studies to seek out opportunities to use, expand, and apply creativity in an educational context.

The current issues in creativity course (CRS625) presented me with the unique opportunity to seek out a big question in creativity as a part of the coursework as well as the use of the Qube virtual platform for coursework. Having been deeply moved by the suicide of a local teen as the result of bullying, I passionately began my pursuit of bullying prevention and intervention that capitalized on the use of CPS and creativity elements. CPS and the rules of divergent and convergent thinking immediately stood out as holding potential uses in this endeavor in addition to the use of the Qube virtual space as a new medium for bullying prevention and intervention. The principles for developing a climate of tolerance and affirmative judgment that is conducive for creativity also appeared to present the potential of creating a school environment that promotes tolerance as a core principle and an anti-bullying school community. It is my belief that the creativity field holds much potential for helping educators confront, eliminate, and prevent bullying in schools. I saw the opportunity to use what I was studying in
creativity to address a social problem and also to apply this product in real life classroom situations when I become an educator.

**Rationale for Selection**

This Master’s project was conceived with the passion to create a product or products that have the potential to actually be implemented in the classroom for the greater benefit of students, parents, and educators. It has been my goal to follow in the creative spirit of designing a product that is truly novel and useful for application in the real-world and for the improvement of society. I have not viewed this as merely a project or assignment that I am obligated to complete for the fulfillment of my degree, but rather from the start I have seen this as the opportunity to use the creativity skills and knowledge that I have accumulated over the course of pursuing my degree to affect change in the world around me in a novel way.

Over the course of my studies there are many areas of creativity, models, and concepts that strongly interest me and could have been the focal point of my Master’s project, however I have found that the use of CPS and creativity to combat bullying is by far the most passionate endeavor that I could have chosen. I am invested in this research and product development on a personal level which embodies the greatest degree of intrinsic motivation. This is truly the project that I most desire to develop not only as partial fulfillment of a degree, but for students who are the victims of bullying, for the creativity field, and for myself. It is my belief that creativity can and should be promoted in education and that it can and will be applied in new contexts that can better society as a whole.
Contribution to Creativity

This project is not the first to promote creativity in education however, what distinguished this research is the desire to contribute to the ongoing promotion of creativity in a new context of addressing the bullying epidemic. This work is unique in that its emphasis on the benefits of creativity in education as a whole is subtly implied through its application of creativity to a social concern. The articles and publications that support creativity as a focus in education are abundant and constantly growing. The method employed in this project does not take that direct approach. Rather, it is my belief that the use of creativity in the context of bullying prevention and intervention will generate results and interest in the creativity field from educators and administrators.

The final product of this project will be a prototype of an anti-bullying program and new applications of creativity methods in a virtual space. More importantly, it will serve as a proposal that I can actually present to educators and administrators. I believe that the interest generated once the product is implemented and tested will be beneficial to the creativity field. If creativity can show its effectiveness in the bullying context, then I believe more educators will be receptive to the consideration of creativity in a much broader educational context.
Section Two: Pertinent Literature

Defining Bullying Behaviors and Understanding Current Practices

How Might Creative Problem Solving Combat Bullying?

It is imperative that bullying is stopped within our schools. It can create a hell on earth for someone who is victimized, and can seriously threaten that person’s opportunities in life. Equally important, the social climate of a school is a model of the world outside. It is where people develop a large part of their morality, their understanding of how the world works and their sense of responsibility towards the society they live in.

Keith Sullivan, 2011, p.3.

Knowledge of ourselves as creative beings is essential to our sense of self-worth. As we discover (or re-discover) our creativity, we learn to discover and develop all our personal and professional talents. We cope better with change, challenge, and other daily stresses. We learn to value our friends, family, and colleagues not for limitations but for contributions. Our shared creativity allows us to inter-act based on our similarities and with respect for our differences.


Introduction

The problem of bullying is certainly not a new or recent development. However, research focused on addressing this issue in schools is a considerably young and rapidly growing endeavor (Rigby, 2008). On a global level there exist countless news headlines about suicides, homicides, and other bullying related tragedies. Recent studies conducted in the United States and Canada between 2008 and 2010 have shown that 22 percent of students in grades 5-12 reported that they were targets of bullying, 73 percent of students in grades 3-6 reported that kids were somewhat mean to one another, and 49 percent of public school principals said that bullying is a serious problem in their schools (Beane, 2011).

This work, which is focused on a big question in creativity, sprang from the recent suicide of a student from Williamsville, New York. Jamey Rodemeyer took his own life
at the age of only 14 this past September. He wrote about being bullied for being homosexual in his online blog and even posted a video on youtube.com (Tan, 2011). Sadly, over the course of my research there was yet another instance of a bullying related suicide of a 10-year-old girl in Illinois (Associated Press, 2011).

Clearly bullying is a problem felt in all communities, across all socioeconomic backgrounds, and internationally. Sullivan (2011) stated that: “Of hundreds of studies the prevalence of bullying around the world, none of them has reported zero.” (p.17) Sullivan (2011) went on to state that: “Instead, they have found that a substantial portion of all students (8-20 percent) are ‘chronic’ victims who are bullied at least once per week” (p.17) There is a growing outcry in the media and from the general public with a shared desire for educational and legislative changes to help prevent and confront the issue of bullying. This epidemic has become so prominent that it is even recognized by the Center for Disease Control as a public health problem (Beane, 2011). Given the growing attention and urgency for addressing this issue, this work is aimed at assessing bullying and current preventative or intervention programs to suggest that perhaps elements of creative problem solving may be of use.

Being mindful that the body of literature on bullying is rapidly growing and considerably plentiful, this research will not represent an overwhelming large literature review, but rather it will assume a more concise format. It is my aim to convey a better understanding of what bullying is, what anti-bullying programs currently exist, and suggestions for future research or programs relative to elements of creative problem solving. The structure of this work will begin with definitions and information on bullying followed by an examination of current anti-bullying practices, an analysis of
creative problem solving elements that may be of use in anti-bullying efforts, and finally a discussion of the potentials for creativity in the anti-bullying context and future research. Ultimately, my hope is that posing this big question will inspire further inquiry into potential uses for creative problem solving in efforts to address bullying and also raise more awareness about the bullying epidemic as a whole.

**What is Bullying?**

In order to address the problem of bullying it is important to begin with a clear definition and analysis of the phenomenon. There are several different definitions of what constitutes bullying behavior and it appears that its definition is in some ways evolving in light of new mediums for this behavior such as cyber-bullying. Rigby (2008) noted that: “Not surprisingly, there has been no absolute consensus on how bullying should be defined”, but suggested that “In the most general sense, I suggest that bullying is the systematic abuse of power in interpersonal relationships” (p.22) Tremlow & Sacco (2012) suggested that bullying should be defined as more of a process, which takes away the labeling of individuals as “bullies”. Sullivan (2011) stated that: “Bullying is a conscious, willful and repetitive act of aggression and/or manipulation and/or exclusion by one or more people against another person or people” (p.10). Overall we can see the common theme that bullying involves often cruel acts on the part of one or several individuals perpetrated against one or several individuals who are in a weaker position, and that this behavior is repeated.

It is important to note the significance of roles in bullying which include the bully, the target, and the bystander. The bully is the individual or individuals who
perpetrate the bullying act or acts, the target is the individual effected by those actions, and the bystanders are the individuals who witness or even support the bully in these acts. Although it may be easy for so me to stigmatize an individual with the label of being a ‘bully’, this can be shortsighted because an individual can play two or even all three of these roles in different situations. A person can be the victim of bullying in one instance, take on the role of the bully in another, and be a bystander in a different instance (Beane, 2011).

Bullying behaviors themselves can take many different forms such as: physical bullying, psychological bullying, verbal bullying, non-verbal bullying, relational bullying, sexual bullying, racial bullying, homophobic bullying, and cyber bullying (Beane, 2011; Myers, McCaw, & Hemphil, 2011; Rigby, 2008; Rivers, 2011; Sullivan, 2011). Physical bullying involves direct aggressive acts that result in bodily harm or discomfort and intimidation. Psychological bullying is an indirect form of bullying that emotionally harms the target. Verbal bullying can include abusive language, rumors, insults, or other harassing messages or statements. Non-verbal bullying can be direct in the form of rude gestures and also indirect in the form of exclusion (Sullivan, 2011).

Relational bullying is more subtle and is focused on the manipulation of relations. This can involve actions taken to ruin a person’s reputation in a given social group in such forms as: gossip, rumors, lies, or exclusion (Beane, 2011). According to Rigby (2008), sexual bullying is “when bullying, either verbal or physical, directed at someone has negative sexual or gender implications. Sometimes called sexual harassment or sexual coercion” (p.26). Racial bullying is when a target is bullied based upon his or her racial identity (Ribgy, 2008). Homophobic bullying can be described as the targeting of
an individual or group of individuals based upon their identifying as gay, lesbian, or trans-gendered (Rivers, 2011).

Social networking and the internet have opened many new doors to how people are able to communicate and share information, but it has also created a new medium by which individuals can commit bullying acts. In defining cyber bullying, Myers et al. (2011) referred to the National Crime Prevention Council’s definition that states: “Online bullying, called cyber bullying, happens when teens use the internet, cell phones, or other devices to send or post text or images intended to hurt or embarrass another person” (p.3). Cyber bullying is a growing issue which presents major difficulties relative to censorship and monitoring. With regard to where bullying usually occurs, Beane (2011) stated that: “It is most likely to occur where there is no adult supervision, inadequate adult supervision, poor supervision, a lack of structure, and few or no anti-bullying rules” (p.6). Although there are many different monitoring software programs available the internet is a virtual space where students can practice bullying behaviors free from parental supervision. Not to mention, a technological divide does still remain where many parents simply lack the digital know-how to vigilantly monitor their children’s online or cell phone exchanges. According to Myers et al. (2011):

Cyber bullying differs in the method of victimization. It also differs in that it can happen 24 hours a day and seven days a week. Technology affords new platforms for abuse and amplifies its negative effects. Clearly, cyber bullying reaches beyond the schoolyard. Cyber bullying affords the bully a veil of anonymity, instantaneous access to the victim, and an unlimited audience of bystanders and
supporters. The victim cannot escape the digital message disseminated by the tormentor. (p.7)

Myers et al. (2011) went on to state that: “The extent of electronic aggression is now so alarming that the Centers for Disease Control and Prevention recognize it as an emergent health risk affecting nearly 75% of teenagers between the ages of 12 and 17” (p.9). Clearly cyber bullying presents new problems and may have new effects on those targeted.

**Effects of Bullying**

The effects of bullying are widespread and can be felt beyond the direct participants and witnesses of bullying. Sullivan (2011) stated that: “Research indicates that those who have been bullied severely tend to suffer long-term consequences, including increased levels of depression, anxiety and psychosomatic symptoms” (p.34). Bullying can also greatly contribute to poor school attendance as Beane (2011) asserted: “According to the National Association of School Psychologists, 160,000 students per day stay home from school because of bullying” (p.5). Bullying also has very serious affects on the bullies themselves who are at a higher risk for drug or alcohol abuse, health problems, and potentially being convicted of a crime (Beane, 2011). Sullivan (2011) posited that bullying has a ripple effect that can be felt from the victim outward to the wider community (pp.36-39).

Another tragic effect of bullying is suicide or the increase in suicidal ideation or gestures (Myers, et al., 2011; Rigby, 2008; Rivers, 2011; Sullivan, 2011). Sullivan (2011) refered to a report from an Australian coroner that: “40 percent of suicide victims had been bullied in school” (p.34). Relative to cyber bullying Myers et al. (2011) state
that: “Worse yet, although all bullying behavior has been identified as increasing suicidal ideation, cyber bullying is reportedly a stronger predictor of suicidal thoughts than regular bullying” (p.9). The role of bullying in student suicides is an important motivating factor for research into bullying and bullying prevention.

**What Anti-bullying Programs Exist?**

Research focused on bullying and creating solutions or programs to address the issue is considerably recent. With regard to the relative newness of bullying research Rigby (2008) stated that: “Before the 1990s it was exceedingly rare for teachers to discuss bullying. As a school teacher in those early days, I cannot recall it ever being a staff meeting issue” (p.1). In fact the first actual research into bullying, its effects, and proposals for potential remedies began as recently as the 1970s. Peter-Paul Heinemann, a Swedish physician, is credited for conducting the earliest research on bullying, which was greatly expanded upon in Norway by Dan Olweus (Rivers, 2011). Olweus built upon his research, conducted from the 1970s through the 1990s, to develop one of the first major anti-bullying programs; known as the Olweus Bullying Prevention Program. Regarding anti-bullying practices it is important to note the ambiguity or lack of established standard practices as Ribgy (2008) asserted: “There is no single, established evidence-based best practice. There are sensible ideas that have sometimes worked in some places” (p.151).

The Olweus program employs a whole-school approach that seeks to address bullying at the school level, the classroom level, and the individual level. This perspective supports the notion that there must be a cooperative from all members of the
school community including teachers, students, and parents. Steps are taken at the school level such as: training administrators and teachers about bullying and prevention, a coordinated system of supervision is established, and a bullying prevention committee is formed. At the classroom level, a continuing dialogue is established with and between students about bullying, classroom meetings are held to increase their knowledge, and school-wide anti-bullying rules are reinforced. Lastly at the individual level, interventions are held with bullies and the targets of bullying and steps are taken to get parents active in the process (Rigby, 2008, pp.198-199).

Hong (2008) noted that: "The advantage of the whole-school approach is that it avoids the potential problem of stigmatizing either bullies or victims…” (p.87) The whole-school approach is also promoted by Beane (2011) and Sullivan (2008). Although the Olweus program has been proven to be affective in Bergen and Oslo, Norway; impact studies have shown little to no impact when the program was implemented in Germany, Flanders, the United States, and an increase in bullying was seen in Rogaland, Norway (Rigby, 2008, p.199). This speaks to the need for more impact studies to be conducted assessing the impact of the Olweus program as promoted by Hong (2008). This inconsistency of results can also be seen regarding intervention approaches (Rigby, 2008).

Interventions are another way in which educators are attempting to address bullying as well as targeted programs which focus on students who are at-risk of bullying (Sullivan, 2011; Hong, 2008). The duration of preventative measures also shows the contrast between the whole-school approach, which is long term, and interventions or targeted approaches, which can be as short as a seminar lasting only a few hours. One
program that takes this shorter approach is the Challenge Day program (www.challengeday.org), which can be seen on the MTV program *If You Really Knew Me* (ww.mtv.com/shows/if_you_really_knew_me/video.jhtml). This is a one-day program where students are encouraged to develop more tolerance and acceptance of others through interpersonal group discussions and exercises. Other examples of anti-bullying programs and approaches include: preventative strategies, interactive and experiential strategies, peer mentoring and mediation, and collaborative problem solving (Sullivan, 2011).

**Creativity and CPS elements**

Problem solving appears to be a major component where bullying is concerned. From the micro-level of problem solving to address individual occurrences of bullying to the macro-level of educators and administrators striving to address bullying nationwide; problem solving exists at every level of addressing this issue. The Creative Problem Solving process (CPS) is described by Puccio, Murdock, & Mance, (2007) as:

> a deliberate creative process takes intuitive responses to open-ended problems and moves them from trial and error to targeted strategies. In accomplishing this, CPS (a) influences how people think about themselves and the world around them in relation to change, and (b) improves individual and team performance for problems that appear to have no immediate solution. (p. 29)

Indeed, bullying quite appropriately qualifies as a lofty, complex, and ambiguous problem that may benefit from the CPS process and other elements found in the field of creativity. Given the limited amount of impact study research regarding current anti-bullying programs and the lack of one established best-practice to address bullying,
perhaps CPS and other elements of creativity can be useful in generating many potential solutions to the issue. Built upon a dynamic balance between divergent and convergent thinking, the CPS process is a descriptive model that involves the stages of clarification where individuals explore their vision and formulate challenges, transformation where ideas are explored and solutions are formulated, and implementation which involves exploring acceptance and formulating a plan of action (Puccio et al., 2007). This process has applications in many fields such as business, product development, management, and education.

Since schools and school districts vary greatly and all have their own unique characteristics, demographics, and problems (Hong, 2008; Rigby, 2008; Sullivan, 2011); it is my belief that developing effective anti-bullying programs depends largely on designing programs that cater to the particular needs of each school. An example would be that one anti-bullying program that works for an upper-class private school might not necessarily be the best solution for bullying in a lower-class public school (Hong, 2008). Anti-bullying policies or programs also must be designed to be age and grade appropriate. Teachers and administrators could benefit greatly by utilizing CPS facilitations to get at the needs, problems, obstacles, and potential solutions for their respective schools or school districts. I do not believe bullying can be alleviated or addressed with one universal prescriptive program model, but rather a systematic model or approach could help in the creation of an effective anti-bullying program that is tailored to and addresses the needs of a particular school. The CPS model could be employed as a part of this development process.
In addition to being employed at the administrative level of development, CPS might also be useful for teachers to get students involved in developing anti-bullying programs, policies, or rules. Since gathering data is an essential part of the CPS process, the students themselves play a crucial role and involving them in CPS facilitations both among themselves and with their teachers, more potential ideas and important data could be gathered. Parents could also take part in CPS sessions that might have the effect of increasing their involvement, help inform them about the issue of bullying, reveal new insights or useful data, and generate even more potential solutions. CPS could be implemented much like the whole-school approach at the school level, the classroom level, and the individual level.

Within the CPS process itself there are elements, rules, and ideals that might also have beneficial effects in addressing bullying. The rules for divergent thinking includes deferring judgment which has the desired effect of getting people to suspend criticism or rejection of an idea so that they can be open to the potential value of every idea. This is meant to increase one’s awareness of and respect for possibilities as well as making people open and receptive to new things (Puccio et al., 2007). If the use of CPS in schools might help students learn to defer their judgment of ideas, then how might this also encourage students to defer their judgment of one another? The convergent rule of using affirmative judgment, which can be defined as: “…using effective critical thinking as opposed to faultfinding, which is habitual or excessive emphasis on identifying shortcomings” (Puccio et al., 2007, p.72) may also be of use. By having students use the CPS process and encouraging principals such as these, the result may be that they learn to be less judgmental and critical of one another, which are qualities and mindsets that are at
the very root of the bullying issue. This use of CPS has an emphasis of creating an environment that is open to creativity and might also help to create a more accepting classroom or school environment.

**Press (Environment)**

The creative environment, also known as creative press, is one of the four dimensions of creativity developed by Mel Rhodes (1961) in his search for a definition of creativity. His work promoted the idea that creativity can be viewed in terms of the creative person, process, product, and press (Rhodes, 1961). The creative press includes the physical environment, the external psychological environment, and the internal psychological environment. Although these dimensions were developed with the corporate or workplace environment in mind, there can be links made to the school environment and creating an educational press that is resistant to bullying. Goran Ekvall developed ten dimensions of the creative press which are: challenge, freedom, dynamism, trust and openness, idea time, playfulness, idea support, debates, risk-taking and conflicts (Ekvall, 1999). In the effort to address bullying and create school environments where it is, if not completely eliminated at least reduced; it might be beneficial to view the school press along the dimensions of creative press. An environment that promotes deferring judgment, trust and openness, support for novel ideas, encourages healthy debates, and conflict resolution; might be beneficial in the context of bullying.

In promoting a climate conducive to creativity it is important that a feeling of safety for expressing ideas that is free from harsh judgment is cultivated (Davis, 2004; Fox & Fox, 2004). This concept ties in with the need to create a sense of safety in school
environments that may deter or prevent bullying behaviors (Beane, 2011; Rigby, 2008; Sullivan, 2011). Regarding safety, I have found mention in both the creativity literature and the anti-bullying literature of the humanistic psychologist Abraham Maslow’s hierarchy of needs and thoughts on self-actualization (Davis, 2004; Sullivan 2011). In his article *A Theory of Human Motivation* (1943), Maslow outlined a list of needs that must be met in order for people to achieve self-actualization or the realization of one’s fullest potential (Maslow, 1970). This hierarchy includes the needs for safety and also the relationship needs for social interaction, friendship, and love (Maslow, 1970).

Bullying can greatly affect a student’s development by preventing these needs from being met (Sullivan, 2011). An emphasis on helping to deter bullying through the promotion of a safe environment, viewed in terms of both CPS and Maslow’s hierarchy might be very beneficial to students. I would go so far as to suggest that nurturing creativity as a whole in education may be beneficial to deterring bullying in schools.

A study on the effects of the Introduction to Creative Studies course at Buffalo State College on at-risk students showed that the course did have an impact on the student’s personal development and academic participation (Avarello, 1993). Students showed signs of improved confidence, interpersonal skills, communication, and class participation. These students also indicated that they applied the problem solving skills learned to other classes and even to aspects of their personal lives (Avarello, 1993). This evidence suggests that the use of CPS with students in primary and secondary school or even the introduction of creative studies courses might help to empower students and improve their interpersonal skills, which could aid in deterring bullying behaviors.
All of the researchers who are featured in *Nurturing Creativity in the Classroom*, edited by Beghetto & Kaufman (2010), strongly emphasize the importance and potential benefits of promoting creativity in education. This can be linked to the anti-bullying literature that supports the development and reinforcement of a school ethos or spirit that has a strong stance against bullying (Beane, 2011: Sullivan, 2011). If future research into the impact of creativity in education can show that creativity does in fact have a positive affect on both students’ academic performance and anti-bullying promotion, then it might be beneficial for educators to integrate creativity into the school ethos or philosophy as a whole.

**Conclusion**

Over the course of this research I have become more informed on the issue of bullying, current anti-bullying practices, and the ways in which creativity and creative problem solving may aid in the efforts to combat bullying as well as improving education as a whole. It is clear that bullying behavior is a problem consistently found in schools on a global level. New tactics and strategies are needed to help prevent and address this issue. CPS and the field of creativity have a strong emphasis on systematic approaches that can be used to address ambiguous problems and generate many novel solutions. I believe that a problem as widespread, complex, and challenging as the bullying phenomenon, might benefit from future research and applications of creativity and CPS in education. If future research can show that the use of CPS or implementation of elements, tools, or methodologies from the field of creativity have an impact on both bullying behavior and academic performance; then these results might help those in the
field of creativity who are advocating for a greater focus on nurturing creativity in education.

It is my hope that this exploratory examination into bullying and the potential uses of creativity will provoke even more questions and further investigation. As one who believes in advocating for the promotion of creativity in education, I understand the many difficulties and resistance that is involved. Attempting to urge educators and administrators to restructure the education system to support creativity is an enormous task in itself, but it is my believe that proving that creativity can have a positive affect on bullying prevention might help further the cause of implementing creativity in education. I feel that this presents an opportunity for those in the creativity field to help address a large social problem and promote creativity in education.

For further information on bullying, please refer to this extended bibliography:

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http://www.cfchildren.org/programs/
http://www.challengeday.org/
http://www.clemson.edu/olweus/
http://www.colorado.edu/cspv/blueprints/modelprograms.html
http://www.olweus.org/public/index.page
http://www.stop-bullies.com/blog/
http://www.stopbullying.gov/

Bullying related videos:

http://abclocal.go.com/wabc/video?id=7774554
http://www.cbsnews.com/video/watch/?id=6344846n
http://www.cbsnews.com/video/watch/?id=7381364n
http://www.mtv.com/shows/if_you_really_knew_me/video.jhtml
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Section Three: Process Plan

Introduction

This project has been organized into four major phases: gathering data (literature review), project planning and deepening knowledge, synthesis of concepts and development of final products, and presentation of the final products at the Creativity Expert Exchange and the Buffalo State Annual Student Research and Creativity Celebration. The gathering of data took the form of a literature review that was conducted during the CRS625 course as the “Big Question” in creativity project. It was my hope that this research could serve as the literature review for this Masters project. The next phase was the project planning phase devoted to thinking strategically about the project and the most logical sequence of steps that must be taken to complete the products. This included a closer analysis of current anti-bullying programs with particular focus on the most widely researched and implemented Olweus Bullying Prevention Program; for opportunities for synthesis with CPS and creativity elements. This phase also included the generation of ideas for the final product and the Qube “Safe Space” environment for use as a bullying intervention and prevention medium. The third phase was devoted to the actual synthesis of CPS and creativity elements, anti-bullying programs, and the Qube virtual platform; to be expressed as the final products of this Masters project. Lastly, the final products will be presented in the form of a video presentation of the Qube Safe Space at both the Creativity Expert Exchange presented by the International Center for Studies in Creativity and the Buffalo State Student Research and Creativity Celebration, both in Spring of 2012.
## Final Project Timeline

<table>
<thead>
<tr>
<th>Week One 1/23/2012</th>
<th>Refinement of my vision through the Concept Paper, compile relevant sources.</th>
<th>10 hours</th>
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<td>Week Ten 3/26/2012</td>
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<td>15 to 20 hours</td>
</tr>
<tr>
<td>Week Eleven 4/2/2012</td>
<td>Finish drafts of sections 4-6.</td>
<td>10 to 15 hours</td>
</tr>
<tr>
<td>Week</td>
<td>Task</td>
<td>Time</td>
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</tr>
<tr>
<td>Twelve 4/9/2012</td>
<td>Submit drafts of sections 4-6, further develop final product(s) drawing on peer feedback, prepare for presentation.</td>
<td>15 hours</td>
</tr>
<tr>
<td>Thirteen 4/16/2012</td>
<td>Refinement of sections 1-6 and final product(s), prepare for presentation.</td>
<td>15 to 20 hours</td>
</tr>
<tr>
<td>Fourteen 4/23/2012</td>
<td>Revisions, prepare for presentation.</td>
<td>10 to 15 hours</td>
</tr>
<tr>
<td>Fifteen 4/30/2012</td>
<td>Revisions, prepare for presentation.</td>
<td>10 to 15 hours</td>
</tr>
<tr>
<td>Sixteen 5/7/2012</td>
<td>Give presentation on project, submit final approved project.</td>
<td>10 to 15 hours</td>
</tr>
<tr>
<td>Estimated Total</td>
<td></td>
<td>212 hours</td>
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Section Four: Outcomes

Introduction

Through researching the bullying epidemic, current practices, and seeking opportunities for the application of creativity; I have achieved many beneficial results. This work led to the following outcomes:

♦ Deeper understanding of bullying
♦ More fluency with the Qube virtual platform
♦ Development of the Safe Space Anti-bullying Program
♦ Digital video and audio editing skills
♦ Progress in the application of CPS in a virtual space
♦ Ideas for future application of Qube in schools

Outcomes

During the Fall 2011 semester through my exposure to the Qube virtual collaboration program and the Big Question in Creativity project, I arrived at a novel and ambiguous question of: “How might CPS, creativity concepts, and the use of the Qube medium be used to combat bullying?” This challenge statement became the impetus for this Master’s project with the ultimate goal of finding ways in which I could use CPS, creativity, and Qube knowledge base that I have acquired over the course of my degree studies to develop a product or products that could be useful in a potential anti-bullying program. From the outset I was both intimidated and energized by the sense of creativity breadth and freedom that I had to develop my vision and refine my products. This project held meaning for me and was more than a detached research project focused on cold data or facts. Fueled by my passion to help address bullying in education, I became
deeply invested in this work on both a personal and academic level. I viewed this as an opportunity to apply what I have learned in the creative studies program to develop a very real and novel product for a widespread social problem that affects millions of students. Judging from the support and feedback that I have been given along the way, it is obvious that this bullying project has value and is important in a way that transcends the norm of academic inquiry or research. This is truly the use of creativity for a cause.

As previously stated I was a bit intimidated from the outset of this work given the open-ended quality of the question and the true lack of barriers or parameters for my final products. Quickly, I found the freedom to create liberating and set out to develop my own schema for developing this work. At first I had planned on gathering a resource group and developing the products according to the facilitation of the CPS model. However, it became apparent that this would be problematic in light of scheduling difficulties and other academic, professional, and personal obligations. Instead, I focused on ideating and building upon the ideas that I had incubating from my Big Question project and for feedback I developed a “Qube Questionnaire” (see Appendix B) that was very easy to distribute to other students in the creative studies program. It was important for me to retain my sense of independence and ownership over the creation of these products, however the feedback that I received was very useful for new ideas, picking out areas for development, and support. Building off of this feedback and my original vision, I set out to build three distinct rooms in Qube to be component parts of the “Safe Space” anti-bullying program.

Rather than having a single room, I felt that it would be more advantageous to have one room for information (the Safe Space Information Center), one for training (the
Safe Space Training Center), and one where students could seek help from counselors or work together to share their bullying experiences and potential solutions (the Safe Space Commons). The information center includes general information on bullying, a bullying literature wall that has actual pictures of book covers of works that focus on bullying for both students and educators, information on CPS bullying applications, and a “Faces of Bullying wall” that includes pictures of victims of bullying to make bullying real for people and put a face on the tragedy of this terrible social problem. In order to add depth, content, and a true application of CPS and creativity concepts; I developed a lesson plan unit on bullying based on the Torrance Incubation Model (TIM) as well as a guide for applying the CPS model to the development of an anti-bullying program. The first TIM lesson is included in Appendix C along with a brief overview of how the subsequent lesson plans progress. The guide for CPS, information on divergent and convergent tools, and TIM lesson plans will be discussed in greater depth later in this reflection. I included all three items in the Safe Space Information Center. Here are screen captures of the Information Center:
The Safe Space Training Center is focused on gathering data about bullying, activities to develop ideas using CPS, and providing students and teachers with information. Below is a screenshot of the Training Center:
The main auditorium is a space where students and teachers can give presentations on bullying. I also see the potential to use this auditorium to have guest speakers (anti-bullying scholars, educators, students, victims of bullying or even bullies) give lectures and presentations to students and educators. Here is a picture of the auditorium:

![Auditorium Picture](image)

This potential use highlights one of the strengths of the Qube platform, specifically the ability for individuals to communicate ideas or give lectures in the virtual space from anywhere in the world and reach a much broader audience without the limitations of actual temporal travel. The third floor of the training center is the main workspace, where students or educators can work together guided by a trained CPS facilitator to gather data about bullying, clarify the actual bullying issues in their schools, generate ideas for potential solutions, develop these ideas, and develop action plans for implementation. The workspace is pictured below:
This is the space where students can develop strategies to address bullying and educators can build off of the data and potential solutions developed by students to create actual school policies, action plans, and strategies.

The Safe Space Commons is designed to give teachers and counselors a new medium in which to reach out to students to confront bullying. This room is an open and calming space where students may feel safer coming forward to report or discuss bullying issues that they may be experiencing. Here is a screenshot of the Commons:
The central idea behind this space and the use of Qube overall is that students communicate to such a large extent through technology and online mediums. As evidenced by the youtube videos posted by teen bullying and suicide victim Jamey Rodemeyer, it seemed apparent that young people who are being bullied might feel more comfortable discussing their problems with the comfort, safety, and degree of anonymity or detached perception that a computer affords them. One of the key insights that I came across repeatedly through feedback and discussions was that there should be a degree of anonymity for students in Safe Space. I feel that this is one of the greatest benefits and problems for my program. I created walls in the Safe Space Commons where students can anonymously report bullying incidents and share their stories. It would also be beneficial if students could have anonymous log-ins to Qube if they wanted to speak to counselors or teachers in Qube via instant messaging or voice chat. However, the biggest issue I foresee with anonymity is when students express thoughts of suicide or intent to harm themselves or others. In these instances the counselor or teacher is a mandated reporter and would have to have the means to identify the student that expressed such ideas. I see this as a major area of development for Safe Space. Here is another screenshot of the Commons:
The actual appearance of the Commons is meant to be calming, open, and peaceful. There is an island surrounded by water with an open sky and three floating platforms or floors. The main island includes: a news wall for posting current bullying related news stories, a current events/heroes/initiatives wall, a wall to identify the who/what/where/when/why/how of bullying, an inspirational heroes & hope wall, an ask for help wall, an idea wall, an anonymous share your story wall, and lastly a listing of the rules and code of conduct. There is one floating platform for role-playing which includes the Safe Space Theatre, a storyboarding wall, and a role-play idea wall where students can generate ideas for bulling role-plays. The Safe Space Theatre is pictured below:
The last component of the room is a platform where students can feel free to express themselves through the creation of sculptures, art, or collages. I felt it would be useful to have a space where students can express themselves or their ideas.

A key component of this Safe Space bullying program is the empowerment of students and engendering a sense of ownership in the process of developing a school-wide anti-bullying program. The current anti-bullying practices that I have studied including the Olweus Anti-bullying Program, are primarily descriptive in nature and do not seek to use students as a foundation for anti-bullying policy. The Olweus program begins with implementation and is carried out from the top-down from the school administrators down to the students. I feel that this is a shortcoming that fails to seek out the actual bullying issues faced by each individual school. Every school is unique and should be treated accordingly rather than prescribing a cure that hasn’t been designed to fit the particular ailment. Following the CPS model and it’s guidelines for gathering data, I feel it is most advantageous to begin the process from the bottom up. I have designed the CPS bullying application to first gather data from students. This will help tease out the particular problems in a particular school. This clarifies the problem, helps students gain a deeper knowledge of what bullying is, and empowers them to be a part of the solution. By following the CPS model and using divergent and convergent tools, students can develop ideas for potential solutions and their own action plans. Beginning the process with CPS sessions for students is an approach from the ground-up that helps gather data and potential solutions that can be built upon up the ladder by teachers and ultimately the school administrators. The ground-up approach maximizes student and
teacher buy-in, empowers students, and provides a much clearer picture for the administrators who will develop the school-wide anti-bullying policy and program.

To further augment the development of an anti-bullying program I have developed a series of five lesson plans on bullying using the TIM model as seen in Appendix C. Each exercise promotes creativity skills, cognitive skills, affective skills, LEAP skills, student empowerment, and bullying awareness. Each lesson seeks to promote skills such as: mindfulness, looking at it another way, tolerance for risks, and ideational thinking. These lessons build upon one another from the first to the last, culminating in the development of strategies to address bullying. All along the way students use divergent and convergent tools that emphasize the rules of deferring judgment and using affirmative judgment which can serve as important values in the classroom as a whole. It is possible that promoting such values can be an integral part of anti-bullying efforts so that perhaps if students internalize the deferment of judgment of ideas, then they may also defer judgment of each other. These TIM lessons help promote a classroom press that is free from destructive judgment and emphasizes the use of creativity skills. I feel that the use of TIM as well as CPS in this anti-bullying context also serves to help promote creativity in education as a whole and that in the future schools will become more open to the adoption of creativity as a core competence and value.

The last component to this Master’s project is the creation of a video to demonstrate the potential uses for Qube in an anti-bullying program. Using the Camtasia Studio 7 software I have created a video commercial to highlight the potentials for Qube. This has been an exciting challenge to teach myself how to use a video recording and
editing program that I was completely unfamiliar with. I recorded walkthrough tours of the Safe Space rooms in Qube, group activities with classmates, and included title cards and screenshots. I am very proud of the final product and I feel that it effectively demonstrates the potential for CPS facilitations in a virtual space, how Qube can be used to develop an anti-bullying program, and also that Qube can provide teachers with a new medium for bullying prevention and intervention. The Safe Space video can be viewed here: http://youtu.be/hj_FQYxF0pU.
Section Five: Key Learnings

Introduction

This project has provided me with many opportunities to stretch my abilities, expand my knowledge base, and apply the creativity concepts that have been the foundation of my learning in the creative studies program. My learning has transcended beyond that of scholarly research to the point of the actual hands-on application of creativity concepts and self-reflection. This has also been an empowering experience where I have been given the opportunity to develop products that can serve a real and meaningful purpose in my own career and in real-world applications. Below is a listing of key learnings and takeaways from my experiences:

♦ **Greater Depth and Fluency with CPS.** The CPS model has been the bedrock and guiding structure for the development of this project. Not only have I gained a deeper understanding of CPS, but I have also found new ways in which it can be applied to the development of anti-bullying programs.

♦ **Development of Personal Creativity.** This project has helped me develop my own expression of creativity. Through the application of CPS and the development of these products I have been even more aware of my own creativity, my creative process, and how best to achieve my goals and realize my visions through the creative process.

♦ **The Potential for Qube in Education.** Through the development of the Qube spaces I have deepened my knowledge of the Qube platform and have become more proficient with it. The development of the Safe Space rooms in Qube has
given me more ideas and much hope for the future potential uses for the Qube platform.

- **Passion for Anti-bullying.** I have become much more knowledgeable about the bullying issue. Over the course of this project I have realized my own personal empathy and passion for confronting the issue of bullying in education and hope to continue my research in the future as an educator. I feel that this project has ignited my own personal investment to become a part of the solution to this major social concern.

- **Video Editing Skills.** I have had no formal training in the use of video recording or editing software, but it was necessary for this project to develop these skills. I have become more knowledgeable about video recording and editing, which will serve to be a very useful skill set to develop in my future academic and professional endeavors.

- **Ideas for the Promotion of Creativity.** This project has strengthened my belief that creativity can and should be a core component and value that is taught in education. There are many educators that support the promotion of creativity such as Sir Ken Robinson and this project has given me more motivation to become a part of that cause. I see the use of CPS and creativity elements in the bullying context as a way to promote creativity in education as a whole. It is my belief that if an anti-bullying program that builds upon creativity concepts, such as Safe Space, can be successful, then educators and administrators will be more open and receptive to the integration of creativity as a core competence in
education. I feel that there is much potential and value in pursuing the cause of creativity in education from this perspective.

♦ Development of Personal Creative and Professional Vision. Over the course of this project it has become abundantly clear for me that creativity is my true passion and that my plan to promote creativity in education is truly what I am meant to do. The development of this project has strengthened my resolve to continue pursuing a career in education with the goal of promoting creativity. It is my belief that I can have the greatest affect and most fruitful and personally rewarding career if I continue in the field of creativity.

♦ Future Potential for Creativity. This project has strengthened my resolve in the belief that creativity has endless potential to change the way we learn and look at ourselves, education, and life. The development of my own application of creativity in the bullying context has deepened my belief that there are still so many ways in which creativity can transcend business applications or scholarly research to actual affect major positive social and educational change.
Section Six: Conclusions

My experiences over the course of this project have greatly enriched my knowledge of creativity, passion for applying creativity in education, and my creative abilities. This project is unique because it allowed me to transcend academic scholarly inquiry and develop an actual product that can be applied in real-world situations. I feel very fortunate to have had this experience rather than developing a Master’s project that is solely scholarly research and writing. This is yet another way in which the creative studies program is different and provides rewarding experiences that can help students develop their skill sets and their own creative visions.

I came to this program with a sense of disillusionment from an academic path where I felt that I had little new insights or new products to offer. From day one the creative studies program made me feel like there was new territory for me to cover and that I could contribute new and novel insights. Developing the Safe Space anti-bullying program has been rewarding to me on many levels. Academically it has strengthened my creativity knowledge and skill set. I have delved deeper into the use of CPS and TIM. I have become fluent in the Qube platform and energized by the many potential uses for it. This project has helped me discover my passion for the anti-bullying cause and given me the opportunity to deepen my knowledge of bullying.

In the Fall of 2011 I had so many ideas for potential topics for my Master’s project, but I was intimidated and unsure of what direction I should follow. The bullying project helped me realize my own potential to be a change leader as an educator and also how passionate I truly am about promoting creativity in education and seeking new ways to confront bullying in schools. In many ways I feel that this project has been a gift and
just as personally fruitful as it has been academically beneficial. I do not seek to underscore the hours of challenging work and effort that I have invested in this project, but I must confess that it has never really felt like work. I feel that this is one of the greatest learnings that I have taken from it based on the idea that when you are doing something that you are truly passionate about, then it will never feel like work or a burden. As the saying goes “If you find a job that you are passionate about, then you won’t work a day in your life.” Although purely anecdotal, this is how I feel about working within the creativity field. I hope to continue to promote creativity in education, seek new ways to confront bullying, find new potential uses for Qube in education, and continue working within the realm of creativity. I hope to have the opportunity to actually test the Safe Space program in a real-world situation in a school. I feel that it truly has the potential to address bullying, promote creativity in education, and help empower students.
References


*Chicago Tribune*. Retrieved from


http://www.buffalonews.com/city/schools/article563538.ece
Appendices:

A: Concept Paper
B: Qube Questionnaire
C: T.I.M. Lessons
Appendix A: Concept Paper
Appendix A: Concept Paper

Bullying and Creativity: Potential Uses for Creativity to Combat Bullying

Ted Mallwitz                                                                        Date Submitted: February 13, 2012

Project Type: Use of a skill to improve the quality of life for others and meet a product need or vision

Section One: Background of the Project

Purpose and Description of Project

Recent studies conducted in the United States and Canada between 2008 and 2010 have shown that 22 percent of students in grades 5-12 reported that they were targets of bullying, 73 percent of students in grades 3-6 reported that kids were somewhat mean to one another, and 49 percent of public school principals said that bullying is a serious problem in their schools (Beane, 2011). Bullying behaviors have long existed in the school setting, however efforts to understand, prevent, and address this issue are relatively recent. In fact the earliest research and first anti-bullying programs, such as the Olweus program, were developed in the 1970’s (Rivers, 2011). A review of pertinent anti-bullying literature will show that this issue is rapidly becoming a key social concern as evidenced by the plethora of new works that have been published in the past five years. The increased scholarly focus on bullying along with the growing media attention on the many tragedies resulting from bullying clearly demonstrates the present urgency and the extent of alarm over this issue. The purpose of this project is to examine the potential ways in which elements of the creativity discipline can aid in confronting the bullying issue and present new anti-bullying mediums for educators. From the Creative Problem Solving Model to the promotion of tolerance of ambiguity and the deferment of
judgment; the field of creativity has elements and a spirit that I believe can be harnessed and put to great use in addressing the bullying issue. Through the examination of pertinent anti-bullying literature and current practices, along with the search for relevant and useful aspects of creativity, it is my goal to create a proposal for educators that utilizes elements of creativity to address bullying. I have no doubt that the final product will contain several activities and strategies, which will all share the goal of helping to combat bullying behavior in schools.

**Rational for Selection**

From the start of my enrollment in the creative studies graduate program it has been my ultimate goal to draw from the creativity field to become a better teacher and future leader in the classroom. While working to develop a big question in creativity project for another class in creative studies, I was deeply moved by the suicide of a local teenager who was bullied for his sexual orientation. That tragedy ignited a fire and a passion in me to find a way to use what I was learning in creativity to help combat bullying. Creative Problem Solving and the rules of divergent and convergent thinking immediately stood out as holding potential uses in this endeavor. The principles for developing a climate of tolerance and affirmative judgment that is conducive for creativity appeared to present the potential of creating a school environment that promotes tolerance as a core principle and an anti-bullying school community. It is my belief that the creativity field holds much potential for helping educators confront, eliminate, and prevent bullying in schools. This project presents the application of
creative thinking and problem solving in a unique way that can potentially contribute to addressing a major social problem.

Section Two: Pertinent Literature

Pertinent Literature and Resources


**Websites**

**Anti-bullying programs:**

[http://www.cfchildren.org/programs/](http://www.cfchildren.org/programs/)

Bullying related videos:


http://abclocal.go.com/wabc/video?id=7774554


http://www.cbsnews.com/video/watch/?id=6344846n

http://www.cbsnews.com/video/watch/?id=7381364n

http://www.mtv.com/shows/if_you_really_knew_me/video.jhtml


http://today.msnbc.msn.com/id/24009077/ns/today-today_people/t/teens-videotape-beating-revenge-online-posts/
Section Three: Process Plan

Process Plan

I have completed my review of pertinent literature focused on bullying and anti-bullying programs as well as some research into relevant or useful elements of the creativity field. It is my goal to use the Creative Problem Solving model to develop potential products for the purpose of this project. By building off of my broad initial challenge statement of “how might creativity address bullying”, I must first gather more data through the further examination of creativity resources. I plan to conduct a facilitation of this challenge statement in order to gather input and data from a resource group composed of other creative studies students and even some teachers. Once I have generated ideas for potential final products, I will seek to develop these products for future use and implementation in the classroom. My ultimate goal beyond the completion of this project and as part of my curriculum in the creative studies program is
to present these products and proposals in actual schools. I seek to test the products that will result from this project in my own future teaching experiences.

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Section Four: Outcomes

Tangible Products

The final product(s) of my research will take the form of a well-developed proposal for an anti-bullying program that utilizes elements from the creativity field. This will include the adaptation of CPS sessions for students, teachers, and administrators aimed at addressing bullying in schools. It is my hope that the use of the Qube (Openqwaq) virtual space can also be a useful medium for anti-bullying practices. I feel that if the internet can be a part of the problem (Cyber-bullying), then the internet and technology can also be part of the solution. It is my vision to create a virtual “Safe
Space” in Qube where educators can conduct anti-bullying seminars and students can seek counsel from school staff regarding bullying. Using the Qube space in this capacity creates a leveling effect or egalitarian environment where students may feel more comfortable coming forward to report instances of bullying or working with their classmates to help promote a school anti-bullying mission. I seek to excel beyond the boundaries of ink and paper with my final product to include other media i.e. Qube presentation, visual representations, and even videos.

Outcomes

The spirit of this project seeks to develop tangible products that can present potential solutions for addressing the bullying issue as well as raise questions in the field of creativity as to the potential uses for creative thinking skills and problem solving skills in the context of education and anti-bullying efforts. Ultimately, it is my hope that this project will inspire future research on this topic along with the actual implementation and testing of the final products that result from this research.

Section Five: Key Learnings

Personal Learning Goals

♦ To further develop CPS facilitation skills
♦ To deepen my knowledge of CPS and creativity
♦ To deepen my knowledge of classroom leadership
♦ To learn to present my work/products in new mediums
♦ To develop a new and useful product and hone my research skills
To strengthen and refine my vision for a future in education and endeavors to address bullying

To create a product that I can continue to build upon and apply in my future career in education

Criteria for Measuring the Effectiveness of Outcomes

Advisor and peer feedback will be instrumental in measuring the effectiveness of my work. I will also seek the feedback of individuals who work in the education field. My own judgment and analysis of my work will also be instrumental in the process. The major outcomes will include:

♦ Completion of the Concept Paper
♦ Group Facilitation(s) to gather data and generate ideas
♦ Prototype(s) of Creativity Anti-bullying products(s) and strategies
♦ Presentation of the final products

Evaluation

The final product will be evaluated by my advisor as well as peers and hopefully some teachers. Throughout the project I will seek the input and productive criticism of my peers, my professor, and any other individuals involved in the challenge statement facilitations. The feedback from these individuals will help me evaluate the success and progress of my work. Lastly, self-evaluation will also play an important role throughout the process.
References


Appendix B: Qube Questionnaire
Appendix B: Qube Questionnaire

Qube Questionnaire: How might CPS, creativity concepts, and the Qube Virtual Space be used to combat bullying?

For my masters project I am finding ways to use CPS, the Qube virtual space, and other creativity concepts to address bullying in schools. I am creating a “Safe Space” in Qube where students can communicate with teachers and counselors to come forward to talk about bullying issues they may be having. I am also looking for ways to use the Qube space to conduct lessons and activities centered on raising bullying awareness and giving educators a new medium to reach their students. Qube is an open source software that provides opportunities for online collaboration in a virtual space, somewhat similar to Second Life. In Qube you are able to create virtual offices, classrooms, and meeting areas. Users can share word documents, images, and pdf files in Qube and can also manipulate the appearance of the environment i.e. trees, furniture, lighting, etc. Below are screen captures of some offices and classrooms in Qube:
This questionnaire is designed to pose open-ended questions that will result in new ideas, potentials, and concerns; all of which will add to my perspective on the project and ultimately improve the overall quality of my final products.

What CPS elements do you think would be useful in addressing bullying?
What creativity concepts do you feel would contribute to bullying intervention and prevention?

In creating a space in Qube where students can interact with teachers, peers, and counselors regarding bullying; what qualities do you think the Qube rooms should have?

What do you think an anti-bullying space would/should look like in Qube?

What potentials do you think the Qube platform has for helping students to come forward about bullying i.e. talking to counselors/teachers in Qube?

What potentials do you see for using the Qube space to raise awareness in schools about bullying and to conduct lessons or activities in Qube centered on bullying?
T.I.M. Lesson Plan One: Defining Bullying

Cognitive skills, LEAP Skills, Creativity skills, Affective skills: Diagnostic thinking, Ideational Thinking, Look at it another way, Mindfulness, Playfulness, Sensitivity to environment

♦ Topic: Bullying definitions

♦ Content Goal: Students will be challenged to develop their own definitions of bullying and gain a better understanding of bullying. They will be able to use divergent thinking to generate ideas that can contribute to their bullying definitions. They will gain insight into the many forms and expressions of bullying.

♦ Creativity Goal: Looking at it another way. Students will be encouraged to reassess what they think of as bullying behaviors and dig deeper into their own behaviors. They will have the opportunity to see bullying from a different
perspective by sharing their own definitions, ideas, and examples. This experience will also help encourage mindfulness by making students reflect upon their own behavior.

♦ **Materials:** Toilet paper, pens, pencils, paper, post-its, smart classroom display for powerpoint and video presentations

♦ **Start (Heightening Anticipation):**

Warm-up activity: State the rules for class: respect for other’s ideas/beliefs/opinions, deferring judgment, embracing novelty, using affirmative judgment, and building upon ideas. Have students each select as many pieces of toilet paper as they wish. For each sheet they must share one fact about themselves. This helps establish a sense of comfort and openness among the students.

Next, students will be asked to use the pens and post-its to do a group brainstorming with post-its to make a list of bullying behaviors, experiences, and definitions.

Drawing from the information gathered in the brainstorming session, each student will write down their own bullying definition.

♦ **Middle (Deepening Expectations):**

Students will take time to share their own bullying definitions with each other and have a teacher guided class discussion. Following the debrief of the discussion, the students will watch a brief video presentation about bullying. The instructor will then give a brief powerpoint presentation covering the types of bullying i.e. verbal, physical, cyberbullying, etc.
♦ Closedown (Extending the Learning):

Following the powerpoint lecture on bullying, the instructor will debrief the student’s learning to see in what ways the video and presentation may have influenced, added to, or changed the student’s definitions of bullying. To extend the learning and prepare for the next bullying lesson, students will be instructed to seek out one news story about bullying and one anti-bullying website or resource to share at the next class.

The subsequent four lessons seek to further deepen student’s understanding of what bullying is and is aimed at helping empower them to develop potential solutions. The lessons focus on creativity goals such as: finding the problem, producing many alternatives, and keeping open. Over the course of the TIM lessons, students will learn about bullying, develop potential solutions, build a support group, and formulate strategies to deal with bulling. The TIM lessons are meant to be a companion piece to the CPS facilitations to develop an anti-bullying program as well as the use of Safe Space in Qube. The TIM lessons along with presentations can be developed by students online in the Safe Space rooms in conjunction with real-world classroom experiences. The culmination of the TIM lesson unit is the development of strategies to confront bullying. It is my goal to expand upon this work in the future to develop more subsequent TIM lesson units that further empower students.