Museum Programming:

Informing UpStanders Educational Programming with Local School Perspectives

A qualitative project utilized to understand how the experiences and

perspectives of participants within the UpStanders program relate to school climate

through the lens of upstanding behavior.

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December 08, 2022

Abstract

The Holocaust Memorial and Education Center of Florida (HMECF) serves to memorialize those who died during the Holocaust and to tell their stories. Their UpStanders: Stand Up to Bullying initiative inspires young students to stand up for their peers and transform their schools into safe places where everyone is accepted and valued. The HMECF does not have a systematic way of engaging with school communities to measure this initiative to understand how the UpStanders program relates to the school climate. Our qualitative project aimed to understand the experiences and perspectives of the participants in the UpStanders program and how these experiences and perspectives related to the school climate. Furthermore, we explored how these experiences and perspectives might influence an iteration of the UpStanders program and what factors would influence a school's continuation of the UpStanders program. The qualitative data from interviews, focus groups, and document analysis was analyzed using a hybrid coding approach. Through this process we found the following:

- The UpStanders program is a resource of information for stakeholders within the school community, but the program's implementation varies by school.

- The UpStanders program values aligned with each of the schools' values or mission statements and encouraged certain character traits such as empathy and the treatment of others.

- Students have a strong awareness of bullying but lack upstanding skills.

- Bullying strategies throughout the UpStanders program are not relevant to social media situations.

- Stakeholders desire additional caregiver education, support, and collaboration with the school community.

Recommendations were made for the HMECF's UpStanders program to continue highlighting the importance of empathy while connecting to each school's mission and values. The program should be implemented with fidelity, incorporate a measurement tool, and involve caregivers. Additions to the program should include actionable follow-up activities to reinforce upstanding skills as well as introduce relevant skills for the digital world. Through the lens of upstanding behavior, the HMECF and UpStanders program will continue to support students and schools to realize that they can make a difference for good - through positive influence - in the lives of others, thus improving and enriching their school climate.

Acknowledgments and Gratitude

celebrate the small wins, not get discouraged by the setbacks, and for always holding us to a

higher standard. To my capstone partners, I could not imagine being on this journey without you;

we encouraged, supported, and held each other accountable. I will forever cherish your

friendships. Finally, to my family, who taught me how to work hard and encouraged all of my

endeavors, and to the Landmark community for the personal support and data for my projects. A

special thanks to Chris Murphy for his guidance - this culminating capstone paper is dedicated to

you! Most importantly, a heartfelt thanks to Guido, Gabby, and Felim - I could not have finished

this degree without you; you each made sacrifices in your own ways to support me. I hope you

are as proud of this accomplishment as I am.

Jessica Lucas: To Benjamin, Brody, Bailey, & Lydia - This work is dedicated to you, *the squad*

that calls me TT. May your voices always be loud enough to be heard, compassionate enough to

change the lives of others, and strong enough to persevere through anything life throws your

way. Here's to more sleepovers, crafting time, and adventures with Dr. TT! To Mom & Dad -

Thank you for your unwavering support and constant reminders that I can do anything I set my

heart and mind on! You both are my rock; I could not have done this without you. To my

Siblings, Colleagues, & Students - Thank you for letting me talk your ear off about grad school

these last few years; thank you for letting me share all the cool things I have been learning!

Especially grateful to my students who humored me when I applied this learning into practice.

Thank you Eve for always providing much-needed encouragement and guidance when we

needed it the most. And a very special thank you to my fellow COVID cohort members, WE

DID IT!!

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Museum Programming:

Informing UpStanders Educational Programming with Local School Perspectives

Founded by a Holocaust survivor and fueled by passion, The Holocaust Memorial and Education Center of Florida (HMECF) serves to memorialize those who died during the Holocaust and to tell their stories. The HMECF began in 1981 as The Holocaust Project of Valencia Community College. Between 1982 – 1986 the HMECF changed its name, moved from Valencia Community College to the Jewish Community Center in Maitland, Florida, and then opened the current museum building as the first Holocaust Museum in the Southeastern United States. In partnership with the USC Shoah Foundation in Los Angeles, HMECF is presently planning an expansion to the Holocaust Museum for Hope and Humanity in downtown Orlando; here, an immersive experience will become a permanent exhibition centering around their mission to use the history of the Holocaust as a tool in building communities free of antisemitism, prejudice, and bigotry. The founder and Chairman of the Board, the late Tess Wise, was a Holocaust survivor from Poland, and the thirty-seven officers and members of the board are dedicated to celebrating diversity through respectful and inclusive communities. The staff comprises a CEO and eight other individuals from various backgrounds who are "passionate about promoting a community free of hatred and injustice" (HMECF, 2022a). Through educational programming and providing rich experiences at the museum, HMECF hopes to inspire others to "take action."

Our partnership with the Holocaust Memorial Resource and Education Center of Florida has focused on a study of their UpStanders: Stand Up to Bullying Program. We designed and conducted a qualitative project that aimed to understand how local school participants' experiences and perspectives relate to school climate through the lens of upstanding behavior.

Educational Programming

In 1994 the state of Florida enacted legislation that mandated Holocaust education within the public school curriculum; the HMECF was one of twenty-seven members of the task force assigned to this work (Florida Department of Education, 2022). Initially responsible for providing these public-school curriculum resources (instructional materials, best practices, and professional development) to thirteen county-wide districts within their proximity, the HMECF expanded and developed their resource-rich consultation role into a program called UpStanders: Stand Up to Bullying in 2010 (HMECF, 2022b).

According to the HMECF, the Holocaust Center's UpStanders: Stand Up to Bullying initiative inspires young students to stand up for their peers and transform their schools into safe places where everyone is accepted and valued. By studying the history and lessons of the Holocaust, students discover the ultimate cost of prejudice, discrimination, and social isolation. Key learning points of the program include lesson plans for teachers, survivor stories, a holocaust resource database, and bullying prevention tips in order to understand the role each of us plays in shaping a better future. The goal is to teach students how to safely and effectively support their peers who are being mistreated by "developing empathy, social responsibility, and moral leadership" (HMECF, 2022b). The UpStanders program "inspires students to realize that they can make a difference for good through positive influence in the lives of others, thus improving and enriching the social climate of their school" (HMECF, 2022b).

Area of Inquiry

The UpStanders program is a stand-alone program provided to schools or districts that can pay the significant programming fee. The two-year program costs approximately $16,000 for each grade level of students participating. Since 2010, this bullying prevention initiative has

provided lessons and programming to over 34,000 students from Central Florida, with 89 school cohorts in four school districts who have participated in the UpStanders program. The program is designed to interact with sixth and seventh-grade middle school students on separate occasions during each school year. During the sixth-grade year, the first introduction presentation is conducted at the school and focuses on the meaning behind words and symbols. These concepts illustrate how words and symbols can influence communication and create negative cultures. Students visit the Holocaust Center during a planned field trip following this presentation. Finally, the HMECF concludes the year with another presentation at the school. The focus of this presentation is to transform bystanders into upstanders. The goal is to allow students to understand and recognize bullying and learn how to intervene and safely assist others in these negative situations. During the seventh-grade year, the first introduction presentation is conducted at the school and focuses on adopting rescuer character traits. The goal is to help guide students to reflect on rescuer qualities and see these characteristics in themselves and others across history and today. The program concludes with a speaker presentation that focuses on a personal story with the effects of being different, facing bullying, and the importance of upstanders within their lives.

The organization noticed a decline in the UpStanders program participation prior to the onset of the COVID-19 global pandemic. As the HMECF noticed the change, they limited their advertisement of this program and active recruitment of new schools. They self-reflected during organizational meetings about the cause of the decline and experienced significant turnover within their organization. During this time, they created a new educational program aimed at taking action within the community for an older population of students. Although the organization has strong feelings about why its program is declining, they are unable to validate

these ideas with data or evidence. The participation decline problem is vital to understanding

how to develop and present future curricula to students. The organization wants to learn if its

programming is relevant and meaningful to students. They would like to understand if it can

integrate into a school system's climate and culture. The consequences of not addressing the

problem could be a continued decline in participation and a lack of transferability to students'

everyday life. This will impact the organization as it continues the UpStanders program and

launches its new program, Take Action, for older students. It could further impact their desire for

adult education and storytelling for the new museum's opening.

      Throughout the initial research of our partner organization, including multiple Zoom

meetings with the senior leadership and educational curator of the HMECF, we have been told of

many areas in which the organization would like to grow and expand. Within the areas presented

by our partner organization, coupled with the Capstone project's time constraints, we narrowed

our area of inquiry to help the organization understand its educational programming goals and

how the UpStanders programmatic experiences relate to school climate.

      Our proposed problem of practice is that the HMECF does not currently have a

systematic way of engaging with school communities to measure its educational programming

and, therefore, cannot have an adequate understanding of how the UpStanders program relates to

school climate. In our proposed project, we planned to design and learn about the end-users

experiences and perspectives to understand how the UpStanders program relates to school

climate and might influence future iterations.

      The organization feels as if they are aware of the problems regarding a decline in

participation and lack of transferability to the students' everyday lives and are ready to move

forward with a solution and new curriculum. However, we encouraged the organization to allow

us to look at their current curriculum, programming data, documents, and relevant literature to determine evidence-based claims on the current program in order to help increase meaningful and authentic participation within the local community. With this focus, we hope to revitalize the HMECF's important work by helping outline the organization's educational goals and inform future educational programming.

Evidence of a Problem

Stephen Poynor, the education curator for the UpStanders program, explained how the entire program needs to be "rebuilt, restructured, and remarketed for today's world" (Poynor, personal communication, January 6, 2022). He believed that the program was too much of a stand-alone program consisting of one-hour presentations that failed to produce a connection within a school culture and neglected to create a school-wide implementation of the concepts. Mr. Poynor reported an overall decrease in the number of schools participating in the UpStanders program and more participation among private schools than public schools; this perspective was based on his involvement and years of experience in organizing the workshops within the schools. We received the following data from Mr. Poynor to begin our initial understanding of the UpStanders program:

- The UpStanders program locations with dates and attendance (so we could track attendance/usage of the program over time),
- survey information from the UpStanders program, and
- access to any curriculum from the UpStanders program - other than the curriculum for educators that can be accessed via the website.

Next, we planned to collect the following documentation and data from the HMECF:

- a description of the museums' experiences and perspectives,

- a description of the museums' educational programming indicators,

- a description of participating schools' experiences and perspectives,

  - student experiences and perspectives

  - teacher experiences and perspectives

  - administration experiences and perspectives

- a marketing strategy for the UpStanders program,

- a strategic plan and mission for the HMECF that guides educational programming,

- historical information about the UpStanders program, and

- participating schools' contact information.

Ideally, we hoped to be provided with data about program participation pre-COVID if available. Our limitations were that we did not gain access to clean data to support Mr. Poynor's statements about decreasing school participation, as the organization had not maintained easily accessible long-term data. Mr. Poynor also referenced feedback about the participating schools' programs, which we asked to see but were unable to obtain.

Our next steps of action were to begin to fully understand the Holocaust Memorial Resource and Education Center of Florida's UpStanders program, gather data about the HMECF's educational programming, and research relevant literature to focus our area of inquiry and refine our problem of practice. Researching the literature and initial data together, we hoped to be able to understand the following:

- how and why the UpStanders program has changed over time,

- if there is evidence of inconsistent or declining participation in the UpStanders program,

- the experience and perspectives of the participants in the UpStanders Program,

  - students, faculty, and administrators

- the organization's educational programming goals, and

- how do the programmatic experiences relate to school climate through creating empathy, social responsibility, and moral leadership with participants?

We aimed to help the organization learn about its educational programming and help provide evidence-based practices to make authentic and meaningful connections to its community.

Research Synthesis

Holocaust education can be an instrument to promote a positive school climate, and museums play an essential role in supporting schools in this education (Bowen & Kisida, 2020). The United States Holocaust Museum spends 17% of its program expenses on educational programs to ensure that learning how and why the Holocaust happened is an important component in the education of U.S. citizens; these programs strengthen critical thinking about individual's roles within society (U.S. Holocaust Museum, 2018). In addition, establishing opportunities for social, emotional, ethical, and civic learning can improve school climate (Thapa et al., 2013) and be used to teach empathy, social responsibility, and moral leadership. Therefore, these lessons from the Holocaust can be used to improve the safety, learning, and relationships within a school, thus enhancing the school climate.

Holocaust education contributes to more active citizenship and has an immediate and lasting impact on students' values and attitudes (Cowan & Matiles, 2007). Research also shows that lessons from the Holocaust can combat aggressive behaviors such as prejudice and racism (Gross, 2018). The Holocaust Memorial Resource & Education Center of Florida began using teachings of the Holocaust in an anti-bullying program in 2010 (Schlueb, 2014), citing that "bullying prevention programs transform a school's climate" by establishing a common vision of respect and safety among students, parents, and school personnel (HMECF, 2019). This

qualitative project seeks to understand how the experiences and perspectives of participants in the UpStanders program relate to school climate through the lens of upstanding behavior.

Challenges of Measuring Anti-Bullying Programs

Research on school-based bullying prevention programs shows mixed results for success and highlights how positive effects are modest (Ttofi et al., 2008). A review of the literature on anti-bullying programs reveals the challenges in measuring the success of these programs because "success" and "effectiveness" are relative terms. Varying definitions of the term "bullying" among scholars and between scholars and policymakers make measurement difficult; furthermore, no consensus about a definition results in confusion around common measures (Ansary et al., 2015). Historically, the most common way to measure the success of a program is by tracking the reduction in bullying perpetration and victimization through student self-reports. A meta-analytical review of the effectiveness of school-based bullying prevention programs found that programs effectively reduced bullying perpetration and victimization; however, there was significant heterogeneity within the results (Gaffney et al., 2019). Differences existed among the type of intervention implemented, the age of the participants, the timeframe of the measurement, and the type of report – self-report, peer report, or teacher report. Similarly, in a synthesis of the research on bullying prevention and intervention prior to 2015, Ansary et al. (2015) expressed difficulty in exporting prevention programs from a research setting to a practical setting in schools. Therefore, it is imperative that we clearly define "bullying" for the community (Jones & Augustine, 2015) to establish appropriate measures of success. This measurement challenge highlights the gap between research and practice and shows the difficulty that schools experience in selecting an anti-bullying program.

Upstanding Behavior

Within the area of practice, the quantitative measuring of perpetration and victimization outcomes also overlooks the mechanisms of specific bullying interventions. The Bystander Intervention Model developed in 1970 by Darley and Latane began to identify the dynamics within bullying situations and is referenced in multiple bullying studies (DeSmet et al., 2016; Midgett, 2016; Polanin et al., 2012). A bystander is defined as a student who witnesses a bullying episode (Polanin et al., 2012). Unfortunately, peers witness more than 80% of bullying victimization but intervene less than 20% of the time (Atlas & Pepler, 1998). The Bystander Intervention Model outlines five sequential steps to move from being a bystander to an upstander; upstanders are individuals who choose to challenge bullying (DeSmet et al., 2016). When a bystander recognizes bullying behavior and takes action to stop it, they become an "upstander" (Padgett & Notar, 2013). Upstanders can: encourage a bully to reflect on how the target feels, build empathy, tell a teacher, or use humor to deflect the bullying behavior (Espelage & Swearer, 2008).

Research suggests that targeting the bystander and giving them the tools and encouragement to intervene as "upstanders" should be an integral component of bullying interventions (Hart Barnett et al., 2019). A meta-analysis of bullying intervention programs found that few interventions target the bystander; however, most that do exhibit success in decreasing bullying (Ttofi & Farrington, 2011). Furthermore, 80% of bullying incidents have a witness, and when someone intervenes, there is a 50% chance of stopping the bullying behavior (Polanin et al., 2012). Salmivalli (2014) wrote about utilizing bystanders as interventions by examining empathy and self-efficacy, while Thornberg et al. (2012) found that students with high empathy were more likely to exhibit upstanding behavior. These character traits or

dispositions influence whether students take action against bullying (Thornberg et al., 2012). In addition, a qualitative study of middle school students focused on how students articulate and discuss what factors influence their decisions to defend or not defend victims when witnessing bullying; according to the findings, students adjust their bystander acts and vary their actions depending on situational factors (Forsberg et al., 2018).

Over the last 15 years, research focused on direct and indirect pathways of upstanding behavior, and in 2019, Vera et al. synthesized this upstander research to create an Upstander Model. This Upstander Model shows how students' dispositions and supports for upstanding are direct pathways to upstanding behavior, while situational awareness, self-efficacy, and upstanding skills are indirect pathways. Figure 1 shows these direct and indirect pathways to upstanding behavior.

Figure 1

Upstander Model (Vera et al., 2019)

Foundational Factors: Direct Pathways	Critical Intermediary Factors: Indirect Pathways	Outcome
•DISPOSITIONS (e.g., empathy, perspective-taking, social justice) •SUPPORTS FOR UPSTANDING (e.g., peer expectations, diverse friendships, parent/teacher models, school climate) •BARRIERS TO UPSTANDING (eg., mind your own business mentality, segregated school environment) •POSITIVE OUTCOME EXPECTATIONS (e.g., protecting others, feeling good in helping others) •NEGATIVE OUTCOME EXPECTATIONS (e.g., loss of popularity, retaliation, ridicule)	•SITUATIONAL AWARENESS (i.e., recognizing crisis, implications of inaction) •INTERVENTION SELF-EFFICACY (i.e., confidence to take action) •UPSTANDING SKILLS (e.g., assertive communication, help-seeking skills, conflict resolution, creating distractions)	• UPSTANDING BEHAVIORS (i.e,. actions are taken that intervene and stop a bullying episode, alone or in conjunction with others)

School Climate

Research shows a connection between upstanding behavior and school climate. One of the supports for upstanding in the Upstander Model is school climate; a positive school climate can foster upstanding behavior (Vera et al., 2019). A positive school climate is also associated with reduced aggression and violence (Thapa et al., 2013). Concurrently, empowering students to take action against bullying can create a school climate where bullying is not tolerated (Espelage, 2012). School climate "is based on patterns of students', parents', and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures" (National School Climate Center, 2021). In a review of the school climate research, Thapa et al. (2013) identified five domains of school climate: safety, relationships, teaching and learning, institutional environment, and school improvement process. Table 1 depicts the domains and dimensions of school climate used by Thapa et al. (2013).

Table 1

Domains of School Climate (Thapa et al., 2013)

Domains	Dimensions
Safety	- rules and norms - sense of physical security - sense of social-emotional security
Relationships	- respect for diversity - social support of adults - social support of students - leadership
Teaching and Learning	- social, emotional, ethical, civic learning (empathy) - support for learning - professional relationships
Institutional Environment	- school connectedness/engagement - physical surroundings
School Improvement Process	school improvement

Some of these school climate domains are found within the bullying prevention literature. Best practices associated with effective bullying prevention programs include the creation of a positive school climate, promoting upstander behavior, and the coordination of anti-bullying efforts and sustainability within a school (Ansary et al., 2015). This overlap of school climate and upstanding behavior is also evident in other studies. A study about creating an anti-bullying culture in secondary schools found six characteristics of effective anti-bullying programs: assessment of school climate, community involvement, consensus on the definition of bullying, student and parent engagement, professional development for faculty, and ongoing program evaluation (Jones & Augustine, 2015). A positive school climate is a recurring theme within the upstanding behavior literature.
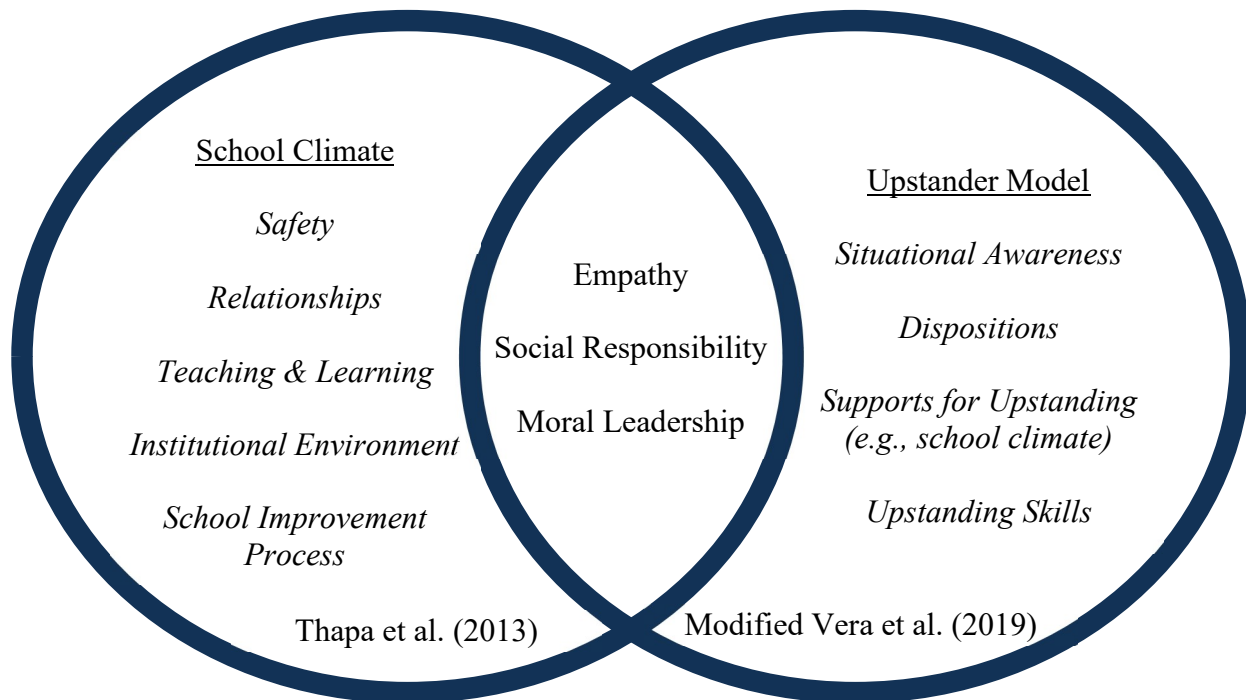
Overlap of Empathy, Social Responsibility, and Moral Leadership

Examining the literature about upstanding behavior and school climate reveals an overlap of empathy, social responsibility, and moral leadership. These traits are examples of necessary dispositions under the direct pathways within the Upstander Model (Vera et al., 2019) and also fall within the teaching and learning domain of school climate (Thapa et al., 2013). Transforming bystanders into upstanders through an anti-bullying program encourages students to engage in prosocial defending behaviors when they witness bullying - usually by eliciting empathy for victims; children's relationships with a bully and victim can impact their reactions as bystanders by motivating them to act when they experience different classes of moral emotions such as anger, empathy, and compassion (Trach & Hymel, 2020). Research shows that students intervene because they empathize with the target or feel it is morally right to do so (stopbullying.gov, 2021). Thornberg et al. (2012) found that students evaluate situations and intervene based on whether they feel the bullying is morally wrong. Effects of bullying prevention programs range; therefore, emphasis on future intervention should focus on promoting skills that support psychological health, interpersonal relationships, and a positive school climate (Divechal & Brackett, 2020). These findings show the connection between upstanding behavior and school climate through the importance of empathy, social responsibility, and moral leadership.

Reducing bullying can create a safe school climate and promote social and emotional skills (Midgett, 2016). Studies in the area of empathy research are especially extensive. Espelage et al. (2004) found an inverse association between empathy and bullying; as empathy increases, bullying decreases. In addition, teaching empathy was found to be a critical component of social cognitive interventions to reduce bullying (Manger et al., 2001), and empathy predicted students' roles as upstanders (Nickerson et al., 2008). In a systematic review of anti-bullying programs,

Zych et al. (2019) found that high self-esteem, high empathy, and high academic performance were related to less bullying; they also suggest adding more elements focused on increasing personal and social competencies of students, and prosocial peer relationships, into bullying prevention programs. The teaching and learning domain of school climate encompasses social, emotional, ethical, civic, and service learning. Divechal and Brackett (2020) make a case for shifting the focus from bullying prevention to social and emotional learning practices in U.S. school programs because social-emotional learning is a promising approach for reducing disruptive behaviors and enhancing school climate, academic achievement, interpersonal relationships, and well-being.

Figure 2 shows our conceptual framework and the overlap of empathy, social responsibility, and moral leadership between upstanding behavior and school climate. The left side of our conceptual framework shows the five domains of school climate outlined by Thapa et al. (2013), and the right side shows four pathways to upstanding behavior; these pathways were simplified from the Upstander Model by Vera et al. (2019). For the purposes of our project, we modified the Upstander Model to include two direct pathways and two indirect pathways to upstanding behavior.

Figure 2

Conceptual Framework

School Climate

Safety

Relationships

Teaching & Learning

Institutional Environment

School Improvement Process

Thapa et al. (2013)

Empathy

Social Responsibility

Moral Leadership

Upstander Model

Situational Awareness

Dispositions

Supports for Upstanding (e.g., school climate)

Upstanding Skills

Modified Vera et al. (2019)

By synthesizing a modified version of the Upstander Model by Vera et al. (2019) with the school climate dimensions from Thapa et al. (2013) and focusing on the traits of empathy, social responsibility, and moral leadership, we look to understand how the UpStanders program relates to school climate. It is our belief that a clearer understanding of the relationship between upstanding behavior and school climate will help the HMECF understand the influence of its UpStanders program on its participants and how that information might influence an iteration of the program.

With the current lack of consensus in "bullying" definitions and measurement, it is no wonder the HMECF is struggling to understand the influence of its UpStanders program. Most programs use the reduction of bullying perpetration and victimization as measures of success, but these measures are limiting; there is a need for more qualitative research with regard to bullying

and school climate (Thapa et al., 2013). Therefore, our study looks to gather qualitative data about how the experiences and perspectives of participants within the UpStanders program will assist the HMECF in redesigning the program's content with comments that directly relate to the school climate. Our project questions included the following:

- What are the experiences and perspectives of the participants in the UpStanders program?
- How do these experiences and perspectives relate to school climate?
    - How might these experiences and perspectives influence an iteration of the UpStanders program?
    - What factors would influence a school's continuation with the UpStanders program?

Methods

The volumes of literature dedicated to school-related bullying and the programming aimed at reducing these behaviors consist overwhelmingly of quantitative methods; surveys have become the backbone of this genre of research (Patton et al., 2015). Joining a growing body of qualitative inquiry, we proposed to lean into the narrative of those directly impacted by the museum's UpStanders program. Qualitative research uses interpretive research methods to understand individuals, groups, or phenomena in contextualized ways that reflect how people make meaning of and interpret their own experiences (Ravitch & Carl, 2021, p. 4). A study conducted to explore teacher perspectives on developing empathy through Holocaust survivor stories (Haas, 2020) and a study to understand bystander motivation of students in bullying incidents utilized qualitative methods (Thornberg et al., 2012). As one student remarked, "we have been WAITING for someone to talk to us for years!" Centering our focus on school climate

and upstander behavior, we answered our project questions through the triangulation of program documents, interviews, and focus group analysis.

Site/Participant Selection

After multiple discussions with the Holocaust Museum & Education Center of Florida and understanding the implementation of the UpStanders program, we decided to work with three local middle schools that had participated in the UpStanders program for more than two years. This purposive sampling of schools leads us to learn from School 1 (grades PK-8), School 2 (grades PK-12), and School 3 (grades 6-12). All three participating schools are private schools located in the Central Florida area of Orlando. The initial plan was to include both a private and public school in the data collection; however, we were unable to connect with a public school in the Orlando area that would allow us to learn from their experiences. However, we added a third private school to our data collection, bringing the total number of voices heard in our study to twenty-four: six adult perspectives accompanied by eighteen student perspectives. Each school, teacher, administrator, and student signed an information sheet agreeing to participate in our project.

Each participating school provided two interviewees; one was a teacher who had been involved in the UpStanders program, and one was an administrator from the school who had approved and funded the program, as well as a student focus group ranging from five to eight participants. Each administrator served as the coordinator of the study and gave permission to conduct our project within each school. Using a snowball approach with purposive sampling, each administrator identified potential teachers and students within the school who had participated in the UpStanders program and may be willing to participate in our project. Table 2 presents a summary of participants by school.

Table 2

Participant Description

School	Description
1	1 administrator, 1 teacher, 5 students (8th grade)
2	1 administrator, 1 teacher, 8 students (6th grade)
3	1 administrator, 1 teacher, 5 students (8th grade)

Data Collection

Interviews

The purpose of interviewing adults in each school was to gain an understanding of the experiences and perspectives of participants in the UpStanders program as well as to understand to what extent the UpStanders program affects perceptions of school climate. For each of the three schools, a teacher who participated in the UpStanders program and the administrator at the school who coordinates the program were interviewed; once we contacted the administrator, they chose a teacher and supplied us with the teacher's contact information..

Teachers and administrators from each school were emailed an information sheet about the project's purpose, risks and benefits, and confidentiality. Interviewees signed and returned the information sheets and were then sent the interview questions in the same email that confirmed the interview date; all but one interviewee was given at least three days with the interview questions prior to the scheduled interview. Interviews were conducted via Zoom and lasted 30-60 minutes each. Each participant was reminded about the purpose, risks and benefits, and confidentiality before the interview recording began. Zoom recordings were transcribed using Otter.ai so verbatim transcripts could be analyzed. Information learned during the interview was

used to help understand our project questions and the participants' experiences within the

UpStanders program. The protocol for our interviews is contained in Appendix A.

Each semi-structured interview began with the same question template; however, as each

participant shared their experiences, the follow-up questions varied. Questions were based on our

conceptual framework (see Figure 2). The interview questions were modified from the teacher

and staff version of The Authoritative School Climate Survey (Cornell, 2019). This survey was

utilized in a school climate study by Thapa et al. (2013) and was also published through the

National Center on Safe Supportive Learning Environments, sponsored by the U.S. Department

of Education. We modified the questions from the school climate survey to make them

conducive to a qualitative study; interview questions need to generate rich descriptive stories to

contribute to the understanding of a topic (Bhattacharya, 2017, p. 132). We then grouped the

questions according to the four constructs of our upstander model: situational awareness,

dispositions, supports for upstanding, and upstanding skills (Vera et al., 2019). We wanted to

inquire about the domains of school climate but presented the questions to participants as

categories of upstanding behavior, so they would not be leading.

There was not enough time in the sixty minutes to ask all the interview questions;

therefore, the interviewer prioritized two questions from each upstander model category. We also

included three "museum" questions about the implementation and impact of the UpStanders

program on school climate; these questions were included based on the project questions.

Furthermore, questions asked participants to consider specific incidents of bullying. A recent

qualitative study examined ways students' social and emotional experiences impacted their

behavior as upstanders asked participants to recall an incident of bullying that they witnessed;

this method of interview questioning is a more effective way of gathering data about bullying

(Trach & Hymel, 2020). Our questions were framed in a similar manner of recalling incidents of bullying. Appendix B summarizes our interview questions, with the bolded questions being those that were prioritized from each category across all interviews.

Focus Groups

The purpose of conducting focus groups in each school was to openly explore the needs and perceptions of students regarding school climate, causes and impact of bullying, UpStanders intervention, sources of support, and coping strategies used by students. There is a need for more qualitative research concerning bullying and school climate, and there is a gap in studies regarding students' perspectives (Thapa et al., 2013). Therefore, we used qualitative methods, including student focus groups, to gain an understanding of the experiences and perspectives of participants in the UpStanders program as well as to understand to what extent the UpStanders program is affecting school climate.

The students were chosen by the school through purposive sampling. Each student had participated in at least a portion of the UpStanders programming led by the museum's educator curator, Stephen Poyner. School 1 had six participants initially scheduled; however, only five joined the focus group, as one student was absent. Although not participating, the new school counselor joined for the twenty-five minutes of the focus group. School 2 had eight student participants, with the school counselor joining for the forty-minute discussion. School 3 had six participants initially scheduled; however, only five joined the focus group because one participant had an unsigned information letter. During this thirty-minute focus group, there was not a school representative present.

Open-ended, semi-structured sessions lasting between twenty-five to forty minutes were consistent with other qualitative studies about upstander behavior in bullying incidents;

Thornberg et al. (2012) included this type of questioning with students 9-15 years old in grades 4-8. In addition, Forsberg et al. (2021) conducted a small-scale qualitative study in Sweden that consisted of focus groups with students in grades 1-9 using semi-structured interviews; this study explored students' perspectives on school climate. Questions for the student focus groups were compiled based on our conceptual framework, focus group protocols, and questions established by ENABLE - the European Network Against Bullying in Learning and Leisure Environments (ENABLE, 2021). The actual questions from the list asked during the focus groups are bolded in Appendix C; follow-up questions varied from each focus group.

All focus groups occurred at the initially scheduled time and were led by the same moderator, while another team member focused on non-verbal data throughout the discussion. Two or more voices discussed almost every question posed in each focus group. Information learned during the focus groups was used to help understand our project questions and the participants' experiences within the UpStanders program. Each participant was afforded confidentiality, from our project publication, with their participation. The protocol for our focus groups is contained in Appendix D.

Each focus group session began with an introduction of the project and participants within the room. The first question was the same in each focus group, and the template was followed; however, as each participant shared their experiences, the follow-up questions varied. When possible, the focus group was brought back to the preplanned questions that were based on our conceptual framework of the upstander model, including constructs of school climate. Although each focus group offered unique and insightful perspectives and experiences, several challenges were presented throughout the data collection process. Besides the slow communication process caused by the start of a new school year, the only significant challenge in

our data collection came from the impact of different focus group compositions. These variations

could potentially have had an impact on our analysis. It was noted that the focus group from

School 1 was very quiet in their responses and needed significant prompting to glean insight into

their thinking. While the focus groups from School 2 had to be stopped after forty minutes due to

their academic class schedule. Additionally, the COVID global pandemic prevented the entire

sequence of phases within the UpStander program from being completed by any school or

participant.

Documents

Existing artifacts from the UpStanders program included the website, brochure, and

student survey. The website consisted of the homepage, parent page, student page, educator

page, and parent tip document. We collected and analyzed these documents in addition to the

UpStanders brochure and student survey. The brochure is given to a school when they inquire

about the UpStanders program, and the student survey is used to collect information from

students after they complete the program. We easily accessed and collected the documents

through the website, and the student survey was provided to us by Stephen Poyner, the lead

educator of the UpStanders program and Education Curator at the HMECF. We started our data

analysis with the documents due to the delay in receiving IRB approval. Without IRB approval,

we needed to wait until August to begin the interview and focus group data collection. Although

the process of data collection is described as being linear, an iterative approach to qualitative

methods is cyclical, recursive, and emergent (Ravitch & Carl, 2021, p. 106).

<div align="center">

Data Analysis

</div>

Our analysis of the data used a technique that combined deductive and inductive coding.

Deductive coding is typically used in descriptive studies and uses a top-down approach. Codes

are developed using a research framework or theory. In our study, we used the framework of

school climate. School climate comprises five constructs: safety, relationships, teaching and

learning, institutional environment, and school improvement process. In contrast, inductive

coding is typically used for exploratory studies and uses a ground-up approach. When coding

inductively, codes are established based on the interpretation of the raw textual data (Thomas,

2006). Our approach was a hybrid of deductive and inductive coding.

We deductively coded the text from the documents and the verbatim transcripts from the

interviews and focus groups using the five constructs of school climate. Table 3 includes the

codebook of the school climate categories. These codes are consistent with the five domains of

school climate outlined by Thapa et al. (2013) in a review of school climate research.

Table 3

Deductive Codebook from School Climate Constructs

Code	Dimensions (Thapa et al., 2013)
Safety	- rules and norms - sense of physical security - sense of social-emotional security
Relationships	- respect for diversity - social support of adults - social support of students - leadership
Teaching and Learning	- social, emotional, ethical, civic learning - support for learning - professional relationships
Institutional Environment	- school connectedness/engagement - physical surroundings
School Improvement Process	school improvement

After coding the text, we identified emergent themes through a deductive process. We also inductively coded the text using specific words or phrases from the raw textual data and verbatim transcripts and then identified emergent themes. The themes from the deductive and inductive coding were then compared. This step-by-step process assured rigor by using a hybrid approach to thematic analysis (Fereday & Muir-Cochrane, 2006). Although the process is described as linear, it was iterative and cyclical. In addition, each coder performed multiple passes of coding before the themes were compared among the three coders in order to bring multiple ways of analyzing and interpreting the data. Once the coding and themes were agreed-upon, another pass of categorizing raw data was conducted. The following steps represent the data analysis process used to code the raw data. These steps were adapted from the hybrid coding approach used by Fereday and Muir-Cochrane (2006).

- Step 1: <u>Summarized data and identified initial themes</u>. Two team members deductively coded the verbatim transcripts from the interviews and focus groups and the text from the organization's documents using the concepts of school climate. Another team member inductively coded establishing codes directly from the text of the transcripts and documents. Initial themes were generated from deductive and inductive coding.

- Step 2: <u>Tested the reliability of the themes</u>. Themes from the deductive and inductive coding were compared and discussed until themes from each data collection area (focus groups, interviews, document analysis) were agreed upon by all three coders. Raw data coded within the school climate concepts, and color-coded post-it notes containing emergent themes, were displayed on a wall (see Figure 4) and recategorized through this process.

Figure 4

Coding Wall of Deductive and Inductive Codes and Themes
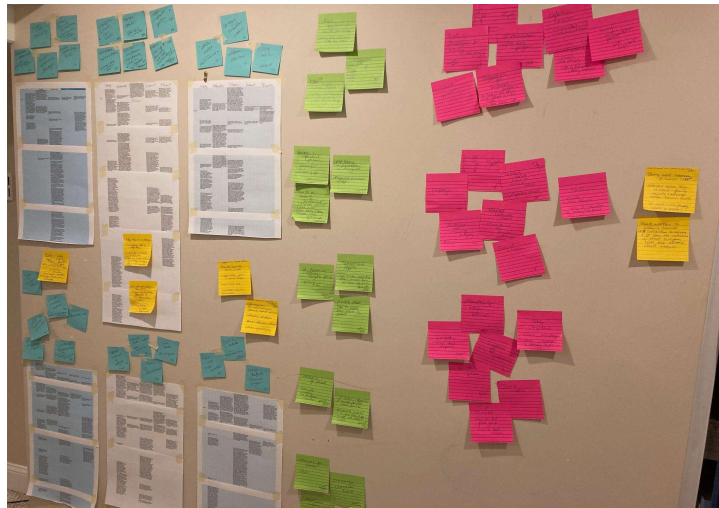
- Step 3: <u>Connected the codes and themes</u>. Additional deductive coding was conducted

  using the concepts of school climate in relation to the emergent themes.

- Step 4: <u>Corroborated and legitimized themes</u>. At this stage, the previous stages are

  scrutinized to ensure that the themes are representative of the initial data analysis

  (Fereday & Muir-Cochrane, 2006). The review of text, codes, and themes involved

  multiple iterations and agreement among three coders. This intercoder agreement and the

  use of a hybrid coding approach helped to improve the reliability of the findings.

Thirteen themes emerged through our data analysis. These themes were deductively coded using

the five dimensions of school climate, and our findings were coded using the four factors of the

Upstander Model. Figure 5 below shows how the themes led to our findings and

recommendations.

Figure 5

Flowchart of Themes, Findings, and Recommendations
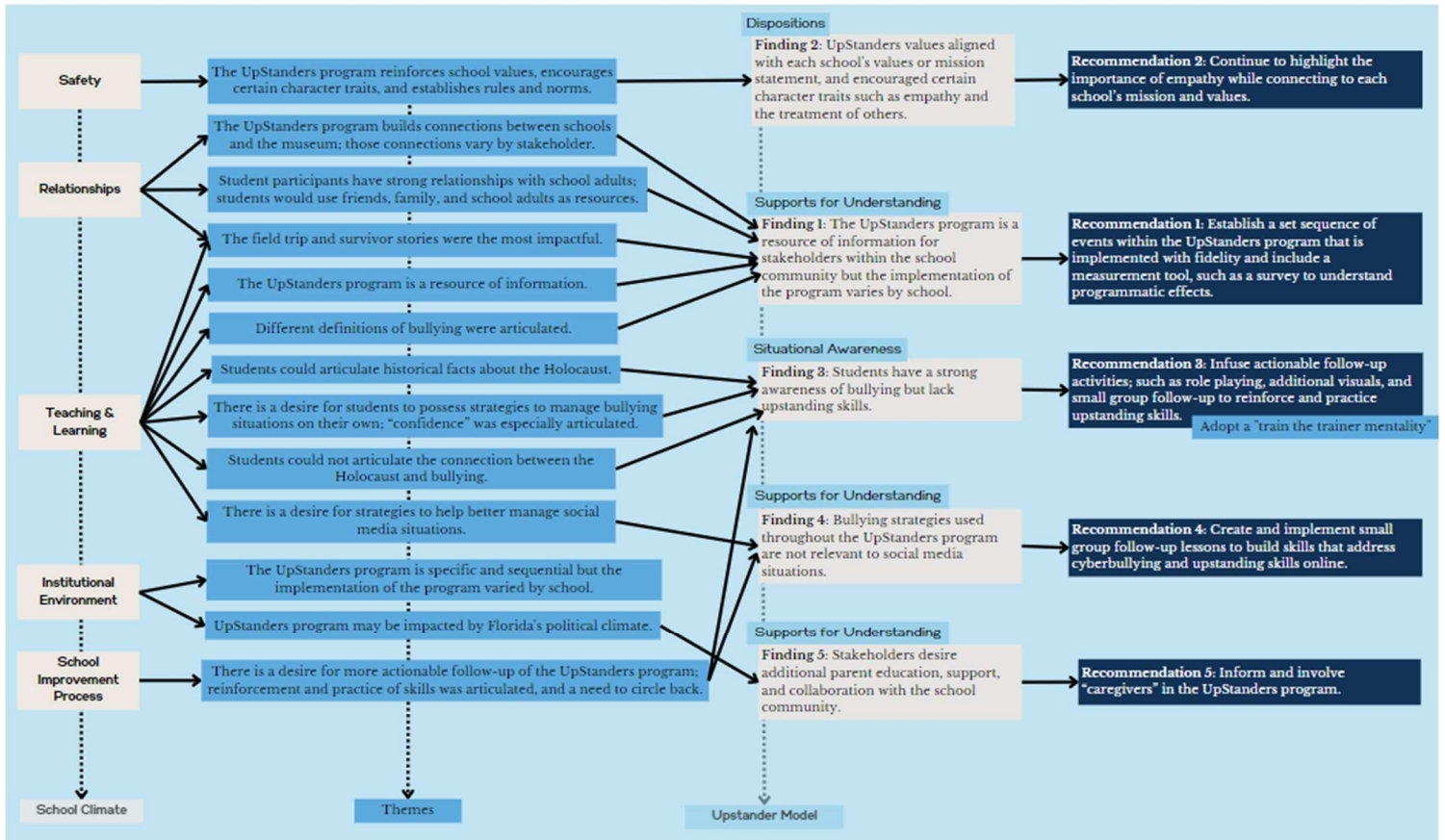
This flowchart shows the relationship between our school climate buckets (Thapa et al., 2013) to each of our thirteen synthesized and legitimized themes. From those themes, we show the relationship to our findings; above each finding is its correlation to the factors that support upstanding behavior from the Upstander Model (Vera et al., 2019). Finally, the last column links our findings to our five recommendations.

Our thirteen themes were categorized according to the five domains of school climate. One theme was categorized in the safety domain, three in the relationships domain, seven in the teaching and learning domain, two in the institutional environment domain, and one in the school improvement process domain. One theme fell within two domains - relationships and teaching

and learning. The following section summarizes the data that emerged from our modified hybrid coding approach; the data is organized by the five domains of school climate - safety, relationships, teaching and learning, institutional environment, and school improvement process.

Safety

With regard to rules and norms within the safety construct of school climate, teachers and administrators described their schools as being physically safe and having values that align with those of the UpStanders program. For example, the administrator and teacher from School 1 explained how they have a police officer on campus and special glass windows. All of the schools discussed how they had bullying policies within their handbooks, and School 1 required their parents to sign a document acknowledging the bullying protocols. The administrator from School 2 also spoke about the importance of "building a community" within her school by teaching students about "integrity" and how to "care for others." Similarly, the administrator of School 1 stated how "our Catholic beliefs and Jewish beliefs coincide," explaining how the UpStanders program reinforced their school's values.

The students and UpStander brochure also supported how the UpStanders program reinforces the mission or values of a school. In addition to Schools 1 and 2, the teacher from School 3 discussed how "negative behavior is consistently frowned upon" with regard to the school's core values of respect; their mission is based on "diversity and acceptance." The UpStanders brochure specifically references how a safe place is where "everyone is accepted and valued." Students also alluded to the value of empathy - a value that the schools and the UpStanders program emphasize. A student from School 1 talked about how she helped a girl because "it hurt me a lot because I felt so bad for her." Similarly, a student from School 3 said he would "provide almost like a shield for the other student who was being bullied." These values

of empathy, respect, integrity, care, and acceptance highlighted in the interviews, focus groups, and documents influence school climate within the construct of safety.

Administrators and teachers discussed how bullying manifests in behaviors such as hiding someone's bag or drawing attention to other people's differences. Teachers described how bullying happens in unstructured areas like the playground, locker rooms, and athletic fields. The teacher from School 3 explained how you might see "a senior or junior pressuring a freshman,"; while the administrator from school 2 explained how an "action may begin with only two people involved but then you start having the friends join in… forming cliques." Similarly, a student from School 3 discussed an example of bullying due to personal differences saying, "it could be like you're too shy, but then you become more talkative, and then they'll bully you for being too talkative." Students seemed to have strategies for managing these types of bullying situations but voiced concerns about how to navigate social media incidents.

Cyberbullying was another theme that emerged within the construct of safety. The administrators, teachers, and students from all three schools expressed concerns about bullying that occurs digitally through social media. A student from School 1 described a situation "at my football game" where someone used his friend's phone and posted something mean. Similarly, a student from School 3 explained how students "had this app, and it would do this whole thing … they would tell everyone that I was a bad person … and then everyone would get mad at me." The challenges of managing bullying that occurs through social media and how the UpStanders program reinforces each school's values were two themes that ran through the interviews, focus groups, and UpStanders documents.

Relationships

The relationship construct of school climate refers to building positive relationships through respect for diversity, social support of adults, social support of students, and leadership. The data from our interviews and focus groups reveal that student participants have strong relationships with school adults. The teacher from School 2 explained the conversations that she has with her students using this type of language: "you are emerging to the middle school… and have more responsibilities", "are you modeling the best behavior?", "use your words to solve problems … and if it doesn't give you the results that you want, then you seek out help from an adult." These conversations with her students offer them support and build teacher-student relationships. The administrator from School 2 had similar things to say about the culture within her school; she reported how the counselor "regularly goes through whenever we have lunch … she sits down and starts talking to the kids." This administrator also commented about how she did not think that there were any students who would feel that "he or she is without a protector" at school. Similarly, students voiced how they would use friends, family, and school adults as resources. One student at School 2 said, "at our school, we're lucky because we have people like … and teachers." All three focus groups of students referred to having adults at school as resources.

The UpStanders program also builds relationships between schools and the HMECF. The administrator from School 3 described how he and another administrator from his school participated on a committee to help offer suggestions and ideas for the UpStanders program when the Center was redesigning the program four years ago. These partnerships build a positive relationship between a school and the HMECF. Parents from School 3 also offered financial support so the school could continue participating in the UpStanders program. The teacher from

School 3 also said that "it takes everybody being on board" to address bullying. The UpStanders brochure states that "successful bullying prevention programs transform a school's climate so that students, parents, and school personnel share a common vision of respect and safety." In addition, the teacher from School 2 explained how her school "started talking about having a partnership with more intentionality to implement the UpStanders program." The relationships between the schools and the HMECF, as well as the relationships between students and school adults, are among the themes that highlight this construct of school climate.

Teaching and Learning

The teaching and learning construct of school climate includes social, emotional, ethical, and civic learning; support for learning; and professional relationships within that learning. The teachers at all three schools explained ways that their schools connected the school's social studies curriculum to the lessons of the UpStanders program. The teacher from School 1 talked about how she has follow-up conversations with her students after they hear the presentation from the father of a child (Ryan) who took his own life through the UpStanders program. This teacher recounted how she tells her students, "it doesn't matter if you're on the street, if you're on the playground, if you're somewhere - you see something, you say something, and it is unacceptable to hurt any human being." This teacher refers back to the speaker from the UpStanders program as she highlights the social, emotional, and ethical lessons of the program and the values of her school.

The UpStanders brochure also advertises that by teaching about the history of the Holocaust and Ryan's story of bullying, the program hopes to transform bystanders into upstanders by "adopting rescuer character traits" and empowering students to "stand up to bullying." The teacher from School 3 explained how their advisory program focuses on aspects

of character education that are supported by the UpStanders program, and the teacher from

School 2 discussed how they have students read *The Devil's Arithmetic* by Jane Yolen in

preparation for the first, historical presentation within the UpStanders program. The data show

how the UpStanders program is a source of information that supports the schools' curriculum

around social, emotional, and ethical lessons.

The UpStanders program is also a source of information about the historical facts of the

Holocaust. A student from School 1 remembered learning about the ads that the Germans used to

promote the message that "the Jews are bad", a student from School 2 described how he

remembered the part of the UpStanders program when they "described shapes like bad shapes

like the Nazi flag", and students from School 3 remembered the scavenger hunt from the virtual

field trip of the museum. Students described "a shoe of like a little girl in ballet practice,"

"pictures of people trying to escape or trying to fight," and "a mother and her kids - and you can

see how they were really scared." One student was even able to describe how Hitler "hated

Jewish people." The teachers from School 1 and School 2 also commented about the

powerfulness of the survivor stories within the UpStanders program.

Despite being able to describe historical facts about the Holocaust, most students could

not articulate the connection between the Holocaust and bullying. A student from School 1

reported that "a lot of kids don't really remember it [the UpStanders program]." Similarly, even

after four sentences of prompting, the students from School 2 could not remember what the

program presented about bullying. Only the students from School 3 could describe the

connection between the Holocaust and bullying; they reported that "Hitler hated Jewish people,"

similar to how "a bully hates someone." This theme of how the UpStanders program is a source

of information that supports teaching and learning pertains to the historical events of the

Holocaust, as well as lessons related to social-emotional learning.

Another theme related to the construct of teaching and learning was a desire for students to learn strategies to manage social media situations and to manage bullying situations on their own. Five out of the six interviews with teachers and administrators and all three focus groups referred to bullying occurring through social media. The administrator from School 2 described how playground bullying "evolved into cyberbullying," and the teacher from School 3 explained how a new curriculum is needed based on the "social pressures that adolescents get in social media that really goes unnoticed." The administrator from School 3 also commented about how the internet causes "blurring of what is mean [behavior]"; he explained how students struggle with social media comments that are just "joking." In addition, students from School 1 talked about the challenges of social media and "different apps," and students from School 3 reported that "social media is a big place for bullying people." The students from School 2 offered suggestions for UpStander lessons. One student stated that "lessons need to be more current; the strategies are being taught, and they work, but, in this generation, we have so much access to technology that it's not just real life, it's online." He concluded that the strategies being taught need to work everywhere - "not just at school, but outside of school, on the computer, anywhere really." This desire for strategies to use in cyberbullying emerged as a theme in the interviews and focus groups.

Institutional Environment

The institutional environment construct of school climate includes school connectedness and engagement, and physical surroundings. All three schools are located in Orlando and within seven miles of the Holocaust Center. The UpStanders brochure advertises how "thousands of middle school students in Central Florida have participated in the UpStanders Program." A

theme within this construct emerged about how the UpStanders program is specific and

sequential, but the program's implementation varied by school. The UpStanders brochure

outlines a specific sequence of programming: students take a field trip to the museum to learn

about the Holocaust, they have an in-class presentation about bullying, they participate in an

assembly and presentation from the father of a bullying victim, and they host an in-class

presentation relating the Holocaust to bullying and upstanding behavior. By offering student and

educator resources, the museum establishes a connection with the schools in its physical

surroundings.

Though the UpStanders program is specific and sequential, the interviews with

administrators and teachers showed that the implementation of the program varied by school.

School 1 was unable to schedule the follow-up sessions at the end of the program, and School 3

was unable to visit the museum in person. The teacher from School 2 stated that "we really

haven't implemented" the program as outlined, the teacher from School 3 explained how

implementation has been "a little wonky" with COVID, and the administrator from School 1

reported that "it's been difficult over the last few years… there has been a change in leadership in

the Center, and then they lost staff." Similarly, students also commented on issues with the

implementation of the program. A student from School 1 stated that "having a once-a-year

[presentation], people kind of forget about it," and a student from School 2 stated that he did not

remember the program. Another student from School 2 suggested that the events be "more often

and more in each session." The COVID pandemic clearly affected the implementation of the

program over the last few years.

Another theme among the administrator and teacher interviews highlighted how the

UpStanders program might be impacted by the Florida political climate. The Parental Rights in

Education Act became effective in Florida in July 2022. This law used the term "age appropriate or developmentally appropriate for students" (Florida Senate, 2022). The bill bans discussions of sexual orientation or gender identity in schools with students in kindergarten through third grade. The terms "age appropriate" or "developmentally appropriate" were noted in three of the six interviews. The teacher from School 2 described the UpStanders program as being "age-appropriate," and the administrator from the school described the program as "developmentally appropriate." However, the teacher from School 3 appeared more apprehensive about the program; he stated how "these are sensitive times right now … with this whole issue in Florida, you know, age appropriateness. Taking a child over to the Holocaust Center comes with a certain … you better know what you're doing." These statements show how the political environment influences the school climate within the construct of the institutional environment.

School Improvement Process

The construct of the school improvement process within the school climate includes suggestions for school improvements. This construct had the fewest coded entries; however, an emergent theme was the desire for more actionable follow-up within the UpStanders program. The administrator and teacher from School 2 requested gathering data to support the program's effectiveness. Similarly, the teacher from School 3 suggested the use of follow-up surveys "to determine program effectiveness." Another example of actionable follow-up was related to project requirements at the end of the UpStanders program. The teacher from School 3 suggested requiring community service hours after students completed the program as "an essential element to be part of every school's mission and organizational culture." The administrator from School 3 also suggested a "culmination" project that students can create to have "an action step" that brings the program full circle; both he and the teacher from School 1 used the term "circle back"

to reference this idea of having students perform an action that exemplifies upstanding behavior. In addition, the administrator and teacher from School 2 discussed the need for more "intention" with regard to the implementation of the program, and the administrator from School 1 requested a "set program" that could be implemented with fidelity. Interviews from all three schools suggested a need for more parent education, with the teacher from School 1 suggesting a parent session after the student presentations, especially related to social media.

Interestingly, the students offered the most specific suggestions for actionable improvements. All three focus groups discussed the need for more frequent lessons, repeated practice, and more strategies for managing cyberbullying; a student from School 2 wanted events to be "more often and more [content] in each session." Another student suggested hanging posters around the school and "more hands-on, not just lecture" lessons. Other suggestions from School 2 students included: gamifying the bullying techniques, role-playing, and being allowed to record situations of bullying in order to report incidents. This theme of repeated reinforcement of lessons is published in the UpStanders brochure and was suggested as an improvement within the interview and focus group interviews.

Figure 6 represents the 13 themes that emerged through our hybrid coding technique. These themes were then coded using the five dimensions of school climate.

Figure 6

Themes within School Climate Constructs
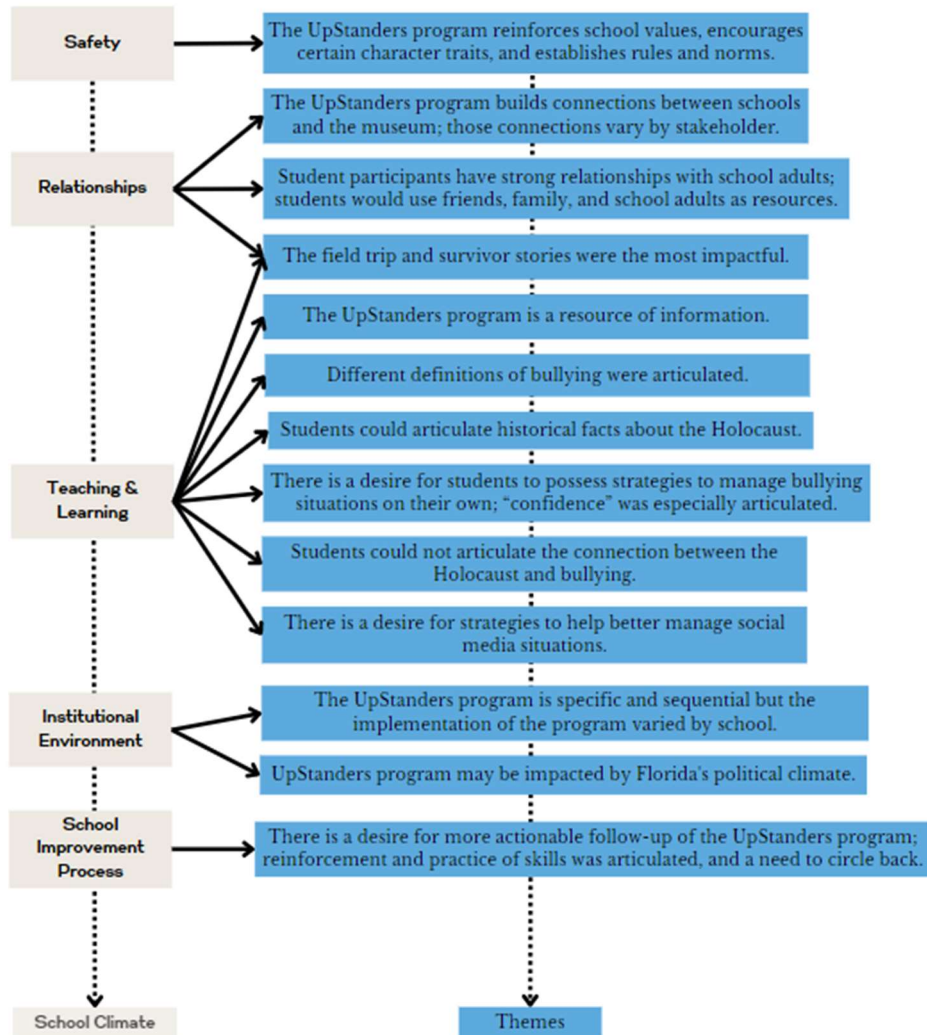
Findings

We concluded five findings after triangulating the data we collected through document analysis, school administrator and teacher interviews, and student focus groups. These findings address each research question and are grounded in the conceptual framework we created through the integration of the Upstander Model (Vera et al., 2019) and the five dimensions of school climate (Thapa et al., 2013).

Vera et al. (2019) describe four areas of the Upstander Model: situational awareness, dispositions, supports for understanding, and upstanding skills. Situational awareness is described as recognizing a crisis and the implications of inaction. Dispositions are defined through empathy, perspective-taking, and social justice. Support for understanding encompasses the five constructs of school climate, diverse friendships, peer interactions, and adult role models. While upstanding skills include intervention self-efficacy, assertive communication, help-seeking skills, conflict resolution, and creating distractions.

Thapa et al. (2013) outline five constructs of school climate, which include safety, relationships, teaching and learning, institutional environment, and school improvement process. Safety is defined as rules and norms, physical safety, and social-emotional safety. Relationships are focused on respect for diversity, social support of adults, social support for students, and leadership. Teaching and learning encompass social, emotional, ethical, and service learning, support for learning, and professional relationships. The institutional environment includes school connectedness and engagement, as well as the physical surroundings. The school improvement process includes areas related to school improvement.

Table 4 shows how our findings were categorized within our conceptual framework. The five findings were coded within the Upstander Model factors and the school climate dimensions.

Table 4

Cross-Coding Categorization of Findings within the Conceptual Framework

Finding	Upstander Model Factor	School Climate Dimension
1	Disposition	Safety
2	Supports for Upstanding	Relationships & Teaching and Learning
3	Situational Awareness	Teaching and Learning
4	Supports for Upstanding	Teaching and Learning
5	Supports for Upstanding	Institutional Environment

Finding 1	The UpStanders program is a source of information for stakeholders within the school community, but the program's implementation varies by school.

It is clear that the HMECF sees itself as a source of information. The HMECF's website includes teacher, student, and parent pages filled with information and tips. The HMECF builds relationships with the local education community by offering teacher training and lesson plans to educators through the UpStanders program. Furthermore, the UpStanders program was created purposefully with a specific sequence of lessons. Appendix E shows the phases of the UpStanders program for sixth and seventh graders. Taking a field trip to the museum, seeing artifacts, and being given a toolkit of how to recognize bullying behaviors are all indicators of the interactiveness of the program.

The presentation and field trip to the HMECF was the most referenced parts of the program during the interviews and focus groups. The presentation explains the historical aspects of the Holocaust. The teacher from School 2 complimented the presenter for being a source of information as a "historian" and "educator." She described how the presenter explained, "how

something like this would happen in history and how we would not repeat it." The teacher from

School 1 also spoke about the students' participation in the program; she said, "I love the

program so much … during the presentation about symbolism, the kids were so engaged."

Additionally, students confirmed their engagement in the presentation and tour. The presentation

about symbolism was the most discussed part of the program for the students of School 2; they

remembered how the presenter "described shapes, like bad shapes, like the Nazi flag." Similarly,

students from School 1 talked about the "ads the Germans used" as propaganda, and the students

from School 3 referred to the ballet shoe and the pictures of mothers and children who "were

really scared." The presentation about symbolism and the field trip or virtual museum tour were

the most referenced sources of information.

However, the implementation of the UpStanders program varied across schools. The

teacher from School 3 commented about how "the implementation of it is not exactly

consistent," and the administrator from School 2 explained how COVID has "derailed a lot of

things … and the last couple of years have not been ideal." Similarly, the administrator from

School 3 referenced "some interruptions with COVID," and the administrator from School 1

mentioned how they "worked under a variety of different personnel at the Holocaust Center, so it

looked a little different from year to year." Not all of the schools could have an in-person visit to

the museum, and some did not have a follow-up presentation after the field trip. Schools did their

best to incorporate follow-up discussions through curriculum connections or advisory groups, but

that implementation was inconsistent across and even within schools. Table 5 shows the phases

of the UpStanders program and the components within those phases in which each school

participated.

Table 5

School Participation in Components of the UpStanders Phases

UpStanders Program Phases		School #1	School #2	School #3
PRE-PLANNING	Baseline Survey			
YEAR #1 (6TH)	Words & Symbols Presentation	👥	👥	
	Field Trip to Museum			👥
	Toolkit	👥		
YEAR #2 (7TH)	Rescuer Presentation			👥
	Speaker		👥	👥
POST-PROGRAM	Survey			

👥 indicates evidence of participation

Either a teacher or administrator from all three schools referenced how more consistency or intentionality of the implementation would be helpful. The teacher from School 2 stated that "having a partnership with more intentionality to implement the UpStanders program" is preferred, and the administrator from School 1 requested "a defined program" to implement. Research shows a significant correlation between the degree of implementation of classroom intervention measures and the reduction of bullying problems (Kallestad & Olweus, 2003). Consistent implementation of the UpStanders program, including follow-up activities, is critical.

Finding 2	The UpStanders Program values aligned with each school's values or mission statement and encouraged certain character traits such as empathy and the treatment of others.

Respect, responsibility, and empathy are among the values written into the UpStanders program that align with the values of the schools. Developing a "rescuer" character trait and exhibiting "active support of their peers" are phrases within the UpStanders brochure. Furthermore, focusing on "standing up and speaking out" is an essential component to "teach

students how to safely and effectively support their peers who are being mistreated" (HMECF, 2022b). The UpStanders brochure states that "active support of their peers is the most helpful form of intervention" during occurrences of bullying. Empathy, a "respect for human rights," and the "dignity of all people" are lessons within the Holocaust curriculum. The HMECF believes that the UpStanders program can help students make their school a respectful and safe environment once "students understand the importance of being an UpStander rather than a bystander" (HMECF, 2022b).

Similarly, the teachers and administrators spoke about how their school values align with those of the UpStanders program. Respect, responsibility, and empathy are among the values taught within the participating schools. The teacher from School 2 discussed how they teach students to "use their words to solve a problem … and we really try to give them that sense of responsibility." The older students at School 2 are encouraged to be leaders and to care for the younger students. This teacher described her discussion with her students: "think of someone who's a leader; what are some of the qualities that they have?" Then, she encourages students to feel confident, use their voice, and recognize a pattern of growth of responsibility within themselves. In addition, the teacher from School 3 described how the success of an anti-bullying program can be defined according to how well we shape our students to be "the kind of student you would like to be as a member of your family; you'd like them to treat you the way you want to be treated."

In addition to treating others with respect and feeling a responsibility towards others, another value within the schools is being helpful to others. The administrator from School 3 asks students how they are "going to help others … resolve this [bullying] issue." Likewise, the administrator from School 1 highlights and compliments students for their "acts of kindness" and

discusses how this value of kindness and compassion towards others are "tenets of our faith." The teacher from School 1 explains how teachers consistently remind students to "stand up for your beliefs." She notes the relationship between the values of her school and those of the UpStanders program by stating how "our Catholic beliefs and Jewish beliefs… coincide."

Students also alluded to these common values. A student from School 3 mentioned how they could protect someone being bullied and "provide comfort for them." Another student from School 3 explained how they felt a responsibility to confront the bully in defense of others. They described how they could "have a deep conversation, even if it's just like a five-minute conversation, to explain why it's bad; make them [the bully] understand what they're doing is just not right."

These feelings of empathy, kind treatment of others, and responsibility emerged across the document analysis, interviews, and focus groups, as well as within the literature. Research shows that teaching empathy has a significant role in effective anti-bullying programs (Jones & Augustine, 2015). In addition, there are links between experiencing emotions and upstander behavior: different moral emotions, such as anger, empathy, and compassion, motivate individuals to act as upstanders (Trach & Hymel, 2020). Within the data, students alluded to these values, teachers, and administrators explained how they taught these values, and the HMECF created its UpStanders program around these values. Table 6 shows how quotes from the document analysis, interviews, and focus groups were triangulated to reveal the contents of Finding 2.

Table 6

Triangulation of Data

Document Analysis	Interview	Focus Group
Teaching students how to safely and effectively support their peers who are being mistreated.	Highlighting and complimenting students for their "acts of kindness" and discussing how this value of kindness, and compassion towards others, are "tenets of our faith."	Mentioning how they could protect someone who is being bullied and "provide comfort for them."

Finding 3	Students have a strong awareness of bullying but lack upstanding skills.

Students, teachers, and administrators could describe bullying behaviors but expressed a deficit in upstanding skills. Of the 13 overarching themes that emerged from our data analysis of the documents, interviews, and focus groups, half of those themes were coded within the teaching and learning dimension of school climate; however, none fell within the skills category of upstanding. Table 4, shown previously, displays the cross-coding of the 13 themes, categorizing them between the synthesized frameworks of School Climate and the Upstander Model. Six of the 13 themes fell within the teaching and learning dimension of school climate, with all of them being concentrated on situational awareness and support for upstanding constructs of the Upstander Model. The analysis of these themes supports how students and teachers can identify bullying behaviors and how there are supports for upstanding behavior. However, according to the cross-coding, upstanding skills appear to be lacking; no themes were coded within the category of upstanding skills. Teachers, administrators, and students all discussed a deficit in skills.

Students from all three schools voiced examples of bullying and demonstrated a strong awareness of bullying behavior. Examples included: physically hurting someone, making someone feel less than what they are, "continuously bothering someone", picking on someone for being different, spreading rumors, or making comments on social media that ruin someone's reputation. However, when asked about the UpStanders program, a student from School 1 replied, "a lot of the kids don't really remember it"; another student in this focus group asked if the program could be "more memorable" and "more interactive." Similarly, a student from School 2 said, "I don't remember it [the UpStanders program], and I feel like that's much of a problem." This disconnect between the components of the UpStanders program and how they relate to bullying may explain the deficit in upstanding skills.

Students from School 3 remembered the presentation about symbols and the virtual scavenger hunt of the museum but one student suggested how the program could be improved by the use of role-playing and the creation of videos "showing them [students] what not to do and what to do." A student from School 1 also suggested the use of role-playing within the UpStanders program. Suggestions for improvement from the students in School 2 included: more frequent information sessions, signs or posters created to post in schools, more hands-on activities, a video game that could "switch up the game with bullying techniques", and "being taught multiple strategies, not just the same thing again and again." Overall, the students demonstrated situational awareness but voiced concerns about their upstanding skills.

The students' suggestions for improvement of the UpStanders program are consistent with the literature. A study by Vera et al. (2019) found that using vignettes and role plays are powerful methods to detect bullying situations and practice skills. Role-playing was also mentioned in another study as a way for providing opportunities to practice bystander

interventions (Polanin et al., 2012), and role-play with a follow-up survey showed an increase in

students' reporting of knowledge and confidence to act as "defenders" (Midgett, 2016). Though

no best practices have yet been identified for promoting upstanding behavior (Polanin et al.,

2012; Vera et al., 2019), a meta-analysis found that training using behavioral skills such as

modeling, practice, and feedback had larger effect sizes than programs that target only cognitive

and affective growth (Vera et al., 2019).

Teachers also had suggestions for follow-up activities that moved beyond awareness. The

teacher from School 3 discussed how their school mission is based on "diversity and acceptance"

and how students are required to do community service. He suggested that students be required

to do community service projects related to bullying by "helping people who are victims of

bullying," "sharing a story," or doing "something that is tangible." He hopes that the UpStanders

program can be "part of every school's mission and organized culture" and that it "needs to be in

every fiber of it [the school's culture]." In addition, he explained how teaching students to "make

moral decisions in the real world" so they can be committed to the school community and the

"external community" are important follow-up components that can be incorporated into the

UpStanders program. Though the UpStanders brochure states that students are "given a toolkit

for how to recognize bullying and learn safe ways to intervene in bullying situations," students,

teachers, and administrators feel that circling back to reinforce upstanding skills through the use

of relevant and meaningful kinesthetic activities is an area of potential growth within the

program.

Finding 4	Bullying strategies used throughout the UpStanders program are not relevant to social media situations.

Analysis of the interview and focus group data shows that students, teachers, and administrators spoke about the need for upstanding strategies related to social media situations. Five of the six interviews referenced social media, and all three focus groups included statements about social media. The teacher from School 1 reported that most of the bullying at her school is "digital bullying," and the teacher from School 3 explained how the UpStanders curriculum could be helpful to students if it applied to social media situations. He stated that "there's a whole other world out there of social pressures that adolescents get in social media that really goes unnoticed." The administrator from School 3 also commented about how the internet produces a dynamic where "getting laughs and those kinds of things that I think sometimes, for kids, they genuinely do struggle a little bit with." The adults being interviewed described the presence of bullying within social media and the need for students to learn strategies for managing it.

Students also expressed an interest in learning strategies to navigate social media situations and to manage bullying situations on their own. Research shows that peers witness more than 80% of victimization (Nickerson et al., 2008). Students from School 1 talked about situations when peers posted mean comments, while a student from School 3 referred to situations when peers used an app to change someone's text messages. Another student said, "a lot of kids are on social media." The topic of social media was present during all three focus groups. A student from School 2 summarized the discussion by saying, "we have so much access to technology … which is why the strategies need to work everywhere, not just at school …"

Research also supports the need for strategies to address bullying within social media

situations. Our project included five dimensions of school climate - safety, relationships,

teaching and learning, institutional environment, and school improvement. These dimensions

were consistent with the constructs used in a review of school climate research by Thapa et al.

(2013), but current research has caused a shift in these dimensions. The National School Climate

Center still uses five constructs of school climate, but they now include: safety, interpersonal

relationships, social media, teaching and learning, and institutional environment; the school

improvement dimension was replaced with a social media dimension (NSCC, 2021). Our finding

of the need for more social media strategies within the UpStanders program is supported by

updated research on social media being added to the school climate dimensions.

Finding 5	Stakeholders desire additional parent education, support, and collaboration with the school community.

The UpStanders website includes a parent page and a linked tip page for how parents can

have conversations with their children; however, there seems to be a disconnect between these

resources and actual parent knowledge. Bulleted sections on the UpStanders website offer

parents an easy list of questions to ask their children when managing a bullying situation. The

questions encourage children to share, think, and feel about others. The UpStanders website also

teaches parents that they are role models of kindness, help, and respect. Appendix F shows the

guidance to parents offered by the HMECF. However, the administrator from School 2 stated

that "parents … really want to do what's right … they don't have the tools." The school's

administrator from School 1 also referenced how "sometimes people will misuse the word

[bullying]" when parents report incidents when a student says an unkind statement to their child

on one occasion. These quotes from the administrator interviews show a disconnect between the

resources offered to parents on the UpStanders website and the responses in behavior that school administrators notice from parents.

Another source of bullying information for parents came from the schools, but that communication appeared to be after the fact. We saw examples of support for parents if their child is involved in a bullying situation. The administrator from School 1 explained that when a bullying situation occurs, she calls the parents; she stated how "we try to work with parents." In addition, the administrator from School 2 spoke about the work that the school counselors do with parents during a bullying situation. However, there was little talk about proactive education or communication with parents as the schools were participating in the UpStanders program. Only the teacher from School 1 discussed how parents are asked to sign their bullying policy to make them aware of the expectations.

Students also alluded to needing more support from home when navigating bullying situations. A student from School 3 mentioned that their parents are "trying to help you" but "sometimes, it's like, it's just better if they didn't say anything at all." Another student from School 3 said, "my parents, they're trying to help me prepare … I know how to react and what to do … maybe it might be better if they just, I don't know, said a few words less." Similarly, another student explained how it was difficult for her to discuss these situations with her family. "I always turn to my, like, my friends … A lot of people turn to their families. For me, like, it's harder for me to turn to my family."

The literature supports the need to involve the entire school community - including parents - in the proactive work against bullying. Teaching empathy and involving parents are critical components of comprehensive prevention programs (Nickerson et al., 2008). Vera et al. (2019) found that parents and teachers need to work together as they play critical roles in

increasing upstanding behavior.

Recommendations

Our understanding of the literature, Upstander Model, school climate dimensions, collected data, and UpStander participant perspectives have informed our five recommendations for the Holocaust Museum & Education Center of Florida's UpStanders: Stand Up to Bullying program initiative.

Recommendation 1	Establish a set sequence of events within the UpStanders program that is implemented with fidelity and include a measurement tool, such as a survey to understand programmatic effects.

The HMECF is encouraged to establish a set sequence of events within the UpStanders curriculum and implement the program with fidelity. Jones & Augustine (2015) suggest that anti-bullying programs should be comprehensive, not add-on programs but integrated into the school experience; they also suggest the use of pre-and post-surveys. A specific sequence will allow for understanding curricular best practices for student learning and potential changes in the school climate. Each interview and focus group discussed the implementation of the UpStanders program, and throughout the nine sessions, nine different experiences were described. While COVID impacted the program's ability to do in-person instruction and trips, implementation fidelity was inconsistent for all schools. Each school discussed the presentations given by the HMECF and discussed wanting to engage with the program in more depth. Students from School 2 described wanting more from the program implementation; "I feel like it has to be more often and more in each session…it wasn't focused on bullying…it felt more vague…instead of targeting bullying they simply mentioned it." Another student stated, "I thought it was a social studies lesson about the Holocaust and the meaning of symbols…I did not think it was about

bullying." Students from School 3 described the virtual field trip and the power that the trip had

in connecting the Holocaust to bullying behavior they have encountered; however, the other two

school focus groups did not mention this trip.

Many museums do not consistently examine their educational programs; faced with

problems ranging from too few staff, too few dollars, or too little support from management or

board members, museum education departments often put forth a minimal effort to evaluate the

programs they offer (Smithsonian Institute, 2004). Adults at all three schools described needing

measurable data to determine the success of the UpStanders program within their school. One

teacher described "having age-appropriate teaching tools and strategies and activities… is

certainly of critical importance," while "measuring over time," and gathering and using

"measurable data that the bullying goes down," or "quantifying referrals to the dean."

The use of a measuring tool, such as a survey, is necessary to understand the program's

effect related to student behavior and school climate. The research recommends that schools

carry out a survey with a questionnaire in the early phases of the program and then readminister

the questionnaire after one year to understand what has or has not been achieved (Kallestad &

Olweus, 2003). A survey could address program implementation and fidelity as well as both the

student and school personnel perspectives on bullying instances as well as the school climate.

Recommendation 2	Continue to highlight the importance of empathy while connecting to each school's mission and values.

The UpStanders program should continue to highlight the importance of empathy and use

language consistent with each of the school's values through the implementation of each

UpStander program phase and component. Students with high empathy levels are more likely to

take a defender role (Thornberg et al., 2012), while enhancing children's empathic understanding of the victims' situation can strengthen their motivation to stand up for victimized peers (Salmivalli, 2014).

A programmatic connection to the school's mission and values also allows for a higher level of buy-in and participation. All three school administrators discussed in their interviews that the UpStanders program reinforces the school mission and values, while each teacher described how the UpStanders program aligned with their school values. A teacher from School 3 discussed how bullying causes a certain amount of "personal distress" and that the school needed to continue reinforcing the core values of "respect and treating each other respectfully…even in our differences." All three student focus groups discussed how their respective schools do not support bullying behavior and support students who might have been bullied. Students specifically named teachers, friends, and other trusted adults, as individuals who would help in a negative situation. A student from School 2 discussed previous schools not being supportive of students who were bullied, and another student stated, "we're lucky because we have people like you, the school counselor, and teachers" to support students. A student at School 3 outlined how the school and teachers help guide students to upstanding behaviors; "a lot of times in classes, they go over, like how to act and how to treat people." Another student followed up by stating, "I think people gradually learn how to treat other people through experiences…if someone hurts them or is mean to them, then you won't want to make anybody else feel this way." Empathy and social responsibility are values within the schools and the UpStanders program. To practice these skills learned during the UpStanders program, and within the classrooms, Boalian theater could be used as a role-playing technique to foster empathy and perspective-taking to practice skills within bullying situations (Bhukhanwala, 2014). A deeper

understanding and appreciation of individuals could develop with continued aligned school and

programmatic values.

Recommendation 3	Infuse actionable follow-up activities, such as role-playing, additional visuals, and small group follow-up to reinforce and practice upstanding skills.

Meta-analysis showed that although bystander intervention is important, few programs

include it in anti-bullying interventions (Polanin et al., 2012). The UpStanders program is

encouraged to infuse actionable follow-up activities and communication with the program's

participants, including more visuals, interactive role-playing, and small group follow-up to

reinforce and repeatedly practice upstanding skills. Research suggests that targeting the

bystander and giving them the tools and encouragement to intervene as "upstanders" should be

an integral component of bullying interventions (Hart Barnett, et al., 2019). Students need to

recognize when to act, but they must also be taught skills and build self-efficacy (confidence) for

upstanding behavior to occur (Vera et al., 2019). Dunn (2010) suggested that in order for a

student to engage in upstanding behavior, they must notice the incident, define it as an

emergency, assume personal responsibility to help, feel competent to help, and then step in to

help. Educators must teach students about the three components of bullying and that it comes in

different forms; teachers can facilitate recognition by discussion, role-playing, or using videos

and other visuals to show interactions between students in order to practice identifying bullying

(as cited in Hart Barnett, et al., 2019).

Each student focus group emphasized their need and desire for additional time to learn

and practice upstanding skills. Bystander interventions increase empathy toward victims and

commitment to intervene (Karna, 2011). The students demonstrated a strong macro connection to

the historical Holocaust stories; however, they expressed interest in the micro connection of

current relevance to their lives both on campus and on social media. Each school's focus group

also described wanting to include role-playing, interactive activities during the program's

lessons, and more use of visuals daily. Students from School 1 expressed interest in making the

learning with the UpStanders program "more memorable" and doing the lessons "a couple of

times" throughout the "sixth, seventh, and eighth" grades on the elective wheel and "making it

more memorable…a little more interactive with the students…like bring them in to do

stuff…like role-playing" bystanders and upstanders. Students from School 2 stated, "I think they

need to make more people aware by maybe posters…or signs put up around places." One student

expressed, "they need to make it more hands-on and not just a lecture…because a lot of kids in

this grade…their mind will fall asleep" while the other students nodded in agreement. Research

supports the request of these students for continuous learning through role-playing and visuals.

Schools and communities should create opportunities for youth to be exposed to injustice

and to build empathy for the suffering of others, peer mentoring programs would help youth

become socially familiar with others outside of their groups, and coaching helps; teachers and

parents should also model upstanding behavior (Vera et al., 2019).

In an attempt to infuse the UpStanders program components and use of common

language throughout the school community and stakeholders, the HMECF could "train the

trainer" at each school to continue the work of the UpStanders program throughout the school

year. Reinforcement could be provided through this school representative trained by the

UpStanders' program established by the museum with each participating location. To create a

school climate that does not tolerate bullying, it is essential to empower students to take action,

and to help empower students, workshops for teachers and administrators are recommended

(Espelage, 2012).

Recommendation 4	Create and implement small group follow-up lessons to build skills that address cyberbullying and upstanding skills online.

Dunn (2010) explains that targeting bystanders and giving them tools to become upstanders should be part of bullying interventions; students need to feel competent by knowing how to intervene, look at real-life examples, experiences, or videos, look at examples of people standing up for others, and other heroic behaviors (as cited in Hart Barnett, et al., 2019). To remain relevant and meaningful to students' lives, the UpStanders program should create small group follow-up lessons that build skills for addressing cyberbullying and upstanding skills online. The National School Climate Center (NSCC) has recently added a new dimension for social media to the school climate indicators. The NSCC characterizes social media as an essential component of school climate and describes that students must have a "sense" that they are "safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (for example Facebook, Twitter, and other social media platforms, by email, text messaging, posting a photo(s)/video(s), etc" (2021).

A common theme we heard throughout the adult interviews and student focus groups was the prevalence of social media. Students are engaged with social media sites and contact their peers regularly through the use of technology and social media. Teachers and administrators discussed the effect of technology and social media on students. One interviewee stated, "There's a tremendous amount of bullying that goes on in social media…I think a lot of people sometimes feel like that; just because it is not face-to-face, it's not as serious. That's something that's another element that I think should be addressed." Another interviewee suggested that

"nowadays, we are dealing with so much digital stuff"; therefore, we need to "implement

programs that specially deal with that."

Students expressed that bullying situations through their cell phones were significant, and

each interview and focus group discussed the need for upstanding skills online. A student from

School 3 explained how she was bullied online and how the "manipulation" carried over to their

school. While a student from School 2 described, "I think another thing that needs to be done is

the lessons need to be more current." Bystander training may offer increased self-esteem and a

sense of belonging to buffer the bystander from negative outcomes and future victimization

(Midgett, 2016). Using vignettes and role plays are powerful methods to detect bullying

situations and practice skills (Vera et al., 2019). To connect the research with practice and to

continue to build confidence in students' upstanding skills, during each school presentation,

various vignettes of social scenarios could be played and paused for students. When the vignette

was paused, students could role-play various ways of responding to the behavior and practice

different upstanding skills. Additional vignettes and discussion points could be left for schools to

use as a follow-up and continued student practice. Social media influences students daily, and

upstanding behaviors and skills are needed for in-person and online settings.

Recommendation 5	Inform and involve "caregivers" in the UpStanders program.

The whole-school approach to bullying prevention incorporates individuals involved in

every aspect of students' lives, for example, not only the students involved in bullying but also

their peers, parents, teachers, and the wider community (Gaffney et al., 2019). Our

recommendations are to shift the language from "parent" to "caregiver" in order to be inclusive

of all family structures and for the HMECF and schools to regularly inform and involve

caregivers in the UpStanders programming. Caregiver communication should follow each workshop or phase of the program to explain what was taught and to provide resources for caregivers to use to engage in conversations with their students.

Each school expressed an interest and need for support from all stakeholders within the school community. An administrator from School 2 discussed parent involvement as the need to "expand the community"; she stated that we meet to "not only educate the children…it's also helping parents understand what to do." In addition, students from all three schools indicated that parents were a source of support to them; however, at times, parents did not understand what the children were experiencing or how to help. One student described this as, "they're trying to help me mature a little bit…prepare…but it might be better if they just, I don't know, said a few less words." While another student suggested, "we know that we need to stop doing these things…but if you keep telling us it feels like it is more for you and not for, like, ourselves." Research states that schools cannot do this work alone; systems outside schools need to align with these developmental goals for children and extra resources need to be provided in neighborhoods and communities (Divechal & Brackett, 2020). The HMECF's current parent resources online are plentiful but can be overwhelming. Communication should follow each workshop or phase of the program to explain what was taught and provide resources for caregivers to engage in conversations with their children outside of school. In an effort to inform and include caregivers in the UpStanders initiative, the HMECF could send short clips and links to summarize what was discussed during each phase of the UpStander program. This chunking of resources could afford the caregivers an opportunity to continue the conversations and practice skills at home consistent with what the students were learning at school.

Conclusion

Through candid and reflective conversations with students, teachers, and administrators; understanding the literature; and working together with the Holocaust Memorial Resource and Education Center of Florida and their UpStanders: Stand Up to Bullying Program initiative, we have been able to gain information about the experiences and perspectives of local school participants within this program. We analyzed how these experiences and perspectives relate to school climate and help students develop empathy, social responsibility, and moral leadership. Through this process we have gained additional knowledge and information about our project questions to better understand how the UpStanders program is experienced by participants and subsequently relates to school climate.

Through these experiences, perspectives, and evidence-based research literature, we were able to learn that the HMECF needs a systematic and effective program evaluation to determine the level of influence on school climate. Our findings and recommendations, in conjunction with the HMECF's impact statement "the good we've done together is great, but the good that lies ahead is what really excites us," will be able to guide the revitalization of the HMECF's important work by helping to outline the organization's educational programming goals and help inform future educational programming (2019). The HMECF and UpStanders program will continue to support students and schools to realize that they can make a difference for good through positive influence in the lives of others, thus improving and enriching the social climate of their schools.

Limitations

Our project consisted of interviews and focus groups from three private schools. Our original intention was to include public and private schools that had participated in the

UpStanders program in our project. However, the timing of our data collection was during July, when most teachers and administrators were on summer vacation and unavailable to return emails. In addition, our timeframe to collect data became shortened since we needed to submit letters of commitment from participating schools before we were granted IRB approval. Therefore, our project consisted of three private schools purposely selected due to their long-standing participation in the UpStanders program and their strong relationship with and commitment to the HMECF.

Similarly, our focus groups comprised five to eight students from each participating school. Interviewing only five to eight students from each school may not be representative of the experience of all students who participated in the UpStanders program from each participating school. Additionally, only one administrator and one teacher from each school participated in our project, and our data collection did not include the voices of caregivers.

Finally, our codebook for deductive coding included constructs of school climate outlined by previous research on school climate but was not consistent with the current constructs outlined by the National School Climate Center (NSCC, 2021). Our codebook did not include a school climate construct for social media that is included in the current NSCC constructs. However, our findings support the inclusion of social media in the constructs of school climate.

Positionality

Positionality and social identity are central to understanding a researcher's role (Ravitch & Carl, 2021, p. 10). It is important to claim your assumptions, beliefs, and values because they inform the way you make meaning of the research (Bhattacharya, 2017, p.35). Karen, Andrea, and Jessica are all educators who bring different perspectives and positionality to the project.

Karen is an administrator who works at a private school in Central Florida. One of the participating schools in our project is the school where Karen works. Karen oversees the grade level that participated in the UpStanders program and subsequent student focus group. In addition, Karen has worked directly with students who have participated in the UpStanders program as well as the Holocaust Museum & Education Center of Florida, which conducts the UpStanders program. This participation offered Karen a unique perspective on the program but also affected her positionality within our project. Furthermore, one of the students who participated in the focus group at a participating school was Karen's son. As an educator, Karen is passionate about differentiated education and supporting the needs of students and faculty through equity.

Andrea is a special education teacher and administrator who works at a school that provides services to students with language-based learning disabilities. Some of the teaching principles at Andrea's school are the use of multi-modal teaching strategies, the micro-uniting of information to improve student learning, and the requirement of teachers to set up students to be successful when learning new information. These teaching strategies are utilized in order for students with learning disabilities to learn effectively. Therefore, Andrea brought a perspective of how to teach students with learning disabilities and, as a special education teacher, contributed a certain positionality. In addition, Andrea practices Catholicism. One of the participating schools was Catholic, another was Episcopal, and the third was non-denominational; furthermore, the HMECF focuses on how the Jewish community was impacted by the Holocaust. Andrea's Catholic upbringing influences her personal values and perceptions within the project.

Jessica is a high school mathematics teacher at a large public school in Florida; she has been teaching at this grade level for 18 years and has considerable experience working in both

charter and private school settings. Jessica has spent many summers being a supervisor for

middle school students at various summer camps. As an aspiring school administrator, her

passion focuses on providing high-quality education for our youth; as such, Jessica's classroom

philosophy centers around addressing the social-emotional needs of her students before tackling

the rigorous demand of the mathematics curriculum.

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Appendix A

Interview Protocol

Before Each Interview:

- Gained permission from the museum to contact participating UpStanders schools.
- Gained permission from each school site to interview school personnel to collect data.
    - 1 administrator (coordinator) from each school who coordinates the UpStanders program
    - 1 teacher from each school who has participated in the UpStanders program
- Worked with each school's UpStanders coordinator to gain access to potential interviewees
    - Chose a participant; asked the school site coordinator for the name of a teacher from each school who participated in the UpStanders program.
    - Contacted each teacher to explain the purpose of the project and asked if they would be willing to participate in an interview.
    - Obtain a signed information letter.
    - Established a time, day, and location to interview the UpStanders administrator/coordinator and teacher from each school.

Interview Day:

- Re-Explained the purpose of the study, confidentiality, our role, and the structure of the interview; ensured that participants were still comfortable with the process.
- Obtained the signed information form and asked participants if they had any questions.
- Re-Asked for verbal permission to record the session.
- Completed the interview template, asked questions, listened attentively, and utilized follow-up probing questions as needed.
- Thanked the participants for their time and asked them if they had any questions for us.
- Reflected, iterated, and memoed!

After Each Interview:

- Thanked the participant for their time; sent them a note.
- Goal: Share product information with the participants after our presentation to the Holocaust Museum & Education Center of Florida

Appendix B

Interview Questions

Upstander Model	Interview Questions (School Climate Questions)
Situational Awareness	**What does bullying mean to you?** **Does this differ from how your school defines bullying?**
	Could you share some examples of bullying situations **that might occur at your school.**
	Tell me about how you would spot a bullying situation.
	Tell me about a time a student reported bullying to you.
	From your own experience, what problems can bullying cause?
	Tell me what it means to act as an upstander.
Dispositions	**In thinking about these bullying situations, can you explain what** **happened in an instance when a bystander intervened?**
	Why is it important to be an upstander?
	What does bullying do to the students at your school?
	Why do you think some students pick on others?
	What do you think should be done about bullying in schools?
Museum	**Please describe how the UpStanders program was** **implemented at your school.**
	What kind of impact did the UpStanders program have **at your school? Could you explain how the program** **was successful or unsuccessful?**
	Would you make any changes to the UpStanders program? **If so, explain what you would change.**
Supports for Upstanding	**How would you describe the safety and security** **at your school - physical safety, emotional safety?**
	Explain how your school approaches social-emotional learning.
	Tell me what students might do if they were being treated **badly by another student.**
	Would they feel comfortable seeking out adults?
	How else could the school handle these situations?

Upstander Model	Interview Questions (School Climate Questions)
UpStanders Skills	**How would you describe upstanding behavior or skills?**
	Who would students tend to tell if they were in such a situation?
	How might student behavior change after the presentation?
	How would you define the success of an anti-bullying program?

Appendix C

Focus Group Questions

Upstander Model	Interview Questions (School Climate Questions)
Situational Awareness	**What does bullying mean to you?**
	Could you share some examples of bullying that might occur at your school.
	Who does behavior like that (bullying) at your school?
	Who knows about bullying behavior at your school?
	From your own experience, what problems can bullying cause?
	What do kids do or say to make other kids feel bad at school?
Dispositions	**Tell us a little about the kids who are most picked on. How did they become the targets?**
	Describe how you would feel in a situation like this.
	How do the kids who are bullied act after they've been bullied?
	What does bullying do to the students at this school?
	What does it feel like to be a student at this school?
	Why do you think some students pick on others?
	What do you think should be done about bullying in schools?
Museum	Explain how the UpStanders program has impacted your school.
	Please describe how the UpStanders program was implemented at your school.
	Would you make any changes to the UpStanders program? If so, explain what you would change.
Supports for Upstanding	What are student interactions like in your school?
	How do you learn about the "right" and "wrong" behaviors at school?
	Whom do kids turn to in your school when they are teased?
	How do they support those being teased? How did they support you?
	How supported do you feel as a student?

Upstander Model	Interview Questions (School Climate Questions)
Supports for Upstanding	Describe what it is like to walk from class to class or during lunch?
	Who could you talk to about this behavior at school?
	How else could the school handle these situations?
Upstanding Skills	**Could you share an example of a time you or a friend was supported?**
	Why did you need support and how were you supported?
	What did you learn that was new or useful about how to handle bullying instances from the UpStanders program?
	How would you help your friend in this situation?

Appendix D

Focus Group Protocol

Before Each Focus Group:
- Gained permission from the museum to contact participating UpStanders schools.   - Gained permission from each school site to conduct a focus group with a small group of students to collect data.   5 - 8 students from the school who participated in the UpStanders program   - Worked with each school's UpStanders coordinator to gain access to potential student participants   - Chose participants; asked the school site coordinator for a representative sample they anticipated would participate openly in a focus group.   - Contacted the students and caregivers to explain the purpose of the project and asked if they would be willing to participate in a focus group.   - Obtain a signed information letter from the student and caregiver.   - Established a time, day, and in-person location to conduct the focus group for each school.
Day of Focus Group:
- Re-Explained the purpose of the study, confidentiality, our role, and the structure of the focus group; ensured that participants were still comfortable with the process.   - Obtained the signed information forms and asked participants if they had any questions.   - Re-Asked for verbal permission to record the session.   - Completed the focus group template, asked questions, listened attentively, and utilized follow-up probing questions as needed.   - Thanked the participants for their time and asked them if they had any questions for us.   - Reflected, iterated, and memoed!
After Each Focus Group:
- Thanked the participants for their time; sent each student and administrator who participated a note.   - Goal: Share product information with the participants after our presentation to the Holocaust Museum & Education Center of Florida

Appendix E

Phases of the UpStanders Program

UpStander Program Phases (HMECF, 2022b)

Pre-planning:
   The Holocaust Center will meet with school representatives prior to the start of the program to establish goals and review the baseline survey. The survey will be sent out by the school, completed by students anonymously and results will be tabulated by the Holocaust Center. At no time will results be shared with anyone but the school contacts. This will establish measurement points to be evaluated throughout the program.

Year 1: (6th Grade)
Meaning Behind Words & Symbols: Students will be introduced to how words and symbols were used by the Nazis to influence communication and create a negative, anti-Jewish culture. These concepts will be related to concerns about bullying today.

Field Trip to Holocaust Center: Students are introduced to Holocaust history in a way that leads to an investigation of human behavior and an understanding of what it means to be a responsible citizen. They also explore how bias can escalate into violence and discover the power of speaking out against bullying. Due to current public health concerns, a virtual field trip experience will be offered.

Transforming Bystanders to UpStanders: Students are given a toolkit for how to recognize bullying and learn safe ways to intervene in bullying situations. The key to empowering students is transforming bystander behavior into 'UpStander' behavior.

Year 2: (7th Grade)
Adopting Rescuer Character Traits: Thousands of lives were saved during the Holocaust because of rescuers who were willing to take risks to protect their friends and neighbors. This presentation reviews their traits to help students see these characteristics within themselves. Students will be challenged to reflect on the qualities and achievements of rescuers from the Holocaust while comparing them to rescuers throughout history and today.

Speaker Presentation: Under normal circumstances, a renowned speaker is brought in to engage with the students in an assembly style (full grade level) presentation. The speaker focuses on their personal testimony regarding their own experiences with being different, bullying, and the importance of UpStander behavior. Due to current public health concerns, the same message will be delivered, but without the physical assembly component.

All in-classroom sessions can be arranged in person or virtually.

Additional Programs:
   Upon request, the Holocaust Center can provide additional resources including teacher trainings, Prejudice Reduction and Education Program (PREP) to individually tailor education programs for young people who have been involved in hate crimes or other incidents involving prejudice, a parent/guardian newsletter, and enrichment activities for after students complete the two year program.

Appendix F

Tips for Parents from the UpStanders Website

Parent Education from UpStanders Website (HMECF, 2022d)

Bullying Prevention for Parents
Conversing with Kids
   Research shows that children look to parents and caregivers for advice and help on tough decisions. Start conversations about daily life and feelings with questions such as these:
 	
   ● What made you laugh today?
   ● What made you feel proud today?
   ● Share with me one thing you learned in history (or any other subject) today.
   ● Share something about your day and ask your kids for their advice on how you should handle it.
   ● We want to do something together as a family this weekend, what would your top 3 choices be?
 	
   Talking about bullying directly is an important step in understanding how the issue might be affecting kids. There are no right or wrong answers to these questions, but it is important to encourage kids to answer them honestly. Assure kids that they are not alone in addressing any problems that arise. Start conversations about bullying with questions like these:
 	
   ● What does "bullying" mean to you?
   ● Describe what kids who bully are like. Why do you think people bully?
   ● Who are the adults you trust most when it comes to things like bullying?
   ● Have you or your friends left other kids out on purpose? Do you think that was bullying? Why or why not?
   ● What do you usually do when you see bullying going on?
   ● Do you ever see kids at your school being bullied by other kids? How does it make you feel?
   ● Have you ever tried to help someone who is being bullied? What happened? What would you do if it happens again?
 	
Encourage Kids To Do What They Love
   Help kids take part in activities, interests, and hobbies they like. Kids can volunteer, play sports, sing in a chorus, or join a youth group or school club. These activities give kids a chance to have fun and meet others with similar interests. They will build confidence and friendships that help protect kids from bullying.
 	
Model Respect
   Kids learn from adults' actions. By treating others with kindness and respect, adults show the kids in their lives that there is no place for bullying. Even if it seems like they are not paying attention, kids are watching how adults manage stress and conflict, as well as how they treat their friends, colleagues, and families.