

The following week, the primary researcher shall go to each school on a separate day to distribute and collect the questionnaires. The day following the survey, interviews of students, teachers and parents will begin. While students and teachers can be met during lunch hours or after school, meetings with most parents will be in the evenings after work. All surveys and interviews will be administered personally by the primary researcher to control for possible inconsistencies in explanation of terms (Mellor, 1990).

On completion of the study students, teachers and parents will be thanked, and will be briefly informed of the study's hypothesis, and of their part in the research. Results will be made available to all participants and school boards following thesis submission.

In summary, it is expected that the degree of involvement of grade 6 English students in the development of anti-bullying programs will influence bullying activity within their schools. An ecological approach will be taken for this initially, small-scale exploratory research. An ecological paradigm is much more globally relevant in regards to evaluation of anti-bullying programs, because it considers both pedagogy and interpersonal relationships of students, their parents, teachers and the surrounding community. This research aims to extend understanding of how a school can better cultivate an atmosphere of positive learning for the children of our future.