

<b>Research Title</b>	Guidelines for developing the art learning activities and media to prevent bullying among primary school students
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### **ABSTRACT**

The purposes of this research were 1) to study the situation and concept of organizing art activities to prevent bullying of elementary school students in the view of visual arts teachers, 2) to study experts' opinions on how activities should be developed, and 3) to evaluate and present the activities development guidelines. The research was divided into two phases: 1) studying fundamental information for develop the guideline that consisted of 1.1) Studying the situation and concept of organizing art activities by interviewing 5 elementary school visual arts teachers. 1.2) Studying opinions on how activities should be developed by interviewing 8 experts in the field of art education management, art therapy, child psychology, and learning media design. 2) Developing and presenting the activities guideline. The data were analyzed by using frequency, means, standard deviation, and content analysis.

As the result of the activities development guideline concluded: The principle and aim of the activity are to use art activities as an entry point to communicate the inner emotions and feelings of the students through expression and conveying it as a work of art to develop self-esteem, respect, understand, and have a positive attitude towards oneself and others. The contents of the activities follow the curriculum,

integrated with various issues by raising case studies for students to think about in connection with everyday stories. The activity process is divided into 5 processes: 1) Recognition: observe and understand self-emotions. 2) Release: express feelings and create a variety of artworks. 3) Relationship: build relationships by working in groups, helping, and exchanging ideas. 4) Reflection: practice self-reflection, constructive criticism, self-evaluate, and giving and receiving feedback from teachers. 5) Reinforcement: encouraging appreciation. Media and equipment can use general art equipment that corresponds to the activities. Build a positive atmosphere. Evaluate learning outcomes in 3 aspects: behavior, performance, and achievements in what learners do well. The factors supporting the activities are: 1) Understanding the learner's natural, nurture and maturity. 2) Teachers must be role models. 3) Schools and sectors create surveillance systems. Create good children's groups and networks. 4) Teachers of all subjects should collaborate on learning activities. 5) Families should be collaborative. The researcher presented the activities development guidelines to 59 visual arts teachers, other department teachers, and stakeholders. The evaluation of propriety and feasibility of the guidelines were as follows: The overall mean score for propriety and feasibility evaluation were at high level ( $\bar{X} = 4.46$  and  $\bar{X} = 4.22$ ). The evaluation of the learning activity process was propriety at highest level ( $\bar{X} = 4.58$ ), while the feasibility evaluation was at high level ( $\bar{X} = 4.41$ ).