

send →  
**KINDNESS**  
delete ×  
**BULLYING**



**Bullying Prevention  
Month Toolkit**  
October 2019

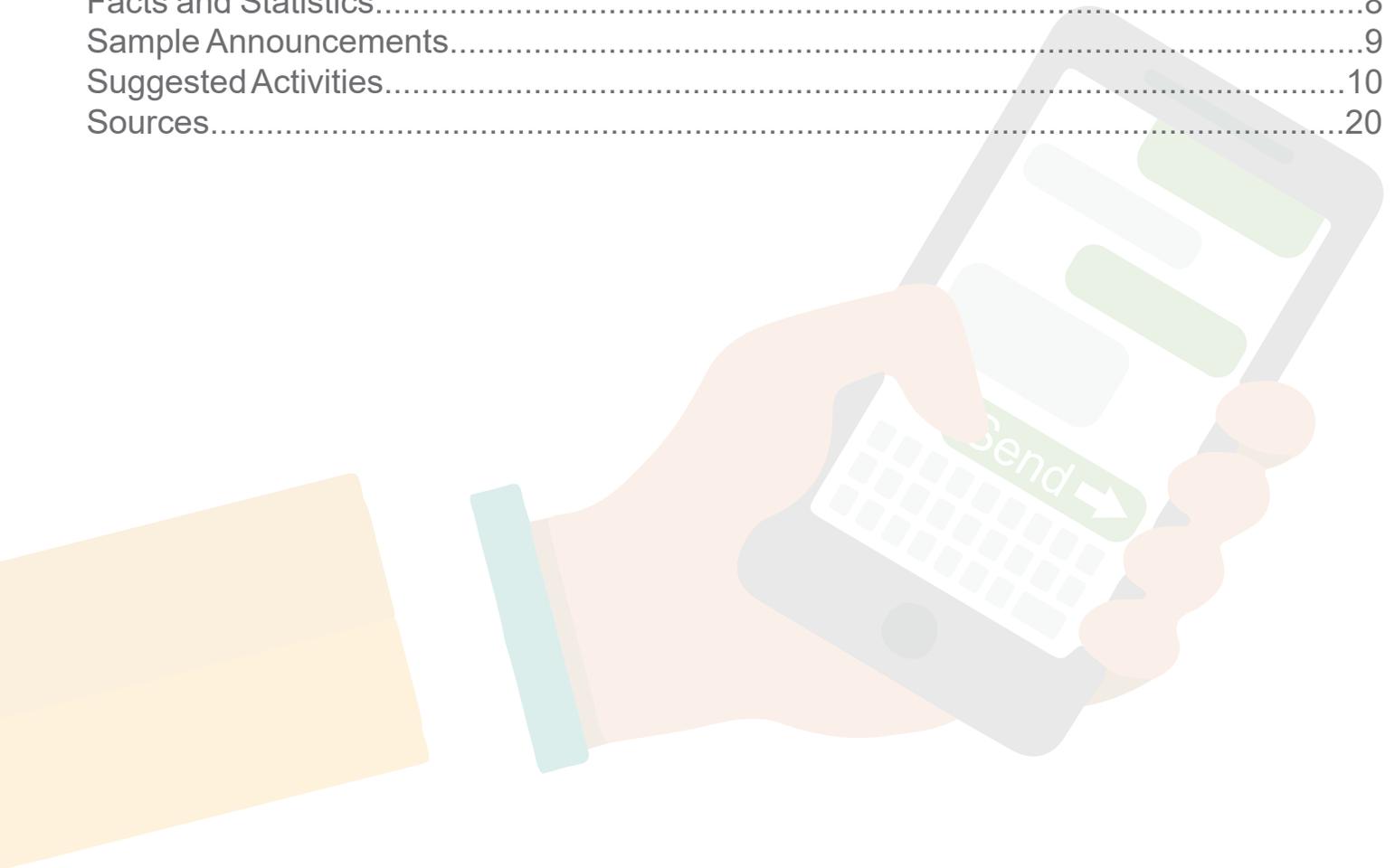
center for  
prevention  
of abuse.

# Contents

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*We hope you enjoy exploring the information and activities contained in this year's Bullying Prevention Awareness Month toolkit, compiled and created by the Center for Prevention of Abuse.*

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# Introduction

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## **Introduction**

*This year's toolkit theme focuses on cyberbullying, bullying through technology, and the importance of thinking before you post on social media. We want to encourage sending kindness and deleting bullying!*

The Center for Prevention of Abuse (CFPA) defines bullying as unfair and one-sided treatment of a peer that happens when they are being continuously hurt, either physically, emotionally, or their property is hurt.

Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior (*stopbullying.gov*).

The use of technology is a big part of all of our lives, but the internet is no place for bullies!

We hope this toolkit helps you encourage your students to be part of the solution to bullying.

## **PreventEd: Bullying**

School-based bullying prevention programs decrease bullying by up to 25% (*pacer.org*).

CFPA's classroom-based bullying prevention programming, "PreventEd: Bullying," focuses on social and emotional learning and development in the areas of respect and empathy, emotion management, communication, problem solving, peaceful conflict resolution, overall bullying prevention, and bystander intervention.

Programming is available for grades K–8 once weekly for 12 weeks in 30–45 minute sessions. To inquire about how to secure programming in your school or classroom, email [PreventEd@centerforpreventionofabuse.org](mailto:PreventEd@centerforpreventionofabuse.org) or call (309) 691-0551.

# Praise for CFPA

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*“We have used what we have learned to help us report bullying.”*

*“I’ve seen some students taking the necessary steps to handle a bully respectfully.”*

*“I’ve heard the terminology of the program being used by the students in positive ways.”*

*“Very engaging! The program gets the kids up and moving and discussing topics they don’t otherwise get to talk about very often.”*

*“We have been doing more small-group work and it can be difficult to share ideas and be respectful. [PreventEd: Bullying] has given us strategies to help in this environment.”*

*“Kindness is something we really work on at the beginning of the school year. This has helped us build a positive classroom environment.”*

# Bullying & Cyberbullying Defined

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## *Bullying Defined*

Use the following acronym to help distinguish bullying from tattling or conflict. **HOOR** refers to the four defining factors of bullying. The factors below are questions we ask to make our determination. First, is it hurtful? Second, is it one-sided? Third, is it unfair? Finally, is it repeated?

**H - Hurtful** (*physical, emotional, property*)

**O - One-sided** (*person being bullied is not doing any hurtful behaviors in return*)

**U - Unfair** (*one person using “power” over another to get their way. Power can be popularity, age, size, family status, etc.*)

**R - Repeated** (*hurtful behavior is happening continuously and the person being bullied is not able to make it stop*)

## *Cyberbullying*

When one or more people repeatedly harm, harass, intimidate, or exclude others using technology, it is unfair and one-sided. Some examples of bullying through technology can include mean or inappropriate texts, emails, social media posts, name-calling, rumors, threats, embarrassing pictures, videos, websites, fake photos, and hacking into accounts and posting inappropriate messages.

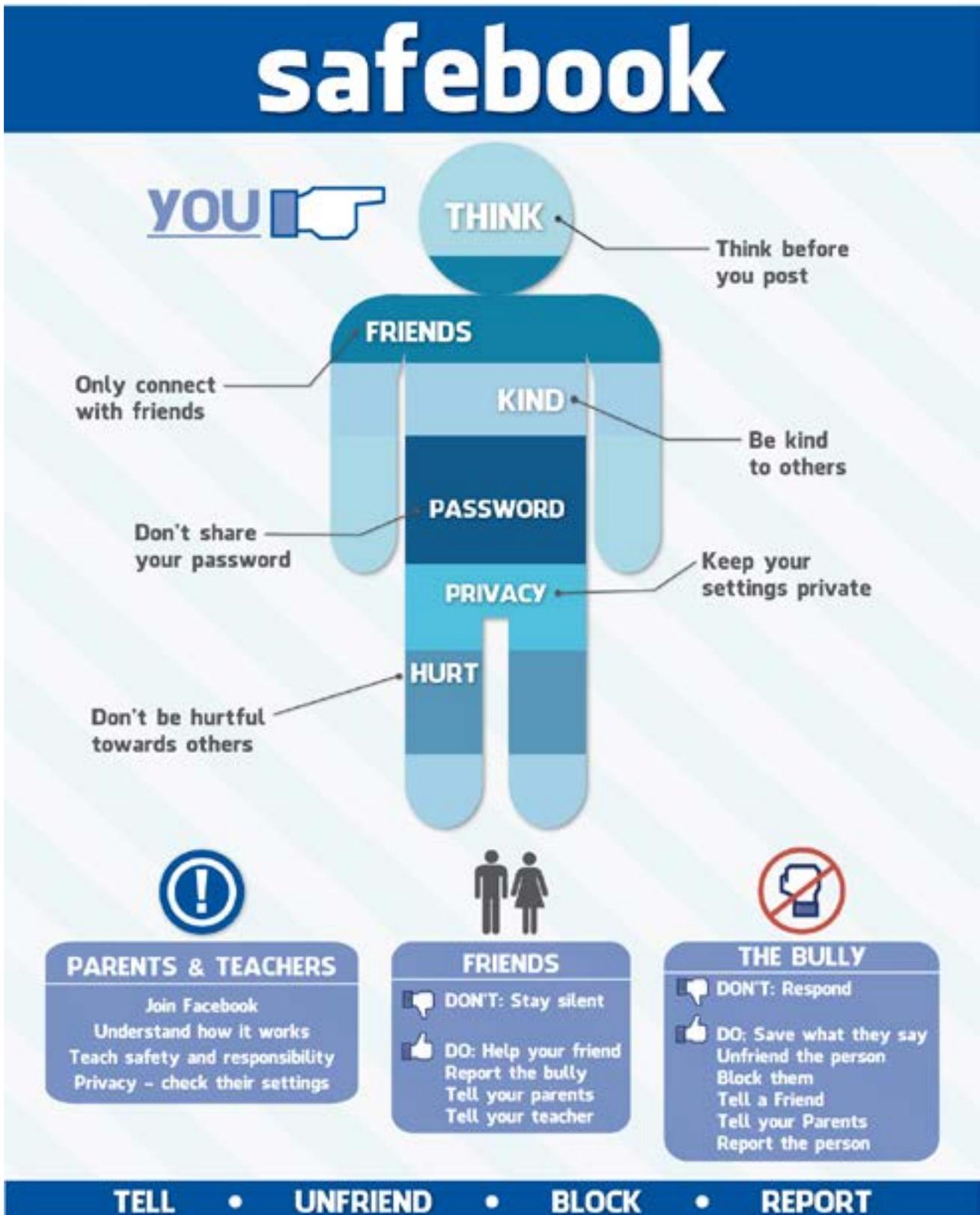
Cyberbullying presents unique concerns:

**Persistent** – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.

**Permanent** – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.

**Hard to Notice** – Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognize ([stopbullying.gov](http://stopbullying.gov)).

# Safebook Infographic



# Schoolwide Initiatives

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## ***Mix It Up at Lunch Day – Tuesday, October 22, 2019***

Students consistently identify the cafeteria as a place in their school where divisions are clearly and harshly drawn. Ask students to move out of their comfort zones and connect with someone new over lunch. It's a simple act with profound implications and we encourage educators to include this in year-round efforts to promote healthy, welcoming school environments. Studies have shown that interactions across group lines can help reduce prejudice. When students interact with those who are different from them, biases and misperceptions can fall away ([tolerance.org/mix-it-up](http://tolerance.org/mix-it-up)).

## ***Unity Day – Wednesday, October 23, 2019 ([pacer.org](http://pacer.org))***

Together against bullying. UNITED for kindness, acceptance, and inclusion.

Make it **ORANGE** and make it end! What are your true colors when it comes to showing that you believe that all youth should be safe from bullying? Come together in one giant **ORANGE** message of hope and support. **WEAR AND SHARE ORANGE** to color our nation, and even the world, visibly showing that our society believes that no child should ever experience bullying.

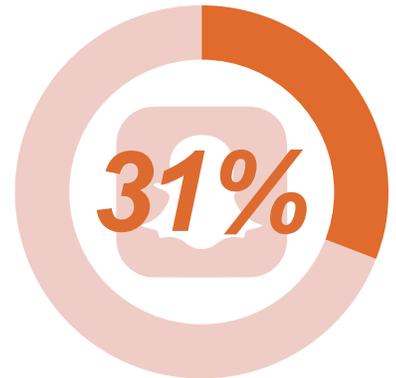
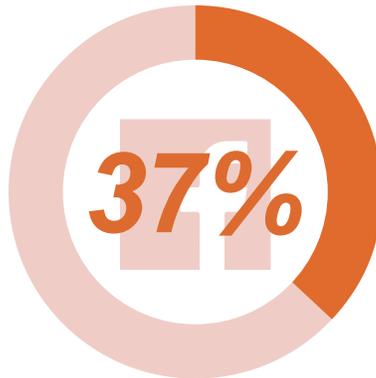
“**ORANGE** provides a powerful, visually compelling expression of solidarity,” said Paula Goldberg, Executive Director of PACER Center. “Whether it’s hundreds of individuals at a school wearing **ORANGE**, store owners offering **ORANGE** products, or a community changing a landmark to **ORANGE**, the vibrant statement becomes a conversation starter, sending the supportive, universal message that bullying is never acceptable behavior.”

## ***Additional Ways to Show Your School is Against Bullying***

- Create a school-wide contest having each classroom decorate their door with an anti-bullying theme. Possible ideas include: use the toolkit theme (send kindness, delete bullying), kindness, bystander power, etc.
- Create an anti-bullying message to be shown outside of your school, such as using plastic cups to spell out your message on a fence.
- Shine an orange light on your entrance or flag pole in honor of bullying prevention month.

# Facts & Statistics

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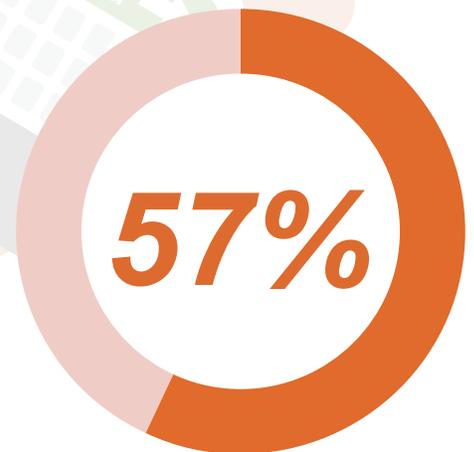
More youth experienced cyberbullying on Instagram than any other platform at **42 percent**, with Facebook following close behind at **37 percent**. Snapchat ranked third at **31 percent** (enough.org).

**90 percent** of teens who report being cyberbullied have also been bullied offline (pacer.org).

Students who experience bullying are **twice as likely** as non-bullied peers to experience negative health effects such as headaches and stomachaches (pacer.org).

Students who experience bullying are at **increased risk** for poor school adjustment, sleep difficulties, anxiety, and depression (pacer.org).

**More than half** of bullying situations (**57 percent**) stop when a peer intervenes on behalf of the student being bullied (pacer.org).



# Sample Announcements

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*During the week of October 21<sup>st</sup> – 25<sup>th</sup>, build awareness within your school by reading the following to the entire student body during morning announcements or read them within individual classrooms.*

## **Elementary/Middle School**

**Monday:** Bullying is hurtful, and it can negatively affect a student's ability to learn, physical and emotional health, and personal safety. Help make our school a safer place. Be a positive bystander and report bullying to a trusted adult!

**Tuesday:** Today is Mix It Up at lunch day! Sit and eat with someone new at lunch. Don't forget to wear orange tomorrow for Unity Day!

**Wednesday:** Today is Unity Day! We wear orange to show we are united for kindness, acceptance, and inclusion!

**Thursday:** More than one out of every five students has reported being bullied. You have the power to stop bullying! Remember to send kindness and delete bullying!

**Friday:** Bullying using technology like cell phones is called cyberbullying. Once something is on the internet, it never goes away. Think before you post!

## **High School**

**Monday:** According to enough.org, one million children were harassed, threatened, or subjected to other forms of cyberbullying on Facebook during the past year. Cyberbullying is bullying and the internet is no place for bullies!

**Tuesday:** Today is Mix It Up at lunch day! Sit with a new group or invite someone new to your table! Don't forget to wear orange tomorrow for Unity Day!

**Wednesday:** Today is Unity Day! We wear orange to show we are united for kindness, acceptance, and inclusion!

**Thursday:** Those who cyberbully are more likely to have anxiety, depression, less life satisfaction, less self-esteem, and face drug and alcohol abuse. Once something is on the internet, it is permanent. Cyberbullying is very harmful, so think before you post, send kindness, and delete bullying!

**Friday:** Those who report being cyberbullied are more likely to experience offline bullying. Refuse to participate, report to a trusted adult, and support the person being bullied.

# Suggested Activities

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## *Unity Tree (source: [pacer.org](http://pacer.org))*

**Age Group:** K – 12

The Unity Tree is a powerful symbol reminding everyone that bullying can be prevented when we all come together – united for kindness, acceptance and inclusion. Creating a Unity Tree is an interactive and hands-on activity, a shared experience in which anyone can participate and everyone can watch the tree grow. Each person contributes their own unique experiences, creative ideas, and strategies by writing positive messages on leaves that are attached to the tree. As the number of leaves increases, it creates a visual reminder, demonstrating that when we are united, we can create social change.

### **Directions:**

1. On the classroom wall or bulletin board, create the trunk of a tree, along with branches, with construction paper or materials of your own choosing.
2. Next, cut out leaf-shaped pieces of orange paper, and make them large enough for students to write a message. Below are three options for types of messages, or create your own:
  - If you planted a seed, what would you tell your seed about bullying?
  - What can you do to make your school a kinder, more inclusive place?
  - How can you support a friend/peer who is being bullied?
3. Have each student write down their response on a leaf.
4. Attach each of the leaves to the tree.

# Suggested Activities

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## *How Cyber Healthy Are You?*

**Age Group:** High school

**Activity:** To illustrate how online behavior can lead to cyber bullying

**Directions:** Read the following statements. If a student has demonstrated the behavior, ask them to take a step forward. Ask students to keep track/count the number of times they have stepped forward. Students should remain in place once the activity is over. Students do not take a step backwards if they have not done the statement.

### **Have you ever.....**

- Signed into social media with someone else's account to gather information without permission?
- Made fun of someone online?
- Voted on or created an online poll about someone? (ie. Hot or Not)
- Seen someone being made fun of online and done nothing about it?
- Screenshot a text message or photo without the permission of the other person?
- Used bad language online?
- Insulted someone in an interactive game room? (Chatting while gaming)
- Posted an inappropriate picture or video of someone online? (Something meant to embarrass them)
- Commented on, liked, or shared a negative/inappropriate post?
- Teased or frightened someone with words or pictures by using technology?
- Posted or shared rude things or rumors about someone online or through text messages?
- Been ashamed of something you posted or said about somebody through technology?

### **Never took a step forward: Cyber Safe**

Your online behavior is exemplary! Keep up the good work!

### **Stepped forward 1 – 3 times: Cyber Ordinary**

You're not perfect, but few people are. Chances are you haven't done anything terrible and were just having fun, but try not to repeat your behaviors. Keep in mind that your fun might be causing others pain.

# Suggested Activities

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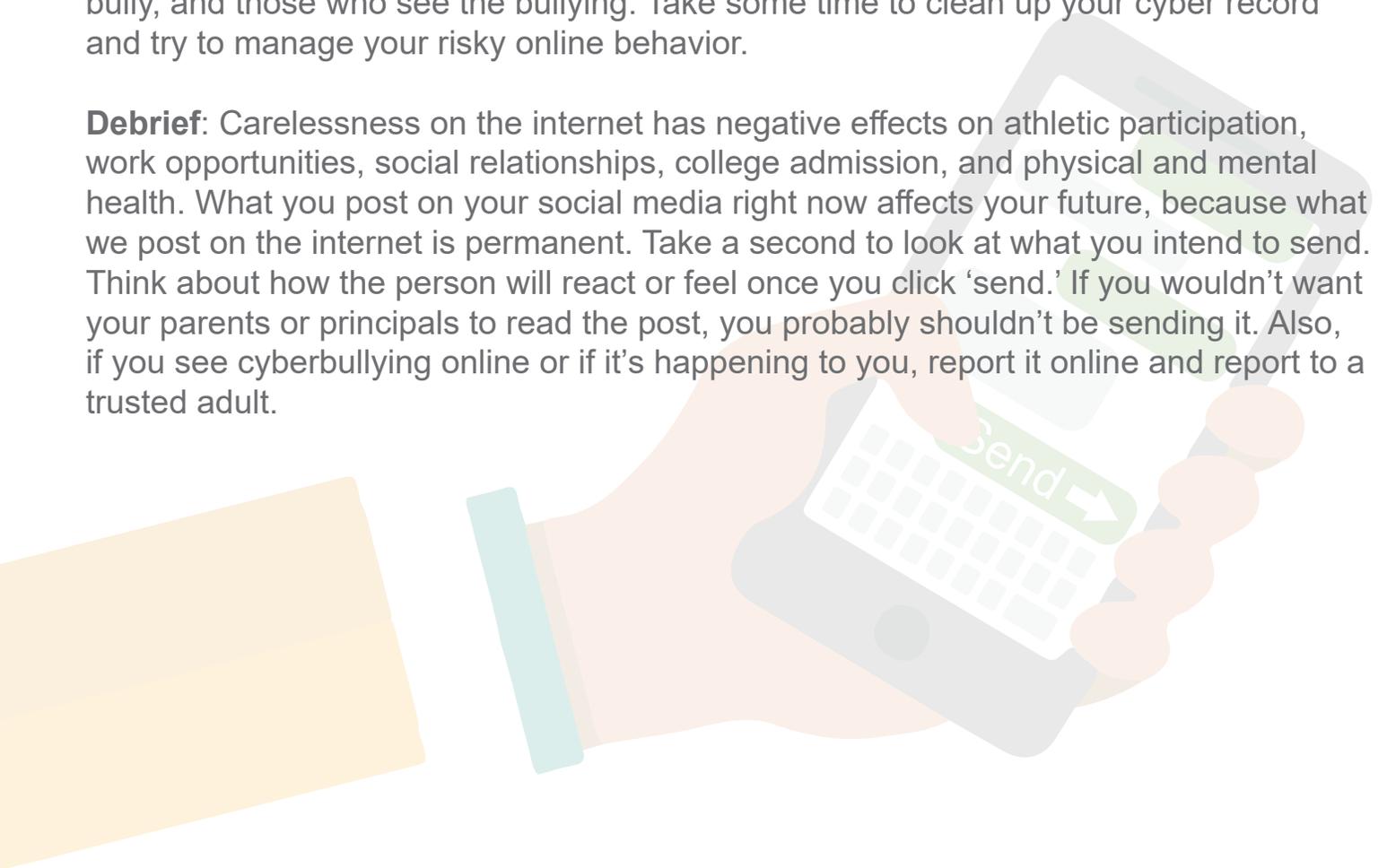
## **Stepped forward 4 – 7 times: Cyber Inappropriate**

Your online behavior needs to be improved! You have done way too many cyber no-no's! Keep in mind that these practices are dangerous, wrong, and punishable. Try to clean up your cyber record and think before you post in the future.

## **Stepped forward 8 or more times: Cyber Risky**

You are headed in a very bad direction! You qualify, without a doubt, as a cyberbully. You need to sign off and think about your online behavior and its possible consequences. Risky online behavior can have negative effects on the bullied, the bully, and those who see the bullying. Take some time to clean up your cyber record and try to manage your risky online behavior.

**Debrief:** Carelessness on the internet has negative effects on athletic participation, work opportunities, social relationships, college admission, and physical and mental health. What you post on your social media right now affects your future, because what we post on the internet is permanent. Take a second to look at what you intend to send. Think about how the person will react or feel once you click 'send.' If you wouldn't want your parents or principals to read the post, you probably shouldn't be sending it. Also, if you see cyberbullying online or if it's happening to you, report it online and report to a trusted adult.



# Suggested Activities

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## Video Discussions

Show one of the videos below and lead a class discussion. Sample questions are provided below each link.

### ***Color Your World with Kindness***

This cartoon video shows how powerful acts of kindness can be

**Age Group:** K – 2nd Grade

**Video Length:** 2 mins 13 secs

**Discussion:** 15 minutes

**Video:** <https://www.youtube.com/watch?v=rweIE8yyY0U>

Here are questions that could be used to facilitate discussion:

1. Why did the people in the video go from dull and gray, to bright and colorful?  
*The people looked gray and sad, but turned colorful and happy once someone did something kind to/for them.*
2. How does it feel to show kindness? How does it feel when others show you kindness?  
*Various answers; It feels good, happy, exciting, etc.*
3. What are some things you can do or say to show kindness to your friends? Teacher? Family members? Etc.  
*Share my toys, play with them, make them a card, show respect (listening, following directions, being polite), helping them, etc.*

# Suggested Activities

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## ***Kindness is a Muscle***

This video is a fun song and cartoon about kindness being a muscle that we need to exercise everyday.

**Age Group:** K – 2nd Grade

**Video Length:** 2 mins 54 secs

**Discussion:** 15 minutes

**Video:** [https://www.youtube.com/watch?v=BXAo\\_5voOP0](https://www.youtube.com/watch?v=BXAo_5voOP0)

Play the song and introduce the following movements to go along with the song and get them moving!

Kindness is a muscle (*Movement: hands on heart in beating motion*)  
Work it out, gotta hustle  
We kids will show you the way  
Gotta flex it every day (*Movement: flex muscles*)

Thump thump, your heart will grow (*Movement: stepping side to side for this verse*)  
Every time your kindness shows  
Beat beat, your heart gets strong  
When you sing a kindness song

Grown ups, if you are mean (*Movement: Hands make binoculars over eyes for this verse*)  
Don't think it goes unseen  
We act the way you do  
So be kind every day too

Kindness is a muscle (*Movement: hands on heart in beating motion*)  
Work it out, gotta hustle  
We kids will show you the way  
Gotta flex it every day (*Movement: flex muscles*)

Kindness is a muscle, we already know (*Movement: jumping jacks*)  
And like a muscle you can make it grow  
By being kind even when we're mad (*Movement: make a mad face*)  
And helping others when they're sad (*Movement: shake hands or high five someone beside you*)

# Suggested Activities

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It's easy, it's peasy, it's how we're made (*Movement: step side to side*)  
We don't know hate, we don't throw shade  
If someone is different it's the greatest thing

'Cos being different makes us sing!

Thump, thump, thump (*Movement: Freestyle!*)  
Your heart knows what's right  
Beat, beat, beat  
Kindness gives us might

Grown ups, follow our lead (*Movement: students imitate what movement teacher does*)  
Some love is all you need  
It's easy watch our moves  
And dance to our kindness grooves

Kindness is a muscle (*Movement: hands on heart in beating motion*)  
Work it out, gotta hustle  
We kids will show you the way  
Gotta flex it every day (*Movement: flex muscles*)

I'll break it down one more time for you (*Movement: hold up one finger*)  
Because I got more kindness rhymes to do  
There's a couple more things to keep in mind (*Movement: hands on head*)  
And so many reasons for being kind

It's all about exercise (*Movement: jump up and down*)  
We don't want awards or a prize  
It's acting how we should

Because being kind feels good! (*Movement: thumbs up*)

Kindness is a muscle (*Movement: hands on heart in beating motion*)  
Work it out, gotta hustle  
We kids will show you the way  
Gotta flex it every day (*Movement: flex muscles*)

Here is a question that could be used to facilitate discussion:

1. Kindness is a muscle! What are things you can do/say to exercise your kindness muscle?

# Suggested Activities

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## *Is it Cyberbullying?*

This video describes in a cartoon what bullying and cyberbullying are and what can be done to stop it.

**Age Group:** 2nd – 3rd grade

**Video Length:** 1 min 44 secs

**Discussion:** 15 minutes

**Video:** <https://www.common sense.org/education/digital-citizenship/lesson/is-it-cyberbullying>

**Source:** Commonsense.org

Here are questions that could be used to facilitate discussion:

1. How does it feel to be bullied?

*Hurtful, bad, sad, etc.*

2. How is cyberbullying different from in-person bullying?

*Cyberbullying is through technology (cell phones, email, online games, social media, etc.).*

3. Have you been a bystander to cyberbullying (seen or known it was happening to someone else) or have you experienced cyberbullying?

*Personal answers from students.*

4. What are some things we could do or say to make bullying stop?

*Say “stop” in a strong, respectful voice, report to a trusted adult (teacher, parent, principal, other family member, etc.), report poor online behavior to a trusted adult or to the website itself.*

# Suggested Activities

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## ***Keeping Games Fun & Friendly***

This video uses a videogame platform to depict cyberbullying

**Age Group:** 3rd – 4th Grade

**Video Length:** 2 mins 15 secs

**Discussion:** 15 – 30 minutes

**Video:** <https://www.commonsense.org/education/digital-citizenship/lesson/keeping-games-fun-and-friendly>

**Source:** Commonsense.org

Here are questions that could be used to facilitate discussion:

1. Was bullying happening in the video?

*Yes, cyberbullying, bullying through technology/the game.*

2. Who was bullying?

*The player, Cody.*

3. What happened to Cody, the player that was not playing by the game rules and was saying/doing hurtful behavior?

*The game administrators blocked him from playing the game.*

4. What could Sabrina and Téa have done if the game hadn't noticed Cody's hurtful behavior?

*The girls could report him to the game, they could have blocked Cody themselves, they could tell a trusted adult.*

5. What did Sabrina do when the knight sent her a message?

*She declined the message, didn't respond to it.*

6. Why didn't Sabrina read and reply to the knight's message request?

*Téa warned her that she had received a message from a knight before and it gave her an uncomfortable feeling because the knight asked for personal information from her.*

7. How do you keep online games fun and friendly?

*Play by the rules, don't respond to messages from people you don't know, report hurtful/disrespectful behavior.*

# Suggested Activities

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## **Cyberbullying: Create No Hate**

This video shows a boy experiencing cyberbullying and its effects, as well as ways to stop it when it is happening.

**Age Group:** 3rd–8th Grade

**Video Length:** 2 mins and 36 secs

**Discussion:** 15–30 minutes

**Video:** <http://createnohate.ie/videos/>

**Source:** Createnohate.ie

Here are questions that could be used to facilitate discussion:

1. What type of bullying was happening in the video?

*Cyberbullying (bullying through technology).*

2. How did the boy feel when reading the hurtful messages?

*Hurt, upset, scared, worried, sad, etc.*

3. Why does it show him with a bloody nose, black eye, and broken arm after reading the hurtful messages?

*The video is showing that words hurt just as much as physical bullying.*

4. What should you do if you are experiencing cyberbullying like the boy in the video?

*Report to a trusted adult and/or site administrator, block the person(s) after reporting, take screenshots of the hurtful messages to use when reporting.*

5. What could you do if you see or know is this happening to someone else?

*Support the person by letting them know you don't agree with the hurtful behavior, report to a trusted adult and/or site administrator, block the person(s) after reporting, take screenshots of the hurtful messages to use when reporting.*

# Suggested Activities

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## *Just A Little Fun*

This video shows high school students on the school basketball team posting a video of another student. The video gains a lot of attention and the video shows the aftermath of cyberbullying. One of the original bullies recognizes that what is happening is wrong and tries to correct the situation.

**Age Group:** High School

**Video Length:** 9 mins 38 secs

**Discussion:** 15–30 minutes

**Video:** <https://www.youtube.com/watch?v=jKA1KzwyhtU>

Here are questions that could be used to facilitate discussion:

1. There were many bystanders to the bullying situation shown in the video. Who are some of the bystanders and what did they do about it, if anything?

*All of the people that liked the post are bystanders (negative because they liked the post and helped it spread/gain popularity), the girls in the classroom are positive bystanders for standing up to the boy, Ethan, who posted the video, telling him it was wrong to do so.*

2. What were some of the effects the bullying had on Charlie, the boy being bullied?

*He quit the basketball team, he felt depressed and bad about himself.*

3. What did Ethan do once he recognized that posting the video was wrong?

*Asked Emily (a girl in class) for advice, deleted the video, went over to Charlie's house to apologize and encourage him to come back to the basketball team, reports the situation to the basketball coach (takes ownership of his part).*

4. What should you do if your friend is being cyberbullied or bullied in person?

*Report to a trusted adult and/or website administrator, refuse to join in (don't share the message/post and don't post negative comments), support the person being bullied by letting them know you are there for them and don't agree with what is happening, encourage them to report the bullying and offer to go with them to do so.*

# Sources

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*Pacer.org*

*Stopbullying.gov*

*Educatorstechnology.com*

*Tolerance.org*

*Enough.org*

*Commonsense.org*

*Createnohate.ie*

*Youtube.com*



**center *for*  
prevention  
*of* abuse.**

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[www.centerforpreventionofabuse.org](http://www.centerforpreventionofabuse.org)