BOOT OUT BULLYING

The CENTER for PREVENTION of ABUSE

BULLYING PREVENTION MONTH TOOLKIT

OCTOBER 2017

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There is a multitude of information, activities and facts in this Bullying Prevention Month Teacher toolkit! Please enjoy exploring the content within. Below is a general guideline to help you navigate.

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In an effort to be as comprehensive as possible, we've included several activities and initiatives that are applicable for multiple age and grade levels. We encourage you to pick and choose what will work best for you and your population. Thank you!

INTRODUCTION

October is National Bullying Prevention Month

Join the movement! Let's Come Together to End Bullying!

The Center for Prevention of Abuse, in collaboration with organizations such as Pacer's National Bullying Prevention Center and Teaching Tolerance, are uniting communities around the world to educate and raise awareness of bullying prevention. The Center defines bullying as unfair and one-sided treatment of a peer that happens when they are being continuously hurt, frightened, threatened or being left out on purpose. Peer aggression is a form of abuse that is pervasive and can lead to adverse effects for both the person being bullied and the person bullying. For example, ***did you know….***

- ***More than 1 in every 5 students reports being bullied***
- ***57% of bullying situations STOP when a peer intervenes on behalf of the bullied student***
- ***The top reasons reported for being bullied are: looks 55%, body shape 37% and race 16%***

Source: www.pacer.org/bullying

With these statistics in mind, The Center for Prevention of Abuse has created a packet of resources to help you incorporate bullying prevention awareness in your school/organization and encourage your staff and students to join the movement to Unite Together to End Bullying.

In this packet you will find:

- Information to educate your students and staff about bullying prevention
- Activities to engage your students and staff to raise awareness
- A pledge to create a culture of kindness and respect within your school and/or organization

We hope you will participate in some, if not all, of the activities. We look forward to hearing what you choose to do. Be sure to "Like" The Center for Prevention of Abuse on Facebook and then post pictures and/or comments on how your school chose to draw awareness to this very important issue.

If you have any questions or would like more information about our bullying prevention programs, please feel free to contact us at 691-0551 or PreventEd@centerforpreventionofabuse.org .

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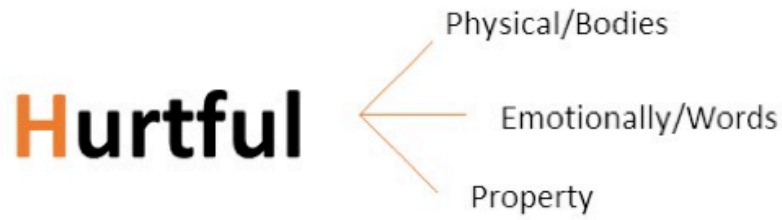
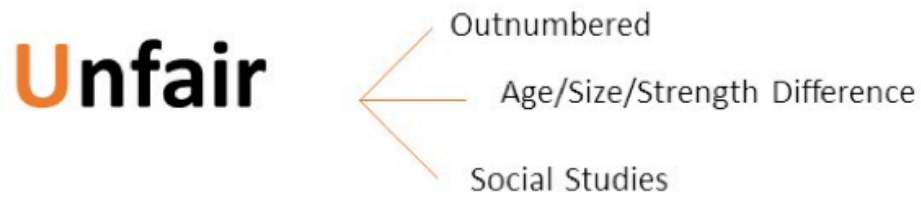
HOUR

The Center for Prevention of Abuse uses the acronym HOUR to help distinguish bullying from tattling and conflict. HOUR refers to the four defining factors of bullying. The defining factors are questions we ask to make our determination. First, is it hurtful? Second, is it one-sided? Third, is it unfair? Lastly, is it repeated?



One-sided

Is the person being bullied unable to make it stop; Not doing hurtful behaviors back



Repeated

Is the same hurtful behavior happening continuously to one or more people

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FACTS AND STATISTICS

- Approximately 30% of young people admit to bullying others in surveys.
- 70.6% of young people say they have seen bullying in their schools.
- When bystanders intervene, bullying stops 57% of the time.
- In one large study, about 49% of children in grades 4–12 reported being bullied by other students at school at least once during the past month, whereas 30.8% reported bullying others during that time.
- More than 3.2 million students are victims of bullying each year.
- Approximately 160,000 teens skip school every day because of bullying.
- 17% of American students report being bullied 2 to 3 times a month or more within a school semester.
- 90% of 4th through 8th graders report being victims of bullying.
- Physical bullying increases in elementary school, peaks in middle school and declines in high school. Verbal abuse, on the other hand, remains constant.
- Over 80% of teens use a cell phone regularly, making it the most common medium for cyberbullying.
- 81% of young people think bullying online is easier to get away with than bullying in person.
- About 47 teens are bullied every five minutes.
- Almost half of all students fear harassment or bullying in the bathroom.
- Of the Illinois students who text the Crisis Text Line in 2017 reporting bullying, 25% also experience suicidal thoughts, 24% report friend issues, 21% report family problems and 21% report school problems.

ONLINE RESOURCES

https://bestrong.global/about/
https://www.stopbullying.gov/media/facts/index.html
https://www.dosomething.org/us/campaigns/i-beat-bullying/pages/faqs-facts
https://www.dosomething.org/us/facts/11-facts-about-cyber-bullying
https://www.dodea.edu
https://www.pacerteensagainstbullying.org
http://www.pacer.org/bullying/resources/stats.asp
http://www.pacerteensagainstbullying.org/tab/experiencing-bullying/reasons-teens-dont-tell/
http://www.clker.com/clipart-10295.html
http://www.disabilitycompendium.org/sites
http://www.crisistrends.org

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IMPORTANT DATES

SAVE THE DATE - NATIONAL EVENTS

Join the ORANGE MOVEMENT
Unity Day: Wednesday, October 25, 2017

Make it ORANGE and make it end! What are your true colors when it comes to bullying? If you care about safe and supportive schools and communities make your color ORANGE on Unity Day. That's the day everyone can come together – in schools, communities, and online – and send one large ORANGE message of support, hope, and unity to show that we are together against bullying and united for kindness, acceptance and inclusion.

MIX IT UP AT LUNCH DAY

Tuesday, October 31, 2017

Mix It Up at Lunch Day encourages students to identify, question and cross social boundaries. Tuesday, October 31, 2017, join thousands of other schools participating in a tradition with a 14-year track record of reducing prejudice and improving intergroup relations. Sitting with someone new at lunch is a simple concept, but it can have a profound impact; we know that Mix It Up at Lunch Day also raises student awareness about divisions within schools and encourages students to interact with people outside their normal social circles.
For ideas visit: www.mixitup.org

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SAMPLE ANNOUNCEMENTS

ELEMENTARY SCHOOL STUDENTS

Monday
Students who are being bullied often think they have to handle bullying on their own.

But…
There is always someone there to help. Be brave, be bold, a teacher must be told.

Tuesday
Students who are being bullied often think, “nobody wants to be a tattletale/snitch. That’s kid stuff.”

But…
When you tell to keep yourself or someone else safe, that is reporting. Be brave, be bold, a teacher must be told.

Wednesday
Kids who are bullied often feel ashamed and don’t know what to do. They think it’s their fault.

But…
If you’re bullied, it’s not your fault, it’s okay to get help. Be brave, be bold, a teacher must be told.

Thursday
Kids who are bullied sometimes think things will get worse if they tell.

But…
If you don’t tell things could still get worse. Be brave, be bold, a teacher must be told.

Reference
http://www.pacerteensagainstbullying.org/tab/experiencing-bullying/reasons-teens-dont-tell/

SAMPLE ANNOUNCEMENTS

MIDDLE AND HIGH SCHOOL STUDENTS

Monday

What is bullying? Bullying is a repetitive behavior done with a goal to hurt, harm, or humiliate someone else.

Bullying can negatively affect someone's education, health, and safety.

1 in 4 students report being bullied.

Respect each other- At (insert school name), our students have the right to feel safe; and everyone deserves each others' respect.

Tuesday

81.9% of students who identify as LBGTQIA were bullied due to their sexual orientation.

Individuals with disabilities are 2-3x more likely to be bullied because of their disability.

1/3 of girls and 1/4 of boys report being bullied due to their weight.

Respect Differences- Each student has the right to their individuality. Through differences we are stronger.

Wednesday

Bullied youth were most likely to report that support from others made a positive difference.

Students reported that the most helpful things teachers can do are: listen to the student, check in with them afterwards to see if the bullying stopped, and give the student advice.

Unite Together – When we stand together we are stronger than when we stand alone. Our common bond is that we all have something to offer.

Thursday

Students who experience bullying are more likely to find peer actions more helpful than help from an educator or handling the situation alone. Step Up. Step In.

Take Action – There are opportunities to help those who are struggling. There is power in kindness and building people up

Reference
http://www.pacer.org/bullying/resources/stats.asp

SCHOOL WIDE INITIATIVES

1. STOMP Together

Either in individual classes or during lunch in the cafeteria, offer kids the ability to make their own Boot Out Bullying signs. Provide them with paper and coloring supplies. Have them write positive notes and different sayings such as, “Boot Out Bully”, “I’m Part of the Stomp Out Squad”, “STOP Bullying”, “No Place for Bullies Here”, “I Can Change Bullying”…etc.
After having the children make their own signs, hold a “Stomp” around the school. This is where the children can show off the signs they made, take an actual STOMP against bullying and be heard.

2. Support The Center for Prevention of Abuse

To those schools willing to participate, hold a “Boot Buy Out” day. Allow students to wear their favorite pair of boots to school. Collect a donation from each child to participate and donate that money to The Center. All schools who choose to participate in the “Boot Buy Out” day will be recognized by The Center.
It would be a great idea to hold this “Boot Buy Out” day in conjunction with your “Stomp” around the school!

3. Boot Out Bullying Banner:

Create a visual reminder that best captures the Stomp Out Squad goals we embrace in order to “Boot Out Bullying”

Squad Goals

MODEL good behavior
ACCEPT others for their differences
INCLUDE others in group situations
CHOOSE to participate in activities that do not involve teasing
TALK to an adult when there’s a situation I can’t manage on my own
SPEAK UP and be a positive bystander
I am POWERFUL in making a DIFFERENCE in my school and my community

Tag us on Facebook @The Center for Prevention of Abuse
Use our hashtags: #SOSquadGoals #BullyPrevention #CFPAPeoria
You can also email your submissions to PreventEd@centerforpreventionofabuse.org and we will display them on our social media platforms!

SCHOOLWIDE INITIATIVES

4. StepUP/StompOUT

Popular shows such as “So You Think You Can Dance,” “World of Dance,” “Dancing With The Stars,” and even “America’s Got Talent” have often showcased lyrical dance, insightful ballads or iconic anthems and in-turn driven many people to express, engage and empower a population of young people to communicate in a non-traditional way. This exercise is an opportunity to utilize those same principles to connect with peers, interact with staff/faculty, and speak to bullies about boundaries, choices and the effects of words AND actions in order to extinguish bulling in our schools and our communities. In addition, group chants of solidarity and performances such as a step routine, an organized march or corresponding cheer, pom pom/flag exhibition are all encouraged. Consider a class-by-class challenge or an all school assembly or a community awareness event to allow every individual to be involved with honoring and supporting the initiatives of Bullying Prevention Awareness.

Share you videos online! Tag Us! Start a movement with YOUR movement!! @Center For Prevention of Abuse on Facebook using the hashtags #SOSquadGoals #BullyPrevention #CFPAPeoria or email your submission to PreventEd@centerforpreveionofabuse.org and we will display it on our social media platforms!

5. Write or Wrong: Journaling about Bullying

This academic integration activity for students gives them the opportunity to practice their problem solving and conflict resolution skills to address an issue affecting their own community. Encourage students to journal about the questions and their reactions towards them.

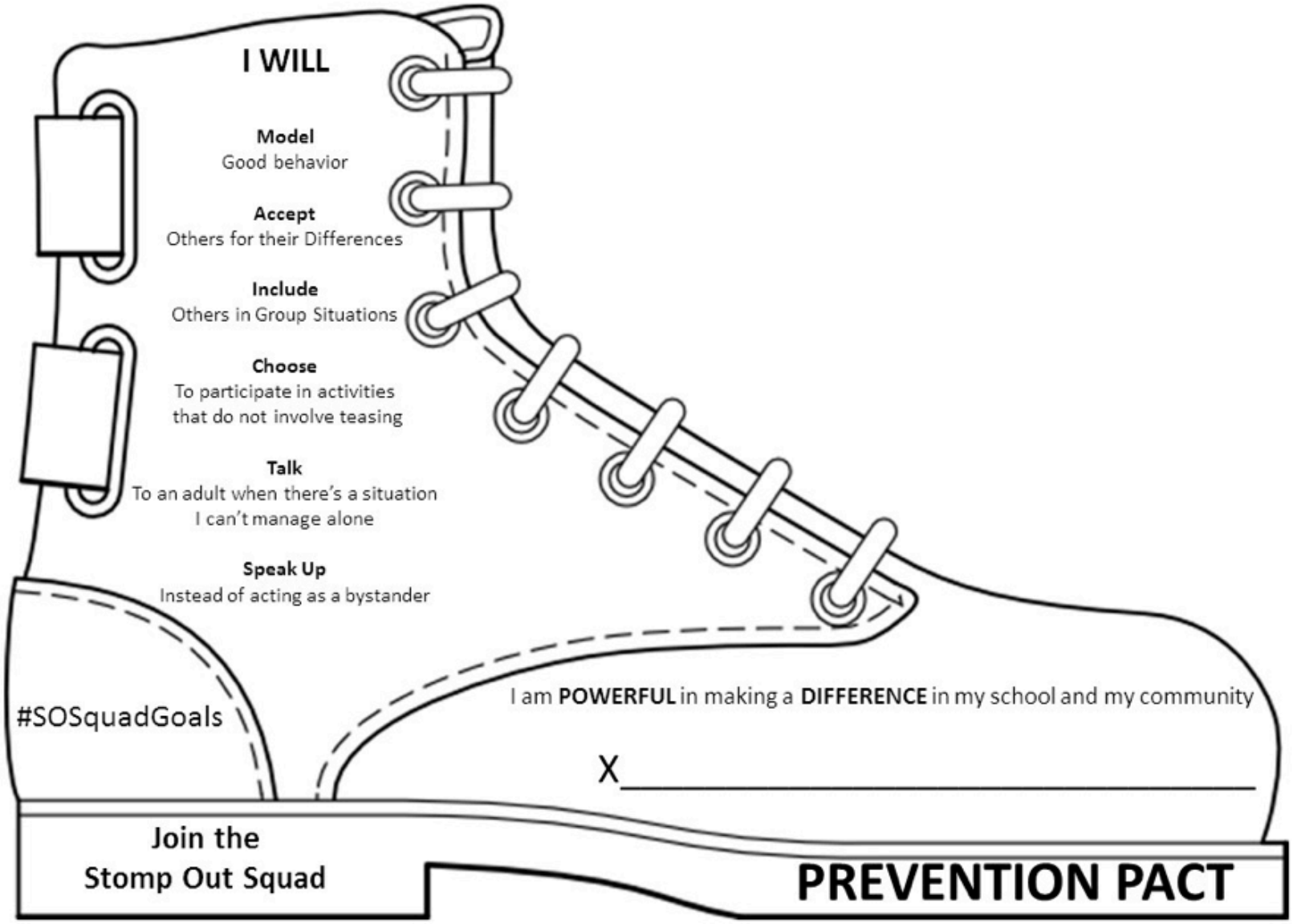
- **What are some benefits of being friends with people who are different from you?**
- **What can make it difficult to make friends with someone who is a different gender, race, or ethnicity?**
- **How can you overcome these difficulties?**
- **Tell us about a friendship you have with someone who is different from you.**
- **Why is this friendship important?**

In addition to the above prompt, have HIGH SCHOOL students utilize some class time to discuss current events. Hold a discussion about bullying stories that are in the news. In small groups or as one who class, talk about what could/should have been done in those situations and what can continue to be done in order to prevent similar situations from happening in your own schools.

- **Determine the problem**
- **Think of several possible solutions to the problem**
- **Consider the consequences for each of their solutions**
- **Pick the solution they think will work the best**
- **Present their solution to the class**

THE PREVENTION PACT

TEACHERS, GIVE YOUR STUDENTS THE OPPORTUNITY TO SIGN THE PREVENTION PACT! THE PACT STATES THE STUDENTS WILL MODEL THE STOMP OUT SQUAD GOALS. AFTER THE STUDENTS HAVE SIGNED THEM, POST THEM IN THE SCHOOL SO ALL THE STUDENTS CAN SEE THEY ARE GOING TO BOOT OUT BULLYING TOGETHER!


I WILL
Model
Good behavior
Accept
Others for their Differences
Include
Others in Group Situations
Choose
To participate in activities
that do not involve teasing
Talk
To an adult when there's a situation
I can't manage alone
Speak Up
Instead of acting as a bystander
#SOSquadGoals
I am POWERFUL in making a DIFFERENCE in my school and my community
X_____
Join the
Stomp Out Squad
PREVENTION PACT

"Big Boot"

Length of Activity: 20-30 Minutes

Purpose of Activity: The purpose of this activity is to help children understand what they can do to take a stand against bullying by showing respect.

Materials needed:

- Construction paper
- Scissors
- Glue
- Markers

Directions:

• Teacher creates the outline of boot on board/wall – large enough for the number of students in the class to stick an eyelet onto. (The more children in the class, the bigger the boot.)
• Each child is then responsible for making and decorating their own shoe eyelet in whatever shape they wish. (Star, circle, triangle, square, etc.)
• Once the children are done decorating their eyelet, add them to the boot.
• Each child gets a "lace" (strip of construction paper) to write key words that promote positive speech and behavior. Ex: kindness, empathy, together…etc.
• While the teacher talks about what words we use and how we act in a bullying situation the children can write their words on the laces. After they've done that, add them to the boot – connecting the eyelets together. This is the visual representation of being stronger together when we stand up against bullying. Discuss how the words we use can be positive or negative and how we are "tied" together by how we speak and act in bullying situations.

RESOURCES

ELEMENTARY SCHOOL

"Take A Stand"

Length of Activity: 20-30 Minutes
Purpose of Activity: The purpose of this activity is to help children understand what they can do to think of positive ways to prevent bullying behaviors.

Materials needed:

Crayons/Markers/Colored Pencils
Scissors
Tape
Copies of the boot (provided in this teacher toolkit)

Directions:

- Teacher will print the number of copies necessary for their class to each receive one boot.
- Each child will write two things they can do to prevent bullying on the body of the shoe. They'll write their names on the toe of the shoe.
- The child is responsible for coloring and cutting the boot out.
- Once all the children have completed the activity, tape the boots around the classroom baseboards.

Prior to the activity, discuss with the class ways we can prevent bullying and what it looks like to be a positive bystander. Discuss what each child can do to avoid bullying behaviors. Children will write these answers on their boots before decorating.

"Stomp Out Squad"

Length of Activity: 5-10 Minutes
Purpose of Activity: The purpose of this activity is to help students have a visual tool to identify the trusted adults in their lives.

Materials needed:

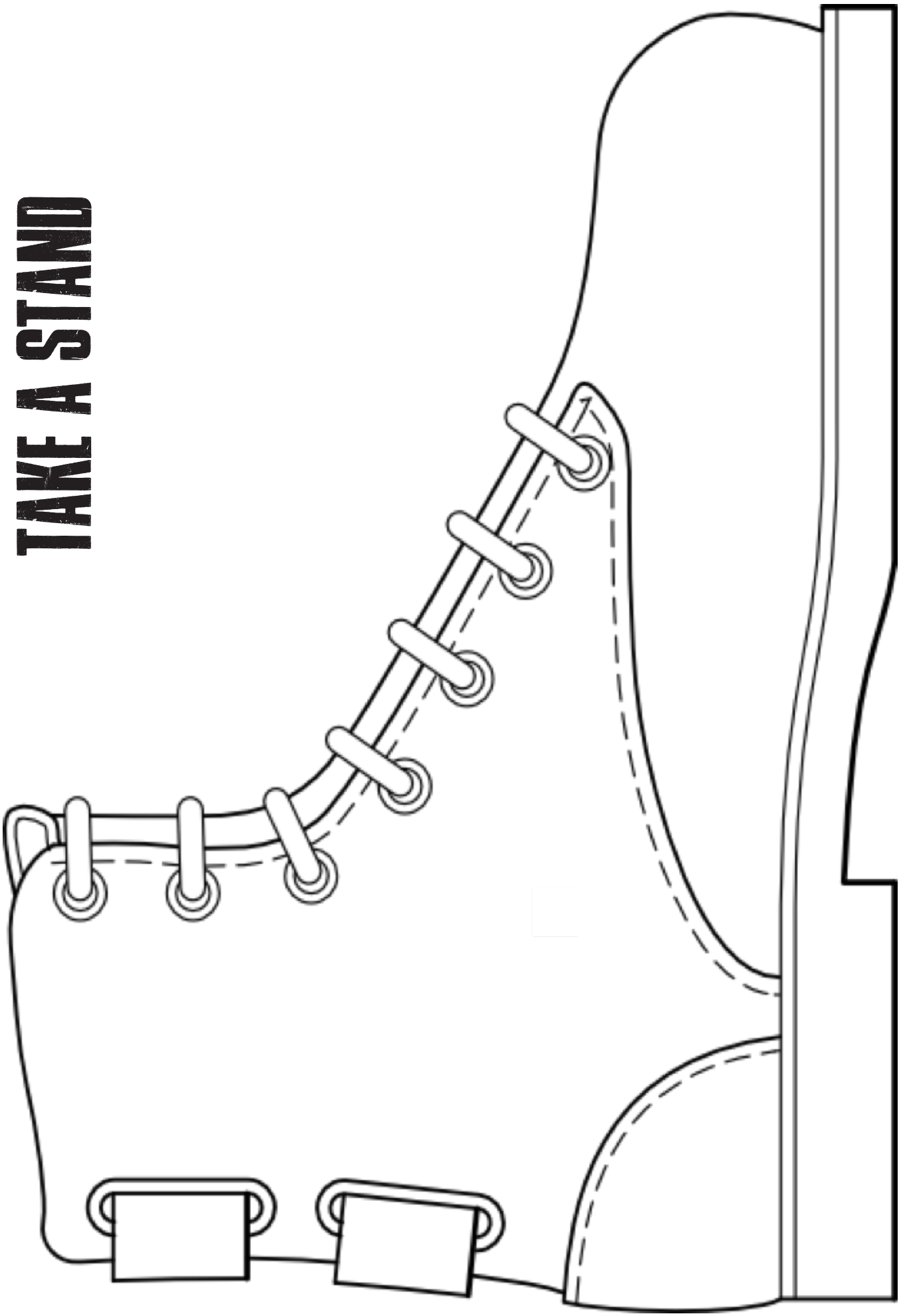
Worksheet
Colored Pencils/Crayons

Directions:

- Have the students write one trusted adult in each boot.
- Have the students decorate their boots. For example, if one of their trusted adults is a music teacher, they can draw music notes or decorate the shoe in a way that will remind them of who that person is.

Prior to handing out the worksheet, discuss who trusted adults are. Trusted adults are the individuals in your life you can talk to about things that are upsetting or when you need to tell someone something very important. Explain that everyone will not have the same trusted adults in their lives. For some students one may be an aunt, for others, they may not have any aunts. Take the opportunity to discuss differences in family units and differences in each of their lives.

TAKE A STAND



STOMP OUT SQUAD

Who could you report bullying to? Write one trusted adult on each boot.

Name: _____

Bullying Prevention Month

Y	B	C	A	R	E	J	H	I	T	E	Q
B	D	S	P	C	K	Y	P	H	I	K	U
U	W	Q	U	U	C	H	O	I	C	E	H
L	K	X	N	H	T	E	A	S	E	R	R
L	I	R	C	R	E	P	O	R	T	E	E
Y	C	Q	H	X	Z	T	J	T	A	O	T
O	K	E	I	F	S	T	O	P	A	N	M
T	A	L	K	N	P	G	C	S	K	H	K

Find the following words in the puzzle.
Words are hidden → and ↓ .

BULLY
CARE
CHOICE
HIT
KICK
PUNCH
REPORT
STOP
TALK
TEASE

SOLUTION

Bullying Prevention Month

. . C A R E . H I T . .

B . . P . . . .

U . . U . C H O I C E .

L K . N . T E A S E . .

L I . C R E P O R T . .

Y C . H . . . .

. K . . . S T O P . . .

T A L K . . . .

Word directions and start points are formatted: (Direction, X, Y)

BULLY (E,5,5)
CARE (E,6,7)
CHOICE (E,8,1)
HIT (S,1,2)
KICK (S,4,2)
PUNCH (E,6,4)
REPORT (E,1,8)
STOP (E,6,3)
TALK (S,2,4)
TEASE (E,3,1)

RESOURCES

MIDDLE SCHOOL

"Take A Step"

Length of Activity: 20-30 Minutes

Purpose of Activity: This exercise is an opportunity to bring awareness to the journey of others. Confronting bullying and bully behavior is not always easy; neither is truly grasping empathy. By utilizing this activity in your classroom, we hope to open doors of communication, forge unlikely friendships and foster an environment for growth and understanding. Finding a common ground or sharing a similar experience often allows communities (and those individuals within a community) to put empathy first when formulating actions and reactions to situations and circumstances. Empathy, along with mutual respect, helps to "BOOT OUT BULLYING" from our schools and communities.

Materials needed:

Page of statements (located behind Middle School Activities)

Directions:

• Have everyone line up facing the same direction.
If there's no space for this, you can have everyone stand in a circle and step in and out. Students may also remain at their desks and stand up/sit down or just raise their hand.
• Explain that you are going to read a series of statements. If the statement is true for them, they should acknowledge the statement.
• Warn them that some questions are personal. It's perfectly alright if someone isn't comfortable acknowledging the statement and everyone has the option to choose when they will do so on their own terms.
• Emphasize that the activity must be done in silence. There should be no judgments of anyone for acknowledging or identifying with a statement. If students know, something is true for someone and they choose not to cross (or vice versa), respect their privacy and don't call them out.
• Remind students of the confidentiality guideline. "We will talk about the activity at the end, so if something makes you think or you have a question, save it until the end so we can address it."
Please find activity questions attached.

"Squad Goals"

Length of Activity: 10-20 Minutes
Purpose of Activity: The purpose of this activity is to help children brainstorm ways to prevent bullying.
Materials needed:

Worksheet
Colored Pencils/Crayons

Directions:

- Students can work in teams or individually to write in their own ways to prevent bullying.
- After students have written their ideas on the worksheet, they may color it in.

Have students discuss in small groups different cyber situations when they have experienced bullying. How does it make them feel? How did they react? Has anyone stepped in and been a positive bystander? What can they do to prevent online bullying? After the students discuss in their small groups, have a class-wide discussion. What were some other group's ideas? Could we have responded in a different way?

RESOURCES

MIDDLE SCHOOL

Take A Step Activity for Middle School Students

Step forward if:

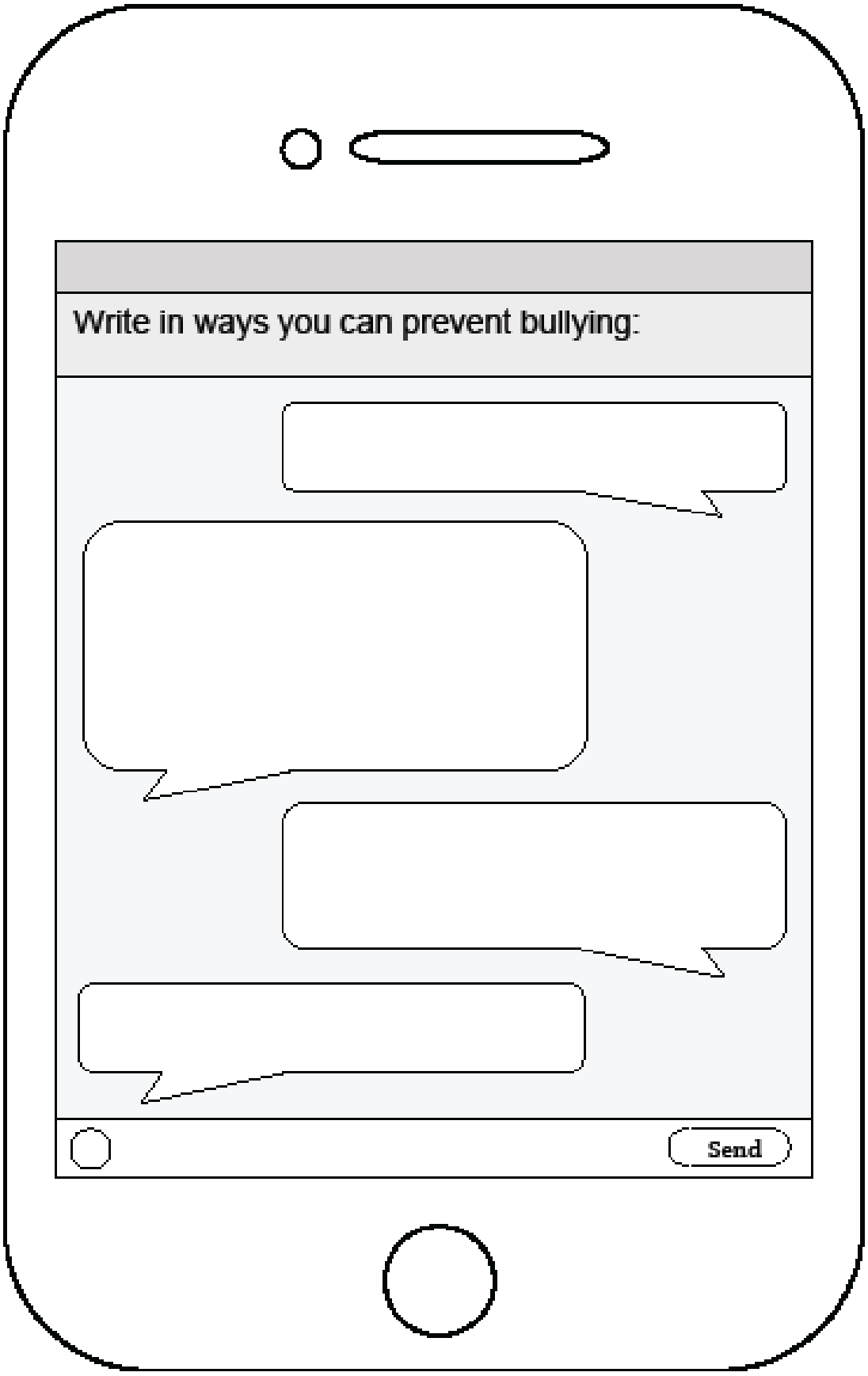
1. You have a brother
2. You have a sister
3. Breakfast is your favorite meal of the day
4. You like to build things
5. You like you like to hug your friends
6. You like pizza
7. You like to come to school
8. You live with your mom and your dad
9. You like to draw or make art
10. You like to play sports
11. You like vegetables
12. Your mom and dad live in separate houses
13. You ever get into arguments with your brothers or sisters
14. Sometimes you get scared
15. You cried in the last month
16. You hit someone or something when you are angry
17. You have been experienced bullying
18. You've seen someone being bullied and didn't do anything about it
19. Someone in your family has died
20. You like to listen to music
21. You have a grown-up in your life that you really trust
22. You didn't step forward even though something was true for you

Discussion questions:

- What were some of the things we all stepped forward for?
- What were some things that were different about us or that not everyone stepped forward for?
- What did it feel like when you stepped forward?
- What did it feel like when you didn't step forward?
- Was there anything you were surprised that was true or not true for so many of us? Which ones?
- Did you learn anything new about someone in the group?

Teachers – please pick and choose the questions that are appropriate for your students and your class. If you would like to add and/or subtract any of the questions provided, you are encouraged to do so.

SQUAD GOALS



Name: _____

Bullying Word Search

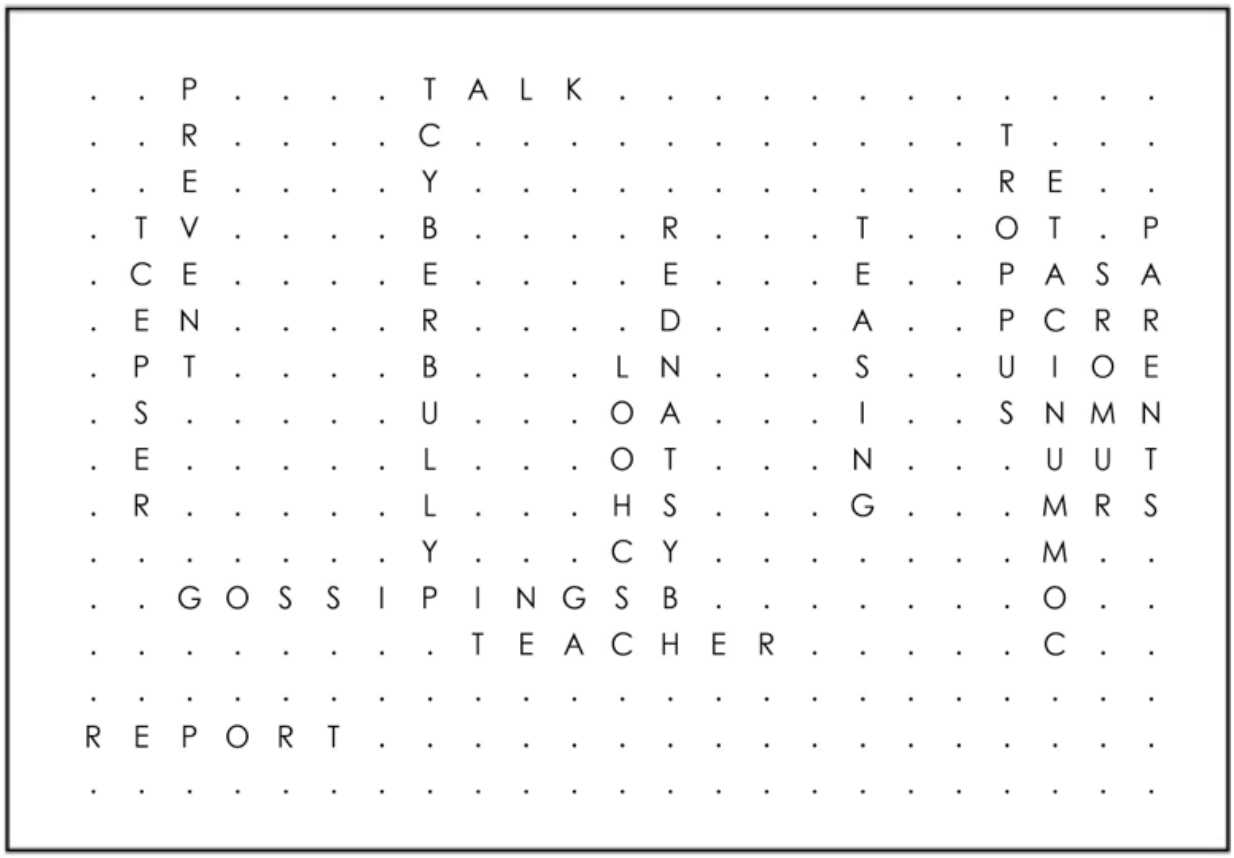
J B P J D R S T A L K S O H C Z W S V E K R G
W G R T W G P C J G L B T W R K A Q K T E Q A
X C E Z M B J Y Q C I P I Z Y I D G W R E L H
T T V Y T I D B H Q Z W R Z S Z T R K O T G P
F C E B N U J E R F E E E B O U E X A P A S A
E E N O F W A R C H W K D E X S A O Z P C R R
M P T D I U A B K N K L N N R O S A N U I O E
K S N N B S X U T B G O A E T F I Z V S N M N
A E L M C E Z L R N H O T E K N N S N A U U T
W R K U C G G L K D X H S V H V G Q Q L M R S
W N D X U M C Y L J Y C Y G J K P G W X M W X
A K G O S S I P I N G S B K G C S P Q N O T I
Z C T S L T V L T E A C H E R I A W H L C S T
O J S N K L V J X D C Y Q Q W F T V X C S S U
R E P O R T W Y D H K S C O Q M X R A S J R Z
A N G F F A C X T N Q G R P B U Q N E Q D W D

Find the following words in the puzzle.
Words are hidden ↑ ↓ → ← and ↘ .

BYSTANDER
COMMUNICATE
CYBERBULLY
GOSSIPING
PARENTS
PREVENT
REPORT
RESPECT
RUMORS
SCHOOL
SUPPORT
TALK
TEACHER
TEASING

SOLUTION

Bullying Word Search



Word directions and start points are formatted: (Direction, X, Y)

BYSTANDER (N,13,12)
COMMUNICATE (N,21,13)
CYBERBULLY (S,8,2)
GOSSIPING (E,3,12)
PARENTS (S,23,4)
PREVENT (S,3,1)
REPORT (E,1,15)
RESPECT (N,2,10)
RUMORS (N,22,10)
SCHOOL (N,12,12)
SUPPORT (N,20,8)
TALK (E,8,1)
TEACHER (E,9,13)
TEASING (S,17,4)

RESOURCES

HIGH SCHOOL

"This Week in Facebook"

Length of Activity: 20-30 Minutes

Purpose of Activity: This activity is intended to openly share social media interests and topics. The goal is to establish dialogue and interaction across community lines and promote discussion amongst students who may not traditionally engage one another. Instead of treating the smartphones in everyone's hand as a distraction, use the device to get people talking.

Directions:

- Ask everyone to pull out their smartphone and find their latest favorite picture, video or story on their social network of choice.
- Use the discussion questions that follow either in small groups or as the whole class.

Discussion Questions:

- Why does this particular image, video, story, etc. interest you?
- Was the item on a page you followed or shared from a friend?
- Could the item be considered offensive or hurtful to anyone?
- Have you ever posted, shared or liked something only to remove it later? Why?
- Whose feelings do you consider before sharing, posting, or liking a social media entry?
- What are some ways we can show positivity through social media to create global change in order to make everyone feel valued?

"Tell Meme About It"

Length of Activity: 35-45 Minutes

Purpose of Activity: In this "what would you say" exercise, we hope to open discussion that will stimulate young people to stop and think BEFORE they post when using social media. Social media is full of vines, livestreams, Snapchats and memes. We quickly share ideas, occasions, pictures and jokes in the blink of an eye – often never giving a thought to anything more than the "like" or follow that will build us up; considerations for others rarely cross our mind

Materials Needed:

The photo attached to this packet, following the High School Activities

Directions:

- In this exercise, ask students to 'caption this' (the attached photo) in the style of a meme.
- Each student should be asked to contribute 3 ideas for the image.
- The exercise can be organized individually or in small groups.
- In conclusion, review the statements.
- Communicate with students that they should use their initial thoughts as response. Allow for

as much freedom of expression and opportunity for communication as possible within your particular school's guidelines and policies.

Discussion Questions:

- Were you/group able to complete 3 captions?
- What inspired your favorite caption?
- Are your captions: Funny? Serious? Relevant to popular culture? Potentially offensive or hurtful?
- Does your caption target a specific group or culture?
- Did you consider your social media audience before making your decision?
- Did you consider any other audience's feelings before you created your caption?
- Did you consider any other captions that may not be school appropriate?
- Would you share the captioned image online for anyone to see?
- Would you share the captioned image with your parents or grandparents?
- Could your caption be considered harassment or bullying?
- Are you still happy with all 3 captions you created? Why/Why not?

"Face Value"

Length of Activity: 20-30 Minutes

Purpose of Activity: This exercise is to demonstrate an interactive scenario about perspectives. Primarily focusing on how other's perception often becomes the harsh reality for so many confronted daily with cliques, bullying and treatment that may not exactly mirror their own identity.

Materials Needed: Deck of Playing Cards

Begin with every student receiving a playing card, face down.

Directions:

- You are not to look at your card or tell anyone else what his or her card is.
- Everyone should place the card on their forehead or hold with the face of the card away from their eyes (card identity will soon be revealed – not looking is key to the exercise.)
- Begin to mingle with each other but treat everyone based on the "face value" of their card.
- LOW (2-5): do not get much attention or are avoided
- MID-RANGE (6-10): treat with respect but not overly favored
- ROYAL (J,Q,K,A): are the best of the deck—hang out and treat them the best
- Students should interact for several minutes and treat others based on his or her "face value." After substantial time, have the STUDENTS divide into groups based on how they feel they were treated (low cards, mid-range and royalty). Have students take the cards off their foreheads and check to see if they are correct in guessing which level card they have.

RESOURCES

HIGH SCHOOL

Discussion Questions:
- How quickly did you realize your "face value"?
- What was your first instinct? How did you feel?
- How did you feel treating others by their "face value"?
- If you were allowed to knowingly, pick your "face value" from the deck what would you have chosen and why?
- Do individuals deserve to be treated differently? Why/Why not?
- Without naming specifics, continue the discussion about times or instances in your school or community where these circumstances have been a factor and what the students and the community could do to prevent it from occurring.

"Take A Step"

Length of Activity: 30-60 Minutes

Purpose of Activity: This exercise is an opportunity to bring awareness to the journey of others. Confronting bullying and bully behavior is not always easy; neither is truly grasping empathy. By utilizing this activity in your classroom, we hope to open doors of communication, forge unlikely friendships and foster an environment for growth and understanding. Finding a common ground or sharing a similar experience often allows communities (and those individuals within a community) to put empathy first when formulating actions and reactions to situations and circumstances. Empathy, along with mutual respect, helps to "BOOT OUT BULLYING" from our schools and communities.

Materials Needed: Page of statements (located behind High School Activities)

Directions:
- Have everyone line up facing the same direction.

If there's no space for this, you can have everyone stand in a circle and step in and out. Students may also remain at their desks and stand up/sit down or just raise their hand.
- Explain that you are going to read a series of statements.

If the statement is true for them, they should acknowledge the statement.
- Warn them that some questions are personal.

It's perfectly alright if someone isn't comfortable acknowledging the statement and everyone has the option to choose when they will do so on their own terms.

• Emphasize that the activity must be done in silence.
There should be no judgments of anyone for acknowledging or identifying with a statement. If students know, something is true for someone and they choose not to cross (or vice versa), respect their privacy and don't call them out.
• Remind students of the confidentiality guideline.
"We will talk about the activity at the end, so if something makes you think or you have a question, save it until the end so we can address it."

Please find activity questions attached.

Discussion Questions:

• What were some of the things we all stepped forward for?
• What were some things that were different about us or that not everyone stepped forward for?
• What did it feel like when you stepped forward?
• What did it feel like when you didn't step forward?
• Was there anything you were surprised that was true or not true for so many of us? Which ones?
• Did you learn anything new about someone in the group?
• If you'd like to share, what are some reasons you've been teased for?
• Why do you think we didn't ask for those specific reasons?

Teachers – please choose the questions that are appropriate for your students and your class. If you would like to add and/or subtract any of the questions provided, you are encouraged to do so.

RESOURCES

HIGH SCHOOL

Take A Step Activity for High School Students

Step forward if:

1. Have a brother
2. Like ice cream
3. Have ever been in a fight
4. Been treated unfairly because of your age
5. Saw someone being bullied and did nothing
6. Find it hard to say "no" to your friends
7. Have ever felt unsafe at school
8. Have ever gotten written up/reprimanded
9. Consider yourself a leader
10. Like to play sports or do physical activity
11. Had an argument with your parents in the last week
12. Have a sister
13. Sometimes you get scared
14. Have a grownup in your life that you really trust
15. Been treated unfairly because of your race
16. Have experience negative thoughts about yourself, your body or your future
17. Have felt alone, unwelcome, afraid
18. Have participated in a racial, sexual, or cultural joke
19. Have ever been teased for your height/ weight or other physical characteristic
20. Have ever been made fun of because of your religious background
21. You don't like some jokes, but do nothing to stop them
22. Heard gun shots in your neighborhood
23. Are willing to understand, support, and celebrate diversity
24. Been treated unfairly because of your gender
25. Were ever chosen last in a sport or game
26. You have ever been harassed because of the color of your skin
27. You have been left out or excluded from an activity
28. If someone has ever said or done something mean to you and you were reluctant or too afraid to say anything about it
29. You have ever gone along with your friends even though you were uncomfortable with what they were doing
30. You have ever wanted to speak out about something that was happening but were afraid or to uncomfortable to do so
31. You have ever heard someone being made fun of for whom they hang out with
32. You have ever heard someone made fun of for the grades they get. (good or bad)
33. You ever heard someone being made fun of for liking school
34. You consider yourself a religious person
35. You are an only child
36. Your parents are divorced, separated, or not living together
37. You have had a surgery
38. If at any point you were uncomfortable admitting to something so you didn't "take a step" even the statement was true for you

Tell Meme About It Activity

ADDITIONAL RESOURCES

BULLYING AND STUDENTS WITH DISABILITIES

The Pacer Center's Bullying Prevention Project defines students with a disability as those who aren't able to do something the way most people can because their mind and/or body works differently. STOMP Out Bullying also added that a number of factors may contribute to children with disabilities being more likely to be bullied. The factors include but are not limited to physical vulnerability, challenges with social skills, a childhood disease such as epilepsy or diabetes and/or food allergies.

Facts:

- Students with disabilities are two to three times MORE likely to be bullied by their non-disabled peers.
- Children who have Attention Deficit or Hyperactivity Disorder (ADHD) are more likely to be bullied. They are also somewhat more likely to bully their peers.
- Children with Autism Spectrum Disorder (ASD) are more than three times more likely to be bullied by their peers.
- Students who stutter are at a huge risk for being bullied. In a study of adults who stutter, 83% reported bullying in school and of that, 71% reported it was at least once a week.

Sources: www.pacer.org/bullying and www.stompbullying.gov

Activities and talking points:

For Elementary students there is an activity attached in the Additional Resources section of this toolkit for children to work on. The activity is entitled "What is a Disability."

It is important for children to understand that many times the reason any child is being bullied is because they are different. Our differences are what make us unique and individual and they should be embraced and not made fun of.

Many children have disabilities. Disabilities come in all shapes and sizes and are not always a physical characteristic.

Disabilities are more common than one may think. According to the 2016 Disability Statistics Annual Report from The Rehabilitation Research and Training Center on Disability Statistics and Demographics 12.6% of American's identify as having a disability.

What is a disability?

A.

B.

C.

Colorful bird that lives in the jungle

Loud sound that rattles the windows

When you can't do something the way most people do because your mind or body works differently

Answer: Line A

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ADDITIONAL RESOURCES

I AM A WITNESS

I Witness Bullying is an interactive website for students. An eye shaped emoji was created for youth to use as a way to call out bullying when they see it happening online. They can use this emoji to say "Hey, I see what you're doing. It's not OK, and I am not OK with it." Visit www.iwitnessbullying.org to check it out.

There are also varieties of I Witness Bullying videos on youtube.com that are worth showing to your students. We encourage you to check them out!

Provided below are a list of links that you may find useful!
https://youtu.be/V32xhSMhCXE
https://youtu.be/uQW-V-TdBQg
https://youtu.be/ET_oV9a4KHo

CENTER for PREVENTION of ABUSE
Opening Doors • Changing Lives

What is a "witness"?

A

B

C

A monster that lives in a Scottish lake

Someone who sees something happen

Someone with a good sense of humor

Answer: Line A

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