Treat Others with Kindness

Bullying Prevention Month Toolkit

October 2023

center *for* prevention *of* abuse.

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Introduction

The Center for Prevention of Abuse *(CFPA)* defines bullying as unfair and one-sided treatment of a peer where someone is being continuously hurt physically, emotionally, or damage is being done to their property. 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)*.

Learning to see early signs of bullying and cyberbullying can move us to take appropriate actions and stop hurtful behaviors. Looking out for each other creates a safe environment for everyone.

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

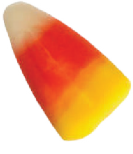
PreventEd: Bullying

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

PreventEd: Bullying focuses on social emotional learning and development in the areas of respect, 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 schedule programming, please contact Laura Kowalske at (309) 691-0551 or email at lkowalske@centerforpreventionofabuse.org.



Praise for CFPA

"This program is great and reinforces things we talk about on a consistent basis. Our presenter did a great job delivering the message each week and listening—my students loved having them in our room."

"This program gives them a common language to use. Our presenter was fantastic in their ability to engage the students and help them understand the topics."

"We actually had a student mention that this weekly program was the reason he did not engage in a fight with another student."

"The program is excellent and essential for overall student success."

"More students have come to me to discuss issues *(potential bullying)* when their efforts didn't work. More students are problem-solving within their friend groups versus coming to us to solve every problem. Since the start of the program, I have noticed the boys communicating in a more effective and empathetic way."

"Since the start of the program, I have observed an increased use of bullying prevention techniques *(report, refuse, support)* by the students."

Bullying Defined

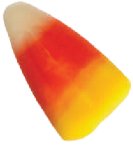
Use the following acronym to help distinguish bullying from conflict. HOUR refers to the four defining factors of bullying. The factors below are questions we ask to make our determination. First, is it hurtful? Second, is it one-sided? Third, is it unfair? Finally, is it repeated?

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 Defined

Cyberbullying is 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 has unique concerns in that it can be:

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.

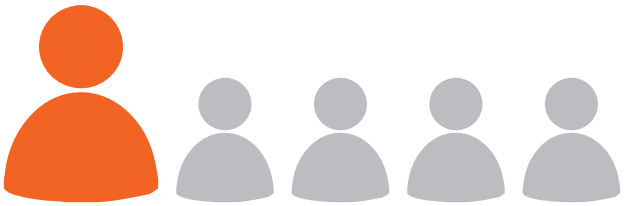
Permanent – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.

Hard to Notice – Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognize.

(stopbullying.gov)

Facts and Statistics

According to the Center for Disease Control, students who are bullied are more likely to experience low self-esteem and isolation, perform poorly in school, have few friends in school, have a negative view of school, experience physical symptoms *(such as headaches, stomachaches, or problems sleeping)* **and mental health issues** *(such as depression, suicidal thoughts, and anxiety)***.**



One out of every five students *(20.2%)* **report being bullied.**

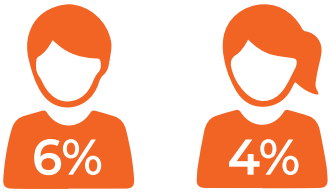
Rates of bullying vary across studies *(from 9% to 98%)***. A meta-analysis of 80 studies analyzing bullying involvement rates** *(for both bullying others and being bullied)* **for 12–18 year old students reported a mean prevalence rate of**

traditional bullying involvement

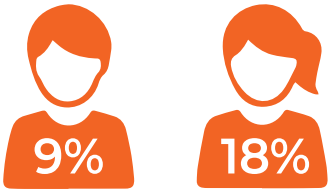
cyberbullying involvement

of bullied students report notifying an adult at school about the incident.

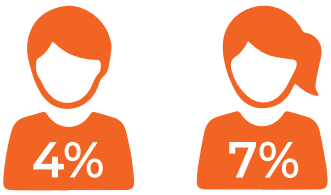
A higher percentage of male than of female students report being physically bullied,



whereas a higher percentage of female than male students reported being the subjects of rumors

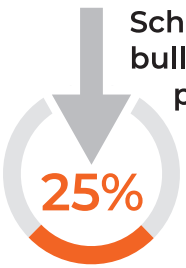


and being excluded from activities on purpose.



One in five tweens *(9–12 years old)* **has been cyberbullied, cyberbullied others, or seen cyberbullying.**

Bullying is a behavior, not an identity. Labeling a student as a "bully" can have a detrimental effect on their future and often limits their ability to change their behavior.



School-based bullying prevention programs decrease bullying by up to 25%.

13% of tweens *(9 to 12 years old)* **reported experiencing bullying at school and online, while only 1% reported being bullied solely online.**

Sources:

Center for Disease Control, Bullying Surveillance Among Youths, 2014

McCallion & Feder, 2013

Modecki, Minchin, Harbaugh, Guerra, & Runions, 2014

National Center for Educational Statistics, 2019

Patchin & Hinduja, 2020

StopBullying.gov, 2016

United Through Action

Unity Day – Wednesday, October 18, 2023

WEAR AND SHARE ORANGE to show unity for kindness, acceptance, and inclusion and to send a visible message that no child should ever experience bullying *(pacer.org)*.

Mix It Up at Lunch Day – Tuesday, October 31, 2023

Students consistently identify the cafeteria as a place in their school where divisions are clearly and harshly drawn. During your daily announcements, ask students to move out of their comfort zones and connect with someone new over lunch. It's a simple act with profound implications. 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, uniting us all *(tolerance.org/mix-it-up)*.

Anti-Bullying Book Club

Pacer.org has a list of books based on grade level that you could use to create a book club students could join outside of class or as part of an on-going bullying curriculum. These books also have online study guides that can be found on Pacer.org as well.

Suggested Activities *(Elementary School)*

Video and Discussion

Topic: Kindness

Grade: Elementary

Time Needed: 30 minutes

Supplies Needed: Video on YouTube, discussion questions *(listed below)*

Activity:

This cartoon video shows how powerful acts of kindness can be

Video Length: 2:13

Discussion: 15–30 minutes

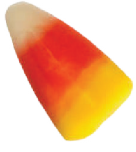
Video: *https://www.youtube.com/watch?v=mdA2sByFX1I*

Discussion Questions:

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.

How does it feel to show kindness? How does it feel when others show you kindness?
Various answers; it feels good, happy, exciting, etc.

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 *(Elementary School)*

Kindness Links Us Together

Topic: Kindness

Grade: Elementary

Time Needed: 30 minutes

Supplies Needed: Colored paper cut into strips, pens, and staples

Activity:

Give each student one strip of paper. Tell them to write down an act of kindness that someone has shown them or that they themselves have done. Collect the papers and staple them into a chain of paper rings. Tell the students that when you see an act of kindness, you will write it down and add it to the chain. Continue to do this until you reach a goal or distance and incorporate some sort of prize to encourage kindness.

Suggested Activities *(Elementary School)*

Candy Jar

Topic: Kindness

Grade: Elementary

Time Needed: 30 minutes

Supplies Needed: Candy Jar worksheet, coloring materials

Activity:

Give each student one candy jar worksheet and coloring materials. Tell them to write one act of kindness on each piece of candy in the jar. Once they are done, they can keep it and offer kindness candy to a friend in need, or these can be hung on the wall to show how caring your class is.

Suggested Activities *(Elementary School)*

Candy Jar Activity Page

Suggested Activities *(Middle School)*

Video and Discussion

Topic: Bullying

Grade: 5–8

Time Needed: 30–45 minutes

Supplies Needed: Video on YouTube, discussion questions *(listed below)*

Activity:

This video shows the negative side effects of bullying and the impact it can have on both the victim and those around them

Video length: 8:45

Discussion: 15–30 minutes

Video: *https://www.youtube.com/watch?v=tJsGGsPNakw*

Watch the video as a class and then discuss it using questions of your own or these sample questions

Discussion Questions:

What does the purple goo in this video mean?
The voice inside our head telling us mean things or internalized comments others have made.

How does Raquelle try to help Noah?
She goes to the school counselor to report the comments made on the internet and offline.

How do the bullies react when Raquelle reports them to the counselor?
They start to make fun of her for being a “rat” and “ratquelle.”

Raquelle’s dad tells her to just block the bullies and the trouble will end. Why do you think it’s hard for people to just block hate?
Our lives are online and everyone in our lives is online, so to block people and subsequently hate, usually makes you feel left out or like things are being said behind your back and it’s hard not to want to know what others are saying about you.

Raquelle asks Noah “are you okay?” and it has a very profound effect. Why do you think it made such a difference? How about when Noah asks Raquelle if she’s okay?
She was asking if he was okay when he felt most alone. This showed him that someone out there cared and made him feel as though maybe someone else knew what he was going through. When he asks her the same question, it has the same effect.

Suggested Activities *(Middle School)*

What Would I Do?

Topic: Bullying

Grade: 5–8

Time Needed: 30–45 minutes

Supplies Needed: Scenarios *(listed below)*

Activity:

Divide students into small groups of three to four. Assign each small group one of the scenarios below. Allow students to discuss how they would handle the situation and allow each group to role-play their respectful, peaceful response.

Scenarios:

Scenario 1: Anna is making nasty comments about Sara on Instagram. Tom sees the comments while on Instagram. The drama continues in school when Anna encourages Tom to say nasty things to Sara. What can Tom do or say?

Scenario 2: Karina knows Linda is having a difficult time at home: her parents are arguing a lot and her pet just passed away. Because of this, Linda has been feeling really angry and emotional. Yesterday, Linda took her anger out on a couple of fellow classmates by making fun of them and being disruptive in class. Karina wonders what she can do or say.

Scenario 3: Hector has autism, and his best friend is Brad. Tyler is the 'class clown' and often makes fun of Hector. Brad sees how this hurts Hector but is scared of Tyler. What could Brad do or say?

Scenario 4: Rachel and Penny had a falling out at school. After school at home, Penny noticed a new invite for a Facebook page. The page was about how much people hate her. The next day Rachel was bragging to her friend Nicole about how she had made a hate page about Penny, and she hoped it made her cry. Nicole knows deep down this is wrong. What could she do or say?

Discuss:

Following the role-plays, note the impact the bystanders had on helping solve the bullying situation. Bystanders can be part of the solution by:

- **Refusing** - saying/doing something to stop the bullying.
- **Reporting** - telling a trusted adult what is going on.
- **Supporting** - showing compassion towards/helping the person being bullied

Suggested Activities *(Middle School)*

Stick to Kindness

Topic: Kindness

Grade: 5–8

Time Needed: 5–10 minutes

Supplies Needed: Sticky notes and art supplies

Activity:

Give each student five sticky notes. Ask students to write positive and kind messages on each one to stick around the school. Once all the students are done, stick the notes around the school or the classroom for students to read as they pass them.

Suggested Activities *(High School)*

Video and Discussion

Topic: Respect

Grade: 9–12

Time Needed: 30–45 minutes

Supplies Needed: Video on YouTube, discussion questions *(listed below)*

Activity:

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 what is happening is wrong and tries to correct the situation.

Video Length: 9:38

Discussion: 15–30

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

Here are questions that could be used to facilitate discussion:

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.

What were some of the effects the bullying had on Charlie, the boy being bullied?
He quit the basketball team; he felt depressed/felt bad about himself.

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)*.

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; 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.

Suggested Activities *(High School)*

How to: Respect Each Other

Topic: Respect

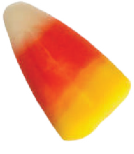
Grade: 9–12

Time Needed: 45–60 minutes

Supplies Needed: Writing utensils and paper

Activity:

Put the students into small groups of 3–4 students and ask them to get out a sheet of paper. Together, have them make a list on the paper of ways that someone could show respect to their fellow classmate or teacher. Once the lists have been completed, ask each group for an idea one by one and start writing the ideas on the board. When you have what you believe to be a completed list, you can copy it onto a poster or flyer to hand out or post around the school. If your school has a newspaper, you could also get the list published there.



Suggested Activities *(High School)*

Classmate Interview

Topic: Respect

Grade: 9–12

Time Needed: 45–60 minutes

Supplies Needed: Writing utensils and paper

Activity:

First, pair the students up *(preferably with someone they do not already know)* and ask them to get out a piece of paper and a writing utensil. Post the following questions on the board and ask the students to interview their partner. They should write down their partners answers. Ask them to try to find ways in which they are similar. Once it seems like all the students have done their interviews, have them stand up and introduce their partner to the class using what they learned.

Questions:

- What would you describe as your greatest strength? Weakness?
- What's your biggest pet peeve?
- How would you describe your family?
- What is the nicest thing you have done for a family member?
- What is the most important thing you have learned in school so far?
- What do you like to do when you have free time?
- What job do you think you would be really good at? What job do you think you would be terrible at? Why?
- What do you think you will be doing ten years from now?

Discussion:

- How are we alike, and how are we different?
- Why might it feel threatening or uneasy to feel like you are different than everyone else?
- How might feeling or thinking differently than others be related to bullying?
- Were you surprised by how much you had in common with the people around you?
- Were you surprised by how much you didn't have in common with the people around you?
- What could you do to celebrate/appreciate the differences?

Sources

Pacer.org

Tolerance.org

Center for Disease Control, Bullying Surveillance Among Youths, 2014

StopBullying.gov

U.S. DEPARTMENT OF EDUCATION NCES 2019-054

Patchin & Hinduja

Modecki, Minchin, Harbaugh, Guerra, & Runions

McCallion & Feder

12 Highly Effective Anti-Bullying Activities • JournalBuddies.com

Interview a Friend / Classmate Activity and Questions | Teaching Made Practical

center *for* prevention *of* abuse.

309.691.0551 | 1.800.559.SAFE (7233)
centerforpreventionofabuse.org