# POLLINATING POSITIVITY

## BEE A BETTER BYSTANDER

## BULLYING PREVENTION MONTH TOOLKIT

OCTOBER 2024

center *for* prevention *of* abuse.

# TABLE OF CONTENTS


**Introduction**.....3
**PreventEd: Bullying**.....3
**Praise for CFPA**.....4
**Student Feedback**.....5
**Bullying Defined**.....6
**Cyberbullying Defined**.....7
**Facts and Statistics**.....8
**Uniting Through Action**.....9
**Suggested Activities**.....10
- **Elementary**.....10
  - Video and Discussion.....10
  - Message Chain.....11
  - Anti-Bullying Flower.....12
- **Middle**.....13
  - Video and Discussion.....13
  - What Would I Do?.....14
  - Positive Notes.....15
- **High School**.....16
  - Video and Discussion.....16
  - Human Chain.....17
  - Classmate Interview.....18

**Sources**.....19




# 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–6 once weekly for 12 weeks in 30 minute sessions.

To schedule programming, please email PreventEd@centerforpreventionofabuse.org or if you have questions, please contact Kristi Stephens at (309) 691-0551 ext. 291.

# 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."

"WE ACTUALLY HAD A STUDENT MENTION THAT THIS WEEKLY PROGRAM WAS THE REASON HE DID NOT ENGAGE IN A FIGHT WITH ANOTHER STUDENT."

"SINCE THE START OF THE PROGRAM, I HAVE OBSERVED AN INCREASED USE OF BULLYING PREVENTION TECHNIQUES (REPORT, REFUSE, SUPPORT) BY THE STUDENTS."

"THE PROGRAM IS EXCELLENT AND ESSENTIAL FOR OVERALL STUDENT SUCCESS."

"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."

"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."



# STUDENT FEEDBACK

## ELEMENTARY STUDENT FEEDBACK

"I LEARNED WHAT HOUR MEANS AGAIN."

"ONE THING I LEARNED IS WHAT AN ASSERTIVE VOICE IS."

"I LEARNED THE WORD STEP AND HOW TO USE IT."

"I LEARNED TO KNOW IF IT IS BULLYING OR NOT."

"NEVER WALK AWAY FROM BULLYING–– HELP."

"ONE THING I LEARNED THIS YEAR WAS EMPATHY."

"ONE THING I LEARNED WAS IF YOU ARE BEING BULLIED, TELL AN ADULT OR SOMEONE YOU TRUST."

## MIDDLE STUDENT FEEDBACK

"WHEN I WAS MAD, INSTEAD OF FIGHTING I TOOK A BREATH AND WALKED AWAY."

"THIS KID WAS BEING MADE FUN OF AND WE WENT AND TOLD THE TEACHER."

"A CLASSMATE WAS MAKING ANOTHER CLASSMATE UPSET, I TOLD THE BULLY TO STOP IN AN ASSERTIVE WAY AND MADE SURE THE PERSON WAS ALRIGHT."

"I LEARNED HOW TO CONTROL MY EMOTIONS AND GIVE ADVICE TO PEOPLE WHO SEE PEOPLE GETTING BULLIED."

"MY BROTHER WAS GETTING BULLIED AND PICKED ON FOR THE WAY HE LOOKS, SO ONE DAY I SAW THIS HAPPENING AND INSTEAD OF FIGHTING THE KID, I DID THE RIGHT THING AND CONTROLLED MY EMOTIONS AND TOLD AN ADULT."

# 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:**

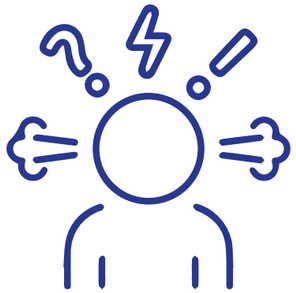
**Persistent** – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.

**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



## BULLYING

can result in physical injury, social and emotional distress, self-harm, and even death. It also increases the risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school.

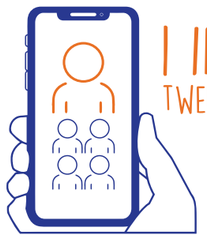
School-based prevention programs decrease bullying by UP TO 25%.

## 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.

## 1 OUT OF EVERY 5 STUDENTS

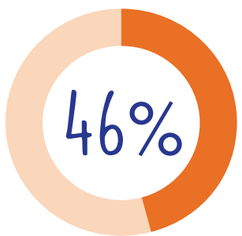
reports being bullied.



## 1 IN 5 (20.9%)

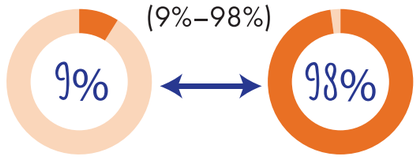
TWEENS (9–12 YEARS OLD)

has been cyberbullied, cyberbullied others, or seen cyberbullying.




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

Rates of bullying vary across studies (9%–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 35% FOR TRADITIONAL BULLYING INVOLVEMENT AND 15% FOR CYBERBULLYING INVOLVEMENT.

Youth who bully others are at increased risk for SUBSTANCE MISUSE, ACADEMIC PROBLEMS, AND EXPERIENCING VIOLENCE LATER IN ADOLESCENCE AND ADULTHOOD

*Sources: cdc.gov; stopbullying.gov; National Center on Safe Supportive Learning Environments; Patchin & Hinduja; Modecki, Minchin, Harbaugh, Guerra, & Runions; McCallion & Feder*



# UNITING THROUGH ACTION

**Below are three ways your whole school can show unity during the month of October and beyond:**

### Mix It Up at Lunch Day

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)*.

### Unity Day – Wednesday, October 16, 2024

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

### School-Wide Pledge

Place a large banner on the wall in a hallway. Have students sign their names as a pledge to be an active bystander and fight to end bullying in their school. Another fun way to get the younger students involved would be to paint their hands and press them to the paper, as their "signature" *(thesophiefund.org)*.

## 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 minutes

**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)

## Message Chain

**Topic:** Spreading kindness

**Grade:** Elementary

**Time Needed:** 45 minutes–1 hour

**Supplies Needed:** Colored paper, scissors stapler or tape, writing utensil

**Activity:** Cut each piece of colored paper into thick strips. You will need more or less paper depending on how many students are participating. Give each student a strip of paper and instruct them to write a positive message on the strip. After everyone is done writing their messages, it is time to start making the chain.

*To make the chain:* Cut each piece of colored paper into thick strips. You will need more or less paper depending on how many students are participating. Give each student a strip of paper and instruct them to write a positive message on the strip. After everyone is done writing their messages, it is time to start making the chain.

# SUGGESTED ACTIVITIES (ELEMENTARY)

## Anti-Bullying Flower

**Topic:** Bullying

**Grade:** Elementary

**Time Needed:** 30–45 minutes

**Supplies Needed:** Colored paper, writing utensil, tape, scissors

**Activity:** Cut a big circle out of the brown paper and tape it to a wall. Cut out petal shapes of other colored paper and give each student a petal. Instruct students to write an anti-bullying message. After they write their message, have students tape their petal to the outside of the brown circle. You should end with a big flower of anti-bullying messages.

*Examples of anti-bullying messages:*

- "Bullying has no place here"
- "Be kind"
- "Spread love, not hate"
- "Stop all bullying"
- "Spread kindness"
- "Be a friend, not a bully"



# SUGGESTED ACTIVITIES (MIDDLE)

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

**Video Length:** 8:45 minutes

**Discussion:** 15–30 minutes

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

**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 ok?" 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.

## What Would I Do?

**Topic:** Bystanders

**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:** Robin was scrolling on Facebook when she got an invite to join a private group called "Jordan is poor" the page was full of comments from kids in their school talking about how Jordan wears the same clothes to school, she's poor, and she smells funny from wearing the same clothes during the week. What would you do as a bystander to help Jordan?

**Scenario 2:** Kyle was with his friend Scout in the hallway between classes when someone bumped into him. Scout yelled at the person loudly and then pushed him over. Kyle knew that Scout was going through serious family issues at home and knew that he didn't mean to hurt people, but he was acting out every day. What should Kyle do to help his friend and make sure Scout isn't hurting others?

**Scenario 3:** Josh was walking to school with his friend Amalie when Chris stopped them outside. Chris is an older boy from their school who makes fun of Amalie every day. He calls Amalie names and pushes her around because she is "different". Josh knows Amalie struggles to communicate with others and that he should tell an adult so they can help her, but Josh is also scared that if he tells, he will get hurt next.

**Scenario 4:** Jake was scrolling through TikTok after school one day and saw a video made by some students in his class. The group of students had frozen Orbeez balls and were slinging the frozen balls at Austin *(another kid in their class)* with a sling shot. The next day Austin showed up to class with welts all over his body and he sat by himself in the back. What is something you could do to help Austin as a bystander?

**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





## Positive Notes

**Topic:** Kindness

**Grade:** 5–8

**Time Needed:** 20–30 minutes

**Supplies Needed:** Small slips of paper, bowl or cup, sticky notes, writing utensil

**Activity:** Write each student's name on a small slip of paper and put the slips into a bowl or cup. Shake the bowl or cup to mix up the names. Instruct each student to come up and pick a name from the bowl, and to keep the name a secret. Hand out a sticky note to each student. Instruct them to write a kind note or compliment about their person on their sticky note. Then instruct them to anonymously put their note somewhere near their person's things at some point throughout the day.

## 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 minutes

**Discussion:** 15–30 minutes

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

**Discussion Questions:**

- 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.





## Positive Notes

**Topic:** Common interests

**Grade:** 9–12

**Time Needed:** 10–20 minutes

**Supplies Needed:** Large area for students to stand

**Activity:** Choose a student to start the activity and have them stand at the front of the room with a hand on their hip. Instruct the student to share a statement about themself. Anyone who relates to the statement should link arms with the original student. Then, instruct the next student to share a statement about themself. Anyone who relates to this statement should join the chain. Repeat until all students are linked. Use this to show that we all have things in common.

# SUGGESTED ACTIVITIES (HIGH SCHOOL)

## Video and Discussion

**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 10 years from now?

**Discussion Questions:**

- 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