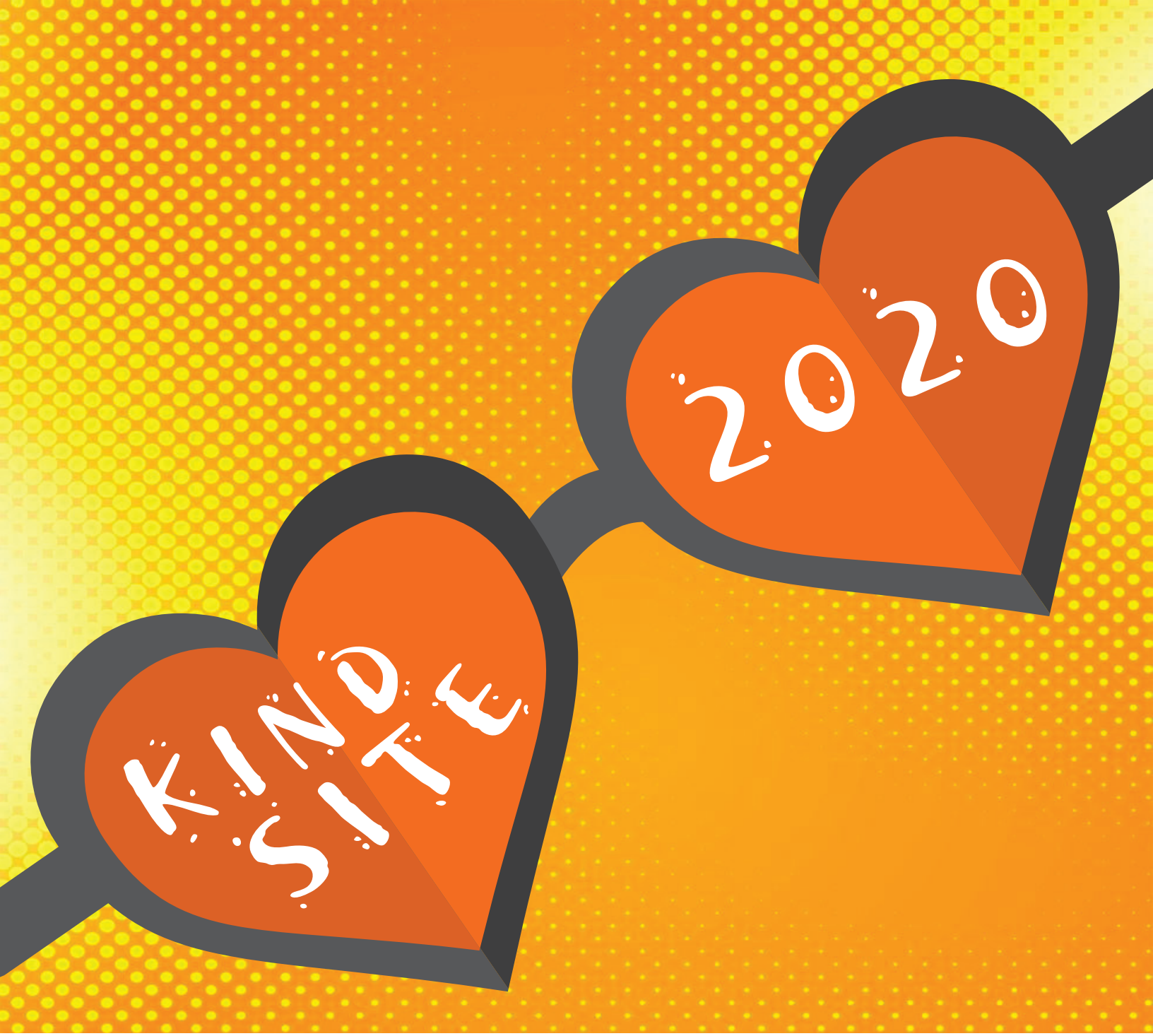

center *for* prevention *of* abuse.

Bullying Prevention Month Toolkit

October 2020

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

Introduction

Introduction

This year's theme, *KindSite 2020*, focuses on learning to recognize bullying, cyberbullying, and the key importance of our actions as an active bystander or trusted adult. We want to encourage awareness, kindness, and safe intervention. As we learn to see others through a lens of kindness, we can make bullying disappear!

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

"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! Gets the kids up and moving and discussing topics they don't otherwise get to share 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

Bullying

Use the following acronym to help distinguish bullying from tattling or 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

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.

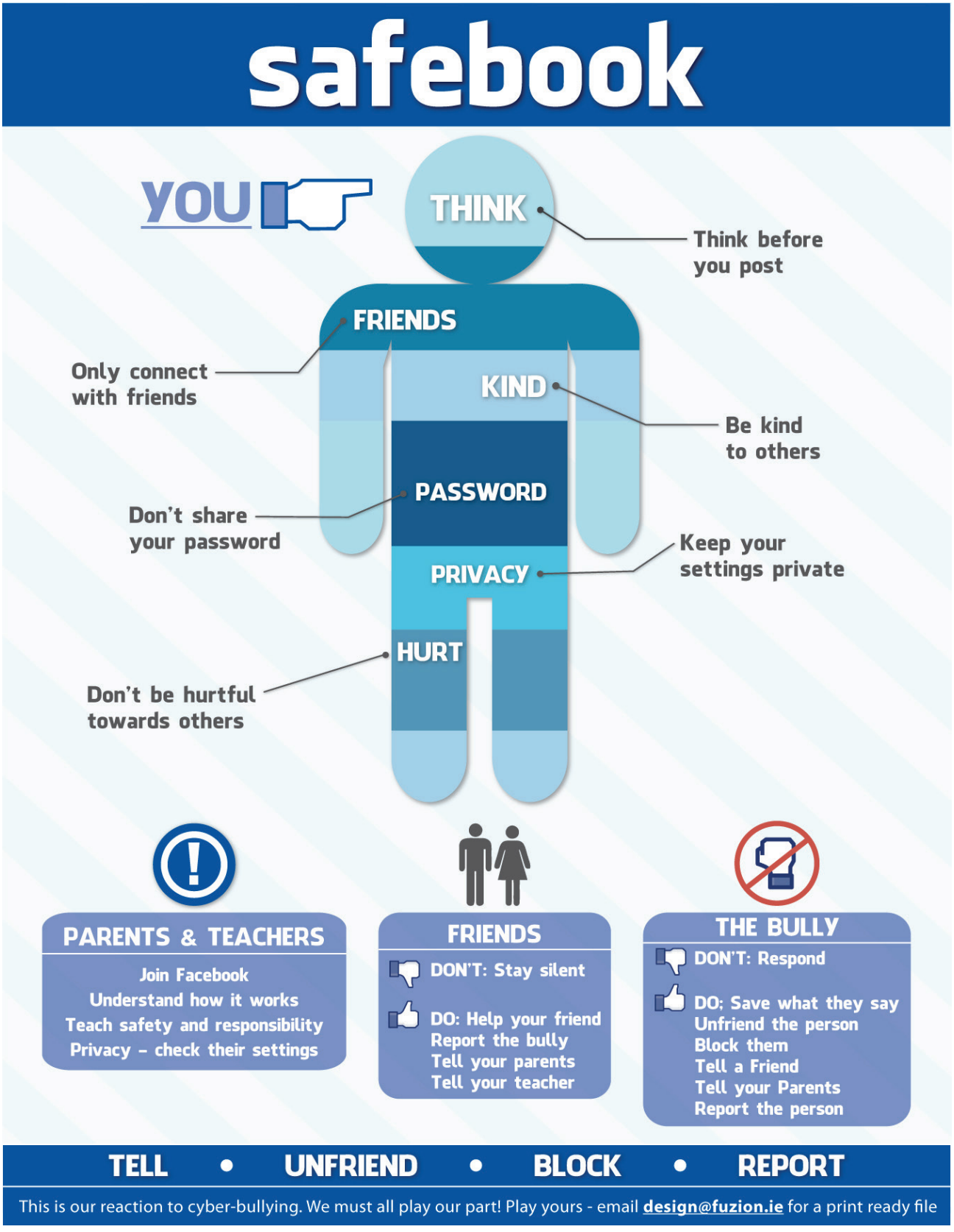
Cyberbullying has unique concerns in that it can be:

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.

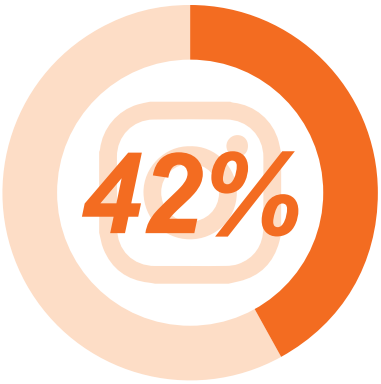
Permanent – Most information communicated electronically is permanent and public if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.

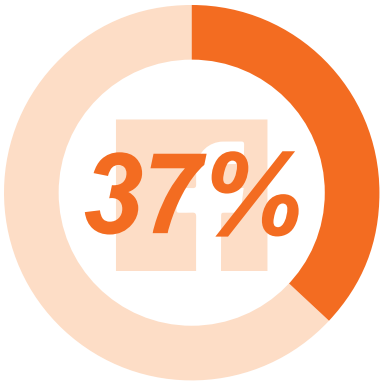
Hard to Notice – Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognize *(stopbullying.gov)*.

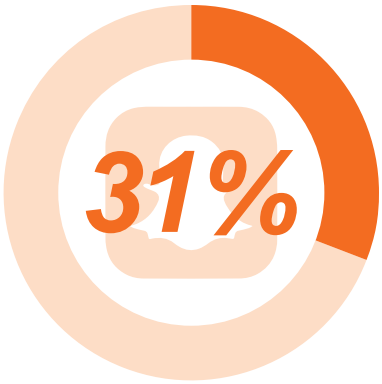
Safebook Infographic



Facts & Statistics





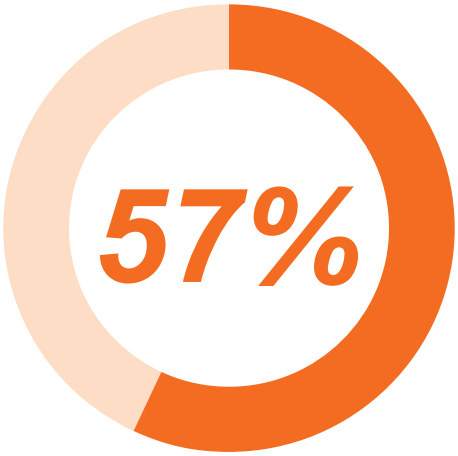


More youth experienced cyberbullying on Instagram than any other platform at *42 percent,* with Facebook following close behind at *37 percent.* Snapchat ranked third at *31 percent.* While the survey participants use YouTube more than any other platform, the video-focused social media was only responsible for *10 percent* of the reported cyberbullying *(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)*.

Adventures in Kindness

Supplies Needed:

- 30 Acts of Kindness suggestion cards *(provided)*
- Container to keep cards for random daily drawing
- Reward/small prizes *(optional)*
- Journaling supplies *(optional)*

Activity:

One small task daily can make a tremendous difference throughout a month. This activity will challenge students to create a culture of kindness by participating in 30 adventures that will build connection and allow them to reflect on how their acts affect others.

Directions:

Begin by cutting out the 30 Acts of Kindness suggestion cards provided and place them in a container to be used throughout the month. Draw a card daily and share the suggestion with students. Challenge them to complete the suggestion by the following day. Additionally, students might be encouraged to record their 30 day adventure in creating a culture of kindness by journaling their experiences and reflecting on how their small acts of kindness can affect change.

Discussion questions can be utilized for daily debriefing or journaling prompts.

Discuss with your students:

- Can you describe your experience in one sentence?
- What made the challenge difficult or easy?
- How did you feel when you accomplished a kind act?
- Do you believe your actions made life easier or harder for someone else? Why/how?
- Will you continue the challenge past the thirty days? Why or why not?

Adventures in Kindness

Hold the door open for someone.	High-five a friend just because.	Let someone go ahead of you in line.	Bake cookies for a neighbor.	Compliment a friend.
Make a list of five reasons that you're awesome.	Donate toys you no longer use.	Give someone a hug.	Sit with someone at lunch who looks lonely.	Tape money to a vending machine so the next person gets a free treat.
Leave a few pennies heads up on the ground.	Smile at a student you don't know.	Record & text a video love note to a relative that lives far away.	Take in a neighbor's trash cans.	Start a gratitude journal.
Look in the mirror and tell yourself why you are amazing.	Make a beverage for someone working hard outside.	Leave a treat for your mail person.	Thank a soldier for their service.	Spend time with someone who is elderly.
Make silly faces to cheer up a friend in need.	Email a friend something that will make them smile.	Write a thank you letter to someone in your life that helps take care of you.	Read a book to a younger friend.	Offer to wash someone's car for free.
Tell a family member that you love them.	Write a special letter to a friend or family member you haven't seen in a long time.	Clean up a mess that you didn't make.	Write a letter to a teacher letting them know how they've inspired you.	Think of one more special thing you can do for someone you care about!

Be the "I" in KIND

Supplies Needed:

- Be the "I" in KIND checklist *(included)*
- Writing utensil

Activity:

This activity can be used to create a culture of kindness in your classroom/school.

Directions:

Read to your students the directives found below on the "Be the "I" in KIND" checklist and record their answers. Challenge students to make additional checklists to spread kindness at home, within their neighborhoods, etc.

Discuss with your students:

- Why do you think it was important to participate in this activity?
- What does it mean to have a "culture" of kindness? *A space – like the classroom – where respect, empathy, and compassion are shown regularly to others.*
- Is it harder to show kindness through virtual learning? Why or why not?
- In your opinion, is kindness contagious?

Be the "I" in KIND

- [ ] I can be kind at school by _____
_____

- [ ] I can be kind to my teachers by _____
_____

- [ ] I can be kind to my classmates by _____
_____

- [ ] I can be kind to other adults at my school by _____
_____

- [ ] I can be kind to my friends by _____
_____

- [ ] I can be kind to other students at my school by _____
_____

Catch the Kindness

Supplies Needed:

- Popsicle sticks with students' names or other randomized name-calling method

Activity:

When an environment of kindness is practiced and becomes the norm, bullying does not occur as often. When it does occur, it is less likely to be tolerated by students and teachers.

Directions:

Using popsicle sticks or some other random name-calling method, call out a student's name. Pretend to throw an imaginary kindness ball to them. The student may then choose a number between 1 and 3.

- #1 = I like you because…
- #2= I saw you being kind when you...
- #3= I am glad you are here because...

Depending on the number chosen, the student will finish the prompt using the name of the person that came before them. *(Example: Jasmine threw the imaginary kindness ball to Ellie. Ellie picks the number 3. Teacher reads the #3 prompt which Ellie must complete with Jasmine in mind. Ellie might say, "I am glad you are here because I like playing with you at recess.")*

Discuss with your students:

- How did it feel to be the person saying the kind words?
- Do you ever feel awkward or embarrassed to say kind words? Why or why not?
- How did it feel to hear the kind words said to you?

Source: The Random Acts of Kindness Foundation @ www.randomactsofkindness.org

Empathy Is

Supplies Needed:

- Coloring page and worksheet *(attached)*

Activity:

This activity helps students learn what empathy is and encourages them to think critically about why it is important and how to practice it more in their daily lives.

Directions:

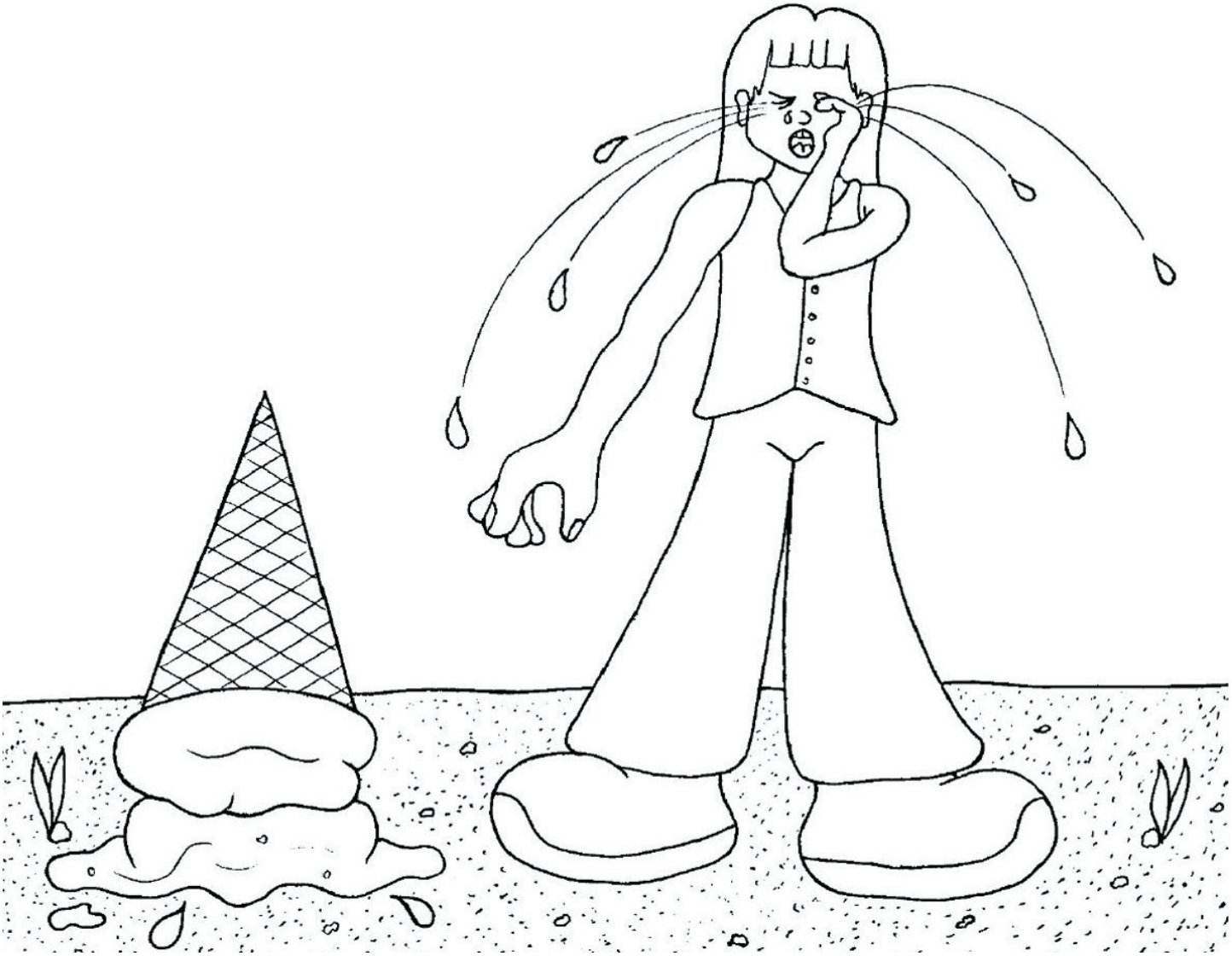
Use the first page of this two-page activity to define what empathy is, color the page, and talk about empathy.

Use the second page of this activity to discern how to recognize and practice empathy and discuss why it's important.

Source: Adapted from Random Acts of Kindness https://positivepsychology.com/kindness-activities-empathy-worksheets/ and http://www.keepyourchildsafe.org/pdf/learning-about-empathy-worksheet.pdf

Empathy Is

Empathy is the caring emotion. It means the ability to put yourself in someone else's shoes in order to feel what they are feeling. For example, if you saw a little girl cry because she dropped her ice cream on the ground, you might feel empathy towards her because you could relate to her sense of sadness. You might even feel a tinge of sadness yourself. This feeling of sadness or happiness because of what others experience is called empathy.



Empathy Is

1. Describe a time when you've felt empathy toward someone else, meaning that you felt sad or happy because you could sense what they were feeling. _____

2. What do you think is the purpose of empathy? _____

3. Empathy is just like any other skill: the more we practice it, the stronger it gets. What are some ways you might work to expand your empathy by showing care and concern for others? _____

Inclusivity: Finding Similarities

Supplies Needed:

- N/A

Activity:

This activity helps children appreciate differences in others and understand that everyone is unique in their own way!

Directions:

Give students a time limit (60 seconds) to find one common item they use at home. Encourage them to choose things specific to their home but that may not be used in every home.

Ask each student to share the object they retrieved. Working together as a class, find at least one similarity that many, if not all, of the objects have in common *(e.g.: all objects had red on them, all objects are able to be held in a hand, you could write with all objects, etc.).*

Discuss with your students:

The idea of inclusivity is where everyone is accepted and appreciated for their unique abilities and/or including those who may be otherwise excluded. Inclusivity focuses on similarities rather than differences, much like with the objects they retrieved.

- Was it hard to find similarities in the objects retrieved? Why or why not?
- How did you find the similarities? Would the same be true for finding similarities in people?
- Did you see a different similarity for the items that others may not have considered?
- How does looking for similarities and being inclusive help eliminate bullying?

Source: Adapted from Random Acts of Kindness Distance Learning Unit 5 Inclusiveness https://www.randomactsofkindness.org/for-educators#educator_resources

Kind Peers

Supplies Needed:

- Mindmup.com or other idea web tool

Activity:

What are the attributes of a kind peer? Through this activity, students will identify traits in others which exemplify kindness, compassion, and empathy. When an environment of kindness is practiced and becomes the norm, bullying does not occur as often and is less likely to be tolerated by students and teachers.

Directions:

Using an idea web *(a sample can be found at: https://www.mindmup.com),* create a tool to help identify a kind peer. Some ideas to get started: always has something nice to add to the conversation, is helpful, makes me smile, etc.

Discuss with your students:

- Do they show these qualities to their peers more often than not?
- If not, what can they do to work on showing more kindness to others?
- What might make it difficult to be a kind peer?

Source: The Random Acts of Kindness Foundation @ www.randomactsofkindness.org

The Visionary Superhero

Supplies Needed:

- Superhero Outline OR each student has a piece of paper with a writing utensil to write their answers.

Activity:

Bystanders have a great deal of power when bullying situations arise — they can be a part of the problem or a part of the solution. The following "chose your own outcome" story will help students understand the importance of their action or inaction.

Directions:

Read the following story out loud to the class. Ask students to share what they would do or say to show that they are a superhero. Students can score a letter depending on their choices.

You wake up one morning with superpowers. You are the Visionary! You can fly, see into the future, have a powerful voice, and are super strong. You eat a superhero breakfast and put on your cape. You smile because you can see that you are having your favorite pizza tonight for dinner!

Morning: As you walk to your bus stop, you see two students arguing. The older student knocks the younger student's backpack to the ground. As they bend over to get it, you see the older student's foot lift off the ground. In your SUPERHERO sight, you can see what will happen in the end. How can you use your powers to change the future? **Here are your options...**

1. Do nothing. It's none of my business. *(The younger student is kicked and ends up hitting their head on the pavement. They are really hurt. The older student just laughs and gets on the bus leaving them there.)*
2. Use my powerful voice to to say, "Hey! Stop bullying that friend of mine! I have super sight and I'm keeping an eye on your bullying!" *(The older student looks surprised and steps back before the kick. They think, "Maybe if this kid has powerful friends, I shouldn't pick on them.")* ***– Give yourself an "H"***
3. Use my super strength to push the older student down after the kick. *(Now they both are hurt and need help. And now YOU are the bully.)*
4. Use my flying skills to carry the younger student and their backpack to school and drop them off safely. *(The older kid is surprised. The younger kid is at school safely, but only for today.)* ***– Give yourself an "H"***

The Visionary Superhero

Lunchtime: You see they are serving hamburgers and fries today for lunch — not your favorite. You carry your tray to a table where a student is sitting alone wearing a cap. They look sad. You ask what is wrong. They say their mom had to cut gum out of their hair and now all the kids in their class are making fun of them and excluding them. What can you do? **Here are your options...**

1. Say "Well, that's too bad." And ask if they want your fries. *(It's a nice thing to do, but it doesn't solve the problem. They don't like fries either.)*
2. Say, "I can see into the future and your hair will grow back very soon! Let's hang out together until then." *(They now have a friend and are included. When others make fun of them, you can step up.)* ***– Give yourself an "E"***
3. Use your powerful voice to bellow at the students who are bullying them. *(Now they are scared of you, but they still won't play with them. In fact, when you are not there, they are bullied even more.)*
4. Fly up into the ceiling of the cafeteria and ask if anyone else ever had their mom give them a bad haircut. Remind them about respect and empathy. Invite students to sit with us. *(A few students move to their table and apologize. They trade desserts and stories about bad haircuts. They are smiling.)* ***– Give yourself an "E"***

Afternoon: As the final bell rings, the hallways are very crowded. With your super hearing, you hear chanting and someone crying. You fly over and see a group of students surrounding a student who is blocking their face with their hands. The group leader is trying to slap them and the group is chanting "crybaby". One member of the group is filming it on their phone. They comment, "See what a big crybaby they are?" What can you do? **Here are your options...**

1. Use your powerful voice to call out the bullying group by name and report them. *(This will get the attention of teachers nearby before any of them leave.)* ***– Give yourself an "R"***
2. Use your super strength to push the group leader back and take the student's phone away. You smash the phone and knock down the whole group. *(The teachers only saw what you did, not what happened before. Now you are serving detention.)*
3. Step in and protect the student from the group, taking them to a teacher to report the incident. *(This is a real show of support! You are helping them stand up and backing up their report.)* ***– Give yourself an "R"***
4. Wait until everyone leaves and use your super strength to beat up the group leader. *(This really won't solve anything. They still bully the other student, but now they say the other student hits them back. They are both expelled.)*

The Visionary Superhero

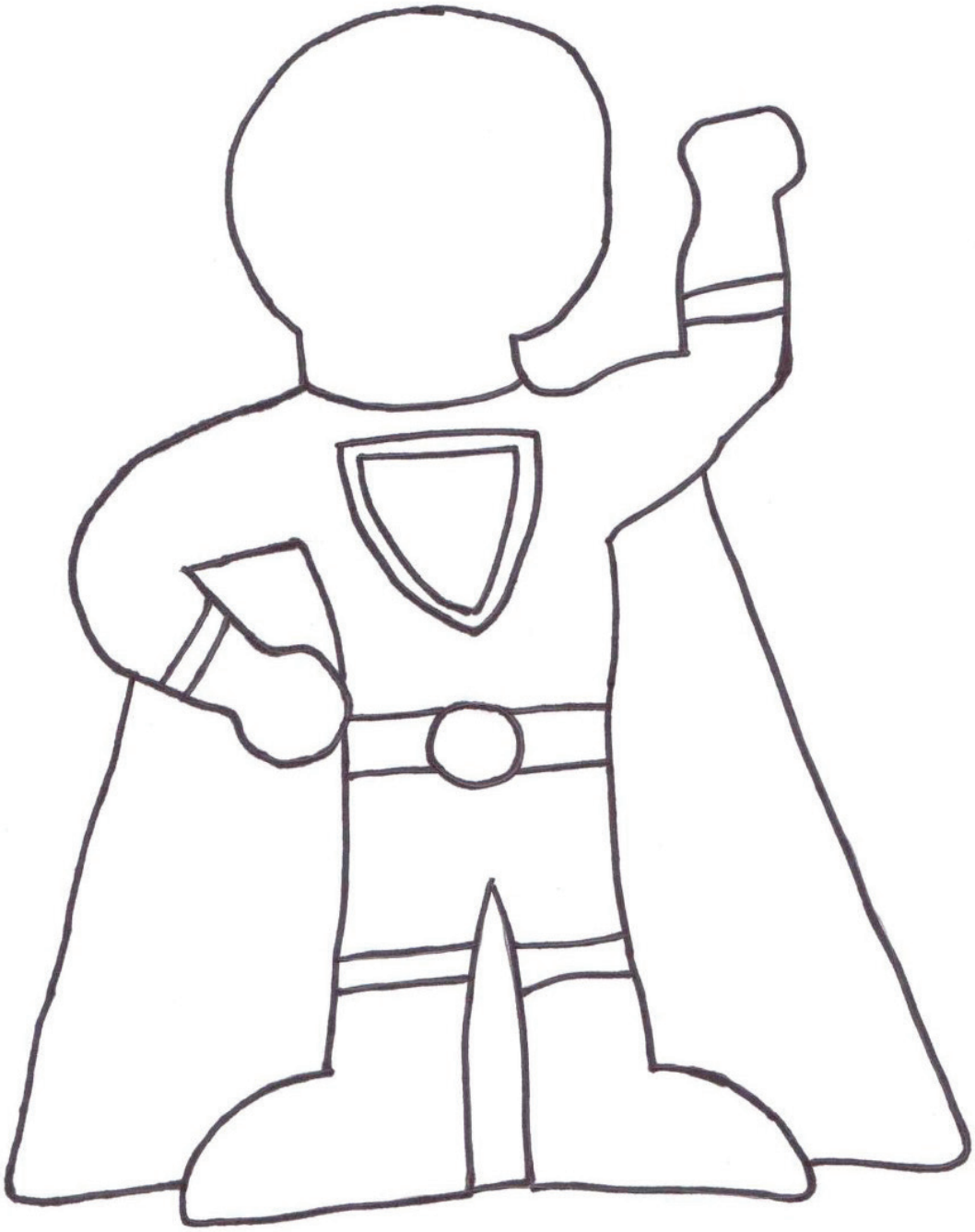
Nighttime: At last! Your favorite pizza with everything you like on it. You are so full! But there is one piece left. Your little sister and brother are arguing over who gets the last slice. Your sister knocks your brother off the kitchen chair. He gets up and pulls her hair, yelling "It's MY pizza!" They don't have your superpowers. What can you do? **Here are your options...**

1. Use your super voice to yell at them to stop. You eat the last piece of pizza in front of them as punishment. *(Now they both jump on you while you are still chewing. Everyone gets in trouble!)*
2. Use your strength to separate them and make them sit across the table from each other. Divide the last piece evenly between them. They get their half once they apologize to each other. *(This seems to work! They are both happy and your parents are happy that you are a peacemaker!)* ***– Give yourself an "O"***
3. Have them play rock, paper, scissors for it. The loser will be hangry. The winner will gloat. *(It might be fair, but it's not equal. It also can cause hard feelings before bedtime that can last into the next day.)*
4. You use your super voice to say, "I'm telling Mom!" There is a last grab by everyone for the pizza, but Mom takes everything on the table and throws it in the trash. *(Now no one is happy, everyone is in trouble, and the pizza is gone.)*

Discuss with your students:

- Which of your superpowers did you use the most?
- How did you feel in these situations when you knew you could help someone?
- Did anyone get all the letters? Three? Two?
- Did your opinion of someone change when they chose to bully or show kindness?
- Even though you can't fly, can you still use your eyes and ears to recognize when someone needs help?

The Visionary Superhero



What Should You Do?

Supplies Needed:

- Scenarios sheet *(included)*

Activity:

Sometimes we may be unsure if someone's behavior is bullying or not. Bullying is any unwanted behavior that hurts physically or emotionally, is repeated, is one-sided, and is unfair.

Directions:

Read the following scenarios and ask students to share how they would respond in each situation. Students may have fun acting out their responses as well.

Discuss with your students:

- Was it easy to think of what you should do when it came to these scenarios?
- Which scenario do you think was the hardest for you to figure out?
- Is it always easy to do the right thing?
- Why is it hard to stand up to bullying?

What Should You Do?

Scenarios:

1. In the middle of the school year, a new student named John joins your class. After a few days, it's obvious your classmates aren't being very nice to him. One day during group activities, you see that John is being left out on purpose. One student is even going up to your other classmates to say, "Hey, don't let John join your group." This really bothers you and you want to invite John to join your group, but you're worried that other classmates may exclude you as well. What should you do?
2. You are playing your favorite computer game and receive a message from someone you go to school with, but who is not your friend. The message says, "Seriously, what makes you think you should be on this game, why do you even bother playing?" You're not sure if the person is joking or sent the message to the wrong person, so you don't say anything back and sign off. While you're playing the game the next day, the same person sends you another message saying, "You're the worst player. You should delete your account." What should you do?
3. The most popular girl at school thinks it is fun to tease you every chance she gets. You are afraid she's going to hurt you, and you're starting to hate school. What should you do?
4. You're invited to a party but your friend isn't. At the party, some of the kids make jokes about your friend and laugh at them. What should you do?
5. You hear that someone you thought was a friend has been spreading a cruel and untrue rumor about you. What should you do?
6. Someone shoves you and wants to fight you. They keep doing it every day. You want to stick up for yourself, but you do not want to get into a fight. What should you do?
7. Everyday your classmate gets made fun of because of the way they talk. You know it isn't okay but you are nervous that classmates would make fun of you if you speak up to defend them. What should you do?
8. You started basketball and one of the star players keeps making fun of the new kid on the team. After a game, they threw the ball at the new kid and called them names in front of everyone. You know it is wrong and you want to tell someone, but you don't want to lose playing time because the star player won't give you the ball if they find out you reported them. What should you do?
9. A mean text is going around about a classmate. Your best friend told you to forward the texts to more people. What should you do?

Kindness Bingo

Supplies Needed:

- Bingo card *(included)*

Activity:

Have fun challenging your child(ren) to share random acts of kindness with others.

Directions:

Give your child(ren) a copy of the Bingo card. Explain this is a challenge to your child to share random acts of kindness with others and the Bingo card will help them keep track of all the kind things they do.

When a kind act is completed, have your child(ren) mark the corresponding box with an "X". Once a row of horizontal, vertical, or diagonal boxes has been marked, they have a "bingo"!

You may wish to establish a prize or two for bingos! *(e.g.: an extra 15 minutes of screen time, getting to pick the menu for dinner, etc.)*

Discuss with your child(ren):

- Why did you pick the random acts of kindness you did?
- Was it hard to remember to be kind to others? Why or why not?
- Do you have to be friends with someone to be kind to them?
- What are ways you can be kind to yourself?

Source: pbskids.org/parents/printables/kindness-bingo

Kindness Bingo

Into the Cloud

Supplies Needed:

- "Into the Cloud" videos: https://www.missingkids.org/netsmartz/videos

Activity:

"Into the Cloud" is a fun and entertaining tool for discussing and practicing respectful, safe behavior in the digital learning environment.

Directions:

With your child(ren), watch the "Into the Cloud" video series. You can either watch the series in its entirety or one episode at a time with discussion in-between.

Entire Series: (29 minutes, 30 seconds) https://youtu.be/GOmShc25g08
Episode 1: Enter Badromeda (5 minutes, 15 seconds) https://youtu.be/BGzhS4LHwAI
Episode 2: TMI (5 minutes, 35 seconds) https://youtu.be/d3rE2mhIHTc
Episode 3: Rocket Bike (5 minutes, 24 seconds) https://youtu.be/PFzWgpm3Nik
Episode 4: Fact or Fake? (5 minutes, 30 seconds) https://youtu.be/JfLYxjSWbxU
Episode 5: Checking In (4 minutes, 30 seconds) https://youtu.be/98VpqHyVilM
Episode 6: Finding Vera (7 minutes, 14 seconds) https://youtu.be/G6rLKUl6Ea8

Discuss with your child(ren):

Use these discussion questions after watching the previously listed videos.

Episode 1

- What is one example of cyberbullying you saw in the episode?
  Answers: People send photos of Nettie and Webster around that they've changed to make them look bad. People send mean messages about Nettie and Webster's big feet. People send other mean messages about Nettie and Webster and whisper about them on the street.
- How do you think Nettie and Webster felt when they saw they were being cyberbullied?
  Answers: Sad, angry, confused.
- Why do you think people cyberbully others?
  Answers: People who like to be in control and like to have power over others bully. They may have learned the behavior through aggressive family interactions, peer interactions, video games, tv/movies, etc.

Into the Cloud

Episode 2

- What information about himself did Zion need help keeping private?
  Answers: His name, his pictures (and of his friends), potentially the name of his school, his buttons and badges about his life.
- What were some of the ways Nettie and Webster stay safer online?
  Answers: They only share online with people they've met face-to-face. They keep their accounts on private so that people must send a request to see their information.
- What are some of the reasons people may try to trick you online?
  Answers: Sometimes people do it to bully. Sometimes people you meet online try to meet you face-to-face. Sometimes people online will try to get you to send them some pictures.

Episodes 3 & 4

- What are Nettie and Webster's suggestions for dealing with a cyberbully?
  Answers: Block the user; report the bullying to the website or app; save the messages; tell a trusted adult about what's happening.
- Who are some examples of trusted adults mentioned in this episode?
  Answers: A coach, a teacher, parents. Stella is hesitant to tell her parents about what's happening because she thinks they might get mad at her for being on her phone so much. That's why Webster suggests some other trusted adults she can talk to. You always have options when it comes to finding help.

Episodes 5 & 6

- In the beginning of episode 5, something happens while Webster is on the computer and he goes to Bruce for help. What happened?
  Answer: He misspelled something online and accidently saw something that he didn't want to see. He needed help getting off the site and getting to the right page.
- What did Renard the Biker do to try to "make friends" with Nettie and Webster and get them to join his biker crew?
  Answer: He tried to make them feel like they'd had the same experiences travelling. He complimented them. He promised them they'd have fun.

Into the Cloud

- After Nettie and Webster leave Renard and the bikers, they realize that there were some things that just weren't quite rite about Renard and his crew. They gave Nettie a bad feeling. What were some of the things about Renard that made Nettie and Webster uncomfortable?
  Answer: The bikers had only known Nettie and Webster a short time before asking them to join their crew. They were all a lot older than Nettie and Webster.
- What did Nettie and Webster do after they left Renard and the bikers?
  Answer: They told a police officer about what happened.

Source: www.missingkids.org

Kindness Cards to Self

Supplies Needed:

- Index/note cards
- Pens/marker
- Stickers *(optional)*

Activity:

In order to be kind to others, we must first be kind to ourselves. Starting each day with a positive message to ourselves helps set the tone for a good day for everyone.

Directions:

Using index/note cards, create 5–10 positive self-talk cards for use each morning. Each statement must be present tense, empowering, and kind to yourself. *(Example: "I am a terrific public speaker.")* Keep the cards next to your bed and read them aloud every morning throughout the entire week!

Discuss with your child(ren):

- Was it difficult to think of positive messages? Why or why not?
- Would it have been easier to think of positive messages for another person?
- Why is it important to keep positive thoughts in our minds?
- Check back in after a week and ask:
  - How did it feel to read a positive message every day?
  - Did the message make a difference in your mood or the way your day went?

Source: The Random Acts of Kindness Foundation @ www.randomactsofkindness.org

Lend a Hand

Supplies Needed:

- Blank piece of paper or "Lend a Hand to Stop Bullying" handout *(included)*
- Writing utensil

Activity:

Use this activity to talk with your child(ren) about how they could lend a hand and stop bullying.

Directions:

Start by tracing your child(ren)'s hand on a blank piece of paper or use the "Lend a Hand to Stop Bullying" handout included.

In each finger of the hand, write one thing they can do if they see someone being bullied.

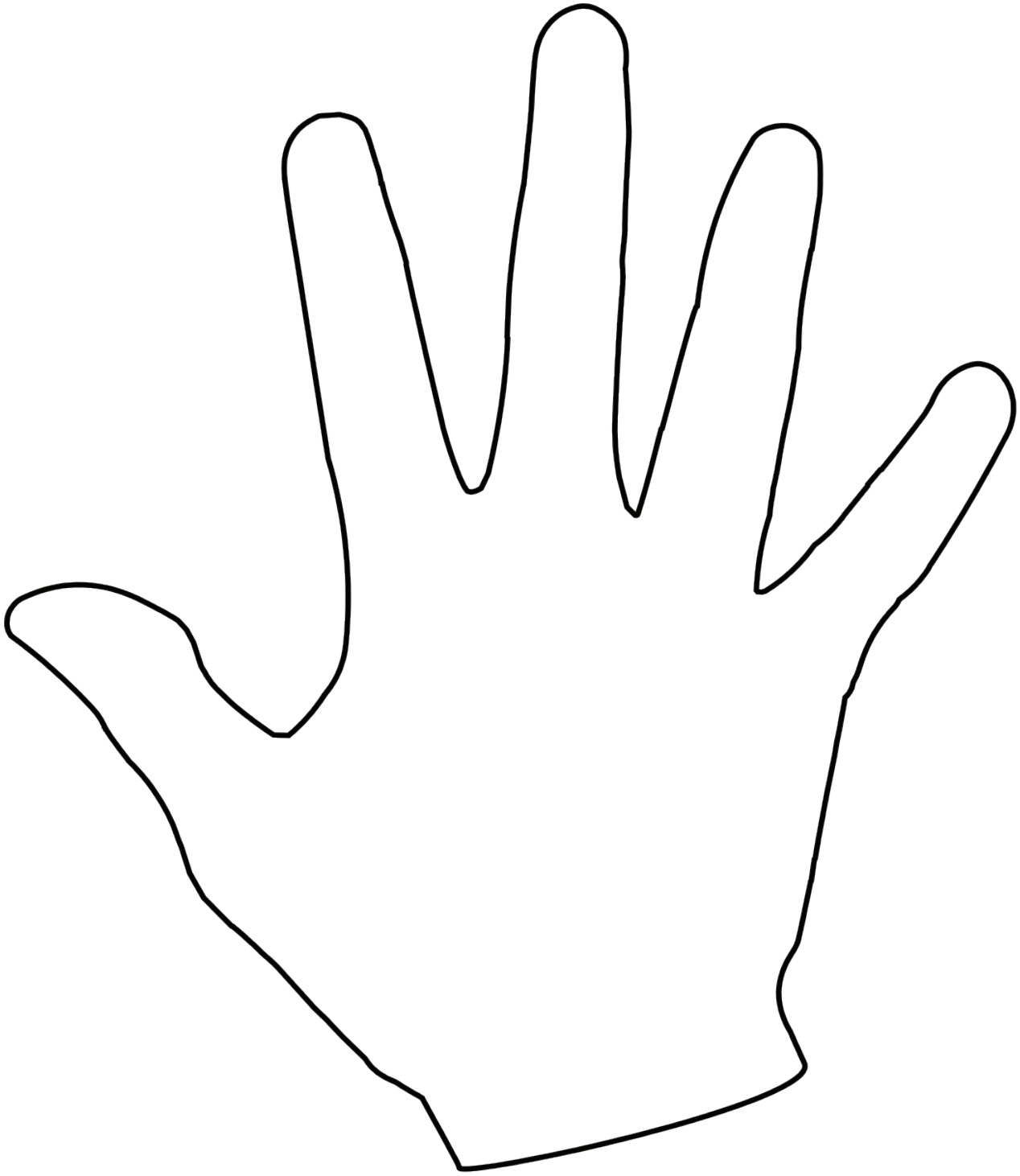
Child(ren) can also use the free space around the hand to write additional ideas or draw pictures of things that would be helpful.

Discuss with your child(ren):

- Why did your child(ren) think the ideas they wrote would be helpful?
- What kind of voice and words would they use to refuse bullying? Practice what they would say and how they would say it to increase confidence in their ability to be a helpful bystander.
- Who can you report bullying to?

Source: The Random Acts of Kindness Foundation @ www.randomactsofkindness.org

Lend a Hand



My Puzzle Pieces

Supplies Needed:

- Puzzle sheet
- Crayons/markers

Activity:

This activity is designed to boost your child(ren)'s self-esteem which can help them be more resilient when faced with bullying behavior.

Bullying is behavior that is hurtful, one-sided, unfair, and repeated. Remind your child if bullying is happening, it should be reported as soon as possible.

Directions:

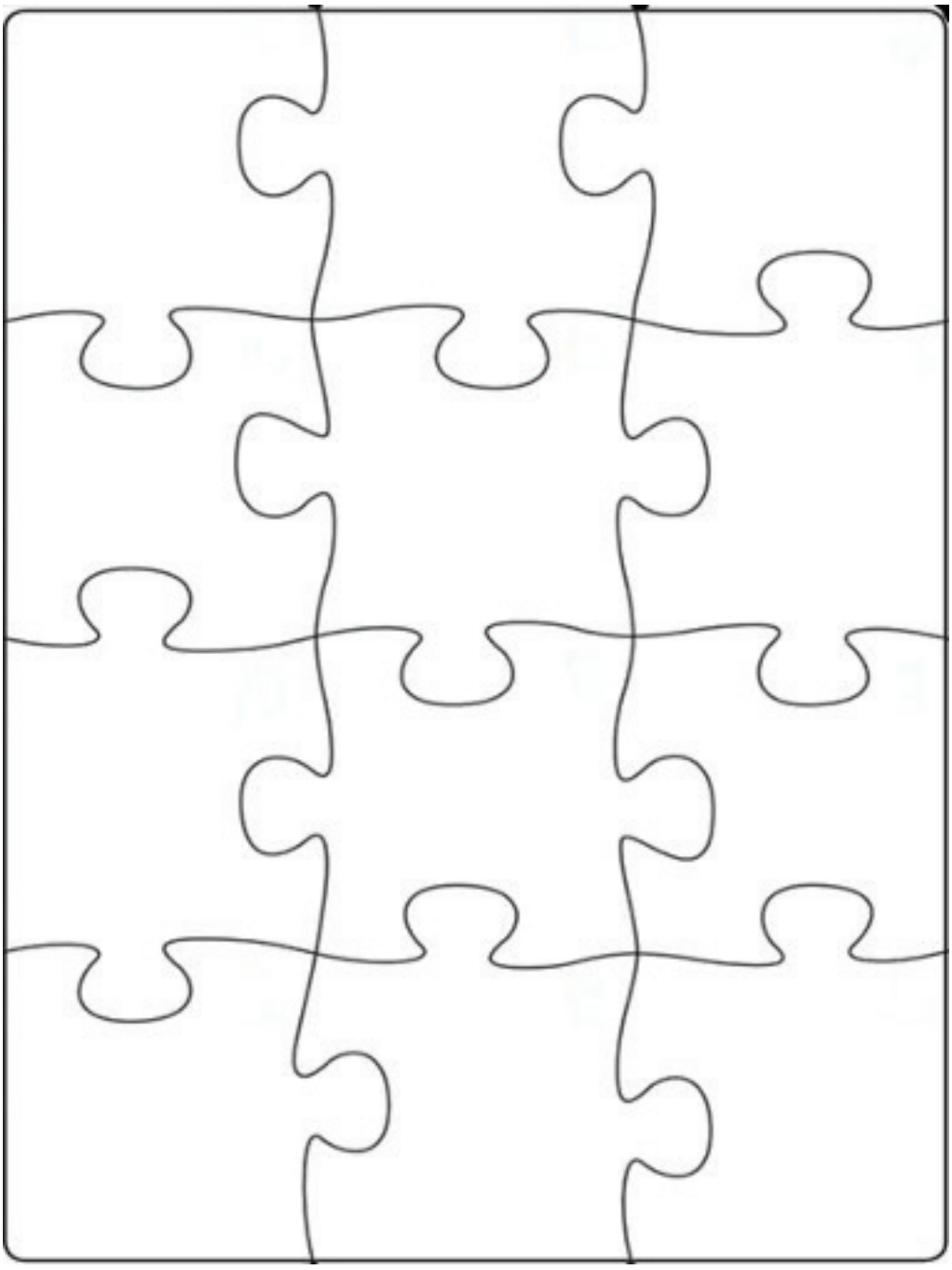
Provide a puzzle sheet for each child. Ask your child to write or draw one thing they love about themselves in each puzzle piece.

Discuss with your child(ren):

- What did you draw on your puzzle pieces and why?
- Does everyone have the same things on their puzzle pieces?
  - What is the same? What is different?
- Are differences good or bad? Why?
- Was it hard to think of things you love about yourself?
- How would it feel if someone bullied you about something you really love about yourself?

Discuss how all the pieces of their puzzle make them who they are. If someone tries to make another person feel bad or bullies them, it is like they are trying to take a piece of their puzzle away. Encourage your child to be proud of their unique characteristics — their puzzle pieces!

My Puzzle Pieces



Nice Neighborhood

Supplies Needed:

- Art supplies *(optional)*
- Household objects
- Your beautiful smile

Activity:

Completing random acts of kindness helps make our world a better, happier place. When we brighten someone's day, we create happiness not only for others but for ourselves as well.

Directions:

As a family, brainstorm ways to infuse a little kindness into your neighborhood/community. Are there spots that could use a little lift? Maybe people who would benefit from a kind word or deed?

Think about simple ideas: chalk messages on the sidewalk or driveway, hearts on mailboxes, uplifting notes on doorsteps. The sky's the limit — we could all use some unexpected kindness these days!

Discuss with your child(ren):

- What was fun about completing the random act of kindness in your neighborhood?
- Did it matter to you if you saw the reaction of the recipient of the random act of kindness? Why or why not?

Source: The Random Acts of Kindness Foundation @ www.randomactsofkindness.org

Random Acts of Kindness Collage

Supplies Needed:

- Internet access, Google Docs or other word document app OR magazines
- Scissors
- Glue stick

Activity:

Completing random acts of kindness helps to make our world a better, happier place. It not only brightens the recipient's day but has a positive effect on our outlook too! This activity is a creative way to spark ideas about things you can do in your community to spread kindness.

Directions:

Find images that represent random acts of kindness (RAK). Do not include any images that include people. Your challenge is to record acts using only pictures of objects.

Create a collage in google docs and label each act OR find images in magazines and cut them out and glue to a sheet of paper. Share your creation with family members and challenge one another to complete a RAK included in your collage this week!

Discuss with your child(ren):

- What was difficult but fun about completing this challenge?
- Which random act of kindness do you think will be the hardest to complete? Why?
- Which random act of kindness do you think will be the easiest to complete? Why?

Source: The Random Acts of Kindness Foundation @ www.randomactsofkindness.org

Sending Kindness

Supplies Needed:

- Kindness scales *(attached)*

Activity:

Being kind online or through technology is just as important as in person. Cyberbullying has long-lasting negative effects and is equally as hurtful as face-to-face bullying, if not more so. Remembering what we send or post is permanent and far-reaching; re-reading before sending and thinking of how the other person might feel to read what we sent will help keep us on track to being a 10 on the kindness scale!

Directions:

Do you text, email, or play live online games? If so, how do your words and actions demonstrate kindness? Rate yourself on a scale of 1–10 in each of the following situations. (1 being completely mean and 10 being exceptionally kind.) Next, pick one area to increase your kindness level.

Discuss with your child(ren):

- How did you decide what to rate yourself?
- Which area did you pick to increase your kindness level? Why?
- How do you plan on increasing your kindness level in the area you chose?

Source: The Random Acts of Kindness Foundation @ www.randomactsofkindness.org

Sending Kindness

Rate yourself! 1 being completely mean and 10 being exceptionally kind!

1. When texting a family member or friend, my kindness level is:

1 2 3 4 5 6 7 8 9 10

2. When playing a live online video game, my kindness level towards other players is:

1 2 3 4 5 6 7 8 9 10

3. When posting on social media (video, picture, chat, etc.), my kindness level is:

1 2 3 4 5 6 7 8 9 10

4. You're late and rushing around looking for your basketball when you get a text from your best friend asking where you are and to remember not to bring your friend Matthew along because he's always ruining the game. What kindness level would your response be?

1 2 3 4 5 6 7 8 9 10

Sending Kindness

5. When playing a video game, over your headset you hear another player repeatedly make fun of another player's screen name and the way they play the game. You can tell this is hurtful to the other player.

1 2 3 4 5 6 7 8 9 10

6. You see that your friends took an embarrassing picture of a new person in your grade and are sending it around through Snapchat and Instagram for everyone to laugh at. This isn't the first time your friends have done this to the new person.

1 2 3 4 5 6 7 8 9 10

Resources

Pacer.org

Stopbullying.gov

Educatorstechnology.com

Tolerance.org

Enough.org

Commonsense.org

Createnohate.ie

Youtube.com

center *for* prevention *of* abuse.

309.691.0551 | 1.800.559.SAFE (7233)
www.centerforpreventionofabuse.org