COUNTDOWN TO UNITY IN 2021

OCTOBER 2021

BULLYING PREVENTION MONTH TOOLKIT

center *for* prevention *of* abuse.

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INTRODUCTION

This year's theme focuses on uniting school communities through recognizing bullying, cyberbullying, and the importance of our actions as an active bystander or trusted adult to help create a safe and peaceful environment for everyone.

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

Technology plays such a big role in our daily lives in helping us connect with others in an instant. While technology is usually a convenient, fun way to socialize with others, having the ability to remain anonymous and connect with anyone, anywhere, and at any time can lead to cyberbullying. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else *(stopbullying.gov)*.

We hope this toolkit helps you unite your students to be part of the solution to bullying!

PreventEd: Bullying Program

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

Our *PreventEd: Bullying* programming focuses on social and emotional learning and development in the areas of respect and empathy, emotion management, communication, problem solving, peaceful conflict resolution, overall bullying prevention, and bystander intervention.

Programming is available for grades K–8 once weekly for 12 weeks in 30–45 minute sessions.

PRAISE FOR CFPA

What do educators say about the *PreventEd: Bullying* program?

"We have been able to use what they have learned as a reference when dealing with the many problems that happen/occur during the school day. I, as a teacher, was able to use the tools that were presented as well!"

"We have used what we have learned to help us report bullying."

"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."

"I have more students understanding what is and isn't bullying."

"Very engaging! Gets the kids up and moving and discussing topics they don't otherwise get to share about very often."

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

"This program gave a variety of examples that kids could relate to. These examples helped tremendously."

"There have been more acts of kindness. I have had several students report bullying and use positive talk to resolve situations themselves. Students have been more empathetic toward each other.

"I've seen some students taking the necessary steps to handle a bully respectfully."

BULLYING DEFINED

Bullying

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

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*).

SCHOOL-WIDE INITIATIVES

Mix It Up at Lunch Day – Tuesday, October 19, 2021

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 20, 2021

Show that your school is UNITED for kindness, acceptance, and inclusion by making it ORANGE to make bullying end! Come together in one giant ORANGE message of hope and support, WEAR & SHARE ORANGE to color our nation, and even the world, visibly showing that our society believes that no child should ever experience bullying *(pacer.org)*.

Additional Ways to Show Your School is United Against Bullying:

Kindness Landscaping: Have students paint rocks with inspiring messages of kindness. Place the rocks around school grounds as landscaping decoration (or for other students to randomly find), creating a visual reminder of the importance and ripple effect of kind words *(pacer.org)*.

Unique Unity Mural: Create a mural for the classroom or school hallway that is symbolic of unity. The mural could be each student draws a picture, writes a poem or story that depicts the importance of kindness, acceptance, and inclusion or a photo of each student along with a short statement from them about why it is important to be together against bullying. A fun, interactive way to bring your school or classroom together against bullying *(pacer.org)*!

FACTS & STATISTICS

REFUSE — REPORT — SUPPORT

REFUSE

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

When bystanders intervene, bullying stops within **10 seconds!** *(pacer.org)*

REPORT

Students are encouraged to talk to a trusted adult if they are experience bullying. Teachers have the ability to step in and intervene as that trusted adult to help stop bullying.

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 *(Davis & Nixon, 2010; pacer.org)*

Students reported that the ***most harmful*** things teachers can do are: tell the student to solve the problem themselves, tell the student that the bullying wouldn't happen if they acted differently, ignored what was going on, or tell the student to stop tattling *(Davis & Nixon, 2010; pacer.org)*

SUPPORT

Students who experience bullying are more likely to find peer actions helpful than educator or self-actions *(Davis & Nixon, 2010; pacer.org)*. Victimized students reported the following **bystander strategies that made things better:**

SUGGESTED ACTIVITIES

Them Diagram

Grade level: All ages
Time: 30–45 minutes
Supplies needed: writing utensil, piece of paper

Today's activity will help us discover we are all different in our own way, but we are also very much alike in a lot of ways.

Activity:

Pair students suggestion: pair students that aren't good friends with each other or don't usually work together. Have students create a "Them Diagram" based off the principle of a Venn diagram.

On the piece of paper, students should draw two large interlocking/intersecting circles. The circles should then be labeled with each student's name for reference. In each circle, students should list five to ten items about themselves that are different from their partner. The middle, intersecting area should be a list of their similarities.

Some examples for finding connections are:

- Sports/activities/skills they are good at or enjoy
- Places they have been/visited
- Dreams & goals
- Siblings *(oldest/middle/youngest)*
- Favorite free time activities *(video games/reading/dancing)*

Discussion:

- Did anyone learn something about their partner today that they did not know?
- Did anything your partner write surprise you?
- Did anyone learn they are more alike than different from their partner?

Wrap-Up:

When we embrace not only our similarities, but also our differences, we make our school and classrooms stronger and more enjoyable to be part of. We create a community that is united in acceptance and diversity.

SUGGESTED ACTIVITIES

"What Would I Do?"

Grade level: Elementary
Time: 30 minutes
Supplies needed: bullying scenarios *(following page)*

Activity:

Read the scenarios to the class *(choose several that are appropriate for your class and grade level).*

Once a scenario is read, ask students to choose from the following strategies:

- Stand up if they would 'take a stand' against the bully
- Sit on their desk if they would ask for help from a trusted adult
- Remain seated in their chair if they are unsure of what they would do in the situation

Discuss:

Remind students that bullying is defined as hurtful, repeated, one-sided, and unfair behavior. A person who witnesses something happening is called a bystander.

Bystanders to bullying situations have a lot of power. More than half the time, when a bystander lends a helping hand, it stops the bullying within 10 seconds!

After each scenario:

- Ask students who are standing what they would do or say in the situation.
- Ask students who are sitting on their desk who they would tell to ask for help.
- Inquire from those who remained seated what made them choose that strategy.

SUGGESTED ACTIVITIES

"What Would I Do?" Bullying Scenarios

1. During group work, you see the same kids telling another classmate that she's not smart enough to work with their group.
2. Often during lunch, you see a group of boys call a classmate's food smelly and refuse to let them sit at their table.
3. Recently, you have seen an older girl trying to trip one of your classmates in the hallway on purpose.
4. On the bus ride to school, you see some older kids threatening to beat up a younger kid if they don't move and sit where they want them to.
5. Almost every day, you see two boys teasing another boy about the way he looks and talks.
6. At recess, you see some kids laughing and throwing the basketball at another boy's head.
7. When you go online after school, you notice a classmate has posted mean and hurtful things about your friend. You know it will make your friend embarrassed and sad.
8. You notice there is always one student who is left out of activities at recess.
9. Your friend has been making rude comments about another classmate whenever they walk by.
10. Your friend tells you that a person in their class has been sending them text messages after school calling your friend mean names and making fun of the clothes they wear. They threaten to hurt your friend if they tell someone about the text messages.

SUGGESTED ACTIVITIES

"What Would I Do?"

Grade level: Middle School
Time: 30 minutes
Supplies needed: bullying scenarios *(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?

Discussion:

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

No Bully Bingo

Grade level: Life Skills and Special Education
Time: 30 minutes
Supplies needed: calling cards *(one set attached — print and cut, may be laminated for durability)*, bingo cards *(three versions attached — print enough for group, may be laminated for reuse or durability)*, bingo markers or chips

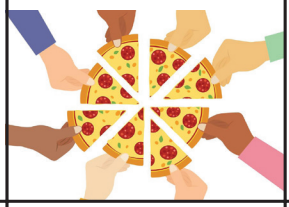
Directions:

1. Call out the action in the first box, read the description in the second box while students are marking their cards. Students may have questions or comments. Discussion is welcome.
2. Play corners, play cover all, play any or all variations according to the regular rules of Bingo, but everyone is a winner in this game.

Source: https://bullyingnoway.gov.au/NationalDay/ForSchools/ClassActivities

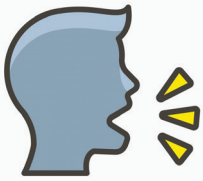
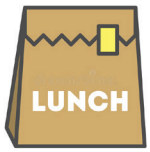
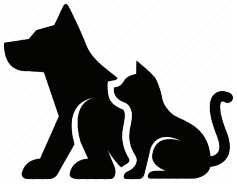
SUGGESTED ACTIVITIES

"No Bully Bingo" Calling Cards

"NO"	It is okay to say, "No!" if you don't want to do something. No one should make you do things that are hurtful or bad for you. That is bullying.	**Handshake**	Many people shake hands when they meet. Shaking or holding hands usually does not hurt. If someone shakes your hand too hard, tell them to go easy or tell someone you trust!
	Playing fair means that everyone is included and gets a turn. Everyone plays in an honest way and shows good sportsmanship.	**Ask for Help**	It is okay to ask for help when we need it. No one should make fun of us for trying to learn something new or needing help.
High Five	A lot of people high five, but it can hurt if someone is too strong. Ask the person to go a little easier! If that doesn't work, tell someone you trust. High fives should not hurt.	**Speak Up for Someone**	If you see someone being bullied or hurt, you can speak up for them. You have the power to be a positive bystander and a good friend.
Ask a Question	It is okay to ask questions. We all ask questions to help us learn and gain information.	**Help Someone**	It feels good when we can be helpful to someone. It is an easy way to show kindness and that we care.
Tell an Adult	If something doesn't feel right to you, it is a good idea to talk to an adult you trust.	**Share** 	It feels great to share things with friends. Sharing is different than someone taking things from you. If a person takes things from you without permission, tell a trusted adult.
Compliment	Compliments can be about you, your actions, or your work. Compliments should feel good.	**Take Turns**	When we play games, each player takes a turn. Your turn, my turn! Your turn, my turn! If you don't get a turn, it is okay to say, "It is my turn!"

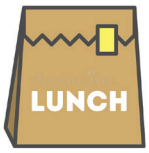
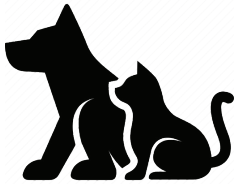
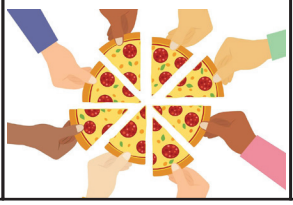
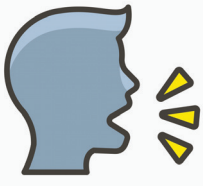
SUGGESTED ACTIVITIES

"No Bully Bingo" Calling Cards

Fist Bump	A lot of people fist pump to say, “Hi!” or “Congratulations!” but it can hurt if someone is too strong. Ask the person to go a little easier! Fist bumps should not hurt.	**Talk to a Group** 	It is great to be heard and recognized when we speak in front of a group. People should not use words that hurt or call names. We deserve respect.
Eat Lunch with Someone 	If you see someone sitting alone at lunch, ask if you can join them. You may make a new friend and help that person have a better day. Kindness is awesome.	**"PLEASE STOP"**	It is important to let others know what our boundaries are. If someone is doing or saying something that crosses your boundaries, this is a clear way to tell them you do not like it.
Feel Safe	We should feel safe in our home, at school, and places we go! If you feel afraid of someone in these places, please tell an adult you trust.	**Support a Friend**	We can show support and be a good friend when others need help. We can be encouraging when friends feel down. If a friend reports bullying, we can go with them.
"YOU ARE MY FRIEND"	These are powerful words. It sets a boundary and lets other people know very clearly how you feel about them. It can also show support.	**"I CAN HELP"**	We can offer help or kindness to people. If we see someone struggling, we have the power to step in and make the situation better.
Work Together	Working together can be fun! Both people cooperating to do chores can be fun. Many people work together each day.	**Include Someone**	We can be inclusive of others in classes, games, activities, and discussions. If they are being left out or ignored, that could be bullying. Tell someone you trust.
Join a Team	If you want to join a club, you can do that! No one should be able to keep you from joining if you want to do that. Need help? Tell someone you trust.	**Help with Pets** 	We can be kind to animals just like we are kind to people. We can offer to walk the dog or brush the cat, or even pet sit for someone.

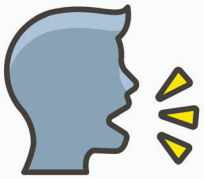
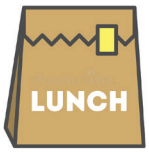
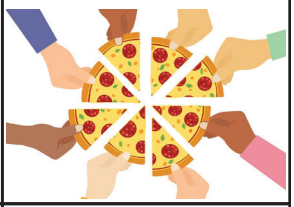
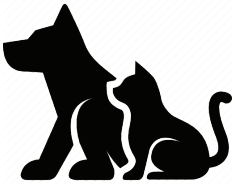
SUGGESTED ACTIVITIES

"No Bully Bingo" Card #1

"NO"	Handshake	Take Turns	Eat Lunch with Someone 	Work Together
	Ask for Help	"PLEASE STOP"	Support a Friend	Include Someone
High Five	Speak Up for Someone	FREE	"I CAN HELP"	Join a Team
Ask a Question	Help Someone	Fist Bump	Compliment	Help with Pets 
Tell an Adult	Share 	Talk to a Group 	Feel Safe	"YOU ARE MY FRIEND"

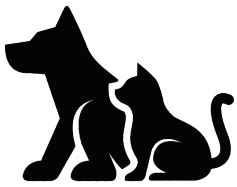
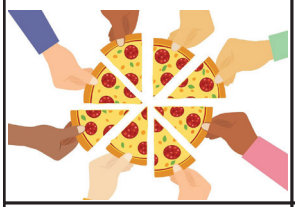
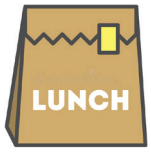
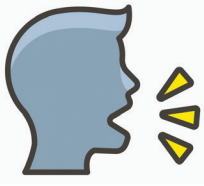
SUGGESTED ACTIVITIES

"No Bully Bingo" Card #2

Support a Friend	"I CAN HELP"	Ask a Question	Talk to a Group 	
"NO"	Tell an Adult	Ask for Help	Eat Lunch with Someone 	Share 
Handshake	High Five	FREE	Work Together	Feel Safe
Speak Up for Someone	Take Turns	"PLEASE STOP"	Help Someone	Compliment
"YOU ARE MY FRIEND"	Join a Team	Fist Bump	Help with Pets 	Include Someone

SUGGESTED ACTIVITIES

"No Bully Bingo" Card #3

Compliment	Include Someone	High Five	Ask for Help	Take Turns
"YOU ARE MY FRIEND"	Help with Pets 	Support a Friend	"NO"	Fist Bump
Help Someone	Ask a Question	FREE	Join a Team	"I CAN HELP"
Share 	Tell an Adult	Handshake	Work Together	
Speak Up for Someone	Eat Lunch with Someone 	"PLEASE STOP"	Support a Friend	Talk to a Group 

SOURCES

Pacer.org

Stopbullying.gov

Tolerance.org

Enough.org

https://bullyingnoway.gov.au/NationalDay/ForSchools/ClassActivities

National Center for Educational Statistics: https://nces.ed.gov/