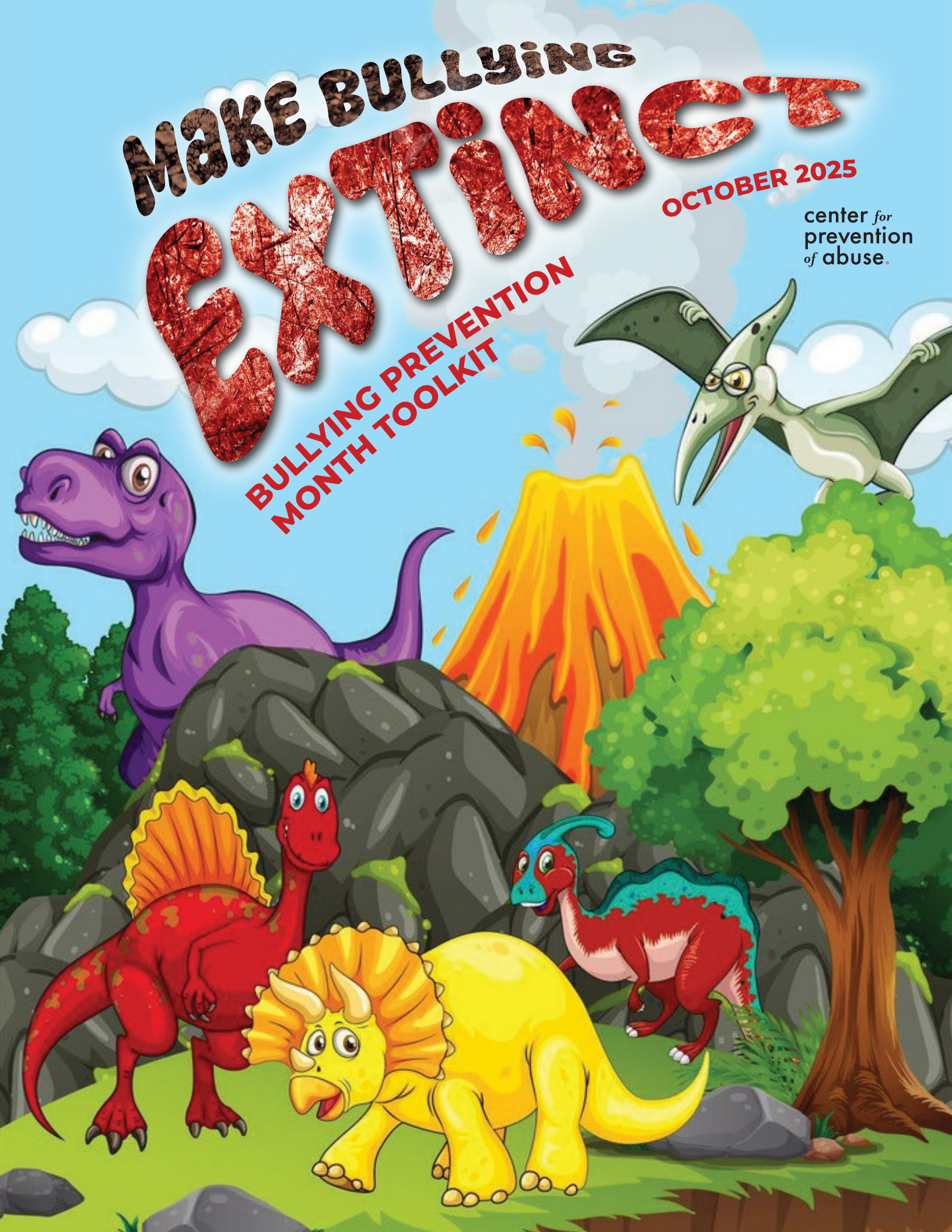
MAKE BULLYING EXTINCT

OCTOBER 2025

center for prevention of abuse.

BULLYING PREVENTION MONTH TOOLKIT



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

To schedule programming, please contact Jill Fuller at (309)-691-0551 ext. 1245, or email at *jfuller@centerforpreventionofabuse.org*.

PRAISE FOR CFPA

“I love PreventEd: Bullying program. This program enables students and staff to use universal vocabulary when dealing with social-emotional needs.”

“They have become better at problem solving on their own and using their own voice, but also distinguishing when the right time to report is”

“Students are now confident how to react when bullying takes place.”

“Great program and instruction, was engaging for kiddos.”

“When they get upset, I have seen deep breaths vs outburst of emotion.”

“Thank you for always being so positive and friendly to students. Your lessons were age-appropriate and engaging.”

“I have witnessed various conversations by the student’s involving techniques, terms, and anti-bullying protocols taught during sessions.”

STUDENT FEEDBACK

ELEMENTARY STUDENT FEEDBACK

”I learned I should not avoid somebody getting bullied and help them.”

“We learned how to prevent (or stop) bullying.”

“Communication helps problem solve.”

“Controlling my emotions can help stop conflict.”

“It’s not nice to be rude to someone who is rude to you because that just spreads it.”

“It is important to report cyberbullying.”

MIDDLE STUDENT FEEDBACK

“At lunch when I wanted to have a friend group you told us how we could start a conversation and thanks to you I have a great friend group.”

“When I was playing a video game someone was saying mean things so I reported them to get their account banned to not do it again.”

“When someone was getting made fun of I told the teacher and also supported her by using empathy and saying kind words.”

“I have stopped to take deep breaths and listen to my friend so we don’t get into conflict.”

“I have a hard time calming down and this taught me what to do.”

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)

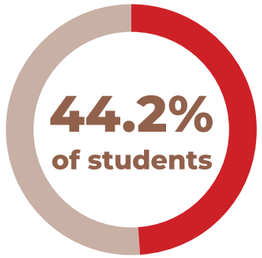
FACTS & STATISTICS

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.

1 out of every 5 students
reports being bullied.

1 in 5 tweens (9–12 years old)
has been cyberbullied, cyberbullied others, or seen cyberbullying.

Across the US,



reported notifying a trusted adult about bullying.

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

Relational bullying
(e.g., ostracization, verbal attacks, and spreading of rumors), as opposed to physical bullying **has the greatest effect on student academic motivation.**

Sources:

Centers for Disease Control and Prevention, 2025

National Center on Safe Supportive Learning Environments, 2024

Patchin & Hinduja, 2020

McCallion & Feder, 2013

National Center for Education Statistics, 2022

International Journal of Environmental Research and Public Health, 2021

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 22, 2025

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)*.

Kindness Dinosaur Trail

Have each student and staff member write an act of kindness they have done or plan to do on a paper dinosaur footprint. The footprints are then linked together to create a "dinosaur trail", which can be displayed in a hallway as a visual reminder that small acts of kindness connect the entire school and help make bullying extinct *(2024 National Bullying Prevention Month | Connections Academy®)*.

SUGGESTED ACTIVITIES *(ELEMENTARY)*

Video and Discussion

Topic: Kindness

Grade: K – 4th

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)*

Anti-Bullying Bracelets

Topic: Spreading Kindness

Grade: 2nd – 4th

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 an anti-bullying pledge on the strip. After everyone is done writing their message, attach the paper to each student's wrist using tape or a stapler. Encourage students to take a pledge to end bullying; make bullying extinct!

SUGGESTED ACTIVITIES *(ELEMENTARY)*

Orange Tree Game

Topic: Bullying

Grade: K & 1st

Time Needed: 30–45 minutes

Supplies Needed: Computer access

Link: *https://childrenswi.org/elearningcenter/topics/bullying-prevention/orangetree*

Activity: The Orange tree game is a question and answer game that checks students' knowledge on bullying, friendly behaviors and tattling and telling, while allowing them to have fun. Students will click the spinner and answer a question. If they answer correctly they earn that number of oranges. Students then can click on the oranges they want to pick from the tree and watch the number in the bucket climb. Correct answers allow students to add oranges, while incorrect answers end their turn. In order to win, students must collect 10 oranges in the bucket *(2024 Children's Wisconsin)*.

Comprehensive Lesson Guide can be found at *https://childrenswi.org/-/media/elearning/orangetree2/documents/orange-tree-educator-guide.pdf*

Debrief with students by asking what they learned, talking about what bullying is, and who they can report to.

SUGGESTED ACTIVITIES *(MIDDLE)*

Video and Discussion

Topic: Bullying

Grade: 5th – 8th

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 minutes

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 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: 5th–8th

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: Ethan was giving a presentation in front of his entire English class when his voice cracked. Emma secretly recorded it on Snapchat and posted it with the caption "LOL listen to this." By lunch time everyone was sending, reposting, and laughing at the video. Ethan felt humiliated and wanted to hide from everyone. What is something you could do as a bystander to help Ethan?

Scenario 2: Taylor was scrolling through TikTok after finishing her homework when she came across a video made by some of her classmates in her school's gym. The group of students were stealing Eric's *(another one of her classmates)* belongings from his backpack saying mean things like, "No wonder you smell so bad, your stuff is gross!" and "Go take a shower!" Taylor knew Eric's family well, and they were going through some tough times right now. What could Taylor do in this situation to be a good bystander?

Scenario 3: Isaac and his friend Maddie were walking through the hall together. Isaac knows that Maddie's family is not always able to buy her the newest, nicest clothing for school. A group of girls passed Maddie and were making fun of her "fake" Nike shoes, her old clothes, and calling her poor. The girls wanted Isaac to laugh along, as he also has nice, name-brand clothes. What can Isaac do/say as a bystander to help his friend Maddie?

Scenario 4: A group of older students on the football team were attending try-outs to make the varsity team. Another, younger, smaller student named Mikey and his friend Jared also attended and wanted to make the team. After try-outs ended, the boys followed Mikey off the field, pushed him to the ground, and called him weak and scrawny. They threatened Jared that if he told anyone, they would make sure he wouldn't make the team. What could Jared do to help his friend Mikey?

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)*

Me Too!

Topic: Kindness

Grade: 5th–8th

Time Needed: 20–30 minutes

Supplies Needed: None

Activity: Have the students stand by their desks. Have one student start by sharing something they like to do in their free time. If anyone else in the room likes that activity as well, they move to stand by the student who shared, and they say "Me too!" Go around the room until everyone has gone. Students can move around group to group and are encouraged not to stay in one place. If they hear something they also like to do, they can switch to that group.

This activity is meant to show similarities and help students find common interests they share with each other.

SUGGESTED ACTIVITIES *(HIGH SCHOOL)*

Video and Discussion

Topic: Respect

Grade: 9th–12th

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 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 could 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)*

Human Chain

Topic: Common Interests

Grade: 9th–12th

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)*

Classmate Interview

Topic: Respect

Grade: 9th–12th

Time Needed: 45 minutes – 1 hour

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 *(for after)*:

- 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

https://childrenswi.org

Please take a moment to complete this survey. Your feedback is appreciated and valuable to us.

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