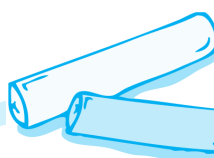


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# Executive Summary

The issue of bullying has become a problem that schools across the United States have given significant attention to in the last several decades. Some schools have developed entire curricula to address and prevent the issues associated with bullying. However, even with these programs, bullying remains a dangerous reality that students face. Ninety percent of students do not report bullying incidents. Additionally, online harassment has become a constant challenge that students must deal with on a day-to-day basis. In order to address this issue and have an impact on students, the 2013 Kent State University PRSSA Bateman Team Gold launched the Bullies 2 Buddies campaign at Stanton Middle School in Kent, Ohio.

After extensive secondary and primary research, the Bullies 2 Buddies campaign was designed to reduce bullying among middle school students at our partner school. While students were hesitant to speak about bullying with school administrators, parents, or guardians, the members of the Bullies 2 Buddies campaign presented themselves as fellow students. With this approach, the team not only overcame the issue of student silence but also was able to make a connection with individuals who experienced many of the same bullying dilemmas. During the campaign, the Bullies 2 Buddies team faced a challenge with the hour-long class periods and overcame this obstacles by planning ahead. The Bullies 2 Buddies team members started a conversation with students and were able to break through some of the barriers that the campaign initially presented.

The campaign name was meant to represent the idea that students should be kind to one another, essentially being buddies not bullies. By having the students complete anti-bullying activities, the message of the campaign was reinforced. Thus, the campaign aimed to teach students to pay kindness forward and vocalize concerns when there may be bullying.

The Bullies 2 Buddies campaign partnered with Stanton Middle School and other local and regional organizations to ensure the campaign was successful. Bullies 2 Buddies campaign members taught 12 guidance lessons over three days and reached approximately 280 students. Stanton Middle School continued to display key messages of the Bullies 2 Buddies campaign after implementation was completed.

We, as Team Gold members, encourage you to pay kindness forward, take a stand against bullying, and be a buddy not a bully.

"Bullying doesn't get you  
anywhere in life, so kids should  
stop bullying."- Stanton Middle  
School Student



PRSSA Bateman Gold Team Members pose with Url the Squirrel from Black Squirrel Radio.

# Primary Research

To research our subject, we conducted approximately 30 interviews with educators, professionals, parents, and adults who had been bullied as students.

## EDUCATORS

Eric Rauschkolb, principal at Streetsboro High School, Streetsboro, Ohio:

Bullying handled in school begins with the principal listening to both sides of the conflict and then reaching a consensus on how to address the situation.

Mrs. Gail Clarke, principal at Nishuane Elementary School, Montclair, New Jersey:

Bullying is most common in middle schools when children are “trying on” new personalities traits

and seeking group approval.

Mr. Ryan Gallwitz, principal at Centerburg High School, Centerburg, Ohio:

During school, bullying tends to happen in less supervised areas like the lunchroom, bus, or bathroom. It becomes difficult for educators to catch and discipline every bullying situation.

“Bullies are very smart. They will pay close attention to the teacher or the bus driver, and act in a certain way when they know they won’t get caught.”

## PREVIOUSLY BULLIED ADULTS

Jennifer M., 20, attended North Royalton Middle School, North Royalton, Ohio:

Still impacted by how she was treated/bullied in middle school

Indirect and verbal bullying were the main factors

Remained shy throughout high school in fear of getting bullied

Didn’t participate in activities outside of school

Shojuana P., 21, attended Round Lake Middle School, Round Lake Heights, Illinois:

Wasn’t considered a “popular” girl or in a clique - This is why she feels she was targeted by bullies. Bullied in middle school until she learned to stand up for herself with help from her guidance counselor, who suggested she “calmly act like the bullying didn’t faze her” and bullies would eventually leave her alone

“After I learned to stand my ground against bullies, I was never messed with again.”

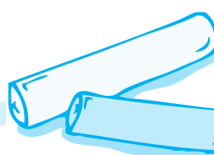
Rachael T., 19, attended a middle school in Medina, Ohio:

Physical altercations were common, but most of it occurred off school grounds. Thus, the school did not address it. Parents encouraged her to resolve the issue by directly speaking to the bullies.

## Focus Group with 30 Student Ambassadors from Stanton Middle School

## BULLYING TYPES

The majority of bullying does not involve one bully and one victim. Rather, it involves a group of students bullying a different group of students. It may also involve the group making fun of a member of the group behind his or her back. At Stanton Middle School, bullying rarely takes place face-to-face. Instead, it takes place online and within social groups. Sometimes, bullying targets Special Needs students by using techniques such as exclusion.



## COUNSELORS

Carly Frey, eighth grade counselor at Stanton Middle School, Kent, Ohio:

Students need to know how to “not be the bystander” in a bullying situation by immediately telling an adult about the incident rather than standing, watching, and/or encouraging it.

Sally Dean, guidance counselor at Stow-Munroe Falls High School, Stow, Ohio:

Bullying, nowadays, tend to begin online via social media (i.e., Twitter, Facebook, etc.

Nicole Levis, guidance counselor at Avonworth Middle School, Pittsburgh, Pennsylvania

A large problem she associates with Facebook and Twitter is that “everyone can see it,” and it has “no filter.”

Aaron Pelicano, guidance counselor at Avonworth Middle School, Pittsburgh, Pennsylvania:

“You can slow [down bullying], stop types [of bullying] and empower those around it.”

When comparing the kind of bullying seen in relation to the socio-economic status of students, there is a lot of “name calling, rumors, making fun of clothes, insulting gender,” and he sees “division of groups, different dynamics” in relation to the financial status of families.



## ONLINE BULLYING

The majority of online bullying seems to take place on Instagram, an online photo sharing website.

- Inappropriate pictures of students are posted without consent
- Bullying takes place within the comments posted on photos
- The acronym “tbh” or “to be honest” is used as a defamatory term
- Students criticize others for causing drama or being dramatic
- Students were unaware that Googling their Instagram usernames reveals all of their photos under the Google Images tab.

## CELLPHONE BULLYING

- A large number of students said they have at one point or another received a hurtful text message.
- After receiving a hurtful text message, students are inclined to show the message to their parents and do not reply to the sender.
- As a result of Megan’s Law, the school can be responsible and take action for inappropriate or bullying text messages sent outside of school between students.

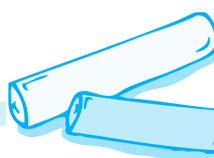
## COUNSELOR INVOLVEMENT

Counselors at Stanton Middle School say they have been involved with bullying education programs consistently through elementary and middle school.

## PARENT INVOLVEMENT

Some parents of Stanton Middle School students are actively involved in bullying and helping their children, but this varies among students. Socioeconomic factors may be an influence in parent involvement.

For a detailed Primary Research Report, please see page 20.



# Secondary Research

According to our research, bullying has become a common issue for middle school-aged students (ages 11-15). Dan Olweus PhD., creator of the Olweus Bullying Prevention Program, defines a bullied party as “a person [who] is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more personas, and he or she has difficulty defending himself or herself.” (Hazelden Foundation, 2011, “Violence Prevention Works! Safer Schools, Safer Communities,” <http://www.violencepreventionworks.org>, 2nd page, 2nd paragraph)

## Verbal

- 77 percent of all students have been bullied verbally in some way or another, including mental bullying or even verbal abuse.
- Findings indicate high prevalence rates of students acting as bullies or being bullied at school for at least once in the last 2 months: 20.8 percent physically, 53.6 percent verbally, 51.4 percent socially, or 13.6 percent electronically.

## Physical

- 282,000 students are physically attacked in secondary schools each month.  
(Stomp Out Bullying, 2011, [www.stompoutbullying.org](http://www.stompoutbullying.org))

## Indirect

Through research, we found that students with passive personalities encounter the most problems with bullying because they have low self-esteem and a difficult time standing up for themselves. These students believe that “they are going to lose anyway.” (“Hey, Back Off! Tips for Stopping Teen Harassment, Jennie Withers and Phyllis Hendrickson, 2011, Pages: 87-92)

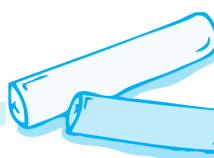
## Cyberbullying

### Scope of cyberbullying

- In the 2008-2009 school year, 7.06 million U.S. students ages 12-18, or 28 percent of students, reported they were bullied at school, and about 1.52 million, or 6 percent, reported they were cyberbullied anywhere (i.e. on or off school property).
- 502,000 students said they were victims of hurtful information on the Internet
- 753,000 students said they received unwanted contact via text message
- 224,000 students said they were purposefully excluded from an online community
- 12.8 percent of students who were cyberbullied reported victimization, while only 8.9 percent of students who were bullied off of the internet reported victimization
- 5.9 percent of middle school students reported being cyberbullied vs. 6.7 percent in high school
- 7.4 percent of cyberbullied students carried a weapon to school vs. 4.1 percent who were bullied elsewhere

(U.S. Dept. of Education, 2011, Pages: 1, 5, 31, 33, 41, [Student Reports of Bullying and Cyber-Bullying](#))

For a detailed Secondary Research Report, please see page 26.





# Situation Analysis

According to the Public Relations Student Society of America, and the 2013 National Bateman Case Study Competition project brief, bullying has become a critical issue in recent years. The short- and long-term effects of bullying can be substantial for the bully, victim, and those who witness bullying. The goals of the 2013 Bateman Case Study Competition are to increase awareness about the impact of youth bullying and educate children, teens, parents, and other key audiences about steps they can take to prevent bullying.

Our research has shown that students, specifically those between the ages 12 and 14, are trying to fit in with peers and consequently are struggling with how to make good choices and define ethical behavior. Additionally, appearance, conformity, and acceptance by peers are of the utmost importance to these students and influence their interactions. Based on this information, we felt we could most effectively combat bullying in the middle school age range.

Our campaign focused on middle school students at Stanton Middle School in Kent, Ohio. These students are ages 11 to 15. This age range is supported by our primary and secondary research as a high-risk age group that is commonly faced with bullying issues.

## School Background/Description

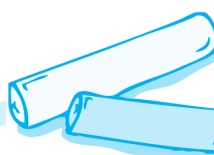
Stanton Middle School is a public middle school located in Kent, Ohio, a suburb located near Akron, Ohio. The school houses 810 students grades six through eight. After several changes in the Kent City School District, Stanton Middle School has remained the only middle school in the school district since 1999.

The middle school is broken up into academic “teams” according to grade level. Each grade, six through eight, has three separate teams. Each individual team has up to five teachers specializing in different subjects.

The Stanton Middle School Student Handbook defines bullying and harassment as:

- the use of racial, ethnic, religious, or sexual slurs
- hazing, teasing, bullying, or acting to intimidate
- sexual and other forms of harassment (i.e. writing, drawing, gestures, words, etc.)

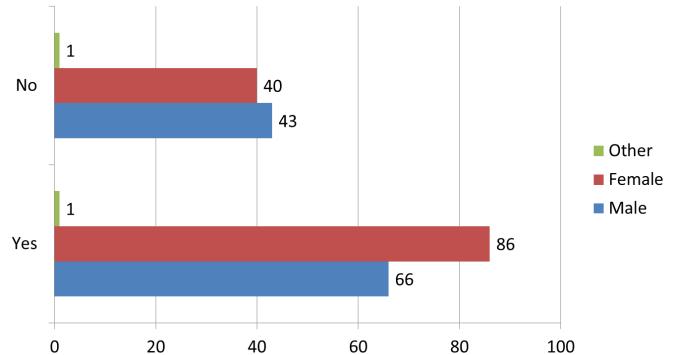
“We envision a school in which every day, every child and every adult is respected, is eager to be there, and is engaged in active, meaningful, and productive work.” - Stanton Middle School Vision



The Stanton staff is committed to promoting excellence by:

- Providing each child an opportunity to think and reason to the best of his/her ability
- Engaging children in meaningful, creative, and productive work, such as critical thinking, problem solving, communication, and decision making
- Developing productive and responsible citizens in our diverse and changing world by encouraging cooperation, flexibility, and inclusion

Do you feel comfortable telling counselors, teachers or administration when there's a bullying situation?



## The Problem

According to staff, the Stanton Middle School policy against bullying is effective but can be improved. Although there are bullying programs in place, Stanton Middle School guidance counselor Laurie Knuth said bullying is still prevalent. Furthermore, bullying has become a national concern for middle school students and their parents.

Recent data suggests that bullying in Northeast Ohio has declined slightly, but 38 percent of students nationwide still report they have either bullied others or been bullied in their lifetime. About 36 percent of students nationwide report about harassments to an adult, but only 23 percent of students in Northeast Ohio actually do, according to Case Western Reserve University's Research and Policy News page.

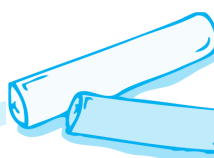
"Bullying is bad and it can seriously affect someone's life." -  
Stanton Middle School  
Student

## What other schools are doing

Streetsboro High School in Streetsboro, Ohio, has developed its own policies and programs to reduce bullying, including the Anti-Bully Club (ABC) to address the issue of teen bullying. Another program developed at the school is the Rocket Roots program, in which members guide freshmen on how to survive high school.

Stow-Munroe Falls High School in Stow, Ohio, has also developed programs to reduce bullying at school. One noteworthy program is Kindness Week, which was developed by its anti-bullying club to increase student morale and share positive messages. Program events included the placement of "sticky notes" on student lockers with positive, meaningful messages to share. HAPPY members also acted as ambassadors for new students. They spoke with these students to ask about classes, friends, teachers, and other subjects.

While combatting bullying at Stanton Middle School, we intended to address, educate, encourage, and aid students in developing a better future. By presenting professionals in the school as resources and informing parents about ways to speak with their children, we hoped to reduce bullying at Stanton Middle School throughout the month of February. This month-long program presented long-term opportunities for the district.



# Key Issues/Trends

Our research suggests that students who are bullied are more likely to use alcohol and drugs, skip school, experience in-person bullying, receive poor grades, have low self-esteem, and experience an increase in health problems.

Additionally, our research indicates that 85 percent of bullying occurs inside of school. And 43 percent of students fear harassment in the bathroom at school. We have identified four types of bullying.

## Verbal:

- 77 percent of all students have been bullied verbally in some way or another
- Defined as: name calling, teasing in a hurtful way, or referencing insulting names based upon race or religion
- The goal is to degrade and demean the victim, while making the bully feel dominant

## Physical:

- Influences more than 282,000 U.S. students every year
- Caused by a bully wanting to establish dominance over other students
- Often, the same victim is targeted multiple times, sometimes leading to significant physical and psychological harm

## Indirect:

- Defined as: ignoring someone, intentionally excluding them, or spreading rumors
- It can lead to feelings of isolation for the victim
- It accounts for 18.5 percent of all bullying types
- Has been linked to social media

## Cyberbullying:

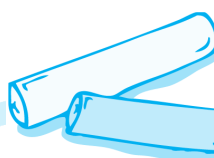
- Most prevalent type
- Defined as: the use of Internet or related technologic devices to harass others in a hostile manner.
- Seen on: SMS (Short Message Service/Text Messaging), photo/video sharing, phone calls, email, chat rooms, instant messaging, and websites.
- In the 2008-09 school year, nearly seven million U.S. students ages 12-18, approximately 28 percent of students, reported they were cyberbullied at school. Of that, approximately 1.52 million, or six percent, reported they were cyberbullied anywhere (i.e. on or off school property).

# Key Messages

**Students:** Bullies to Buddies

**Parents:** Communication with my child is key to combatting bullying.

**Faculty/Staff:** Communication and approachability is key to combatting bullying.





**Goal:** To reduce bullying among seventh-grade students at Stanton Middle School in Kent, Ohio.

## Objectives/Strategies/Tactics

**Objective 1:** To increase awareness about bullying among 15% percent of the student body of Stanton Middle School by February 28, 2013.

*Strategy 1: Educate students about the different types of bullying and the long- and short-term effects on students using face-to-face communication, social media, and promotional materials.*

Tactic 1: Develop Facebook page.

Tactic 2: Partner with student ambassadors to distribute materials

**Objective 2:** To give Stanton Middle School faculty and staff anti-bullying tools, resources, and materials in order to implement new anti-bullying initiatives by Feb. 28, 2013.

*Strategy 1: Create and distribute activity and educational materials prior to class.*

Tactic 1: Partner with Heartwood Institute and Kent Free Library to create a reading list.

Tactic 2: Create lesson plan prior to classroom visits

**Objective 3:** To implement four anti-bullying activities by February 28, 2013.

*Strategy 1: To teach students how to spread acts of kindness through non-verbal communication.*

Tactic: Create Word Day activities and five reasons to be kind signs.

*Strategy 2: To educate students about the impact of negative language.*

Tactic: Implement Kindness Week with Nice Notes.

Tactic: Distribute blue anti-bullying awareness ribbons at Kick Off Day.

**Objective 4:** To educate Stanton Middle School parents about ways to help their children deal with bullying by 10% percent by February 28, 2013.

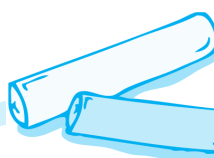
*Strategy 1: Educate parents of middle school students about how to talk with children about bullying through face-to-face communication and print media.*

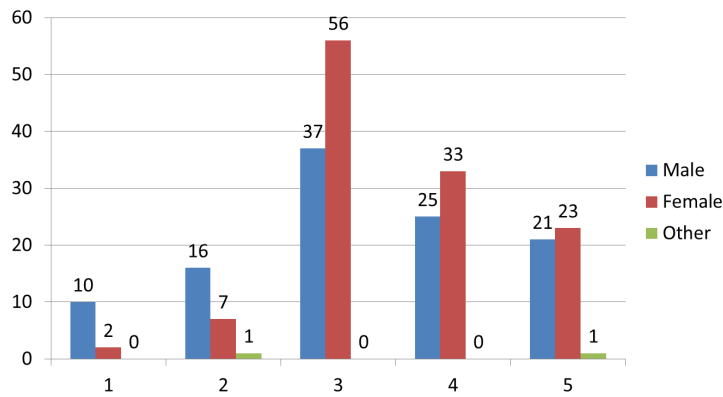
Tactic: Create “Communicating about Bullying” an informational brochure to send home to parents

*Strategy 2: Achieve media placement in both traditional and nontraditional media outlets to inform target audiences of the importance of educating students and educators about anti-bullying programs*

Tactic: Pitch articles to local media sources

For a detailed description of strategies and tactics, please turn to page 35.





On a scale of 1-5, how much do you know about bullying?

## Primary Publics

- Seventh Grade Stanton Middle School Students
- Stanton Middle School Counseling Staff
  - Counseling staff directly influences the student experience and environment. Students recognize the counseling staff as resources and outlets.
  - Noteworthy Counseling Staff
    - Seventh Grade Counselor Laurie Knuth
- Middle school parents/guardians
  - Parents influence how students react to bullying at school.
  - Parent Teacher Organization: <http://www.stantonpto.com/>
    - Reaching out to the PTO will help reach out to parents and professionals to help students better understand key messages and reinforce key messages.
    - PTO President Sharon Nielsen

## Secondary Publics

- School Administration
  - Noteworthy administration professionals at Kent Stanton Middle School are:
    - Principal Anthony Horton
    - Assistant Principal Kathy Scott
    - Dean of Students Aaron Hido
- Media
  - Key local media outlets: The Stanton Newsletter, student media, and additional school-related publications
  - Campus and local print media, news sites, and bloggers: The Daily Kent Stater, TV2, Campus Magazines, The Record Courier, The Cleveland Plain Dealer, and Kent Patch
- Kent State Chapter of the Public Relations Student Society of America



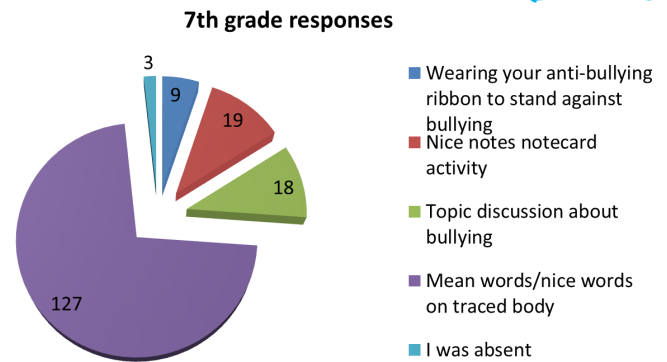
Seventh Grade Stanton students stand with URL the Squirrel.

# Evaluation

We evaluated our campaign and its effect on students at Stanton Middle School by measuring our objectives.

**Objective 1:** To increase awareness about bullying among 15% percent of the student body of Stanton Middle School by February 28, 2013.

Evaluation: At the end of the campaign, 44% of surveyed participants said that our anti-bullying activities taught them more about bullying. Also, 50% of participants said that our anti-bullying activities taught them more about how to prevent bullying. This information tells us that our activities were effective and influential on Stanton students.



What was your favorite anti-bullying activity?

**Objective 2:** To give faculty and staff anti-bullying tools, resources, and materials so they agree to implement new anti-bullying initiatives by Feb. 28, 2013.

Evaluation: We worked with The Heartwood Institute and The Kent Free Library to create a booklist with the theme of bullying. The librarian at Stanton Middle School pulled the available books for this list and made it accessible to students. As noted in our obstacles page, we were unable to create literature lessons for faculty and staff because of time constraints and inaccessibility.

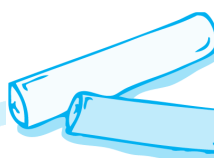
**Objective 3:** To implement four anti-bullying activities by February 28, 2013.

Evaluation: We exceeded this objective by organizing five separate activities. These activities were teaching 12 individual classes, organizing bus signs, and coming to seventh grade lunches on three separate occasions to complete activities. Instead of meeting the expectation of four, we completed five different implementation activities during the month of February.

**Objective 4:** To educate Stanton Middle School parents about ways to help their children deal with bullying by 10% percent by February 28, 2013.

Evaluation: One of our implementation activities included a pamphlet sent home to parents with a raffle ticket submission in which students could win Cleveland Cavaliers tickets, a Starbucks gift card, or a Kent State sweatshirt. By challenging students to bring the raffle ticket submissions to Ms. Laurie Knuth, the seventh grade guidance counselor, we were able to measure the number of parents who read the papers. The requirement of a parent/guardian signature on the raffle ticket allowed us to measure if the information was communicated to parents. Forty-three of 280 students returned the forms, which means that our "Communicating about Bullying" pamphlets reached 15% of parents and exceeded the expectation.

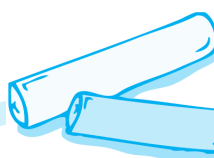
Overall, **we felt that our campaign was a success.** Our feedback from Laurie Knuth was overwhelmingly positive and, as noted in her letter, she believes that our campaign made an impact. We, as Team Gold members, helped make buddies out of bullies.



# Budget

<b>Expense</b>	<b>Budget of</b>	<b>\$300</b>		
<i>Item</i>	<i>Vendor</i>	<i># of Units</i>	<i>Cost per Unit</i>	<i>Subtotal</i>
Bullies to Buddies Shirts	Campus Book and Supply	5	\$13.75	\$73.39
Starbucks Gift Cards	Starbucks	3	\$15 and \$10	\$35.00
Kent State Hoodie	Walmart	1	\$25.00	\$26.63
Notecards	Walmart	10	\$1.00	\$8.79
Ribbon	Walmart	6	\$1.97	\$11.82
Safety Pins	Walmart	2	\$3.27	\$6.54
“Thank You” Cards	Dollar Tree	2	\$1.00	\$2.14
Student Ambassador Gifts	Campus Book and Supply	30	\$1.00	\$30.00
Page Separators/Dividers	Staples	10	\$2.99	\$29.90
Book Finalization Fees	CCI, Kent State	4	\$5.00	\$20.00
Printing	CCI, Kent State	4	\$3.78	\$15.12
Binding Fees	Fedex Kinkos	4	\$9.75	\$39.00
	<b>Total:</b>		<b>\$298.33</b>	

<b>In-Kind</b>	<b>Donations</b>			
Cleveland Cavaliers Tickets	Quicken Loans Arena	4	\$50.00	\$200.00
Earl the Squirrel	Black Squirrel Radio	n/a	n/a	n/a
Black Squirrel Radio Stickers/Tattoos	Black Squirrel Radio	150	\$0.62	\$93.00
Educational anti-bullying materials	The Heartwood Institute	n/a	n/a	n/a
	<b>Total:</b>		<b>\$293.00</b>	



# Bullies & Buddies

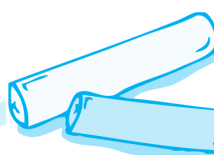
was made possible through the following:



Laurie Knuth, Patty Finley, and  
The Student Ambassadors



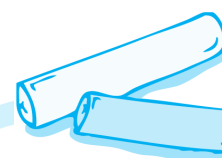
Public Relations  
Student Society  
of America





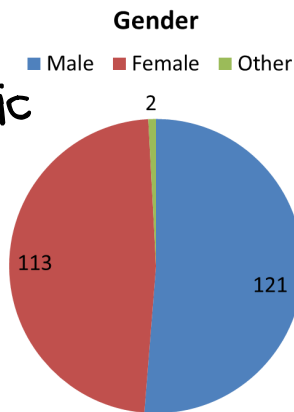
# Pre-Campaign Survey

1. Are you a boy or a girl? [One answer]
  - a. Boy
  - b. Girl
  - c. Other
2. Where do you see students being bullied the most? [Multiple answers are OK]
  - a. Bus
  - b. Hallways
  - c. Restrooms
  - d. Lunch
  - e. Locker room
3. What electronic device do you use the most? [Multiple answers are OK]
  - a. Computer
  - b. Cellphone
  - c. iPod/iPad/Tablet
4. What do you do on your electronic device? [Multiple answers are OK]
  - a. Facebook
  - b. Twitter
  - c. Instagram
  - d. Pinterest
  - e. YouTube
  - f. The Path
  - g. Homework
  - h. I don't have a computer/I don't use it often
5. Have you ever been bullied? [One answer]
  - a. Yes
  - b. No
6. If you've been bullied or if you've seen a bullying incident, how would you describe the bullying experience?  
[Essay]
7. How do you feel when someone is getting bullied?  
[Essay]
8. Do adults at your school make themselves available when you want to talk about bullying? [One answer]
  - a. Yes
  - b. No
  - c. I don't know
9. Do you feel comfortable telling an adult when there's a bullying situation. [One answer]
  - a. Yes
  - b. No
10. How much do you know about stopping bullying?  
(1 being "Not much," 5 being "I know quite a lot.") [One answer]
  - a. 1
  - b. 2
  - c. 3
  - d. 4
  - e. 5

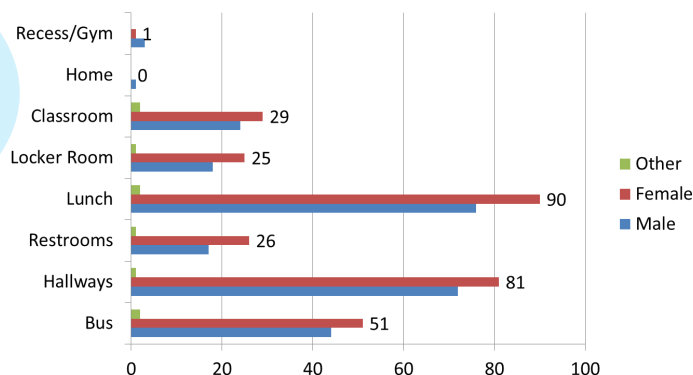


# Pre-campaign Survey Results

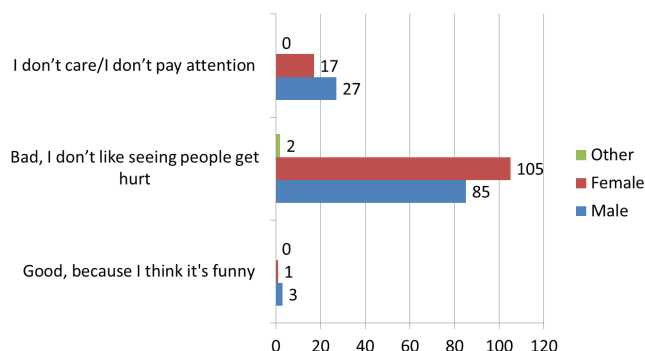
## Demographic



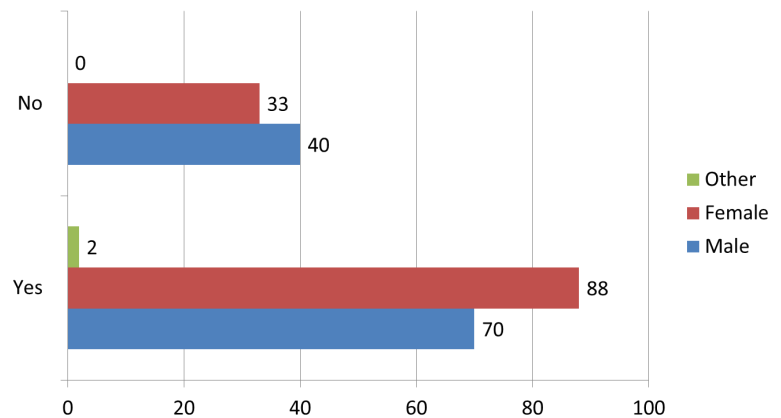
## Where do you see bullying at school?



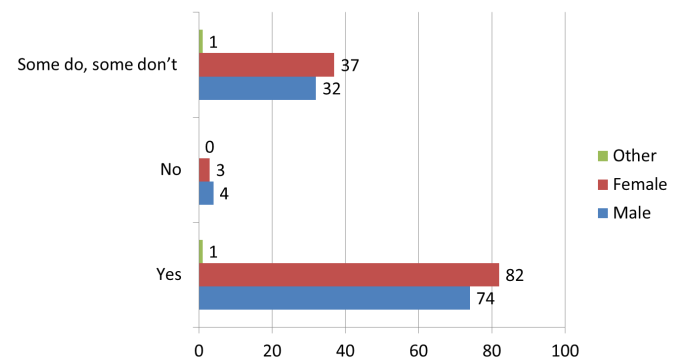
## How do you feel when you see someone being bullied?



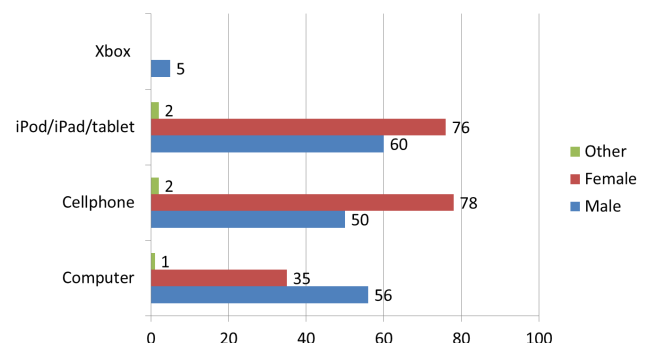
## Have you ever been bullied?



## Do counselors, teachers, and/or administrators make themselves available when you want to talk about bullying?



## What electronic device do you use the most?



# Post-campaign Survey

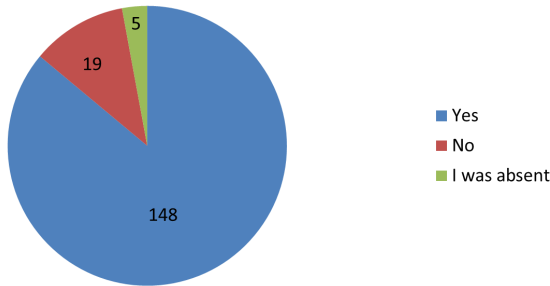
1. Did you enjoy the anti-bullying activities we shared in your class?
  - a. Yes
  - b. No
  - c. I was absent that day/You never came to my class
2. Which was your favorite anti-bullying activity?
  - a. Showing off your anti-bullying ribbon to stand against bullying (at lunch)
  - b. Nice notes notecard activity (during lunch)
  - c. Topic discussion about bullying (in-class)
  - d. Mean words/Nice words on traced body (in-class)
  - e. I was absent
3. Did our anti-bullying lessons teach you more about the TOPIC OF BULLYING?
  - a. Yes
  - b. No
  - c. I knew this information already
  - d. I was absent
4. Did our anti-bullying lessons teach you more about HOW TO PREVENT BULLYING?
  - a. Yes
  - b. No
  - c. I knew this information already
  - d. I was absent
5. Do you feel more comfortable telling a school administrator, teacher, or Ms. Laruie Knuth if bullying occurs.
  - a. Yes
  - b. No
6. Have you told at least one person something nice last week and this week?
  - a. Yes!
  - b. Not yet
  - c. I don't want to
7. Did you feel good when you received a nice notecard? (A student ambassador should have given one to you.)
  - a. Yes
  - b. No
  - c. I never got one



# Post-Campaign Survey Results

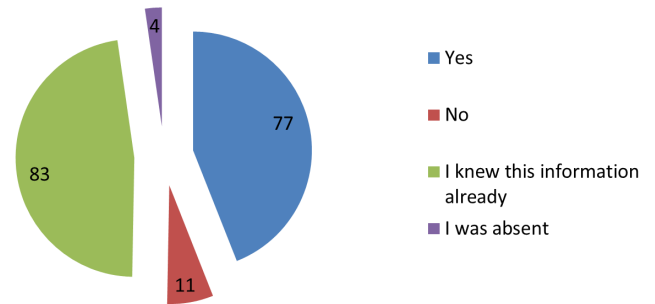
Did you enjoy the anti-bullying activities we shared in your class?

7th grade responses



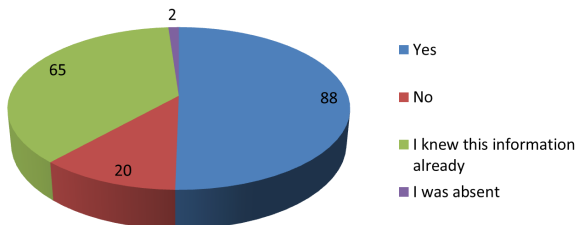
Did our anti-bullying activities teach you more about bullying?

7th grade responses



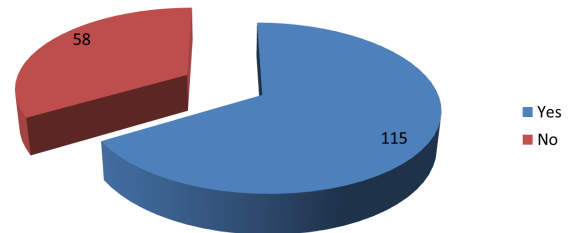
Did our anti-bullying activities teach you more about how to prevent bullying?

7th grade responses



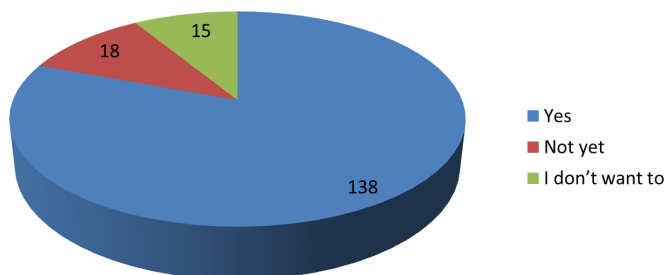
Do you feel more comfortable telling a school administrator, teacher, or Ms. Knuth if bullying occurs?

7th grade responses



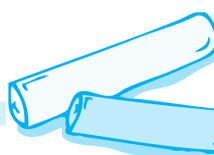
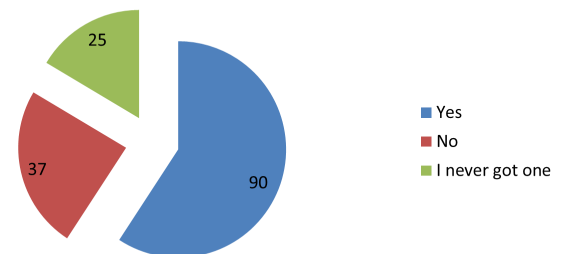
Have you told at least one person something nice last week and this week?

7th grade responses



Did you feel good when you received a nice notecard?

7th grade responses



# Pre Campaign Focus Group with the Student Ambassadors

## Counselor Involvement

- Counselors have been involved with bullying education programs consistently through elementary and middle school.
- The majority of bullying does not involve one bully and one victim. Rather it involves a group of students bullying a different group of students. It may also involve the group making fun of a member of the group behind their back.
- Bullying very rarely takes place face-to-face. Most bullying occurs behind the back of the victim.
- Can include indirect bullying such as intentional exclusion
- Special needs children are at times targeted and victimized through bullying.
- Lack of tolerance for students such as special needs children can be an issue.

## Location

- A large amount of bullying takes place during the lunch period, in-between classes in the hallways and on busses.
- Some students are afraid to answer questions in class for fear of being bullied if they are incorrect.
- Teacher Bullying
- Teachers may unintentionally engage in bullying behavior when they use constant and/or harsh sarcasm.

## Online

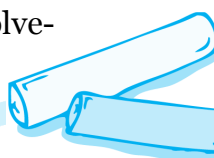
- The majority of online bullying seems to take place on Instagram.
- Inappropriate pictures of students are posted without consent
- Bullying takes place within the comments posted on photos
- The acronym “tbh” or to be honest, is used as a defamatory term
- Students criticize others for causing drama or being dramatic.
- Student unaware that when Instagram user-name is Googled, all of their photos are visible on the Images tab.
- The KIK website is popular with some students
- It is considered an unsafe website
- The site has no safeguards and adults frequent the site
- Some parents do not allow students to have Facebook, Instagram, KIK, etc. accounts.

## Cell Phone Bullying

- A large number of students have at one point or another received what they consider a bad text message.
- After receiving a bad text message, students are inclined to show the message to their parents and do not reply to the sender.
- As a result of Megan’s Law, the school can be responsible and take action for inappropriate or bullying text messages sent outside of school between students.

## Parent Involvement

- Some parents are actively involved in preventing bullying and helping their children but this varies among students. Socioeconomic factors may be an influence in parent involvement.

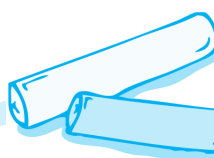




# Post-campaign focus group with the Stanton PTO

## Overall findings:

- Bullying at Stanton is an issue that has been consistently addressed through a student's time at the school.
  - The Guidance Department has a strong reputation for excellence.
  - One participant said, "We are pretty fortunate to have a good school counseling staff here."
  - Another focus group member said, "I think they do a really good job in the guidance department. They talked about this for so many years."
- When speaking of the campaign, parents and teachers felt that students may have been impacted but have not vocalized it.
  - One participant said, "That might be why nobody came home and said anything because it is part of their normal routine. "
- Administration and faculty spent time defining what bullying is and what it is not.
  - A participant said, "I think the main thing we try to do is educate people on what bullying is." He continued, saying: "You don't want anyone to feel unsafe here at this school."
- Additionally, parent participants said that their children do not use social networking, so they do not deal with some of the issues other parents do.
  - Another participant, who is a parent of a seventh grade student, said that the nice notes were a positive. She said: "I thought it was a really cute idea."
- Overall, our campaign aided in developing new ways for the already strong Stanton counseling program to grow and impact students.



# Full Primary Research

To research our subject, we conducted approximately 30 interviews with educators, professionals, adults who had been bullied, students, and parents.

## EDUCATORS

Mr. Michael Roberto, principal at Aurora High School, Aurora, Ohio:

- Students are less likely to bully in social groups.
- Parents should be addressed more about bullying in schools.
- Drama is one of the most common issues among students, especially with girls, but it is not a bullying case.
- If both students are directly attacking each other, then it is not considered bullying.
- School districts in Ohio are required to document cases of bullying, which are then sent semi-annually to their superintendents. The superintendents must then send those records to the Ohio Department of Education.
- It is effective to have programs that give students an understanding of what bullying is.
- School programs:
  - Freshmen mentoring program (Freshmen are assigned to their own upperclassmen mentor)
  - Partnered with Know Abuse, a non-profit organization based in Beachwood, Ohio (Put on a play for the school to address and educate anti-bullying)

Mr. Eric Rauschkolb, principal at Streetsboro High School, Streetsboro, Ohio:

- Bullying handled in school begins with the principal listening to both sides of the conflict and then addressing the best ways to resolve the situation at a consensus.
- School programs:
  - Anti-bullying Club (ABC)
  - Rocket Roots (Upperclassmen members educate freshmen on 'how to survive high school')

Miss Maralee Bradley, ABC adviser and 9th grade English teacher at Streetsboro High School, Streetsboro, Ohio:

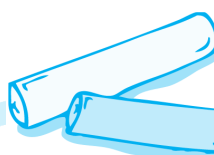
- Middle school bullying tends to be more outward and upfront, whereas high school bullying is "more sneakier."
- Middle school is the stage where students begin to form cliques, naturally singling out those who are not accepted into the group.

Mr. Steven Hatch, principal at Streetsboro Middle School, Streetsboro, Ohio:

- School programs:
  - Invited guest speakers
  - Student conferences during intervention time/homeroom
  - Principal personally speaking with students - "informal to formal action"

Mrs. Gail Clarke, principal at Nishuane Elementary School, Montclair, New Jersey:

- Bullying cases are most common starting at grade 4, most frequent in 5th graders
- Bullying is most common in middle schools, when children are "trying on" new personalities traits and are seeking group approval
- Most common type is verbal where kids are name calling and asking others to join in or purposely excluding someone from an activity
- Implement HIB (harassment, intimidation, bullying law) that requires educators to follow specific procedures with bullying



Ms. Tammie Stefan, 6<sup>th</sup> grade teacher at North Strabane Intermediate School,

Canonsburg, Pennsylvania:

- Teaching and reinforcement seem to be the most effective ways to handle bullying
- Bullying is defined as repeated, unwanted actions against someone
- Indirect and verbal seem to be the most common – kids are beginning to develop their personalities, and friendships go through changes
- The school follows a bullying procedure granted by the Olweus Anti-Bullying program
- Students have an awareness of bullying, as well as how to handle it.
- Students realize they don't "have to take it"
- Students take surveys at the beginning of the year about how bullying affects them personally

Mr. Ryan Gallwitz, principal at Centerburg High School, Centerburg, Ohio:

- Parents often expect educators to intervene and fix every bullying situation that happens.
- It's important for parents to educate themselves about bullying while also appropriately working with the school if a situation does occur.
- When bullying happens over the weekends, especially cyberbullying, schools and educators can't intervene.
- During school, bullying tends to happen in less supervised areas like the lunch room, bus, or bathroom. It becomes difficult for educators to catch and discipline every bullying situation.
- "Bullies are very smart. They will pay close attention to the teacher or the bus driver, and act in a certain way when they know they won't get caught."
- There is a difference between bullying and a discipline incident – bullying is more than one instance of the same behavior.
- Bullying is a suspended offense anywhere from 1-10 days. But a lesser punishment is normally preferred.
- It is important to teach the students who are being bullied how to stand up for themselves.
- Students need to learn how to conduct themselves showing strong body language.
- "The only person that can truly stop bullying is the person that is being bullied"
- "Middle school students are very impulsive; they sometimes do things acting on their emotions instead of rational thought. It's a very traumatic time. Socially, 6th, 7th, and 8th grade are the hardest years. Kids are trying to find out who their friends are, and this can lead to bullying."
- Bullying is more prevalent in girls

Emily Kremin, KSU Education major and day care employee at Looking Glass Learning Center:

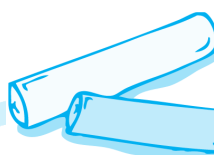
- As a junior education major at Kent State, the topic of bullying has yet to come up in any class curriculum Kremin has taken
- Uses music to promote learning about bullying
- "Stop Bullying Now" by Jack Hartmann
- Day care employees are required to emphasize to kids the importance of how bullying can make someone feel
- The kids are taught to say, "It doesn't make me feel good when you do that" and "No thank you" when they feel they are being bullied.

Lyrics:

Everyone stand up tall and proud  
We're gonna' stop bullying now  
Everyone march in place and sing  
Let's work together to stop bullying

Chorus:

Let's stop bullying now  
Clap your hands and sing stop bullying now  
Raise one arm and sing stop bullying now  
Hold hands all together stop bullying now  
Everyone stand up tall and proud  
We're gonna' stop bullying now  
Everyone march in place and sing  
Let's work together to stop bullying



Carly Frey, seventh grade counselor at Stanton Middle School in Kent:

- Students need to know how to “not be the bystander” in a bullying situation by immediately telling an adult about the incident rather than standing, watching, and/or encouraging it.
- School programs:
  - Guest speakers (i.e. Marc Elliot, inspirational speaker on tolerance; Ohio Attorney General)
  - “Brick Wall” program teaching children to “empower the bystander”

Mrs. Monica Holzapfel, guidance counselor at Streetsboro Middle School:

- Middle school students are less able to think about their actions and their effect on others’ feelings.

Mrs. Sally Dean, guidance counselor at Stow-Munroe Falls High School:

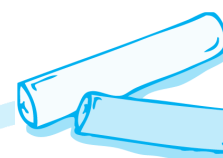
- Bullying, nowadays, tends to begin online via social media (i.e. Twitter, Facebook, etc.)
- School programs:
  - HAPPY club (Anti-bullying club)
  - Kindness Week (i.e. spreading acts of kindness for a week)
  - Invited guest speakers
  - Co-presented ‘I Have A Secret’ event with Cuyahoga Falls High School to Stow-Munroe Falls High School students

Nicole Levis, Avonworth High School Guidance Counselor, Pittsburgh, Pennsylvania:

- “I can deal with what is happening at school.”
- During a recent situation that Levis had to deal with, she made sure that she “followed up with parents, just so that they knew what happened.”
- A large portion of her position is understanding “how victims want to handle situations,” which leads to “outcomes [that] differentiate as well.”
- A large problem she associates with Facebook and Twitter is that “everyone can see it.”
- “Physical bullying is rare, I haven’t seen a fight of any kind in 10 or 12 years.”

Aaron Pelicano, Avonworth Middle School Guidance Counselor, Pittsburgh, Pennsylvania:

- “You can slow [down bullying], stop types [of bullying] and empower those around it.”
- “Girls do more emotional and verbal bullying”
- When comparing the kind of bullying seen in relation to the socio-economic status of students, there is a lot of “name calling, rumors, making fun of clothes, insulting gender” and he sees “division of groups, different dynamics” in relation to the financial status of families.
- Pelicano believes that bullying is “rarely in the classroom;” it is seen in “locker rooms, buses, and hallways”
- As a middle school counselor, Pelicano sees a distinct difference between the age groups.
  - 6th= Very young. Want to learn how to interact and you begin to see boyfriend/girlfriend dating and students are beginning to text and be online.
    - Instagram is becoming difficult
  - 7th/8th
    - Treatment changes, and boundaries
    - “Public school talks about what topics families should/shouldn’t talk about”
    - More formal thinking process, now starting to develop personally on many levels Friend groups are changing
- At Avonworth Middle School, where Pelicano works, he sees the most common bullying tactic is excluding other parties. The idea that “you can’t be in our group if you are friends with her.”



- Pellicano talks about how his role as a professional has changed.
  - “Now, if two girls didn’t get along at a slumber party, I better make sure that they get along Monday.” Showing how outside influences are being approached in the school.
  - “Balancing act of laws and expectations to protect kids”
- Avonworth has recently developed a successful Advisory Program
  - For the program, students are divided into smaller groups. These groups hold monthly lunch meetings with a professional staff member. The intention is to connect kids with responsible adults and build relationships with the hope that bullying and bullying-related problems will be reported.
    - The program focuses on establishing communication and relationships. It also teaches professional staff ways to report and identify bullying.

## STUDENTS

Nicholas J., attends East Knox Middle School, Howard, Ohio (10 years old):

- Bullying is most likely to happen on the bus and during recess
- Teachers and bus drivers rarely intervene because they don’t see the bullying happening
- No curriculum about bullying that he recalls

Sarah B., attends Lincoln Park Performing Arts Charter School, Midland, Pennsylvania (13 years old):

- “In general, it was just people made fun of me because I was loud and different. I didn’t like to be the same”
- “There wasn’t anything I could do. There was no proof. All I could do was ignore them and not let it get to me.”
- Changed schools: “I feel like I fit in better. There is nothing to be made fun of here. Everyone is unique in their own way.”
- “A lot of kids go [to Sarah’s new school] because of bullying
- “It helps you a lot more with your self-confidence”

## PARENTS OF STUDENTS

Michael Bett, Ben Avon, Pennsylvania:

- “There are definitely kids that team up, it is very disheartening”
- “People who are friendly someday, some little thing would happen and they’d have these massive blow ups
- “Sarah wasn’t much of a joiner [and] She’s very happy there.”

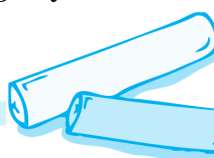
Jennifer Bett, Ben Avon, Pennsylvania:

- “If something happens in grade school, it can stick with you [if you remain in a smaller district]”
- “She would do her best to ignore it. She would try to focus and ignore it”
- “It did impact some of her friendships. It took her awhile to accept that.”
- “Now she is closer with her older friends than before”
- “She wants to go to school”

## PREVIOUSLY BULLIED ADULTS

Jennifer M., 20, attended North Royalton Middle School:

- Still impacted by how she was treated/bullied in middle school
- Indirect and verbal bullying were the main factors
- Remained shy throughout high school for fear of getting bullied
- Didn’t participate in activities outside of school
- “It wasn’t until college that I truly came out of my shell and didn’t worry about bullying anymore.”





Shojuana P., 21, attended Round Lake Middle School, Round Lake, Illinois:

- Bullied in middle school until she learned to stand up for herself with help from her guidance counselor.
- Her guidance counselor suggested she “calmly act like the bullying didn’t faze her” and bullies would eventually leave her alone
- Wasn’t considered a “popular” girl or in a clique - this is why she feels she was targeted by bullies
- “After I learned to stand my ground against bullies, I was never messed with again.”

Rachael Todd, 19, attended middle school in Medina, Ohio:

- Bullying occurred on the school bus nearly every day
- Popular girls targeted less popular female students.
- Most bullying occurred on a daily basis
- Schools were not interested in looking into bullying that occurred off campus
- Middle schools took the approach of having bully and bullied meet in one-on-one sessions.
  - This usually led to increased bullying after the confrontation.

Ryan Connen, 19, attended middle school in Pittsburgh, Pennsylvania:

- School personnel only took interest in bullying when it reached a physical level
- Bullying occurred either between classes (lunch, recess) or after school while waiting for the bus, waiting to get picked up, etc.
- When bullying did reach a physical level, the school took an approach of punishing both the instigator and the bullied student.
- Cyberbullying became a larger issue as grade level increased, reaching its maximum at the 8th grade.
- Physical altercation was common, but most of it occurred off school grounds. Thus, it was not addressed by the school.

Krista Ware, 20, attended middle school in Columbus, Ohio:

- Bullying was most vicious when it focused on physical appearance
- Being overweight led to intense bullying which was accepted by the majority of students
- Besides overweight, being too thin was also a target. Generally, any characteristic that was outside of the norm became a possibility for bullying
- Students who were from racially mixed families often had difficulties being bullied from both white and black students. White students rejected them because they viewed them as black, black students rejected them because they viewed them as white.

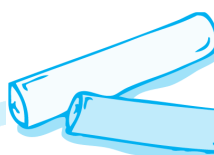
Kenyon Holdman, 20, attended middle school in Medina, Ohio:

- Bullying occurred either behind students’ back or by way of exclusion
- Students who were regularly bullied/intentionally excluded occasionally brought weapons to school (knives, switchblades, etc.)
- Parents encouraged him to resolve the issue by directly speaking to the bullies.
- Constantly intentional exclusion usually led to feelings of initial sadness, which led to feelings of anger

Kristen Gigliotti, physics major at the University of Portland, Portland, Oregon:

- In her school, it felt like they were “teaching students [who were being bullied] that they are doing something wrong”
- The school wouldn’t deal with things because bullying didn’t occur on the “school premise”
- “I can only imagine what those kids would have done to me now.”

“I can only imagine what those kids would have done to me now.”- Kristen Gigliotti



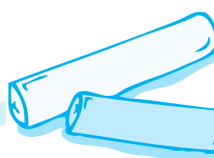
Lisa Dickun and Rebecca Gamble, Co-Directors of The Heartwood Institute, Pittsburgh, Pennsylvania:

- The Institute designs specific curricula available to schools that focus on combating bullying. There are also additional curricula that teach the seven core values and establish a respectful classroom culture.
- Helping teach “what is a normal conflict and what is bullying. And we are giving teachers a guide or something to go by.”
- “Our program is literature based”
  - Inclusive program packet may include:
    - A teacher book
    - A training video
    - A storybook for the lesson
- The program is “a full circle concept” and “teachers really like the program” because they “needed something to implement quickly in classroom meetings”
- “Teachers use [the program] more readily when it is all put together and all ready to go”
- “Feedback is consistent, it is literature and everyone is on the same page before they start that conversation”
- “Schools are trying to sort out where their jurisdictions lies ‘legal issues’”
- The Heartwood Focus is to “start in a classroom, get to community, and then go back to classroom”

- Seven core values:
  - Courage
  - Loyalty
  - Justice
  - Respect
  - Hope
  - Honesty
  - Love

Dr. Patricia B. Flach, Graduate Program Head, Character Education, Department of Early Childhood and Special Education, Edinboro University. Also a founder of the Heartwood Institute:

- “It doesn’t seem to matter where you teach. You walk into situations where kids have been bullied or have the potential to be bullied.”
- “You must establish a respectful climate in the classroom.”
- “Teaching students the tools to deal with issues and combating bullying is extremely effective in handling the problem and establishing a productive classroom culture.”
- “If you call a parent and say something positive about a child, there is a 360 in behavior in the classroom.”
- “If you give students attention in a positive way, they don’t look for it in a negative way.”
- “Begin with mutual respect. If you have a discussion, bullying is less likely to occur.”
- “Bullying is a power issue.”
- “Pick on someone else because they don’t feel good about themselves.”
- “We’ve been ingrained to not tattle, but it isn’t tattling.”
- “As a responsible adult, don’t tell who told you.”
- “All you have to do is ask [the kids] the questions and they solve the problem.”
- “Kids need to know they have the power within themselves to solve the problem.”
- Sharing circle idea
- Have kids sit in circle and take a few seconds to share something that happened.
- Every child must be asked a question
- Importance of getting parents and family involved
- “If you don’t model behavior, then you can’t implement.”
- “Everyone, even desk staff, needs to be involved.”
- “I’ve read time and time again it only takes one caring adult to have a positive experience in a child’s life.”



# Full Secondary Research

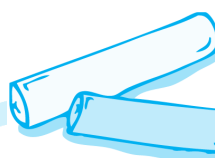
According to our research, bullying has become a common issue for middle school aged students (ages 11-15). Dan Olweus PhD., creator of the Olweus Bullying Prevention Program, defines a bullied party as “a person [who] is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more personas, and he or she has difficulty defending himself or herself.” (Hazelden Foundation, 2011, “Violence Prevention Works! Safer Schools, Safer Communities,” <http://www.violencepreventionworks.org>, 2nd page, 2nd paragraph)

## VERBAL

- Through research, we found verbal bullying is considered name calling, teasing in a hurtful way, or demeaning someone based on race or religion. (Journal of Adolescent Health, 2009, <http://www.sciencedirect.com>)
- The goal of verbal bullying is to degrade and demean the victim, while making the bully feel dominant. Verbal bullying can affect the victim’s self-image and do harm to the victim psychologically and emotionally. (Bullying Statistics, 2009, [www.bullyingstatistics.org](http://www.bullyingstatistics.org))
  - 77 percent of all students have been bullied verbally in some way or another, including mental bullying or even verbal abuse.
  - 14 percent of that 77 have had severe or bad reactions to the verbal abuse.
  - In about 85 percent of bullying cases, no intervention or effort was made by a teacher or administrative member of the school to stop the bullying from taking place. (Bullying Statistics, 2009, [www.bullyingstatistics.org](http://www.bullyingstatistics.org))
- Findings indicate high prevalence rates of bullying or having been bullied at school at least once in the last 2 months: 20.8 percent physically, 53.6 percent verbally, 51.4 percent socially, or 13.6 percent electronically.
- Our results show that boys and girls are aggressive in different ways; boys engage more in physical or verbal bullying, whereas girls use spreading rumors and social exclusion as bullying tactics. (School Bullying Among U.S. Adolescents: Physical, Verbal, Relational and Cyber, 2009, <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2751860/>)

## PHYSICAL

- 282,000 students are physically attacked in secondary schools each month (Stomp Out Bullying, 2011, [www.stompoutbullying.org](http://www.stompoutbullying.org))
- According to our research, the following is considered physical bullying when:
  - “The same victim is targeted repeatedly
  - The bully or bullies intend to hurt, embarrass, or intimidate the victim
  - The actions occur in a situation with a real or perceived imbalance of power, such as when the bully is stronger than the victim or has a higher social standing.” (Stomp Bullying, Harassment, and Violence, 2009, [www.bullyingstatistics.org](http://www.bullyingstatistics.org))
- Physical bullying may also be considered sexual harassment or sexual assault
  - Signs:
    - Unexplained injuries like bruises or cuts
    - Damaged clothing, books, or other possessions
    - “Losing” things they take to school
    - Skipping specific classes
    - Complaining of not feeling well before or during school activities
    - A desire to avoid school
    - Acting withdrawn, sad, or depressed
    - Saying they feel picked on



- Displaying low self esteem
- Mood swings, including anger or sadness
- A desire to run away
- Talking about suicide or violence
- Trying to talk about violence against themselves or others

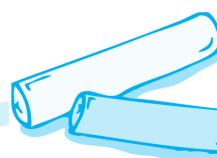
(Stop Bullying, Harassment, and Violence, 2009, [www.bullyingstatistics.org](http://www.bullyingstatistics.org))

- Tips for dealing with harassment issues:
  - “Don’t ignore repeated incidents of harassment”
  - “Don’t use humor or laugh it off”
  - This is self-defeating and makes the behavior be tolerated
  - Don’t provoke the bully
  - “Don’t believe that you deserve to be harassed or that it’s your fault”
  - “Don’t check out of life”
  - “Don’t adopt a ‘Can’t beat them, join them’ attitude”
  - “Don’t kill them with kindness”
  - Be and look assertive
  - Don’t take the offensive; use “I” statements
  - Walk away
  - Get help
  - “Make friends and get involved”
  - “Have a vested interest in school”

(“Hey, Back Off! Tips for Stopping Teen Harassment, Jennie Withers and Phyllis Hendrickson, 2011, Pages: 203-207)

## INDIRECT

- Through research, we found that indirect bullying (also known as relational or social bullying) includes:
  - Ignoring someone, leaving them out, or not allowing them to join in a game
  - Spreading rumors, talking about someone behind their back, and saying things that are not true
  - Glaring or giving threatening looks (Types of Bullying, 2011, <http://library.thinkquest.org>)
  - “The manipulation of child/preteen/teen’s social network through gossip, false gossip, refusing to socialize with the victim, bullying other people who socialize with the victim, mocking the victim, making statements that trigger a reaction and damaging of peer relationships using lies, etc.” (What is Bullying?, 2000, 3rd paragraph, <http://www.masskids.org>)
  - Indirect bullying accounts for 18.5 percent of all bullying (Types of Bullying, 2011, <http://library.thinkquest.org>)
- Through research, we found that gender roles are a factor in indirect bullying:
  - “When a girl becomes aggressive, rather than expressing her feelings directly and physically, she is more likely to do so in indirect and covert ways, such as attacking the targeted child’s peer relationships by spreading rumors and gossip.” (National Center for Mental Health Promotion and Youth Violence Prevention, 2012-2013, 9th paragraph, <http://www.promoteprevent.org>)
  - “Girls who engage in RA (relational aggression) also use various forms of nonverbal communication (e.g., eye rolling, facial expressions, tone of voice) and indirect behaviors to hurt their victims mentally and emotionally.” (National Center for Mental Health Promotion and Youth Violence Prevention, 2012-2013, 9th paragraph, <http://www.promoteprevent.org>)



- Through research, we found that children with passive personalities have the most problems with bullies and indirect bullying:
  - “Passive is not something you want to be because in general it means you have a low self-esteem, have a difficult time standing up for yourself, and are therefore a victim.
  - “Passive people won't stand up for themselves because in their minds they're going to lose anyway. Bullies pick on those who won't stand up for themselves and their rights.”

(“Hey, Back Off! Tips for Stopping Teen Harassment, Jennie Withers and Phyllis Hendrickson, 2011, Pages: 87-92)

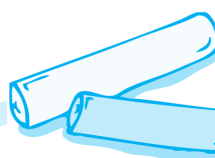
- What it means to be passive:
  - Letting others make decisions for you
  - Believing your thoughts or feelings don't count
  - Putting yourself last
  - Striving to please others
  - Fearing the loss of approval
  - Becoming a loner
  - Fearing responsibility
  - Hating conflict

(“Hey, Back Off! Tips for Stopping Teen Harassment, Jennie Withers and Phyllis Hendrickson, 2011, Pages: 87-92)

## CYBERBULLYING

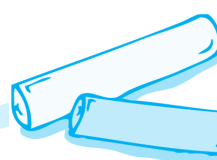
- The following are considered venues of cyberbullying:
  - SMS (Short Message Service/Text Messaging)
  - Photo/video sharing
  - Phone calls
  - Email
  - Chat rooms
  - Instant messaging
  - Websites

(Med Kharbach, 2012, [www.educatorstechnology.com](http://www.educatorstechnology.com))
- Frequency of cyberbullying
  - The 2008-2009 [School Crime Supplement](#) indicates that 6 percent of students in grades 6-12 experienced cyberbullying, according to a study by the National Center of Education Statistics and Bureau of Justice Statistics.
  - The 2011 [Youth Risk Behavior Surveillance Survey](#) finds that 16 percent of high school students (grades 9-12) were electronically bullied in the past year. (What is Cyber Bullying?, [www.stopbullying.gov](http://www.stopbullying.gov))
- Scope of cyberbullying
  - In school year 2008-2009, 7.06 million U.S. students ages 12-18, or 28 percent of students, reported they were bullied at school, and about 1.52 million, or 6 percent, reported they were cyberbullied anywhere (i.e. on or off school property).
  - 502,000 students said they were victims of hurtful information on the Internet
  - 753,000 students said they received unwanted contact via text message
  - 224,000 students said they were purposefully excluded from an online community
  - 4.9 percent of male students 12-18 report being cyberbullied, while 7.2 percent of female students reported being bullied
  - 6.5 percent of students in 8th grade reported being cyberbullied. This increased to 7.2 percent at the 10th grade level but went down to 5.9 percent at the 12th grade level





- 12.8 percent of students who were cyberbullied reported victimization, while only 8.9 percent of students who were bullied in other ways reported victimization
- 7.7 percent of students who were cyberbullied reported theft victimization against 5.2 percent of students that were bullied offline
- 6.4 percent of students in the public schools reported being cyberbullied vs. 4.3 percent of students in private schools
- 5.9 percent of middle school students reported being cyberbullied vs. 6.7 percent in high school
- 2.8 percent of cyberbullied students reported they feared attack or harm vs. 10.8 percent that were bullied elsewhere
- 7.4 percent of cyberbullied students carried a weapon to school vs. 4.1 percent that were bullied elsewhere (U.S. Dept. of Education, 2011, Pages: 1, 5, 31, 33, 41, [Student Reports of Bullying and Cyber-Bullying](#))
- 41 percent of respondents (1,454 teens between ages 12-17) reported 1-3 incidents in the past year
- 12 percent of respondents reported 4-6 incidents in the past year
- 19 percent of respondents (almost 1/5 of total respondents) reported 7 or more instances in the past year
- The most common form of bullying online involved name-calling or insults.
- The second most common form of cyberbullying was password stealing
- “Across the entire sample of internet users, the most likely communication tools implicated in cyberbullying involved IM (19 percent) and message boards (16 percent)”
- 66 percent of participants reported insults online vs. 75 percent in school
- “Analyses indicated that those who used IM and Webcam were each about 1.5-2.8 times as likely to be repeatedly cyberbullied compared to nonusers of these communication tools.” (Jaana Juvonen PhD, 2008, Pages: 500-502, [Extending the School Grounds? Bullying Experiences in Cyberspace](#))
- Student reporting of cyberbullying:
  - Most youth (90 percent) reported not telling adults about cyberbullying incidents. (Jaana Juvonen PhD, 2008, Pages: 500-502, [Extending the School Grounds? Bullying Experiences in Cyberspace](#))
- Cyberbullying facts:
  - 32 percent of online teens say they have been targets of a range of annoying or potentially menacing online activities
  - 39 percent of social network users have been cyberbullied
  - 20 percent of teens (12-17) say “people are most unkind” on social networks
  - 13 percent of teens who use social media say they had an experience on a social network that made them feel nervous about going to school the next day
  - When teens see others being mean or cruel on social networks, 55 percent see other people just ignoring what is going on, 27 percent see others defending the victim, 20 percent see others telling the offender to stop, and 19 percent see others join in on the harassment
  - 67 percent of all teens say bullying and harassment happens more offline than online
  - One in 6 parents know their child has been bullied via social media
  - 11 percent of middle school students were victims of cyberbullying in the past two months. (Luke Gilkerson, 2012, <http://www.covenanteyes.com/2012/01/17/bullying-statistics-fast-facts-about-cyberbullying/>)



In addition to our topical research, we have found general information about bullying. We have identified key trends among students ages 10-19 through our secondary research. One out of four teens is bullied every month. Additionally, as many as 160,000 students miss school each day for fear of bullying. (Med Kharbach, 2012, [www.educatorstechnology.com](http://www.educatorstechnology.com))

Our research has shown that children between the ages of 12 and 14 are trying to fit in with peers and may be struggling with how to make good choices and define ethical behavior. Appearance, conformity, and acceptance by peers are of the utmost importance. (Where are they developmentally, 2013, <http://www.common sense media.org/cyberbullying>)

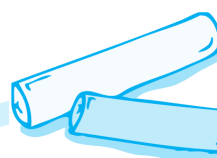
- Where is bullying taking place and who is being bullied?
  - 85 percent of bullying occurs inside of school
  - 44 percent of middle schoolers experience bullying problems
  - 43 percent fear harassment in the bathroom at school
 (Stop Bullying, Harassment, and Violence, 2009, [www.bullyingstatistics.org](http://www.bullyingstatistics.org))
- Kids who are bullied are more likely to:
  - Use alcohol and drugs
  - Skip school
  - Be unwilling to attend school
  - Receive poor grades
  - Suffer from low self-esteem
  - Experience more health problems
 (Stop Bullying, Harassment, and Violence, 2009, [www.bullyingstatistics.org](http://www.bullyingstatistics.org))

## LONG-TERM EFFECTS OF BULLYING

- "Olweus found former bullies to have a four-fold increase in criminal behavior at the age of 24 years, with 60% of former bullies having at least one conviction and 35% to 40% having 3 or more convictions. Their earlier pattern of achieving desired goals through bullying likely inhibited the learning of more socially acceptable ways of negotiating with others."
- "Individuals who were formerly bullied were found to have higher levels of depression and poorer self-esteem at the age of 23 years, despite the fact that, as adults, they were not more harassed or socially isolated than comparison adults"
- "The prevalence of bullying observed in this study suggests the importance of prevention intervention research targeting bullying behaviors. Effective prevention will require a solid understanding of the social and environmental factors that facilitate and inhibit bullying and peer aggression. This knowledge could then be used to create school and social environments that promote healthy peer interactions and intolerance of bullying" (Bullying Behaviors Among US Youth, Prevalence and Associate With Psycho-social Adjustment, Comments Section, Paragraphs 6 and 8)

## BEST PRACTICES

- "Bullying prevention should involve increasing positive behaviors by rewarding kindness!"
- "Schools need to understand what works and what doesn't in regard to bullying prevention."
- "Effective bullying prevention begins as proactive programs that work toward establishing a safe, friendly, and caring social environment"
- "Zero-tolerance policies are not effective in reducing bullying in schools"

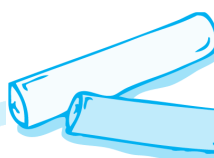


- “Policies that mandate punishments and are severely punitive foster resentment and take away students’ opportunity to learn”
- “Avoiding harsh discipline assists with bullying prevention!”
- “The goal of discipline should always be to teach. It should never be meted out in anger, with the intent to humiliate or to harm”
- “Empathy counteracts bullying!”
- “For both boys and girls, low empathy has been related to bullying: violent bullying by boys and indirect bullying by girls.”
- “Schools can plan an active role in protecting kids from the long-term affects of being victimized by bullying.”
- “Children who are stressed from bullying will frequently go to the school nurse for assistance or shelter from the difficulty they may be facing in the classroom”
- “Help kids to develop good friendship skills”
- “We cannot assume that it is easy for all children to know how to make and keep good friends. Therefore we need to discuss with a child just exactly what a good friend is”
- “Know your school before you begin a bullying-prevention program”
- “There are four basic components of a school wide bullying prevention program. First of all there needs to be an assessment of the bullying problem. In order to deal with the problem, you must know the four W’s- where, when, who, and what.”
- “Good school wide bullying prevention programs have ten basic components”
- “Focus on the social environment”
- “Assess bullying at your school”
- “Garner staff and parent support”
- “Form a group to coordinate the school’s bullying prevention”
- “Establish and enforce school rules and policies related to bullying.”
- “Increase adult supervision in hot spots where bullying occurs”
- “Intervene consistently and appropriately in bullying situations”
- “Focus some class time on bullying prevention”
- “Continue these efforts over time”
- “Bullying prevention is a community endeavor”
- “Bullying prevention is a community endeavor.”
- “How the community responds sends messages to our children about violence and appropriate behavior. There are some instances in which adults encourage the behavior by telling the child to hit back or retaliate. But violence is never a good response to violence; in fact, it can and will escalate the behavior.”

(101 Facts about Bullying: What Everyone Should Know, Meline Kevorkian and Robin D’Antona, Pages: 131-146)

## What other regional organizations are doing:

The Harlem Globetrotters, an exhibition basketball team, have an outreach program called The ABCs of Bullying Prevention, which is an effort partnered with the National Campaign to Stop Violence (NCSV) to impact schools and communities around the world. The program targets 6-14 year-olds and focuses on **A**ction, **B**ravery, and **C**ompassion. The Globetrotters discuss the three words in the ABCs and tools that kids can use on a daily basis to reduce bullying. They emphasize what it means to be part of a team and discuss how kids can offer support to one another to help stop bullying.



Be a STAR Alliance, abbreviated as Showing Tolerance And Respect, is an anti-bullying alliance co-founded by The Creative Coalition and WWE that has a website full of anti-bullying resources for students, parents, and teachers. Its mission is to “ensure a positive and equitable social environment for everyone regardless of age, race, religion or sexual orientation through grassroots efforts beginning with education and awareness.” The WWE Superstars and Divas have visited more than 40 schools to spread the “be a STAR message,” where they explain the different types of bullying and encourage students to not be a bystander and stand up against bullies.

## LOCAL, STATE, AND REGIONAL LAWS

### The State of Ohio

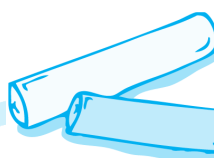
- The Ohio Board of Education developed a model policy to combat harassment, intimidation, or bullying in order to assist school districts in developing policies of their own. The state defines harassment, intimidation, or bullying as any intentional written, verbal, or physical act that a student has exhibited toward another particular student more than once.
- The state of Ohio requires schools to have a firm procedure for reporting bullying incidents occurring in school. The state also mandates that schools must have a procedure for responding to and investigating reported incidents, a strategy for protecting a victim from future occurrences, and a disciplinary procedure for students found guilty of harassment, intimidation, or bullying. Each school's policies are required to be placed in any student handbooks and in employee training material.
- Ohio mandates that every school's district administration provide the president of the district board a written summary of all reported incidents, semi-annually. (Bully Police USA, 2006, [www.bullypolice.org/oh\\_law.html](http://www.bullypolice.org/oh_law.html))
- **Stanton Middle School, Stanton, Ohio**
- Stanton Middle School defines harassment or intimidation as the following:
  - use of racial, ethnic, religious, or sexual slurs
  - hazing, teasing, bullying, or acting to intimidate
  - sexual and other forms of harassment (i.e. writing, drawing, gestures, words, etc.)
 (Stanton Middle School Student Handbook, [www.kentschools.net](http://www.kentschools.net))

### Streetsboro High School, Streetsboro, Ohio

- Streetsboro High School defines harassment and bullying as “any person willfully and repeatedly exercising power of control over another with hostile or malicious intent.”
- Streetsboro High School states in its student handbook that students who are being bullied may notify the school through writing, telephone, or in person. The handbook states the investigation of bullying incidents will be kept confidential. (Streetsboro High School Student Handbook, page 14)

## THE HEARTWOOD INSTITUTE

“Heartwood Institute, a non-profit educational organization based in Pittsburgh, is committed to promoting the understanding and practice of seven universal ethical attributes that are the foundation of community among all people: Courage, Loyalty, Justice, Respect, Hope, Honesty, and Love. By addressing these attributes in tangible ways, Heartwood's comprehensive programs boost achievement while building character, and can help reduce bullying and disciplinary referrals in a school setting. In addition, the programs meet academic standards for language arts and social studies, making them ideal additions to both elementary and middle school curricula.”



- The Heartwood approach focuses on:
  - Instilling the values of “Courage, Loyalty, Justice, Respect, Hope, Honesty, and Love- to help foster fundamental emotional and social understanding in children and adolescents”
  - Using academic curriculum to reinforce messages of the program
  - Teaching through stories “is ideal for shaping minds and emotions of young people”
  - Focusing on “ethics curriculum” that “offers materials to encourage students’ critical thinking and writing, and to foster cooperative learning and meaningful discussions”

**A testimonial from a professional that used The Heartwood approach reads:**

"I was looking for a Character Education program that could fit into our already hectic schedule and actually make a difference in our school. I found exactly what I was looking for with the program from Heartwood Institute.

This literature-based character education curriculum provides award-winning trade books to be read aloud to the students. It also provides a wide variety of activities on lesson cards to connect the literature to real life. The stories are beautiful and the activities are easy to follow. The teachers have been impressed with the easy implementation of the program and feel their students are always eager to begin the next book.

The curriculum is based on seven universal attributes, which are Courage, Loyalty, Justice, Respect, Hope, Honesty and Love. Each theme has two books that incorporate the trait into the lesson. This program is affordable and second-to-none. I would highly recommend this program to any school wishing to incorporate a sense of character, pride, respect and leadership into their curriculum. The best part is that it fits into almost any content area and is taught right along with the learning standards."

**Heidy LaFleur**, Assistant Principal, *John W. Garvy Elementary School* Chicago, Illinois. (The Heartwood Institute, 2013, [www.heartwoodethics.org](http://www.heartwoodethics.org))





# Partnerships

During our campaign, we established a number of partnerships with local and regional organizations. The Heartwood Institute, a nonprofit educational organization based in Pittsburgh, Pennsylvania, helped to select books with anti-bullying messages for students. This partnership was extremely beneficial in creating materials for the lesson plan and classroom activities of the Bullies 2 Buddies campaign. The Heartwood Institute works to educate students on seven core values to help students establish self-respect and reduce bullying in the classroom through literature-based learning.



Additionally, PRSSA Bateman Gold partnered with the Kent Free Library to create a list of books for students at Stanton Middle School to read that shared anti-bullying messages. This partnership was established to educate students on the messages they could learn from books. The reading list was given to the librarian at Stanton Middle School and books were pulled so that students had access to them during the campaign.

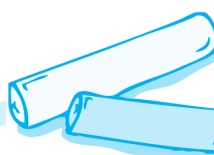
Finally, we encouraged students to “Be a Buddy with Black Squirrel Radio” as URL the Squirrel came to visit students at Stanton. URL’s smiling and positive demeanor encouraged students to be a buddy rather than being a bully. This collaboration was effective in increasing student excitement at the end of the campaign.



Overall, we, as Team Gold members, feel that the use of partnerships was instrumental in the success of the Bullies 2 Buddies campaign. By pooling resources with other organizations that shared similar values, specifically education, the team was able to create a comprehensive campaign that gave students the best experience possible.



This is one of the selected books from the reading list.



# Kick-Off Day

The team created blue ribbons to represent non-bullying. After research, we found the color that represents non-bullying is blue, which is why we chose to make the ribbons the appropriate color.

On our first visit on February 11 to Stanton Middle School, we introduced ourselves as the Bullies 2 Buddies team during the 7th grade lunch period. We came equipped with a basket of blue ribbons.

After our introduction, our team members walked around the cafeteria passing out a ribbon to each seventh grade student. We also prepared ribbons for key administration members and Stanton faculty and staff.

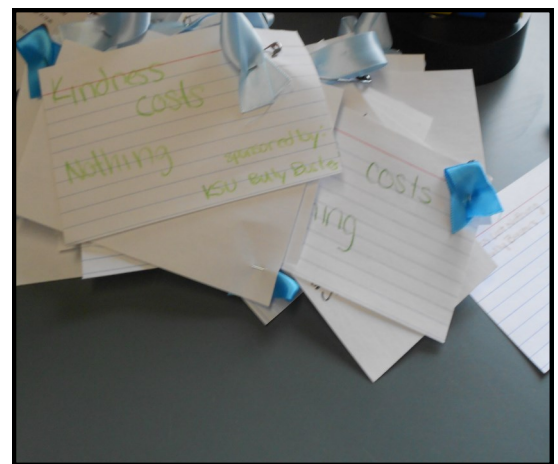
We told the students the ribbons were to remind them to be a buddy and not a bully. Before we left the lunch period, we told the students we had more exercises to do with them.



These are the campaign ribbons as Team Gold members made them.



Team Gold members pass out “anti-bullying ribbons” to seventh grade students.



Student Ambassadors created ribbons with notes for teachers.

We returned to Stanton Middle School on Valentine's Day. We again went to the seventh grade lunch period and reintroduced ourselves. The team then walked around the cafeteria with note cards and markers for the students. We asked the students to write down one anonymous nice note that was not targeted to any student in particular. Bullies 2 Buddies sorted through all nice notes to make sure all notes were school appropriate. The nice notes were passed back out to students by Stanton's Student Ambassadors, a select group of dedicated student leaders among the seventh grade class.

The point of the nice notes was to teach the students that one saying one nice thing every day can help brighten someone's day. The nice notes were not targeted to any specific students to make sure every student received one and no certain student received more. Bullies 2 Buddies reminded students to say more than just what they said on the note card and reminded students to keep wearing their ribbons.

## Examples of Nice Notes:

- TBH, you're the best!
- You have a great smile!
- You are awesome.



Gold Team member passes out nice notes to students.



Students complete nice notes at lunch.



The Bullies 2 Buddies team implemented Word Day on three different days during the week of February 18-22. We came to the school on Tuesday, Wednesday, and Thursday and taught four classes a day, totaling 12 classes. The point of this tactic was to discuss various topics of bullying to students, implement a hands-on activity for students, and reinforce the following issues:

- Who was a bystander and how to identify them
- How to help someone in a bullying situation
- Where and when students see bullying the most
- If they have ever been a bully
- The difference between positive and negative feelings
- How to let go of negative feelings
- How others feel when being bullied
- How to step in when students see someone being bullied

## Activity breakdown:

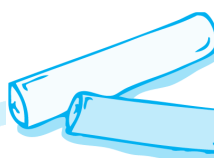
After a brief discussion with students in the beginning of each class period about the topics above, the Bullies 2 Buddies team broke the students into two groups, boys and girls. Each group chose four volunteers at their own discretion. The first set of volunteers then chose roles, whether they would be traced or do the tracing. The first volunteer laid down on a sheet of bulletin-board paper and was traced. Students in each group then wrote negative phrases all over the body. The Bullies 2 Buddies team reinforced that these phrases could be something they have heard, been called, or even said to someone else. The students were allotted approximately 10 minutes to write all negative phrases and feelings.

Next, the other two volunteers then did the exact same process, one was traced and another was the tracer on another sheet of paper. Students from each group then wrote positive phrases that they have heard or been called that boosted their self esteem. Students were allotted approximately 10 minutes to write down all positive phrases and feelings.

The students then sat down for another discussion. Bullies 2 Buddies asked students why they felt we had them write down negative and positive feelings. The team explained the traced outline of the students was to symbolize our inside feelings and emotions. Students were receptive to the fact that negative feelings last longer than positive feelings.

Lastly, the students went back into their groups and then tore up the negative phrase paper. This was to show they do not need to hold on to negative feelings symbolize. Following the class lessons, the nice word papers were hung in the lunchroom cafeteria to display for students.

"I learned that it feels good  
to get all the negative  
words I've ever been called  
off my chest," -Stanton  
Middle School student



# Theme and point of activity

The theme and point of Word Day was to demonstrate the differences between how negative and positive phrases and feelings make us feel. After observing the students writing the phrases, it came to our attention that it was much easier for the students to think of negative phrases to write, rather than positive. We felt this activity was appropriate for the students because it allowed them to get out all of the negative feelings on paper. We had the students rip up the negative feelings to reinforce that we do not need to hold on these.

We told students you can literally throw those feelings away. Bullies 2 Buddies also discussed with students how negatives stick more than positives. Most students agreed that on a day where five nice and one negative thing is said to them, they remember that one negative feeling. We wanted to show the students that you can get rid of that feeling.

"I learned that complimenting someone could save their life. I am going to compliment more people."-Stanton Middle School student

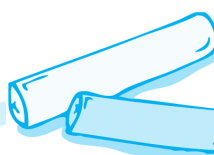
It was also important to reinforce how students treat others. We discussed with students the importance of reaching out when they witness bullying, as well as paying kindness forward. We wanted students to realize that they should not be afraid to step into a situation when they see someone getting bullied. It came to our attention that most students said they would only step into a situation if a friend was being bullied. We talked with students about the importance of not being a bystander, whether or not the person is a friend. We wanted students to realize how others feel when they are being bullied, and the theme of paying kindness forward. We talked with students about how kindness is contagious. They understood that when others witness them being kind or helping out a bullied classmate, others may want to do the same.



Students write negative words on paper before ripping it to show the importance of letting go of negative words.



Students write positive words on paper to represent the influence of kind words.

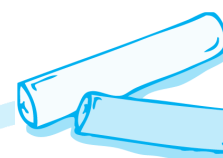




(Used by team members during Word Day activity implementation)

Goal: To educate students about bullying and generate discussion about the topic.

1. Have students complete “pre-campaign surveys” and “entrance tickets” where students answer these questions:
  - What is one thing you hope to learn about stopping bullying today?
  - What is one really big problem you see with bullying at school? Why is it a problem?
2. Introduce students to topic of bullying. Have them talk about what some “school-appropriate” mean phrases they have been called. Ask students to remember the appropriate examples their classmates shared. (5 minutes)
3. Students begin activity where they split into same-gender groups. One member volunteers to be traced for activity.
  - Students will trace member on one sheet of paper and write negative words they have been called or heard.
  - Students will then rip this paper to shreds and Team Gold will tell students that this is how someone feels when mean things are said to them.
  - Students will then trace a member on a new sheet of paper and write positive, kind words that they have been called.
4. Leaders will ask students why they should be kind buddies instead of bullies. The students will discuss the importance of positive words and discuss the following topics:
  - Students are to discuss why it is important to say kind things.
  - Students are asked to discuss several roles of bullies in media/books/characters/tv shows.
  - Why is it important to pay kindness forward?
5. Team Gold will reinforce discussion and challenge students to “pay kindness forward” and how they can stop bullying.
  - By identifying the way students can be kind and stop bullying, students are learning simple ways to make a change in their school.
  - For every negative word someone hears, it takes 10 nice words to make it up.
6. Team Gold will read a section from the story “Stargirl” that the Heartwood Institute and the Kent Free Library suggested.
  - Questions for discussion:
    - Tell me about Stargirl and Leo.
    - Why are people not talking to them?
    - Tell me how you think this is bullying?
    - Tell me who is the bully and who is the victim.
    - What are some ways that they are bullied? What are some ways the students are bullying them
    - What are some other ways people can be bullied?
    - Have you ever seen anyone that was being bullied like Stargirl and Leo?
7. Students then complete “Exit Tickets” before the class is over. Students answered the following questions:
  - What is one thing you learned today?
  - What is one way you can be a buddy and not a bully?



Due to time constraints and student interest, team members re-evaluated the lesson plan and made these changes:

- Student “Entrance and Exit Tickets” questions were adapted to align with the discussion of students in the classroom.
- The “Stargirl Segment” was excluded because of the time constraints. There was less time than we expected.
- During discussion, students talked about the role of bullies in media. This discussion was so powerful that Team Gold members asked similar questions during the other class periods., and generated more open dialogue about the topic.

## Lesson Plan Impact

We, as Team Gold members conducted the lesson in 12 classes over the course of three days. This allowed the team to work one-on-one with almost all of the seventh grade class, totaling 280 students.



# Other Elements

Also, on the days of implementation for word day, Bullies to Buddies passed out brochures to students to take home to parents or guardians. The brochure, titled **“Communicating about Bullying,”** was to help parents or guardians talk to children about bullying issues.

Inside the brochure was an insert for parents to fill out after reading. If the insert was signed and returned to school, the student was entered into a raffle to win four Cleveland Cavaliers basketball tickets, a gift card to Starbucks, or a Kent State University sweatshirt. The intent of the brochure was to reach parents and teach them how to deal with bullying.



# Kind is Better Signs

The Bullies 2 Buddies team created flyers to hang in the hallways, bathrooms, and busses of Stanton Middle School. The flyer gave five reasons why being kind is better. Student ambassadors hung flyers around the school and busses on February 25.

The point of the flyer was to reinforce how students can be kind and why they should. Since the flyers were hung after our word day implementation, the team thought the flyers would help remind students of the lessons we talked about in the classroom.

"I get bullied the most on the bus. At first I was afraid to stand up for myself, but now I'm not."-Stanton Middle School Student

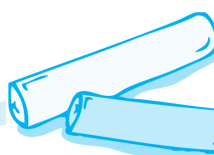
Bullies 2 Buddies chose to hang the flyers in the hallways, bathrooms, and busses based on what we learned in the classroom from students. Most students made it clear through surveys, entrance tickets, and verbal discussion that they see bullying happening most often anywhere there is not direct adult interaction. For example, the students said bullying happens often in the bathrooms because there is hardly ever a teacher or faculty member also in the bathroom.

Although teachers are frequently in the hallways during class changes at Stanton, with so many students and noise in the hallway at one time, it is hard for teachers to witness and stop bullying at all times. Students said the bus ride to and from school is also a popular spot for bullying because only one adult is on the bus. Also, the farther the students are sitting to the back of the bus, the harder it is for the bus driver to hear and intervene with bullying incidents.

The goal of the tactic was for students to see the sign in the hallways, bathrooms, and busses and remember to be a buddy and not a bully.



Student Ambassadors take signs to hang on school busses at Stanton Middle School.







To wrap up our implementation on February 28, Bullies 2 Buddies brought URL the Squirrel to Stanton Middle School. URL is the mascot for Kent State's student-run radio station, Black Squirrel Radio. The team passed out Black Squirrel Radio stickers and tattoos to students, and told them URL is a buddy, not a bully.

Our team also did our finale drawing. The students who returned the brochure insert were entered into a drawing to win Cleveland Cavaliers tickets, a gift card to Starbucks, or a Kent State University sweatshirt. URL chose three different inserts, and the students came to the front of the cafeteria to take a picture with URL and claim their prizes.

Photos were then open to any students, on their own cameras, to take a picture with URL. We thanked everyone, including administration, guidance staff, support staff, and students, who made the Bullies 2 Buddies campaign possible.



This basket is full of student submissions for the raffle. We had 43 students return these forms.



Student ambassadors pose with URL the Squirrel.



# Lasting Impact of the Campaign

- Our pamphlets were used at a “Community Expo” held at Stanton Middle School. Local parents and families will be attending the event.
- Laurie Kanuth, Stanton Seventh Grade Guidance Counselor, is continuing the “Pay kindness forward” theme of the campaign.
- The Student Ambassadors will continue to help with kindness efforts.
- The signs will remain on the bus until the end of the school year.
- All of the student tracings of kind, nice words will stay hung in the cafeteria where students eat lunch until the end of the school year.
- Students had handouts and materials from Black Squirrel Radio.
- Students will have access from the books suggested The Kent Free Library and The Heartwood Institute.



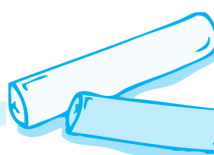
URL poses with a student drawing of kind, positive words.



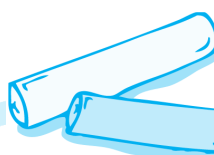
A display hangs in front of the Guidance Office to teach students to pay kindness forward.



A student poses with Url after winning a Kent State hoodie in the raffle.



# Additional Campaign Photos



During the implementation of our campaign, we adjusted several activities and approaches to best educate the students and meet the standards and expectations of our guidelines. The obstacles we faced, as detailed below, show how we overcame various challenges to have a successful campaign.

## **Seventh grade students at Stanton Middle School**

- Obstacle (s):
  - Discovering that middle schoolers act more sophisticated than when we were in middle school. Our perception of “innocent” middle schoolers was distorted.
- Overcome:
  - We researched their attitudes and perceptions. We also tested out our tactics with a focus group of Student Ambassadors. This information allowed us to identify key focus group information and use it to adapt our original tactics.

## **Campaign Flexibility**

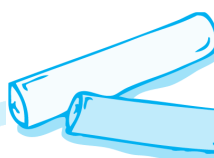
- Obstacle (s):
  - Conflicting times with individual group members’ school/work schedules and Stanton Middle School’s available periods.
- Overcome:
  - Team Gold reviewed everyone’s schedules, paired up with a partner who had a similar available time and assigned the available school day to be in the classroom together.

## **Pitching stories to local media outlets**

- Obstacle (s):
  - Reporters were not as responsive as we wanted them to be. The Kent Patch was the only reporter who responded.
  - We believe there may have been some confusion with our group (PRSSA Bateman Gold) and the other group (PRSSA Bateman Blue), who are also representing Kent State University’s PRSSA.
- Overcome:
  - Patty Finley, Stanton Middle School’s activities coordinator, offered to personally pitch our story to the Record Courier. She also posted a story detailing our campaign activities on Kent Patch. (Please see this submission in the Media Placement section).

## **Social Media**

- Obstacle (s):
  - Providing information online while reinforcing that it is for parents to see and discuss with students.
  - Promoting the Bullies 2 Buddies Facebook Page as a parent-student tool without advising students to use it alone.
- Overcome:
  - We used the Facebook page as tool to communicate educational information. Some of our posts linked to “Spoken Word Poetry” and “Pay Kindness Forward” websites and videos. By making the page interactive, we were able to provide a variety of information to parents and students.





### **In-classroom bullying and shyness**

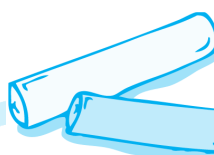
- Obstacle (s):
  - Some students were not willing to speak about bullying.
  - Some students said they would take a violent approach.
- Overcome:
  - We worked to create a comfortable environment and encouraged students to vocalize their thoughts, but did not force them. Additionally, by appearing as relatable, cool, college students, we were able to initiate conversations that the guidance counselors may not have been able to.

### **Modifying the lesson plan to meet class time expectations**

- Obstacle (s):
  - Team Gold had a lot of great lesson plan ideas to reinforce the anti-bullying message, but Stanton Middle School had limited class time for us to do every tactic.
- Overcome:
  - Because the student discussion was extremely productive and beneficial to educating students about the topic, Team Gold decided to take out the Stargirl Lesson to meet the time frame.

### **Reaching out to the seventh graders' parents**

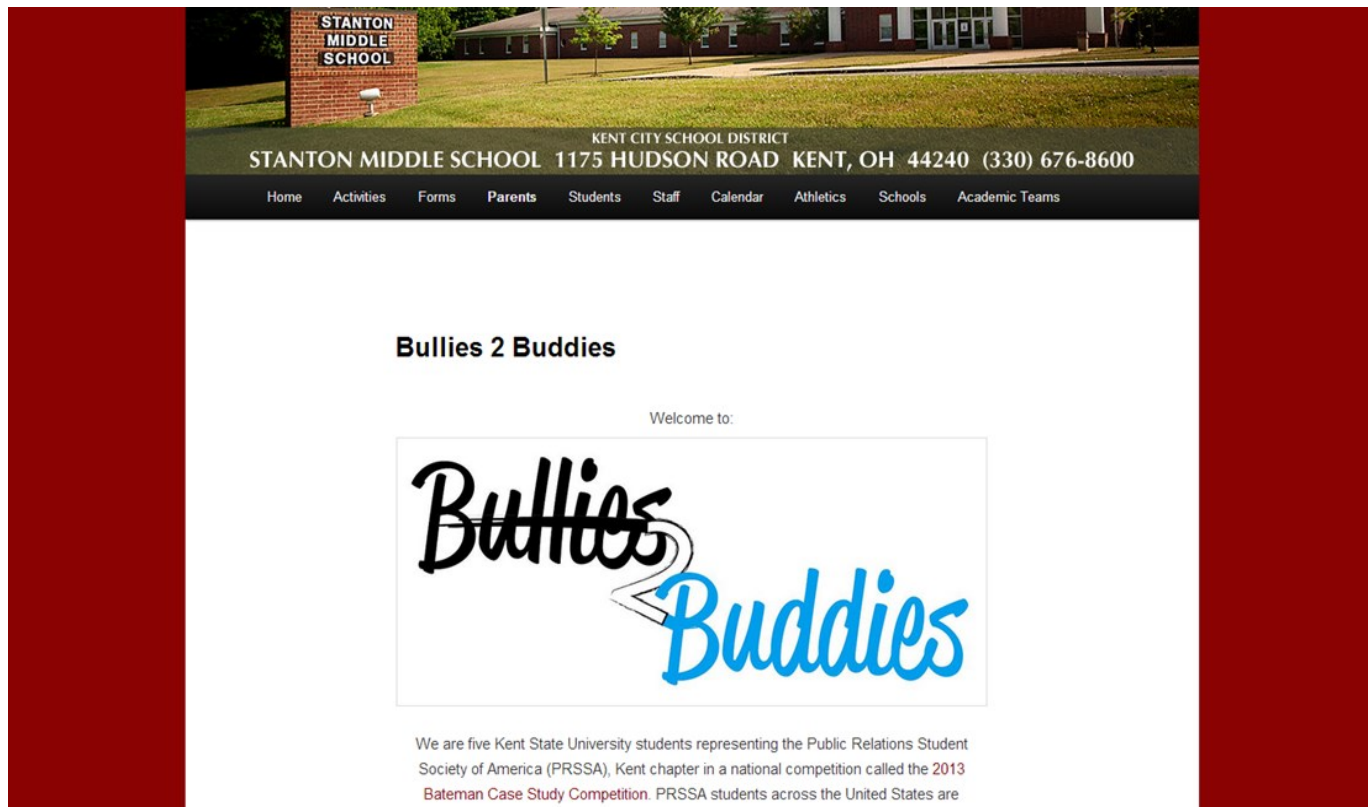
- Obstacle (s):
  - The seventh graders' parents are not as participative compared with elementary school parents. The seventh graders' parents rarely participate in regular student life let alone special activities/lessons.
  - As an alternative, we set up a 10-minute time slot for March 7 at the school's PTO meeting. Unfortunately only one seventh grade mother showed up at the meeting, but she did provide some insight of her child's thoughts on the "Nice Notes" activity from Team Gold's campaign.
- Overcome:
  - Laurie Knuth, seventh grade guidance counselor, offered to provide our "Communicating about Bullying" pamphlets to parents at the local "Community Expo" after the campaign. This shows the impact of the tactics and how the campaign was effective in providing a lasting impact on the community.



# Community Outreach

To communicate with the Stanton Middle School community, Team Gold had a page on the Stanton Middle School website during the campaign. The webpage included links to our campaign Facebook page, Team Gold member contact information, and the “Communicating about Bullying” pamphlet information.

## Stanton Middle School's Webpage



The Bullies 2 Buddies campaign logo and information about the campaign was posted on the Stanton Middle School website at <http://www.kentschools.net/sms/parents/bullies-2-buddies/> or see the included disc.



# Bullies to Buddies Facebook Page

To better educate our publics, we created a Facebook page where we consistently updated the content and information during February.

The use of this page was extremely successful. During the span of February, we had 95 total “likes” and 28 people were “talking about this.” The image below is the top of the page, please note that the total number of “likes” is tabulated on a different image.



## About

#likeaboss

We are Kent State Public Relations Students participating in a National Competition that is trying to combat bullying. Please help us spread the word about our cause and campaign at Stanton Middle School.

Like this page!

### Description

PRSSA Bateman team gold has launched the Bullies to Buddies campaign that will continue throughout the month of February on behalf of this year's national PRSSA Bateman competition.

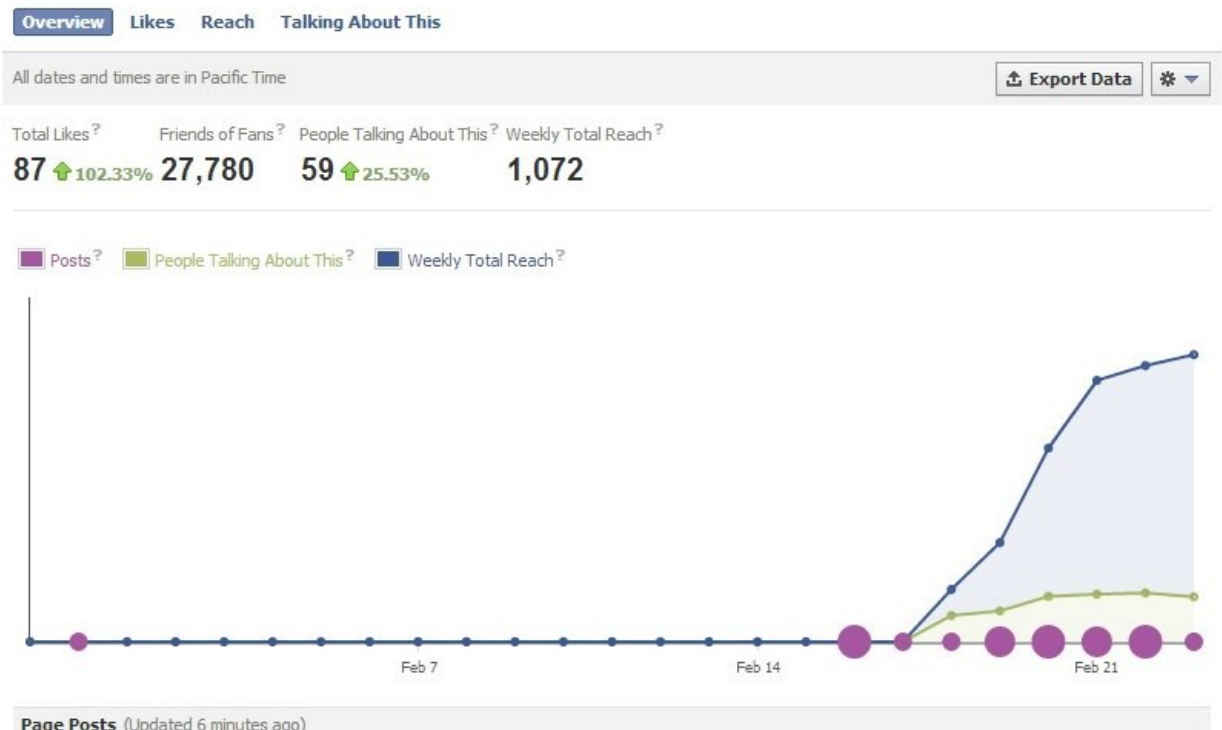
The goal of the Bullies to Buddies campaign is to increase awareness about the impact of youth bullying and to educate middle school students, their parents, faculty and other key audiences at Stanton Middle School in Kent, Ohio about steps they can take to prevent bullying.

## Basic Info

Started February 1, 2013

# Reach of the Page

Below is the reach of the page. The final number of “likes” was 95, and according to the image, our Facebook campaign had a significant reach with 59 people talking about it over the 28 days the page was active.



Date ?	Post ?	Reach ?	Engaged Users ?	Talking About This ?	Virality ?
2/25/13	Parents, we're now featured on the Stant...	38	6	1	2.63%
2/25/13	Kent Patch did a story about our campaig...	109	14	5	4.59%
2/23/13	The key message from this story shares t...	22	4	--	--
2/22/13	The Bully Project, a 2011 documentary fil...	51	2	--	--
2/22/13	Middle school students are characterized ...	22	2	--	--
2/22/13	How are you going to be a buddy today? ...	24	1	--	--
2/22/13	Here's a neat flash infographic that you c...	25	1	--	--
2/22/13	Brigitte Berman, a published author of Do...	24	1	--	--
2/21/13	Stand up to Cyberbullying - "Stop and thi...	26	1	--	--
2/21/13	Quote of the night: "Hurt people hurt peo...	30	2	--	--
2/21/13	Have you completed your act of kindness ...	36	1	--	--
2/20/13	This video is amazing. It gives the accoun...	51	10	2	3.92%
2/20/13	Sedatephobia on Black Squirrel Radio gav...	57	5	1	1.75%

Please note a few key posts that had a large audience reach. These posts suggest that there was a large amount of traffic on the online campaign and shows its success.

Date ?	Post ?	Reach ?	Engaged Users ?	Talking About This ?	Virality ?
2/28/13	Thank you for everything! We have had ...	48	2	2	4.17%
2/28/13	We had a great time with our special gues...	46	1	1	2.17%
2/27/13	Help us be a buddy and not a bully. Practi...	72	--	--	--
2/27/13	Our campaign final event is tomorrow! W...	72	--	--	--
2/26/13	What an amazing story. This kid really kn...	57	4	1	1.75%
2/25/13	Parents, we're now featured on the Stant...	55	6	1	1.82%
2/25/13	Kent Patch did a story about our campaig...	190	24	13	6.84%
2/23/13	The key message from this story shares t...	40	5	--	--
2/22/13	The Bully Project, a 2011 documentary fil...	67	2	--	--
2/22/13	Middle school students are characterized ...	37	2	--	--
2/22/13	How are you going to be a buddy today? ...	41	1	--	--
2/22/13	Here's a neat flash infographic that you c...	39	1	--	--
2/22/13	Brigitte Berman, a published author of Do...	38	1	--	--

Here are a few key posts from the Facebook page.

The screenshot shows the Facebook page for 'Bullies to Buddies'. The page has 95 likes and 73 talking about this. The main post is from Bullies to Buddies, dated 2 seconds ago, with the text: 'Thank you for everything! We have had a wonderful time working with the students, Stanton Middle School, the dedicated staff and our wonderful peers! Remember to be a buddy and not a bully! PRSSA Bateman Gold has been honored to have this experience and share our messages!'. Below the post are options to Like, Comment, and Share. The page also features a 'Community' section with a photo of a book and a 'Highlights' section with recent posts from other users, including Megan Corder and Cindy Deng.

# Key Facebook Posts

Here are a few key Facebook posts our team documented during the campaign. The page was updated multiple times a week and linked to other anti-bullying campaigns, our partners, and Stanton Middle School.

## Key Posts:

- The Bully Project
- Spoken word poetry with anti-bullying messages
- The Heartwood Institute
- The Kent Free Library
- Black Squirrel Radio
- Campaign updates

**Bullies to Buddies** shared a link.  
5 hours ago

We had a great time with our special guest today....URL the Squirrel from Black Squirrel Radio.

Students took photos with URL and promised to be a buddy not a bully!

Be a buddy with BSR!

[www.blacksquirrelradio.com](http://www.blacksquirrelradio.com)



**Black Squirrel Radio - Kent State University's College Radio**  
[www.blacksquirrelradio.com](http://www.blacksquirrelradio.com)

College radio streaming online from Kent State University. Featuring urban, rock, and local music, live football and basketball broadcasts, and local news

Like · Comment · Share

Alexandra Taylor likes this.

Write a comment...

44 people saw this post

Status Photo / Video Event, Milestone +

Write something...

**Bullies to Buddies**  
2 seconds ago

Help us be a buddy and not a bully. Practice random acts of kindness!

Like · Comment · Share

**Bullies to Buddies**  
a few seconds ago

Our campaign final event is tomorrow! We will have our very special guest coming in!

Comment below if you think you know who our guest is!

Like · Comment · Share

Recent Posts by Others on Bullies to Buddies See All

**Cindy Deng**  
Our Bullies to Buddies campaign is almost over, but our an...  
1 · 9 hours ago

**Megan Corder**  
Please like this page! Click the link! Bullies to Buddies  
1 · February 21 at 3:57pm

More Posts ▾

Likes See All

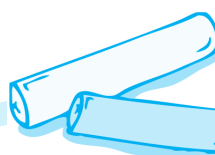
**Kent State University School of Journalism and Mass Communication**  
23 friends also like this.

**Stanton Middle School**  
School

**Kent, Ohio**  
37 friends also like this.

**PRSSA National**  
6 friends also like this.

**Heartwood Institute Pittsburgh PA**





# More Key Posts

**Bullies to Buddies** shared a link.  
February 21

Quote of the night: "Hurt people hurt people"  
Take a moment and think of how you can help others feel happy instead of hurt.

<http://www.organicauthority.com/health/random-acts-of-kindness.html>



## 10 Simple Random Acts of Kindness

[www.organicauthority.com](http://www.organicauthority.com)

If you're burned out on humanity's ongoing and unmet needs, don't shy away but rather bring them closer to

Like · Comment · Share

30 people saw this post



## Stand Up to Cyberbullying

[www.youtube.com](http://www.youtube.com)

You can help stop cyberbullies by standing up for yourself or someone else. To learn more about cyberbullying visit:

Like · Comment · Share

26 people saw this post

**Bullies to Buddies**  
February 21 via mobile

Have you completed your act of kindness day? Let us know.

Like · Comment · Share

36 people saw this post

The best way to prevent the bullying epidemic? Education. The link has great information.

<http://www.ncpc.org/topics/bullying>



## Bullying — National Crime Prevention Council

[www.ncpc.org](http://www.ncpc.org)

Information and Resources To Help Prevent the Serious Problem of Bullying

Like · Comment · Share

Jenn Yokley likes this.

**Bullies to Buddies** Write a comment...

63 people saw this post

**Bullies to Buddies**  
February 20

Tomorrow we will be going back to Stanton Middle School. They have been fantastic. A huge thank you to the Stanton Community!

Like · Comment · Share

Tim Roberts likes this.

**Bullies to Buddies** Write a comment...

72 people saw this post

**Bullies to Buddies** shared a link.  
February 20

Here is some great information about bullying programs! Please take a gander!

<http://www.violencepreventionworks.org/public/bullying.page>

## Bullying | Violence Prevention Works

[www.violencepreventionworks.org](http://www.violencepreventionworks.org)

Learn about types of bullying, and get facts on how a bully affects other students.

Unlike · Comment · Share

Bullies to Buddies likes this.

**Bullies to Buddies** Write a comment...

62 people saw this post

**Bullies to Buddies**  
February 20

Every 7th grader agreed that bullying often takes place on the bus. But not many of them have tried to stop the problem - even the bus driver. What do you think these students should do?

Like · Comment · Share

66 people saw this post



# Media Placement/Outreach

Team Gold's campaign was featured on:

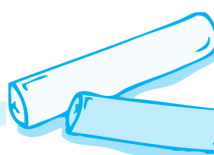
- Stanton Middle School's website
- Kent Patch
- The Daily Kent Stater
- Black Squirrel Radio
- TV2 KSU
- The College of Communication and Information Website
- PRSSA Kent's E-blast, website, and blog
- The Kent State Public Relations Major Email Listserv

Our campaign was featured on TV2 KSU, Kent's college-run television station. The story ran on March 6, 2013 and shared an overview of the campaign and its influence on the students at Stanton Middle School.

Please find a copy of the TV2 story at this link: <http://studio.jmc.kent.edu/tv2ksu.html?HDStreaming&467>



Laurie Knuth, Stanton Middle School Guidance Counselor, is also featured in the TV2 segment, along with all Bateman Gold team members.



# Black Squirrel Radio

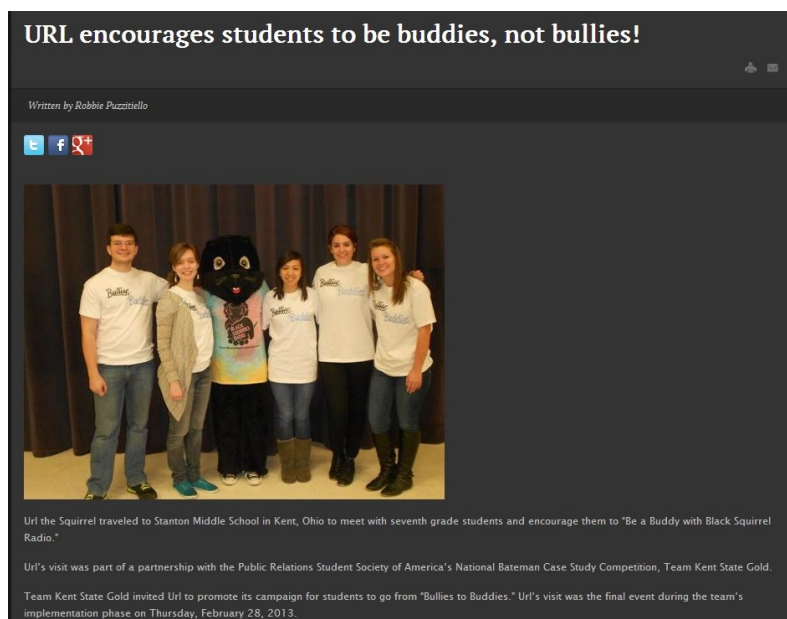
## Url Encourages Students to be Buddies, not Bullies

Url the Squirrel traveled to Stanton Middle School in Kent, Ohio to meet with seventh grade students and encourage them to “Be a Buddy with Black Squirrel Radio.”

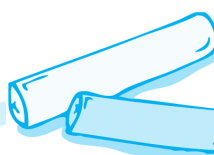
Team Kent State Gold invited Url to promote its campaign for students to go from “Bullies to Buddies.” Url’s visit was the final event during the team’s implementation phase on Thursday, February 28, 2013.

During the visit, Stanton students had the chance to meet with Url, take photos and learn about ways to be a buddy. Url also pulled the names of four winning students for a raffle organized by PRSSA Bateman Gold team members. Students were able to win Starbucks Gift cards, Cleveland Cavaliers Tickets and a Kent State sweatshirt.

Stanton students were given tattoos and stickers with the Black Squirrel Radio logo after telling URL they would be a buddy to BSR!



This is a screen shot of the story and link on BSR’s main webpage:  
[www.blacksquirrelradio.com](http://www.blacksquirrelradio.com).



# Sedatephobia on Black Squirrel Radio

Sedatephobia, a show on Black Squirrel Radio, airing from 8 to 10 p.m. Wednesdays, spoke about the campaign twice during its broadcast. The show has traditionally been ranked in the top 20 “most listened to” programs on Black Squirrel Radio and has a consistent audience of local students.

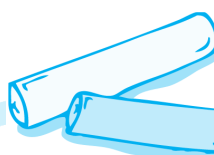
Here is a post that was seen on the Sedatephobia Facebook page, which has 139 “likes.”

Please see one of the included discs for an recording of the February 27, 2013 show. The on-air mention starts around 43 minutes into the broadcast.



Here is the reach of the post:

Date ? ▾	Post ?	Reach ?	Engaged Users ?	Talking About This ?	Virality ?	
2/20/13	Sedatephobia wants you to be a buddy n...	36	6	2	5.56%	





Kent Patch, a local online news outlet, featured the Bullies 2 Buddies campaign in a feature story. The story had 56 Facebook shares and 4 Twitter shares.

Editor Matt Fredmonsky matt.fredmonsky@patch.com

KentPatch 25°

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Schools

## Bully Awareness Raised at Stanton School by Kent State Students

Public relations campaign "Bullies to Buddies" aims to lessen incidents of bullying  
By Matt Fredmonsky | Email the author | February 25, 2013

Recommend 56 Tweet 4 Email Print Comment

How do you stop, or at least slow down, bullying in grade schools?

A group of Kent State University students are trying to find that answer, and they're doing it via a partnership with Stanton Middle School to raise awareness of bullying among students and parents.

Robert Batyko, Megan Corder, Cindy Deng, Bethany Johnson and Shannen Laur, all public relations majors at Kent State, brought their campaign "Bullies to Buddies" to Stanton as part of the Public Relations Society of America's Bateman Case Study Competition, a national competition between college students belonging to chapters of PRSA.

The students are working closely with faculty and staff at Stanton to make sure the campaign is effective.

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"We're trying to expand the conversation," Batyko said.

The Kent State students started with bullying as the topic chosen by PRSA, and as one of two teams from Kent State competing they were tasked with developing an awareness campaign and implementing it in the school.

Stanton students are surveyed on the campaign's effectiveness, and the before-and-after data will be used by the college students in their own evaluation of the campaign that will be submitted to PRSA judges in March.

The college students set three goals for the campaign:

1. To simply increase awareness of bullying
2. To improve awareness among parents that bullying happens
3. And to encourage acts of kindness and "pay-it-forward" responses among students

"With the idea that if you say one nice thing to someone that's going to do a whole lot more good than something negative," Corder said.

Laur said they also want to encourage students who see acts of bullying to say something about it to an adult.

The Kent State students are working to accomplish all of this by distributing pamphlets with information about bullying to parents, creating a Facebook page with information and to facilitate discussion among parents, and through their lesson plans for the seventh graders.

They've also posted anti-bullying fliers on buses, where Stanton students have said a lot of bullying can happen.

Corder said they're finding instances of bullying where the school can't deal with it directly, such as online on Facebook, Twitter and Instagram.

"Cyber-bullying is the biggest one," Johnson said.

"These kids in seventh grade all have cell phones, all have Facebook pages," Batyko said.

Part of the awareness campaign includes spreading information about the fact school officials can address cyber-bullying in some ways.

The college students, who will remain in the classroom through February, said so far they've found the students at Stanton to be receptive and responsive to the campaign.

"Although we are adults, we're also at their level," Deng said.

Laurie Knuth, seventh-grade counselor at Stanton, said one of the exercises that was particularly effective involved having the students draw silhouettes of other students, write negative words inside the silhouettes and then rip up the outlines to get those negative words out and gone.

The students then did the same exercise but filled the silhouettes with positive words and compliments. The silhouettes were taped to walls throughout the building.

"So now there are these giant, life-like positive people all around the school," Knuth said.

The Stanton students also have taken to a part of the campaign that encourages them to do positive things or make positive comments about and for other students.

The campaign has reached every seventh grade student at Stanton, Knuth said.

"I think they've done a great job," she said. "If it changes one kid, it's working."

**Related Topics:** Bullies to Buddies, Kent State University, PRSA Bateman Competition, and Stanton Middle School



# Kent Patch, Continued

Patty Finley, the communications coordinator for Stanton Middle School, posted about our campaign on a Kent Patch forum.

 31°  
Reach local community

Home News Events Directory Pics & Clips Commute Real Estate More Sites

SCHOOL Add your own announcement

### KSU Students help Stanton Middle School Students turn "Bullies 2 Buddies"

Posted by Patty Finley | March 18, 2013 | Flag as inappropriate

Recommend 0

Email Follow comments

A team of five students from Kent State University studying Public Relations have launched a unique project to combat bullying at Stanton Middle School. The team began by meeting with 30 students in Stanton's "Ambassador" program within the 7<sup>th</sup> grade, getting their feedback about bullying at Stanton and enlisting them in support roles for the activities planned. The team learned that most bullying takes place where adults have no presence...the bus, the halls, the bathrooms, and outside at recess. The middle school students said that techno-bullying is the worst area, especially Instagram. The following is a list of the activities the KSU students initiated:



PHOTOS (5)



KSU Students provided direction and supplies for Stanton students to write kind statements on colored index cards which were randomly distributed to all 7<sup>th</sup> grade students with the message to pay kindness forward. Each seventh grade student and the entire faculty were given a blue combat bullying ribbon to wear.

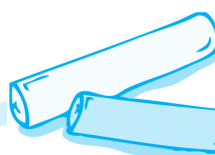
The KSU team created a Parent Flyer about Bullying that included how parents can get support. All of the students who returned the tear out in the flyer with their parent's signature where then entered into a drawing for Cleveland Cavalier tickets, KSU hoodies, and Starbucks cards. These were to be given away at lunch by "Earl" Kent's very own "Black Squirrel" during week 3 of the campaign.

The team created a link on the Stanton Middle School Website and a Facebook page to provide parents and students with bullying information. Pre and post surveys were distributed to the students to assess the program and get feedback. These surveys were also posted on the SMS website.

The KSU students spent one hour in each of the twelve seventh grade classrooms. They assisted the students in creating life size silhouettes, writing mean words that they have heard or that were said to them. These were torn up to demonstrate getting rid of bully type words. Another silhouette was filled with compliments and kind statements. These "kind" silhouettes stand proudly throughout the Stanton cafeteria with a poster in each of their hands that reads: "5 reasons being kind is better." KSU students facilitated in processing how students feel "torn" when bullied and stand tall when complimented. In addition, the SMS Student Ambassadors were inspired to create a bulletin board to promote the theme "kindness costs nothing" that echoes the theme of the Bullies 2 Buddies program.

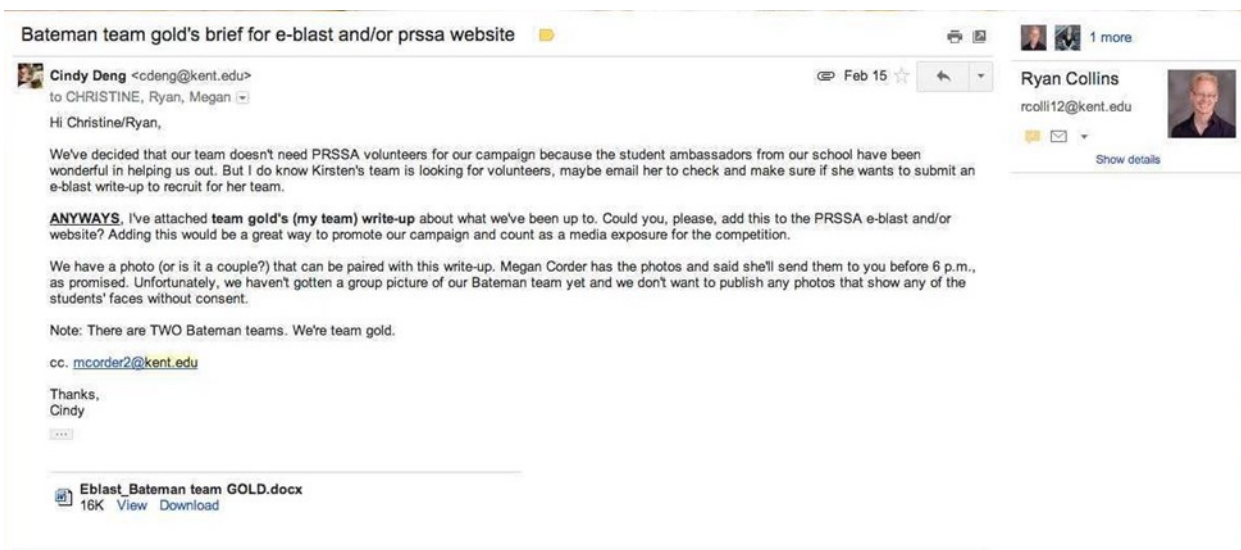
Finally, to address bullying on busses, the KSU team worked alongside the SMS Student Ambassadors to place "Kindness" signs on every bus in the district.

 Follow comments  Submit tip  Comment





Team Gold reached out to PRSSA Kent and was featured on its blog and e-blast. Below, please find a copy of the media pitch email to PRSSA Kent President Christine Morgan and Social Media Manager Ryan Collins.



## Kent State Bateman Team Launches "Bullies to Buddies" Campaign

02/15/2013

0 Comments



PRSSA Bateman team gold has launched the *Bullies to Buddies* campaign that will continue throughout the month of February on behalf of this year's national PRSSA Bateman competition.

The goal of the *Bullies to Buddies* campaign is to increase awareness about the impact of youth bullying and to educate middle school students, their parents, faculty and other key audiences at Stanton Middle School in Kent, Ohio about steps they can take to prevent bullying.

Last week, team gold began implementation of the campaign by hosting a *Kick Off* event during the students lunch period. Team gold introduced themselves and the campaign while also distributing blue anti-bullying ribbons to students and faculty for them to wear.

Team gold also began one of its four anti-bullying activities called *Kindness Week* with an activity that encouraged students to create Valentine's Day-inspired notes that included positive anti-bullying messages.

Team Gold consists of: Bethany Johnson, Bobby Batyko, Cindy Deng, Megan Corder and Shannen Laur.

For more information about the campaign, contact any of the team members: Bethany ([bjohns80@kent.edu](mailto:bjohns80@kent.edu)); Bobby ([rbatyko@kent.edu](mailto:rbatyko@kent.edu)); Cindy ([cdeng@kent.edu](mailto:cdeng@kent.edu)); Megan ([mcorder2@kent.edu](mailto:mcorder2@kent.edu)); and Shannen ([slaur@kent.edu](mailto:slaur@kent.edu)).

# PR Student Outreach

A message about our campaign was posted on PRSSA Kent's Facebook group, which has 103 members.

The post had 46 views.



**Cindy Deng**

Our Bullies to Buddies Bateman campaign is almost over, but our anti-bullying message at Stanton Middle School stands strong! Give us one last push by liking our page and share our message to your friends & family!

<https://www.facebook.com/pages/Bullies-to-Buddies/403565336392872>



## Bullies to Buddies

PRSSA Bateman team gold has launched the Bullies to Buddies campaign that will continue throughout the month of February on behalf of this year's national PRSSA Bateman competition. The goal of the Bullies to Buddies campaign is to increase awareness about the impact of youth bullying and to educa...  
Page: 95 like this

Like · Comment · Follow Post · February 27 at 11:38am

Michele E. Ewing likes this.

Seen by 46



Write a comment...

Our campaign was publicized to Kent State PR majors, below is an email from the PRSSA Faculty Advisor.

PR majors wrap up campaigns to prevent bullying

Inbox x



**EWING, MICHELE**

to KSUPRMAJORS

Feb 28 (5 days ago)



Good morning,

I wanted to encourage everyone to check out the work of 10 PR majors this past month. The students researched, developed and implemented PR campaigns designed to raise awareness about bullying in schools. The campaigns were developed under the direction of **Tim Roberts**, JMC lecturer and graduate program coordinator. The students are competing in the national PRSSA Bateman competition. Congrats to Prof. Roberts and the students on their work! I've included a couple of links to learn about the campaigns. The last day of the competition is TODAY. So, the teams would really appreciate you visiting their Facebook pages and joining the conversation about the prevention of bullying.

### "Pledge to Prevent: Bullying Stops Here"

Public relations majors **Kirsten Bowers**, **Wezley Garlick**, **Mary Kate Garvey**, **Caitlin Potts** and **Lyndsey Sager** implemented the "Pledge to Prevent: Bullying Stops Here" campaign at Rootstown Middle School.

[Patch story](#)

<Facebook.com/PledgetoPreventRootstown>

### "Bullies to Buddies"

Public Relations majors **Robert Batyko**, **Megan Corder**, **Cindy Deng**, **Bethany Johnson** and **Shannen Laur** presented the "Bullies-to-Buddies" campaign at Stanton Middle School.

[Patch story](#)

<Facebook.com/Bullies-to-Buddies>

Thanks all.

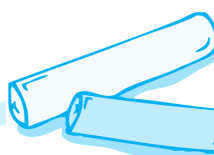
Michele E. Ewing, APR

Associate Professor / Faculty Adviser, PRSSA Kent

School of Journalism and Mass Communication, Kent State University

[330.672.4288](tel:330.672.4288)

[meeewing@kent.edu](mailto:meeewing@kent.edu)



On March 11, the Daily Kent Stater published a print and online version of a story detailing the overall campaign. The story detailed the premise of the campaign and the campaign activities.

## Daily Kent Stater

Kent State University • Kent, Ohio

Online, the story had 313 hits.

**kentwired.com** HOME LATEST UPDATES SPORTS OPINION

**MOST POPULAR**

- Alumnus returns to Kent State to discuss race and religion
- Free samples on and off campus
- Kent State opens discussion for new airport master plan
- Guest professor discusses integrating robots into curriculum
- Board approves increased room and board rate, faculty contract

### Public relations students launch anti-bullying campaigns through competition

Written by Abby Bradford  
Monday, 11 March 2013 17:12

Facebook Share Twitter Tweet Email ShareThis

User Rating: 0 / 3  
Poor Best Rate



The College of Communication and Information at Kent State's Facebook page, which has 1,181 "likes," promoted our campaign by sharing the feature story in the Kent Patch, as well as the story on the CCI website.

 **Kent State University College of Communication and Information** shared a link.  
February 25

Congrats to PRSSA Bateman Team Bullies to Buddies for news coverage | Bully Awareness Raised at Stanton School by Kent State Students <http://kent.patch.com/articles/kent-state-students-bring-bully-awareness-to-stanton-school>

 **Bully Awareness Raised at Stanton School by Kent State Students**  
[kent.patch.com](http://kent.patch.com)

Public relations campaign "Bullies to Buddies" aims to lessen incidents of bullying

Like · Comment · Share 2

 Cindy Deng and 3 others like this.

 Write a comment...

 **Kent State University College of Communication and Information** updated their cover photo.  
Monday

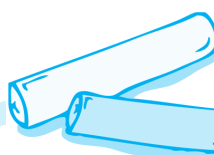
Public Relations majors Robert Batyko, Megan Corder, Cindy Deng, Bethany Johnson and Shannen Laur presented the "Bullies-to-Buddies" campaign at Stanton Middle School.  
<http://www.prssakent.com/1/post/2013/02/kent-state-bateman-team-launches-bullies-to-buddies-campaign.html> — at Kent State University.



Like · Comment · Share 3

 Lauren Lynn Buchanan, Cindy Deng, Ashley Kozak and 6 others like this.

 Write a comment...



# College of Communication and Information's Webpage

The College of Communication and Information featured a story about the competition on its main webpage in addition to the Facebook page.

Cavaliers, coached Bateman Gold. Erin Orsini, an associate with True Digital Communications, worked with Bateman Blue.

Bateman Gold has used a guidance counselor at Stanton Middle School as a resource in its "Bullies to Buddies" campaign to help bring its tactics to life. Team members have worked with her to supplement the activities and programs already in place about bullying. The group went into the classrooms for three days and taught students about bullying.



"We're trying to work our way into the system," Deng said. "We set up a webpage for our campaign so we can get the word out to parents. We found through our research that parents aren't really involved as much as they should be. We handed out parent brochures in school so they understand their kids are being taught anti-bullying messages in school. An incentive to get the parents to read the brochure is that they can sign a ticket that will be entered into a drawing for different prizes."

Bateman Blue's research found that a bystander can really make a difference in an instance of bullying. The team did a benchmark survey of all the students in the school, sixth through eighth grade, and went in during lunch periods to teach lessons on bullying and do activities with the students.

"If a bystander says nothing, then the bullying will continue," Bowers said. "If they stick up for the victim, it's more likely to stop. We really wanted to focus on getting student bystanders to intervene and know what they can do to help."

Bateman Gold used activities in the classroom to get students to brainstorm nice affirmations to say to each other to boost self-confidence.

"We had them split into groups and trace the outlines of two people," Laur said. "On one outline we had them write the mean phrases that they've heard or said to somebody and on the other, nice phrases they've heard or said. We then had them rip up the negative phrases to reinforce that you don't have to hold onto those negative feelings."

Both teams found during their research that students at school encounter a lot of bullying online through



Team Gold would like to thank the following...

Laurie Knuth

Timothy A. Roberts

Jennifer Yokley

The Stanton Middle School Student Ambassadors

Stanton Middle School students, administration and staff

The Heartwood Institute

The Kent Free Library

Black Squirrel Radio

URL the Squirrel

Emily Beal

Kent State University

The College of Journalism and Mass Communication

PRSSA Kent Chapter

Michelle Ewing

All Media outlets that covered our project, including: The Daily Kent Star, Kent Patch, and TV2

All our Facebook supporters

Your dedication and support were instrumental in the success of the campaign. We appreciate your time, talents, and effort.

