STOP BULLYING Now!

TAKE A STAND. **LEND A HAND.**

Youth Leaders' Toolkit

Resources for teens who want to help younger children launch a bullying prevention project

www.StopBullyingNow.hrsa.gov

U.S. Department of Health and Human Services

HRSA
Health Resources and Services Administration

DEPARTMENT OF EDUCATION · UNITED STATES OF AMERICA

SBN! Youth Leaders' Toolkit

Do you want to help improve the social atmosphere in your schools and community?
Do you want to create positive change in your community?
Do you want to work with younger children to *Stop Bullying Now*?

~Definitions~
Leadership Team: a group of high school youth working together to prevent bullying through a variety of methods, including peer to peer education and mentoring younger children.

Project Team: a group of elementary or middle school-aged children who design and launch their own Bullying Prevention Project or Campaign with guidance from the high school **Leadership Team.**

Introduction

This SBN! Youth Leaders' Toolkit is designed for the **Leadership Team**. The tools included (Video Toolkit DVD and Activities Guide) will help you develop a project or campaign working with younger children - the **Project Team -** to raise awareness about bullying and to involve them as leaders in their school or organization. The main purpose of the Toolkit is to guide the discussions that will help you lead the **Project Team** as they develop their own project to address bullying.

The activities described here are based on a successful project developed by high school students in Maryland- the *You Have The Power! (YHTP!) Bullying Prevention Peer Education Project*. This Toolkit outlines steps to create a project similar to YHTP!, but this is just one example of how youth can take a leadership role in bullying prevention. You can adjust your plans to fit the needs in your own school and community.

Why use this toolkit to work in bullying prevention?

You will be able to:
- Define and describe the different kinds of bullying
- Recognize bullying when it's happening – whether in-person or online
- Describe the best ways to prevent bullying
- Involve younger children in the design of a bullying prevention project or campaign
- Strengthen your leadership skills by mentoring younger children
- Strengthen leadership skills among younger children
- Work with partners, including school staff, community organizations and the media
- Design an evaluation for the bullying project

Most importantly, you will help create positive change in your community.

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Stop Bullying Now! Youth Leaders' Toolkit Step-by-Step Guidelines

Using the model from SBN's community partner, the *You Have The Power! (YHTP!) Bullying Prevention Peer Education Project*, along with the *Stop Bullying Now!* Campaign website (www.stopbullyingnow.hrsa.gov) and resources, here is a model to consider.

Step 1: Getting Started

- Find a teacher, counselor or other adult to serve as your **Leadership Team** advisor.
- Recruit other high school youth and form your **Leadership Team**.
- Meet together with your high school **Leadership Team** and your adult advisor to discuss the characteristics and behaviors common among young children. A guidance counselor or school psychologist can help you find this information.
- Review the components in this SBN! Youth Leaders' Toolkit and the SBN! website resources found at www.stopbullyingnow.hrsa.gov to learn about bullying and bullying prevention. Watch all 12 Webisodes and take the quizzes. These Webisodes and quizzes will help you understand the basics of bullying prevention so you can teach younger children about it.
- Choose an organization: a school, a faith-based organization, a community organization- anywhere you can find a large number of elementary or middle school students.
- Ask your **Leadership Team** adult advisor to help you find an advisor at your partner organization to get permission for the project. Next, you will want to meet with the elementary or middle school principal, assistant principal, community's recreation director, a faith-based youth advisor or camp administrator, etc., to describe the project.

Step 2: Involving Others

- Ask the **Project Team** adult advisor to help you recruit a group of 12 to 15 younger children to form the **Project Team**. Do your best to invite children from a wide range of backgrounds since each one will be able to provide a unique perspective that builds a creative project. The more diversity, the better!
- Provide a draft invitation letter for the advisor to give to the young children who can notify the parents. (See example in the TOOLS Section.)
- Make sure to get parental permission forms for all children who participate. You may also want to consider getting media release forms at the same time. Media release forms allow you to share pictures, videos and stories about your project with newspapers and television stations.
- Remember, **Project Team** members will develop their own project. While it's important that younger children have guidance from the high school **Leadership Team**, the **Project Team** (younger children) should be encouraged to lead the discussion and develop their own project. The **Project Team** will often copy the positive collaboration they see in the **Leadership Team.**
- Consider involving other community partners such as law enforcement, tribal leaders, local businesses and health, safety and social services professionals. They are often willing to participate, so don't be afraid to ask!

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Step 3: Start the Conversation

- Meet with the **Project Team** to start discussion. Use an ice breaker exercise to help the youth feel comfortable. (See examples in the TOOLS Section.)
- Set clear rules about privacy. It is important that anything said during team meetings be kept private within the group. Trust is very important. Examples about specific bullying incidents can be shared openly, but names should not be shared publicly. For instance, you might encourage **Project Team** members to use the names of cartoon characters in place of the actual names of people in a story ("Elmo really likes to bully Shrek about the fact that he is overweight").
- Teach the **Project Team** about bullying and effective ways to prevent bullying. Use the *Stop Bullying Now!* Webisodes, quizzes, tip sheets and PSAs to help the **Project Team** learn about bullying.
- Let the **Project Team** members do most of the talking; the **Leadership Team** should facilitate the discussions.
- Use the *Stop Bullying Now!* Activities Guide as a resource. (Order more Guides for free at www.stopbullyingnow.hrsa.gov.)
- Keep a record or minutes of each **Project Team** meeting.

Step 4: Planning a Project around Bullying

- Meet often, possibly once a week, with the **Project Team** to review key bullying prevention messages.
- Brainstorm with the **Project Team** about ideas for their project. What is the purpose and what are their goals for the project? Be sure that all ideas are heard and considered.
- Help the **Project Team** choose one specific project idea. It could be a video, a mural, a skit or play, or other creative project. The key is to let the younger children take ownership and develop the ideas and messages. The **Leadership Team** should guide them through the process.
- Remember that involving youth in the planning process is just as important as completing the final project.
- Develop a timeline and a budget for the project. Will the **Project Team** project need funding? If yes, where will you find it? (See the TOOLS Section for examples of a timeline, budget and possible funders.)
- Assign tasks and roles based on the timeline. Throughout the project, be certain teamwork is emphasized and that all youth are engaged and "own" a role or task.
- As part of your planning, consider surveying the **Project Team** youth before and after you conduct your project. Look at your project goals to develop the survey. Do you want to survey all of the elementary or middle school students who will see the project or just the members of the **Project Team** before and after you conduct the project? This could help demonstrate the progress you have made. (See the TOOLS Section for examples of survey questions.)
- Talk with the **Project Team** about how to continue the project over time. Reach out to school and organization staff members early to identify a person who is willing to continue the project.

Step 5: Showcasing the Project

- Help the **Project Team** plan an event at the school or community organization that showcases their project and the lessons learned about how to *Stop Bullying Now!*
- Seek input from adult advisors in planning and conducting the event.
- Involve every person on the **Project Team**.
- Invite all students, campers, or youth at the **Project Team** partner site.
- Invite parents, members of the school board, city council, tribal leaders, community leaders, the mayor and the media.
- Celebrate your work! Provide certificates for the **Project Team** members and take a team picture.

Step 6: Evaluating the Project

- Debrief with the **Project Team** and **Project Team** Advisor.
- Review the project development process. What happened? What did you accomplish?
- What did you learn?
- What are the successes?
- What were your challenges and obstacles?
- What can you say about how the **Leadership Team** worked together?
- What can you say about the growth of the **Project Team**?
- Did adults support your work?
- Did adults allow the youth to lead?
- If you could do something different, what would it be?
- Did you conduct a survey before the project? If yes, what did the results tell you?
- Did you conduct a survey after the project? If yes, what did you learn?

Share your success stories at **comments@hrsa.gov**. Upload photos and video to Flickr and YouTube, tagging them StopBullyingNowProject.

TOOLS

You can use the following worksheets to help you get organized.

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Step 1 : Getting Started

Leadership Team Members:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Leadership Team Adult Advisor: _____

Project Team Partner Organization: _____

Project Team Adult Advisor: _____

Step 1 Checklist:

☐ All **Leadership Team** members reviewed the *Stop Bullying Now!* website www.stopbullyingnow.hrsa.gov, including all the webisodes and quizzes.

☐ **Leadership Team** members have discussed the characteristics and behaviors common among young children.

☐ **Project Team** Adult Advisor has given permission for the project.

<u>NOTES</u>

Step 2: Involving Others

Project Team Members:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Sample Invitation Letter:

DATE

Dear *Parent/Guardian of Student,*

I am a member of *club/group name* at *school/organization name*. My teammates and I are beginning a bullying prevention project working with younger children at *school/organization name*. We will be helping the younger children learn about preventing bullying and putting together a creative project to share what we learn. We will be using the Stop Bullying Now! campaign website, located at: www.stopbullyingnow.hrsa.gov. We would like to invite your child to join our team! If you agree, please sign the attached permission form and return to our adult advisor, *Name and Contact Info*. If you have any questions, please contact *Name of Adult Advisor*.

Thank you for your time,

Signature

NAME

Permission Form:

The **Project Team** members' school or organization may have their own permission forms. Be sure to ask your **Project Team** Adult Advisor.

Media Release Form:

If you choose to get media release forms for your **Project Team** members, ask the **Project Team** Adult Advisor if they have a special form the organization uses. If not, you can design your own form with help from the **Project Team** Advisor.

Step 2 Checklist:

☐ **Project Team** members selected.

☐ Invitation letters sent out.

☐ Permission forms collected for all **Project Team** members.

☐ Media release forms collected for all **Project Team** members (if applicable).

☐ Considered inviting other community partners to participate.

Step 3: Start the Conversation

Sample Icebreaker Ideas

- **This or That Remix**: Have the **Project Team** and **Leadership Team** participants divide into two groups based on choices you provide. For example, direct all the dog people to go to one side of the room and all the cat people to go to the other. Keep remixing until the **Leadership Team** members have a chance to connect with **Project Team** members who have similar likes as them. Eventually, the groups will see that people almost always have something in common. Avoid controversial topics like religious affiliation, sexual orientation, etc. Some suggested pairs to use include winter people vs. summer people; football fans vs. basketball fans; morning people vs. night people; oldest/only children vs. younger siblings; etc.

- **Friendship Questions**: Friendship questions aren't personal. They include questions like: Where did you live between the ages of 2 and 10? How many brothers and sisters do you have? What kind of car (e.g., minivan, four-door sedan, SUV) does your family use? Do you have a pet? What is your favorite movie? Divide into two or three groups (make sure you have at least one **Leadership Team** member in each group). Have an **Leadership Team** member start by asking a question and then answering it first. The first answer will set the tone for all the rest. If you are brief, others will be brief. If you are lengthy in your answers, others will be lengthy. Spend no more than one minute per person on each question.

- **Paper Ball Toss**: Each of the **Project Team** members must write his or her name on a piece of paper and crush the paper into a ball. Then, the **Leadership Team** members stand on one side of the room and the younger children on the other. At the count of three, the younger children must toss their paper balls across the room to the teens. Each **Leadership Team** member picks up one of the paper balls and reads the name on the paper. That person is the **Project Team** member with whom the teen is paired. Each pair sits together and learns at least three facts about each other. When everyone is finished sharing, the entire group must come together. Each pair shares with the entire group what they have learned about each other.

Step 3 Checklist:

- ☐ First meeting held with **Project Team**.
- ☐ **Leadership Team** and **Project Team** played icebreakers to get acquainted.
- ☐ **Project Team** helped create a privacy agreement for all project meetings.
- ☐ **Project Team** has watched all the *Stop Bullying Now!* webisodes, taken the quizzes and reviewed the Activities Guide.
- ☐ **Leadership Team** led one or more brainstorming discussions with the **Project Team** about how the lessons learned from *Stop Bullying Now!* could help others in their school, faith-based organization, community center, etc.
- ☐ Ideas were recorded and the **Project Team** selected the project theme.

NOTES

Step 4: Planning the Project

Purpose of the Project: What will the **Project Team** accomplish through the project? (Examples: raise awareness about bullying, help students feel safer, etc.)

_____

Goals of Project: What does the **Project Team** want to see changed after their project is over?
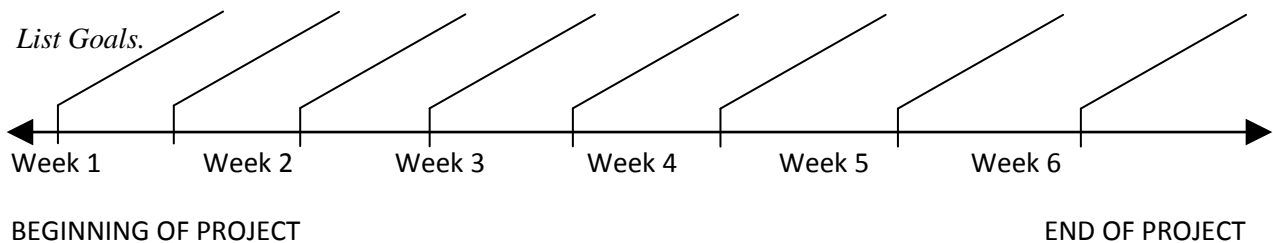
1. _____
2. _____
3. _____

Project Type:

☐ Video/PSA

☐ Mural

☐ Skit/Play

☐ Other Creative Project: _____

Project Name: _____

Timeline: Help the **Project Team** plan the timeline for the project by listing in order the different activities the group will need to do. You can use a tool similar to the sample below.

List Goals.

Week 1   Week 2   Week 3   Week 4   Week 5   Week 6

BEGINNING OF PROJECT   END OF PROJECT

Your Action Plan: The **Project Team** can help decide how to split up all the different tasks based on your timeline.

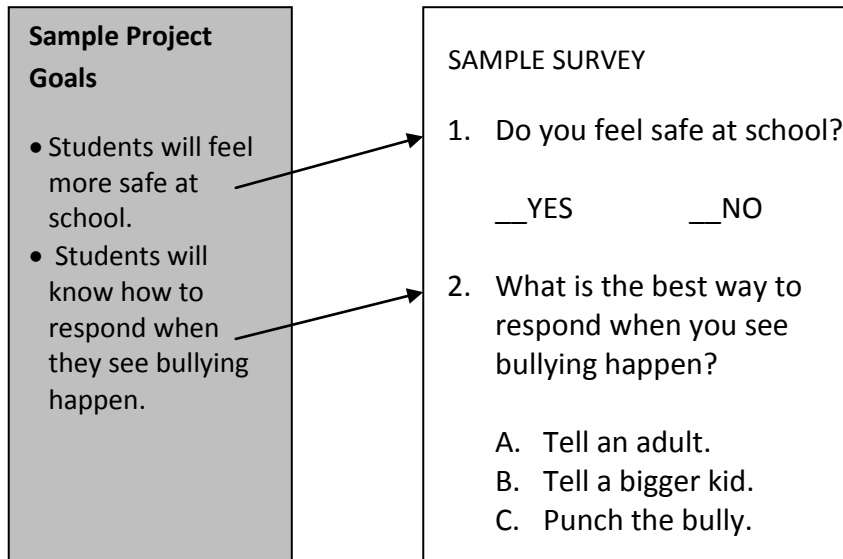| ACTIVITIES	LEAD TEAM MEMBER	DEADLINE

Sample Budget Form: Use this chart to help you list any costs your project might have. You may find that you can do your whole project without needing any money at all, or that any items you need could be donated by local businesses.

Item	Cost	Possible Sponsor
For Example: poster board, art supplies, etc.		

Ideas for Possible Sponsors

- Faith-based Organizations
- Local Businesses
- Civic Organizations (Kiwanis, Lions, Rotary Club, etc.)
- City Council
- Mayor
- Tribal Leaders

If you Survey…

Survey Questions: Remember to base your project's questions on the goals you set.

Sample Project Goals	SAMPLE SURVEY

• Students will feel more safe at school.
• Students will know how to respond when they see bullying happen.
	1. Do you feel safe at school?
	
	__YES __NO
	
	2. What is the best way to respond when you see bullying happen?
	
	   A. Tell an adult.
	   B. Tell a bigger kid.
	   C. Punch the bully.

Step 4 Checklist:

☐ **Project Team** decided the purpose and goals of their project.

☐ **Project Team** chose a specific project idea and gave it a name.

☐ Timeline developed.

☐ Action plan developed.

☐ Budget created (if necessary).

☐ Survey designed (if applicable).

☐ **Project Team** and **Leadership Team** met regularly to continue discussions about bullying prevention and the project.

☐ Discussion notes were recorded at each meeting.

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Step 5: Showcasing the Project

Type of Event to Share the Project:

- ☐ Skit/Play Opening
- ☐ Art/Mural Unveiling
- ☐ Press Conference
- ☐ Classroom Discussion
- ☐ Assembly
- ☐ Other Event: _____

Event Details:

When: _____   Where: _____

Who is Invited: _____

_____

_____

Step 5 Checklist:

- ☐ **Project Team** decides the type of event they will plan to show their project.
- ☐ Invitations to event are sent.
- ☐ Certificates and team picture are given to **Project Team** members.
- ☐ The Project Team and Leadership Team celebrated their success!

NOTES

Step 6: Evaluating the Project

Debrief the project with the **Leadership Team, Project Team** and adult advisors. Describe the process:

	Leadership Team Thoughts	Project Team Thoughts
What was accomplished?		
What did you learn?		
What are the successes?		
What were the challenges?		
What would you do differently next time?		

Survey Results (if applicable):
Whom did you survey?

      ☐ **Project Team** members only

      ☐ All children at **Project Team** partner organization/school

      ☐ All people who attended the event

      ☐ Other: _____

What did you learn from the survey BEFORE the project?

Examples: Do students feel safe at school?, How often do students see bullying happen at school?, etc.

What did you learn from the survey AFTER the project?

What changed between the answers before the project and after the project?

www.stopbullyingnow.hrsa.gov