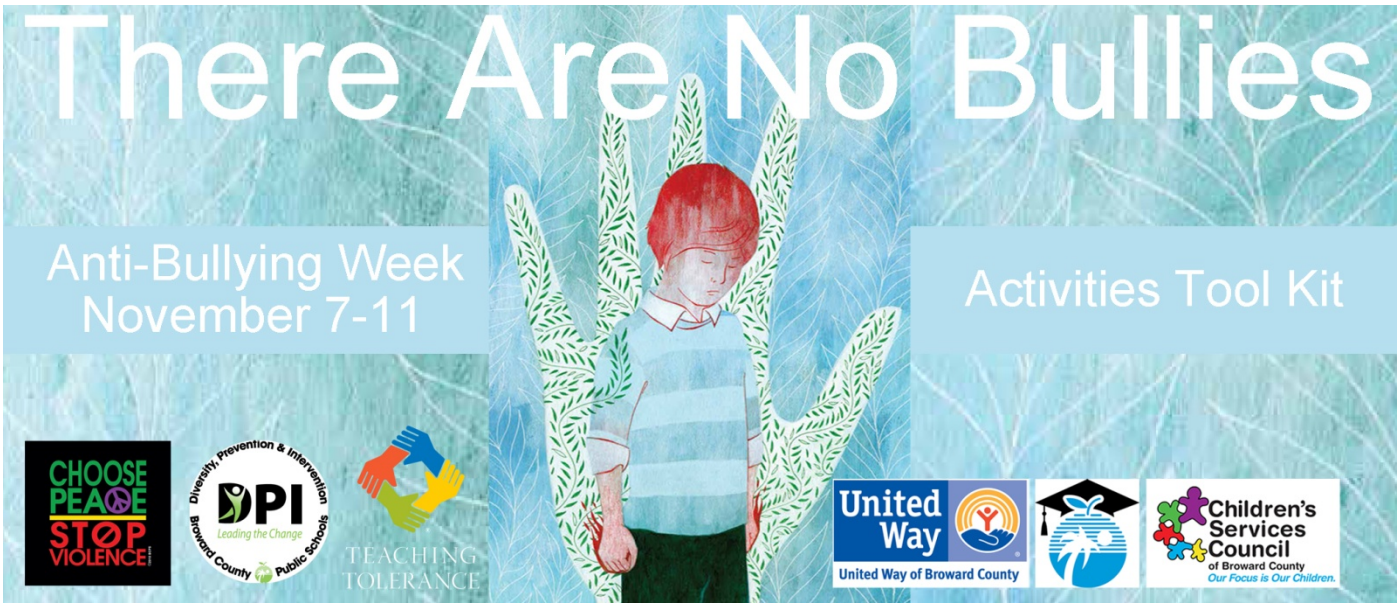



# Learning about the value of diversity, inclusion and tolerance

The more awareness that is created during the anti-bullying week -- and all year round, you are one step closer to putting an end to bullying!

- **Raise Awareness.** Talk with students about their role in addressing bullying and cyber-bullying
- **Discuss definition of bullying**: the various forms of bullying, and why students bully.
- Bullying is when one or more persons repeatedly and purposely say or do mean or hurtful things to a person who has a hard time defending him or herself. Bullying is different from playful teasing and can take on many forms.
- Cyber-bullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.
- Examples of cyber-bullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.
- Discuss how students can be proactive in stopping bullying and cyber-bullying
- **STAND UP for Others – Don't be a bystander**
  When you see someone being bullied, be brave and STAND UP and help them. Bullies have been known to back off when others stand up for victims. Get the help of an adult immediately if they don't feel safe. Be part of the solution! Discuss the meaning of morals, ethics, and responsibility.
- **Discuss differences**: cultures, weight, sexual preferences, different ways student and teens act and dress, disabilities and other differences. Discuss that it's okay to be different and it's not okay to make fun of or harass someone if they are different.
- Talk about how you can prevent bullying and cyber-bullying in your school such as identifying areas.
- Stop the drama from both the victim and the bully.

# Suggested Activities

**Submit your pictures and or video to**

**cynthia.tapia-rodriguez@browardschools.com or afraley@unitedwaybroward.org**

## Promote Wear BLUE on Blue Friday

Because no one should feel "Blue" because of bullying. Make a circle round your building with everyone holding hands on Blue Friday.

## Inclusive Spirit Week

Build school spirit and encourage intergroup relationships by organizing an "Inclusive Spirit Week". You will need a committee of students to help organize the activity and to develop spirit days that are linked to the goals of increasing intergroup relationships and eliminating name calling and bullying. The committee meets to brainstorm ideas for special days that fit the theme. Once a list is generated, the students vote to determine which five themes will be used for Inclusive Spirit Week.

**Sample Spirit Days**

*Superhero Day:* Students fight name-calling by dressing as their favorite superhero.
*Everyone Counts Day:* Students wear jerseys or shirts with numbers.
*Pajama Pants Day:* Students put name-calling to bed by wearing pajama pants to school.
*We All Rock Day:* Students wear their favorite concert or music shirts.
*School Color/Pride Day:* Students show pride in their school by wearing the school colors.

## Band-Aids for Bullying

Band-Aids for Bullying shines a light on behaviors that hurt others and helps students think about how they can change their behaviors. The event is best organized during lunch time, but can be adapted to the classroom. You will need a committee to help organize the event.

**Supplies needed:**

- Poster board
- Band-aids
- Pencils and markers
- Glue

**Publicizing the event:**

Students help create anti-bullying sayings on colorful Band-Aid-shaped posters: *"Think B4 U Talk*," "*Stand Up*," "*Help a Friend*" and "*Stop Bullying*" to hang around school. Announce the activity with posters and through morning announcements. Posters can be downloaded from www.choosepeacesrtopviolence.org

**On the day of the activity:**

During lunch, organizing members set up several large posters showing silhouettes of teenagers in the cafeteria. To track the number of participants, students are asked to sign in at tables in front of the posters. Then students are given pencils and 2x4-inch labels printed with an image of a bandage along with the statements:

“I’m sorry for ____” and “Next time I will ____.”

Students are asked to reflect on a time when they bullied someone or when they were a bystander and explain how they will change their actions in the future. After completing the statements, students stick their labels to the posters. Each student is then given a Band- Aid to wear as a symbol of support and as a reminder that bullying hurts.

After the event display the posters in your school’s multipurpose room. Students read the anonymous statements during and after the event, empathizing with those who were bullied and with those who admitted to their hurtful actions.

# Create a Chain of Kindness

Challenge students to be kind and make kindness go viral at your school by starting a chain of kindness. Deliver kindness baskets with strips of paper to each classroom. Students and teachers can write down the acts of kindness which are collected in the basket. The  strips of paper are collected periodically and made into a paper chain. Display the finished chain in a prominent place at the end of the year or whenever you end the project. Feature an inspirational story about kindness at your school every day on morning announcements.

# Visual displays and artwork

Organize a poster competition, with the participants deciding what makes an effective poster. Publicize it in the school, collect and display the entries.

- Cut out leaf shapes and create a large paper tree from paper. Write suggestions on how to help someone who is being bullied on each leaf. Pin them to the tree. Do the same thing with balloons, flowers, jigsaws or kite shapes and display the group message: Together, we can stop bullying.

- Decorate fabric squares with anti-bullying messages of fabric paints, collage or stitching. Stitch the squares into a large patchwork quilt and display it in a prominent place.

- Decorate empty cardboard cartons with anti-bullying messages. Build a tower to show that, when we stand together against bullying, we’re strong.

- Make a graffiti anti-bullying wall, with messages and images.

- Make papier-mâché heads from inflated balloons and attach them to bodies made of old t-shirts and pants stuffed with newspapers. Put a display in a prominent place with anti-bullying slogans written on the t-shirts, with a large caption about how people can get help to stop bullying in your school.

# The Stamp Out Bullying Project

Supplies needed:

- Banner or posters
- Markers
- Anti-Bullying Pledge

Have your students complete the anti bullying pledge (attached) or create your own.

Have students write **"STAMP OUT BULLYING!"** on the banner or posters with markers and have them trace each of their shoe prints onto the banner (get it, stomp our bullying, feet stomp…)

Have each student write a piece of the Anti-Bullying Pledge on the banner or poster, as well as any other comments that they want to add. For example "Be a rock star, not a bully!" or, "Bully free is the way to be! Hang the banners or posters around school.

You can also encourage students to bring a pair of shoes to school and hang them from the ceiling with the posters or banners.

# Mix It Up

**Challenge students to make friends with someone they don't know at school**

It takes time to make friends, especially when you are new to school and it you know what it feels like to be left out. No one want to feel isolated from others at school imagine how it would feel. Make friends with someone at school who you don't know. Invite them to sit at your lunch table or join you in an after school activity. You probably wish someone had done that for you. Use Mix it up for Lunch or another form of MIX it UP activity.

Host a **Mix it Up at Lunch Day**; and encourage students to identify, question and cross social boundaries. Students will gain new understandings -- and friends -- by eating with kids with whom they might not otherwise connect.

**Six essential steps:**

- Create a planning group
- Determine a lunchtime activity
- Make it festive
- Publicize the event around school with flyers and announcements
- Capture the day with pictures and video
- Evaluate, debrief and follow-up

See attached checklist and flyer

Include different members of your school's community – cafeteria staff, aides, administrators, teachers or students – in organizing the event; Follow-up up with at least two additional Mix It Up-related programs or events on campus; Publicized Mix It Up at Lunch Day or celebrated inclusiveness with posters, announcements and other media.

**Lunchtime activity Goals:**

*Get students to sit with someone new at lunch and engage them in positive conversations*

- Discuss lunchtime activity

- Create a check list
- Assign tasks

**Follow up**
Schools experience deeper impacts from Mix It Up when they plan at least two follow-up activities during the year to sustain the message.
- A second lunch event in the winter or spring ("No Name-Calling Week" in January)
- A mural capturing the spirit of Mix It Up at Lunch Day
- A community-improvement project in the neighborhood with "mixed up" work teams
- A formal study of the social boundaries and divisions at your school

More information at http://www.tolerance.org/supplement/six-steps-mixing-it-lunch

**Make it festive**
An important goal for Mix It Up at Lunch is to have students remember it as a fun day.
- Consider having a theme, then decorate accordingly. For example chose "LifeSavers" as a theme, handing out LifeSaver candies to determine table assignments and hanging giant LifeSavers on the walls.
- Rearrange the tables in the cafeteria. This can be a real "wow" factor as students arrive.
- Having conversation starters on slips of paper is fine, but consider something a little more creative like put the questions on Popsicle sticks or attach them to balloons.
- Ask students to mix up their clothing for the day, wearing unexpected color combinations, mixed patterns, shirts on backward, etc. Or have teachers do this, unannounced, marching into the cafeteria after students are seated.
- Have music, live or taped.

**Publicize**
- Hang posters around the school
- Consider a flashmob in the cafeteria, the week before the event.
- At the elementary level, teachers and other staff members could perform the flashmob.

# Lunch Day activities

## Compliment Tag! (Lunch Day Mixer)
Grade Level: Pre K to K Grades 1 to 2
Subject: Reading and Language Arts Social Studies ELL / ESL

This is a fun activity that requires no materials or supplies, and it is best carried out in small groups of four to six students.

Students sit in a circle and decide on one person to be "it" first. This student has to tag another person in the group. However, unlike a typical game of tag where you run and use your hands, this game requires you to tag a person with your words. The student who is "it" will say another student's name in the group, give her a compliment, and then say, "Tag you're it." The person who gets tagged responds by saying, "Thank you," and the person who gave the compliment responds with, "You're welcome." The person tagged then picks someone else and so on until everyone has had a chance to give and receive a compliment.

After the game of tag, it is always a good idea to have some discussion questions for the class to consider. Was it easy to give someone a compliment? Do you think it is possible to practice giving

compliments on your own? How did it feel inside when you had a compliment given to you? How many compliments do you think you could give each day?

## Buddies (Lunch Day Mixer)

Grade Level: Pre K to K Grades 1 to 2 Grades 3 to 5
Based on Musical Chairs

Students sit at cafeteria tables with people they don't usually sit with. (You can use a technique such as distributing playing cards, or "Life Savers in the Lunchroom" to get students to their tables.) Once students are at their tables, they pair up with a buddy. The buddies introduce themselves to each other, using prompts. Some prompts include: What's your name? Where are you from? Do you have sisters and brothers? Do you have a pet? What's your favorite color or food or game? After buddies have introduced themselves to each other, each person takes a turn introducing his or her buddy to the rest of the group.

## Lifesavers in the Lunchroom (Lunch Day Mixer)

Grade Level: Grades 3 to 5 Grades 6 to 8 Grades 9 to 12
Distribute Lifesavers in the cafeteria to start Mix Up lunchtime conversations.

Type quotes from civil rights leaders onto strips of paper or onto index cards.

Tape individually wrapped Lifesavers candies onto the paper and hand out to students as they exit the lunch line and begin to choose seats. Have a large cut out of a Lifesaver candy in the center of each table with instructions, encouraging students to discuss their quotes with others sitting at their table. To suggest students take new seats, coordinate the color of the Lifesaver centerpiece with the Lifesaver candies and have students sit at a table that matches their candy color.

## What Do We Have in Common? (Lunch Day Mixer)

Grade Level: Grades 6 to 8 Grades 9 to 12

Split the students into pairs. Each pair has 30 seconds to find five things they have in common. At the end of the 30 seconds, put two pairs together and give the group a minute to find something all four students have in common. Finally, each group can present the list of things they have in common.

## Fact or Fiction (Lunch Day Mixer)

Grade Level: Grades 6 to 8 Grades 9 to 12

Each person writes down four facts about himself or herself, one of which is not true. Each person takes turns reading his or her list aloud and the rest of the group writes down the one fact they think is not true. After everyone has read his or her list aloud, each person takes a turn reading his or her list, identifying the fact that is not true. Group members compare their written responses with the correct answers.

# "Breaking Down the Wall of Intolerance."

## All grades Activity

**Materials Needed:**

- Black, brown or gray bulletin board paper
- red construction paper
- markers
- scissors
- stapler

Bullying and ostracism sometimes dominate school culture, leaving many students standing on the sidelines. Through fun activities, critical lessons and special events, encouraged campuses can stand up against acts of intolerance and to commit to breaking down the walls of division.

With this activity students have an opportunity to share with one another how bullying and other acts of bias have helped build a *"wall" of intolerance at school*". On Lunch Day, or a designated lunch period, members of the school community will tear down the wall collectively, uniting as one.

**Class room preparation**

Students, with the help of the classroom teacher, create one "brick" for each student in the class, plus five extra. Create bricks by cutting red construction paper into 4-by-9-inch rectangles.

**Creating the bulletin Board**

Next, prepare a large bulletin board by covering it with black/brown or gray paper and affixing the title, *"Breaking Down the Wall of Intolerance."* The board should be in a common area of the school near the front door or in the cafeteria. *If board space is not available, get permission from your administrator to tape paper to a wall or outline the bulletin area with colored strips of paper.*

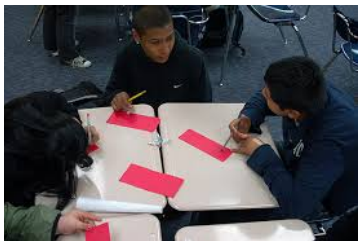
Seal a file folder (or large sheet of construction paper folded in half) on the left and right side, leaving the top open (similar to an envelope) and insert the extra red bricks made by each classroom. Tape the folder to the wall near the bulletin board with a note explaining what the bricks are for and inviting guests to write on one.

**Morning Announcements**

During morning announcement the committee explains that one of every four students is bullied. Bullying can be verbal or non-verbal, physical or non-physical. Bullying can be direct, like hitting, teasing or making threats. It can also be indirect, like rumors, manipulation, isolation and exclusion. A bully might be one person acting out independently, or a clique or group of people picking on someone out of a need to increase their popularity or to seem more cool.

**Classroom Activity**

Ask students to take a moment to reflect on their experiences with intolerance, isolation and bullying. This could be an interaction with a peer or an adult, inside of the school or out in the community. They could have been the perpetrator or the victim. Teachers might want to provide students with their own personal example of a time they were a victim or a witness to bullying. If students feel comfortable, allow them a few moments to share their experiences aloud.



Next, students write their reflections in a journal or on notebook paper before choosing one that they think others can learn from. For younger students, have them draw a picture reflecting their experience and dictate to the teacher what should be written.

Then distribute a red "brick" and black marker to each student and allow them to write the act of intolerance down on the brick. Again, for younger students, this could happen in the form of a drawing. It might be a good idea to approve their final choice to ensure appropriateness.

Over the days leading up to the Wall of Intolerance unveiling day, have each class visit the board and place their bricks on the wall.

Students, faculty, staff, parents and other guests should be encouraged to add to the Wall using the extra bricks any time they witness an act of intolerance.

**IF YOU ARE DOING MIX IT UP LUNCH DAY …**

On Mix It Up at Lunch Day, have students tear a brick (other than their own) from the Wall of Intolerance and take it to their seat in the cafeteria. Encourage students to read the issue written on their brick with their new friends and discuss ways to eliminate that specific problem from their school culture.

By the end of the lunch period, the Wall of Intolerance should have been completely torn down.

**Extension Activity:**

Once the Wall begins to take shape, have students write journal entries related to the intolerance that has transpired and how they can take a stand.

# Steps to Respect Anti-Bullying Pledge

**We will not accept bullying at our school.**
**Our goal is to create a safe, caring, respectful school.**
**We agree that it is everyone's responsibility to stop bullying.**
**It is up to each of us to make sure that bullying does not happen.**

**We will:**

- **Treat others with fairness and respect.**
- **Find ways to help others join games and other activities.**
- **Speak out against bullying.**
- **Refuse to let others be bullied.**
- **Report bullying to an adult.**
- **Refuse to bully others.**
- **Be responsible bystanders who are part of the solution.**
- **Help others feel safe and comfortable at our school.**

*Signed:* _____ *Date:* _____

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