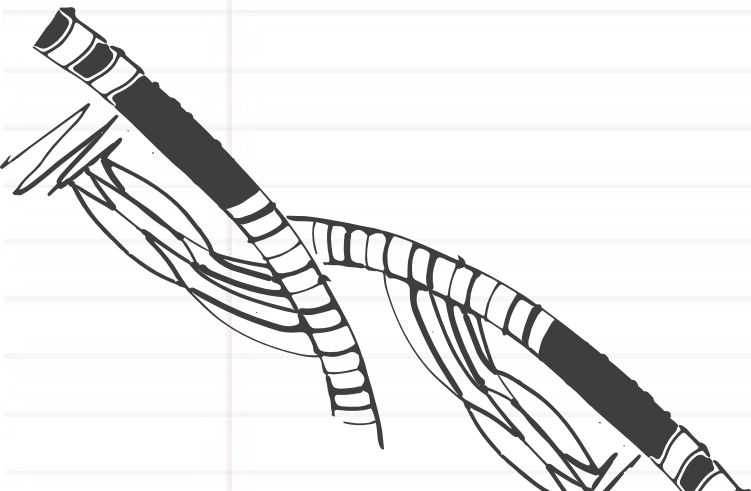


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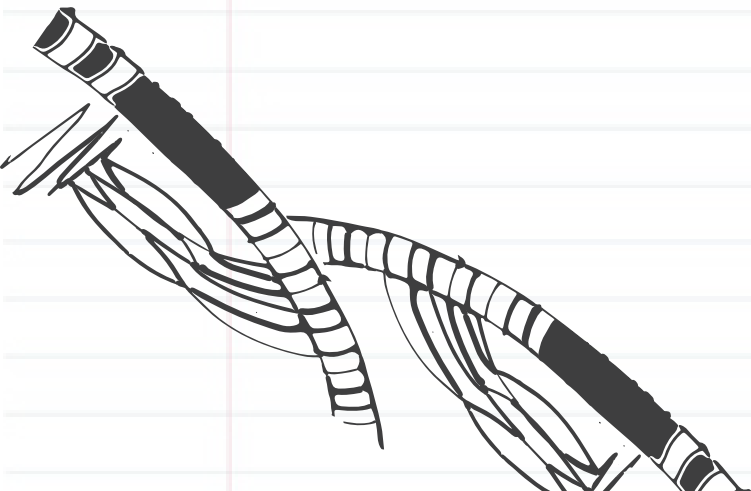
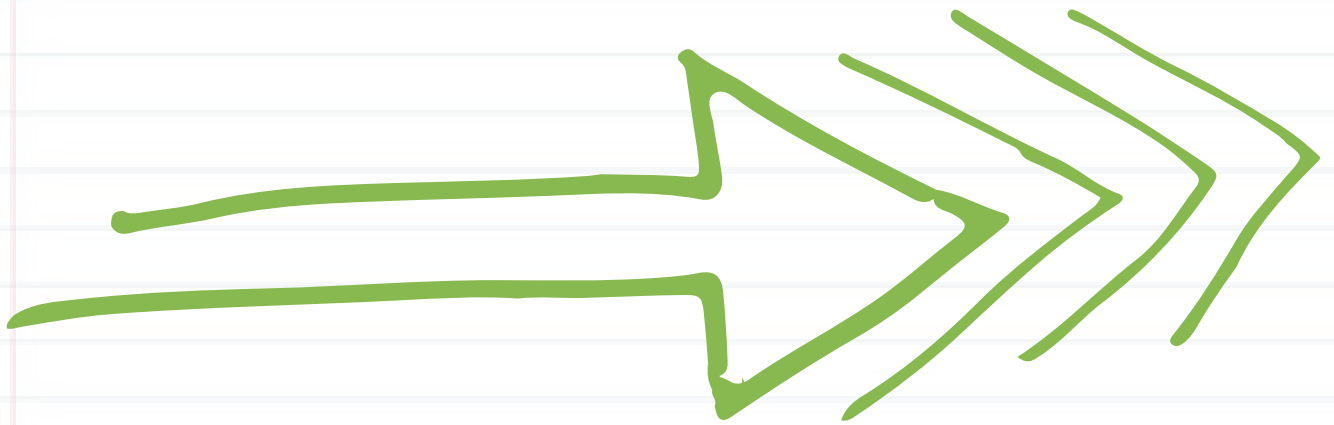
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Logistics



Budget

Donations

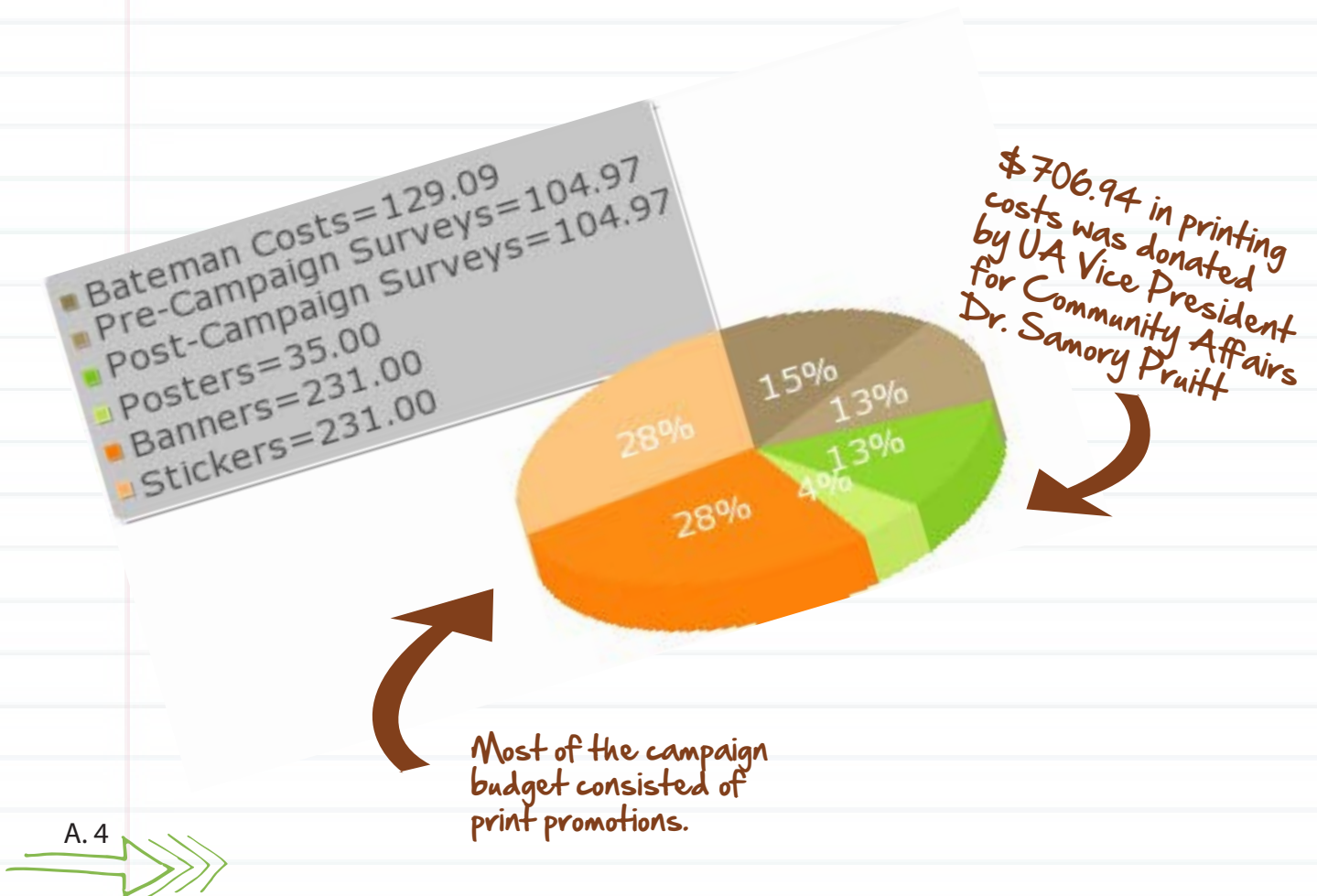
2350 Pre-campaign surveys (B&W)	\$104.97
2350 Post-Campaign surveys (B&W)	\$104.97
100 Posters 11x17" (Color)	\$35.00
7 Banners 6x3' (B&W)	\$231.00
2300 stickers 2" (Color)	\$231.00

Donations Total: \$706.94

Bateman Costs

4 Plans books spiral bound (Color)	\$126.00
Sticky Putty	\$3.09

Total Campaign Costs: \$836.03

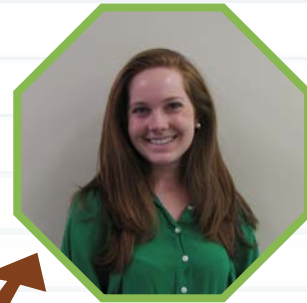


Team Responsibilities

When the UA Bateman Team partnered with Tuscaloosa City Schools, the team did not expect to have six independent clients. Each of the middle schools were different; therefore, each needed special attention. In response to each school's individual needs, each team member was an account executive for a specific school. Because of this decision, communication between Counselors and the UA Bateman Team was more personal with each counselor having a specific team contact. Furthermore, to ensure that every aspect of the "I Can" campaign reached its full potential, each member was given an overall campaign responsibility that best suited his or her strengths.



Kelsey Balzli
Media Director
Tuscaloosa Magnet Account Executive



Julia Gardial
Westlawn Account Executive
Rock Quarry Account Executive
University Place Account Executive
YMCA Account Executive



Benjamin Ladrillono
Creative Director
Eastwood Account Executive

Haley Flanagan
Research Director
Volunteer Director
Southview Account Executive



Jacquie McMahon
Bateman Coordinator
Plans Book Director
Tuscaloosa City Schools
Account Executive

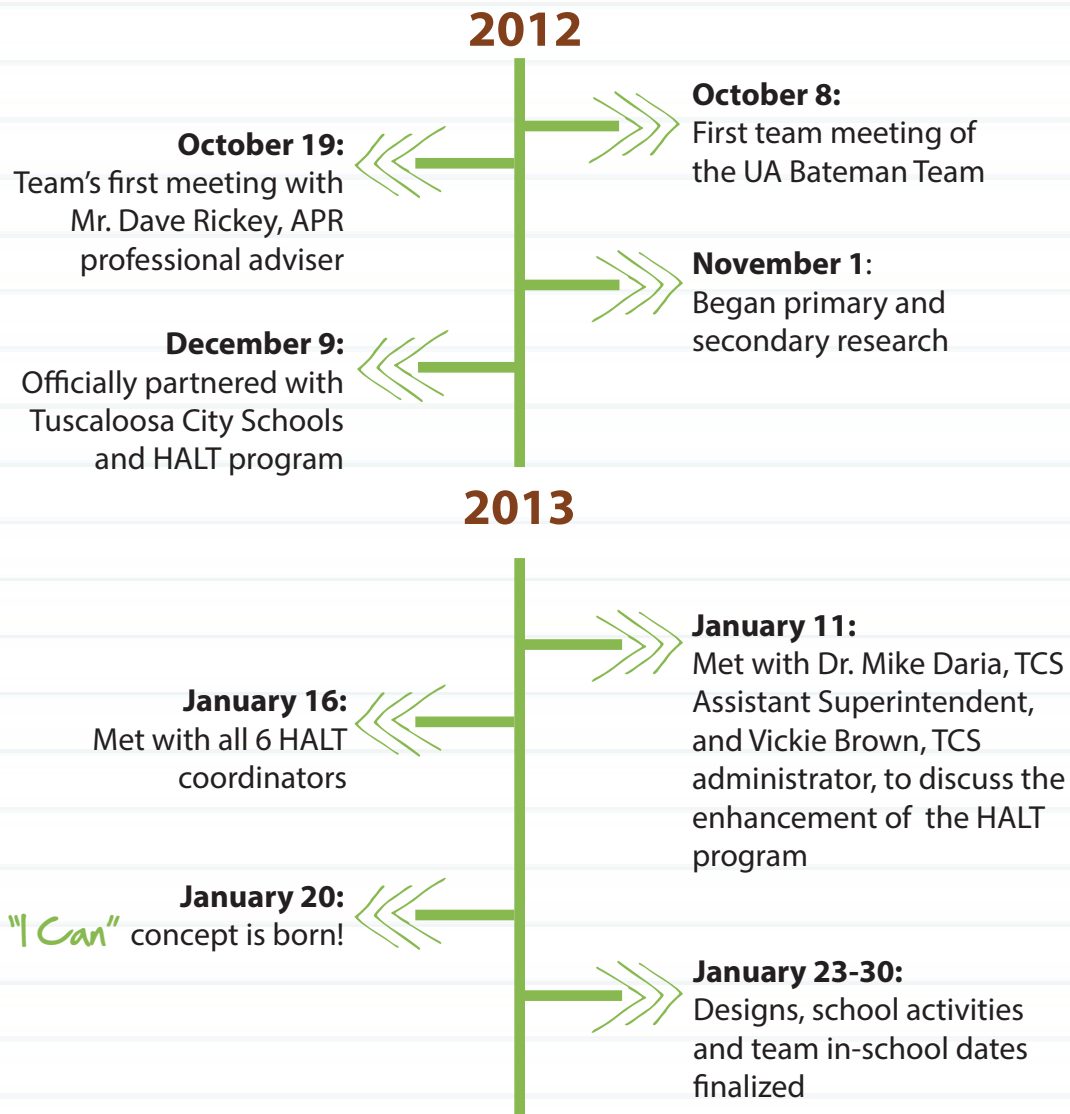


Timeline

Contacts

School	Counselor	Bateman Contact
TCS	Vickie Brown	Jacque McMahon
Eastwood	Shannon Beard	Benjamin Ladrillono
Southview	Jane Coleman	Haley Flanagan
Tuscaloosa Magnet	Constance Pewee	Kelsey Balzli
Rock Quarry	Kate Hardy	Julia Gardial
University Place	Angie Morrison	Julia Gardial
Westlawn	Taleitha Wright	Julia Gardial
YMCA	Barrett Blair	Julia Gardial

Pre-campaign



Implementation

February 2013

February 1:

- Distributed posters to all schools
- **Eastwood:** Team introduced campaign
- **Tuscaloosa Magnet:** Team planned "Kindness Month"

February 4-8:

- **Eastwood:** Banner signing
- **Southview:** Faculty meeting, "I Care" week

February 8:

- **Tuscaloosa Magnet:** Hosted bully game
- Distributed posters around Tuscaloosa

February 13:

- **Southview:** Activity Day

February 15:

- **Southview:** Activity Day

February 18-22:

- **Rock Quarry:** "I Care" week

February 20:

- **Rock Quarry:** Banner signing, Activity day

February 25-28:

- **Eastwood:** "I Care" Week
- **Tuscaloosa Magnet:** "I Care" Week

February 26

- **Southview:** Activity Day

February 27

- **Southview:** Banner signing
- Distributed stickers to schools

February 28

- Campaign ends

February 4:

- **Tuscaloosa Magnet:** Banner hanging
- **Eastwood:** Team distributed pre-campaign surveys during faculty meeting
- **Southview:** Faculty meeting, "I Care" week

February 7:

- **YMCA:** First event

February 11-15:

- **Eastwood:** Activities Week
- **Westlawn:** "I Care" week

February 12:

- **Tuscaloosa Magnet:** Hosted prompt activity

February 14:

- **Southview:** Activity Day & Mix-n-Munch

February 18:

- **YMCA:** Banner signing and activities

February 22:

- **Eastwood:** Mix-n-Munch
- **University Place:** Activity Day

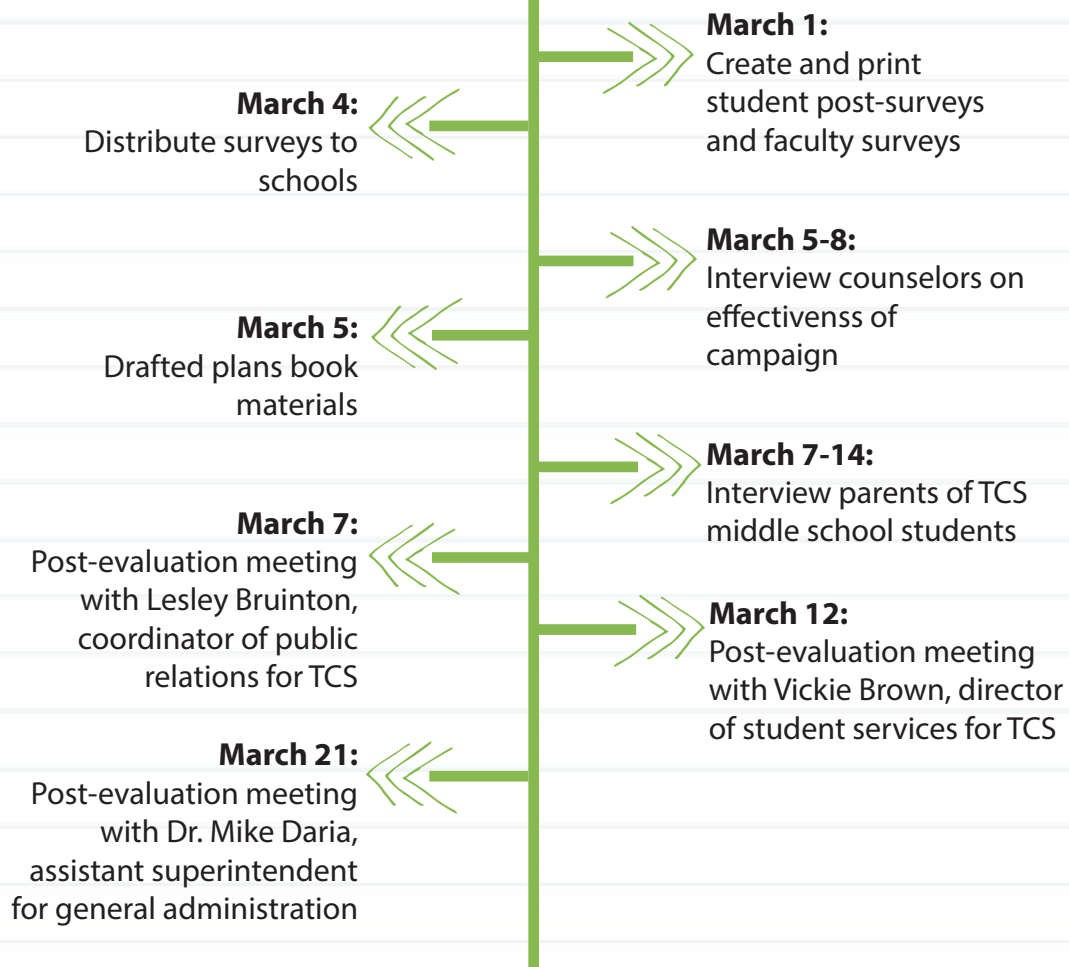
February 25:

- **"Stand Strong Day"** in Tuscaloosa
- Proclamation with Tuscaloosa Mayor Walt Maddox in City Hall
- **Eastwood:** Banner Hanging with media coverage
- **Westlawn:** Activity Day



Post-campaign

March 2013

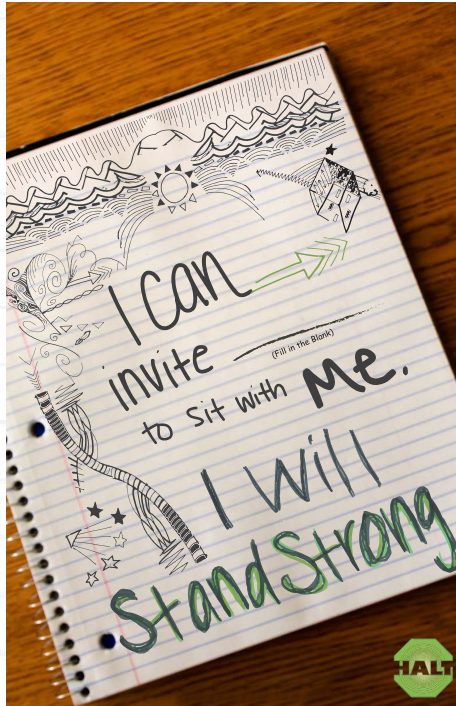


Sample Tactics

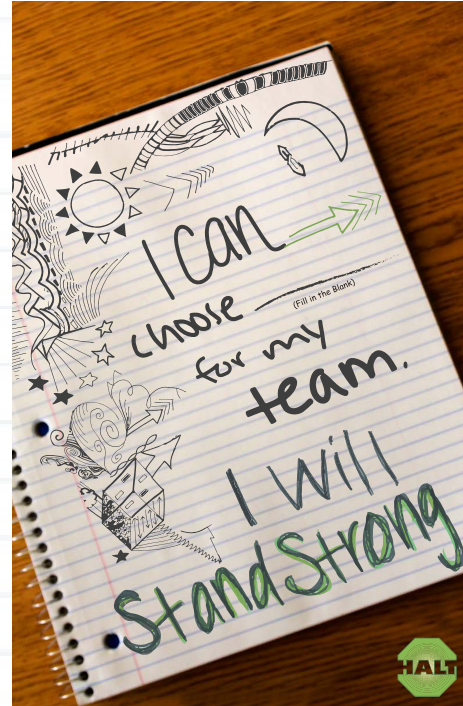


Sample Tactics

Posters



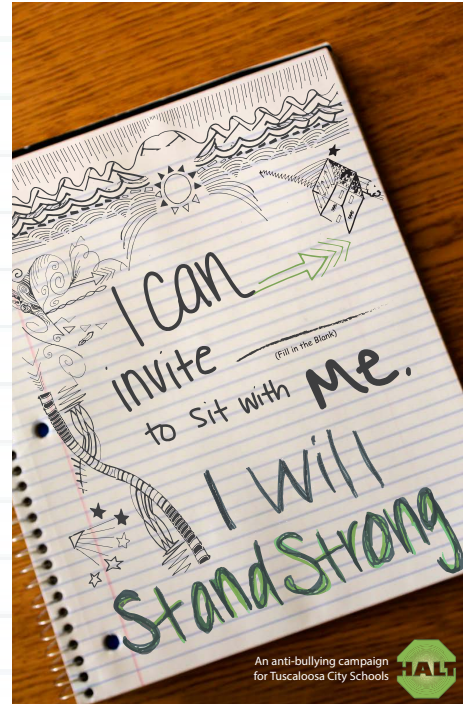
School Poster #1



School Poster #2



School Poster #3



Community Poster



I Spy "I Can"



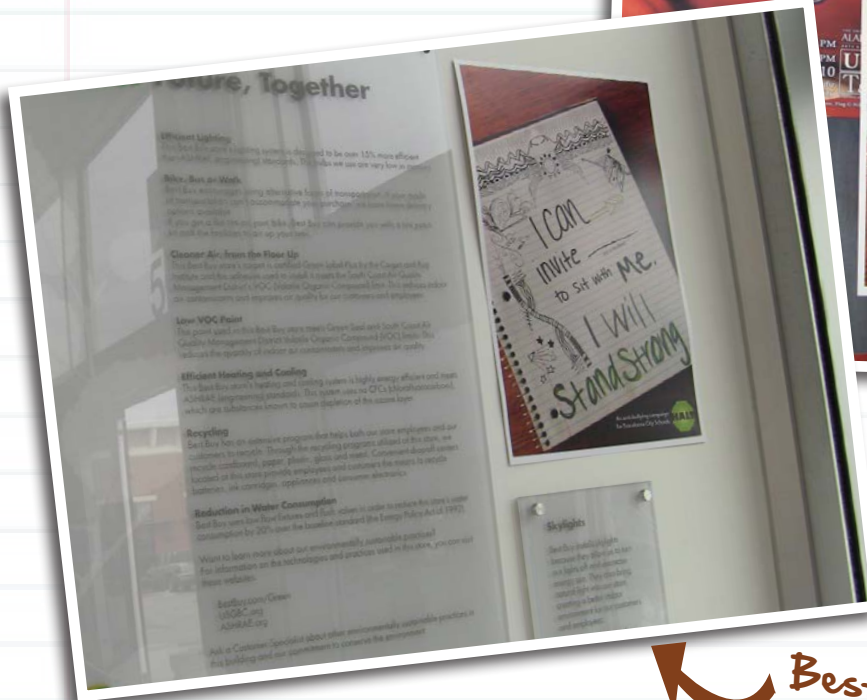
Yogurt Mountain



Alumni Hall Clothing Store



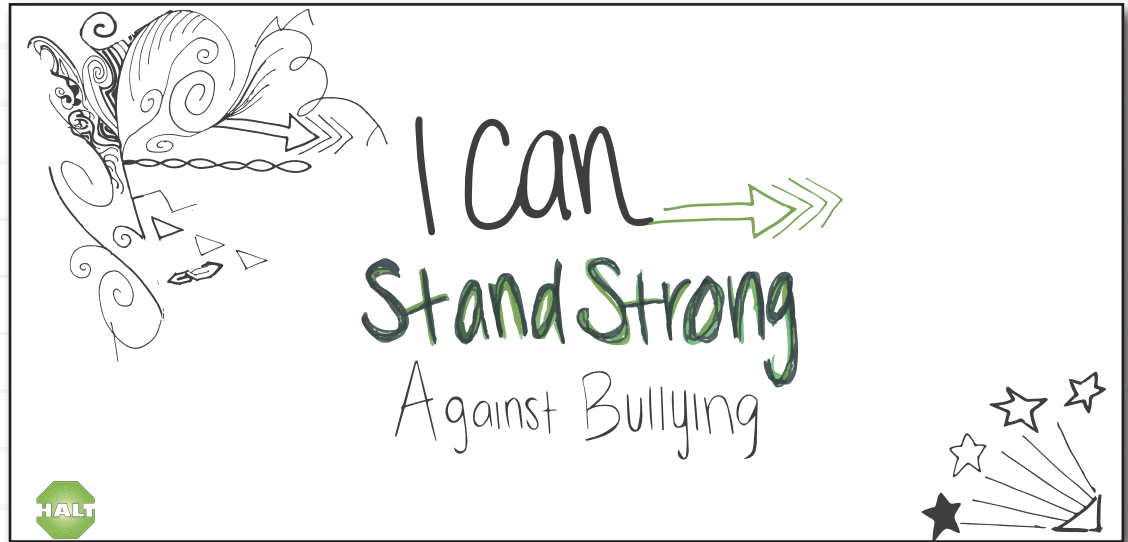
Starbucks



Best Buy



Banner



Sticker



Blog

The "I Can" blog was written as a resource for parents and other Tuscaloosa citizens concerned with bullying. The blogs had its own domain (uabatemam@wordpress.com) and was also linked to the TCS website and posted to the TCS Facebook page. When deciding to write the blogs, each member related their personal research and interests to the broader anti-bullying issue. By creating 5 different, insightful and informative blogs, the team was able to cover a broad range of topics and educate members of the community about various aspects of bullying.



Blog Posts

Live Longer, Stand Stronger Posted February 6, 2013

The HALT anti-bullying program was implemented in Tuscaloosa City Schools at the beginning of the 2012-2013 school year in efforts to bully-proof the schools. As part of the HALT program, the month of February is Kindness Month to promote classmates being kind to each other.

Each day 160,000 students nationwide stay home from school because they are afraid of being bullied. School should be a safe place for your children to learn and socialize with their friends. Many parents have expressed concerns at how bullying will affect their child and what signs they should look for to see if their child is okay. When it comes to bullying, your child may face several different short- and long-term effects.



Some short-term effects your child may face if being bullied:

- Depression
- Trouble sleeping
- Low self-esteem
- Nervous about going to school or social events
- Decrease in their grades
- Physical symptoms such as a stomachache or headache
- Withdrawn from friends and family

Some long-term effects your child may face if being bullied:

- Trust issues
- Eating disorders
- Alcohol or substance abuse
- Chronic depression
- Contemplation of suicide
- Suicide

Not only do the victims of bullying face short- and long-term effects, but also bullies themselves suffer. When children are being bullies, it impacts their health and their future. One out of four children who have bullied will spend time in jail by the time they turn 25-years-old.

Some short-term effects your child may face if they are bullying someone:

- Difficulty maintaining friendships
- Lower grade point average
- May drop out of school
- May develop anxiety disorder
- Depression

Some long-term effects your child may face if they are bullying someone:

- Difficulty maintaining long lasting friendships
- Alcohol or substance abuse
- More likely to get in legal trouble
- More likely to be abusive to others
- More likely to have children with bullying tendencies

Bystanders who see bullying occur, but do nothing to stop it, can also feel anxiety. These students usually stifle their desire to help, because they fear that the bully will come after them next.

The consequences of bullying are all very severe. Talk with your children about bullying and its consequences and keep a close watch to see if they exhibit any of these signs. One out



of four teens is bullied and one out of five teens has shown bullying behavior. By keeping open communication with your children, you can encourage them to always do their best and to find a friend group that likes them for who they are. When children stand strong together, they can work to end bullying.

The Social Switch: Elementary vs. Middle School Bullying **Posted February 13, 2013**

Any parent can find it difficult to see their little ones make the daunting leap from elementary to middle school. These changes are tough and can be made even more treacherous by peer behaviors at school. While bullying is a prevalent issue in many elementary schools, there is a large contrast between elementary school teasing and the personal attacks of junior high.

In order to find this difference, I sat down with Dr. Kristina McDonald from the University of Alabama Psychology Department. She studies the social cognitive processes of aggressive children at the Center for Prevention of Youth Behavioral Problems. Essentially, she looks at the social goals of kids who engage in aggressive behavior: what they are after, where they get their rewards from and the social consequences of that behavior.

“So aggressive kids in childhood and elementary school tend to be disliked,” she said. “Kids are liked and considered popular in elementary school; it’s kind of the same thing. But in junior high, popularity and being liked can separate into a different phenomenon.”

Basically, McDonald said, the popular kids in middle school aren’t necessarily the nice ones who you want to hang out with. A lot of this has to do with the shift that occurs when a child moves from one school to another.

“In elementary school you’re with the same 25 to 30 kids every day, and because you’re with them the whole day you tend to mostly get along with kids in your classroom. Then you go to junior high and you suddenly have different elementary schools all coming together and you don’t know certain kids,” McDonald said. And here we come to the root of the shift in social rewards.

When students move into this new atmosphere, they have to work much harder to assert their social status, making them overly concerned with how they are perceived by their peers. In a recent study, one third of students said that they value social enhancement over friendships, while a whopping 74-79 said they’d prefer a status boost over adhering to classroom rules.



This collective change in the minds of adolescent students leads to a higher emphasis on peer groups and popularity. Students leave the relative safety of their smaller elementary classes and are suddenly in a sort of social group limbo. In the midst of this social disrupt, students are looking to gain the upper hand with their peers, a dangerous goal that can lead to bullying.

Putting other kids down is an easy way for a child to get positive reinforcement from the peer group. There is an exchange of power between the bully and the victim, and students want to be on the side that has the most power and social klout. By not interfering with the harassment, the class aligns itself with the bully, making the behavior seem like a group activity or bonding ritual.

This group mentality makes it even more important to emphasize positive peer relationships. Victims who are defended by a peer or feel that they have support within their peer group are much more emotionally stable than other victims isolated by their class. Students have a tough time associating with a victim because they, in turn, may be seen as weak or a target. Essentially, the class feels like it's not their responsibility to help a target of bullying, and it's best to simply keep their heads down.

This is why it's so important for students to feel secure and supported despite perceived social consequences. Encouraging your child to stand up for others or to speak up when they feel that there is injustice could be the best way to influence bullying in the classroom. Students are often looking to their parents for inspiration and empowerment. Make sure that they have a safe place to fall and have solid understandings of right and wrong. Middle school is a tough time for everyone, but with your help and some positive peer interaction, the classroom can be a safer and less-stressful place for everyone.

Works Cited:

Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior*, 15(2), 112-120.

CyberBullying: The New Threat on the Block **Posted February 20, 2013**

Facebook. Cellphones. Twitter. The Internet. These innovative and new tools of communication surround today's generation. It allows for people to quickly contact friends, family and acquaintances all around the world; however, it also allows people to channel negativity and unwanted aggression toward others. Such behavior on this new medium is called cyberbullying.



Cyberbullying takes many forms. It can be an insult on a Facebook post, a mean text message, a fake Twitter account or an embarrassing YouTube video. It is any negative behavior sent via the Internet, cellphone or computer device. That is why people must understand the true horror of cyberbullying: a child cannot escape from it.

A child can be cyberbullied at any time of the day. While children engage with this new technology, they are available to attack at any moment. According to the National Association of School Psychologists 2008 cyberbullying report, 93 percent of 12- to 17-year-olds in the United States use the Internet. Furthermore, the report states that more than 13 million children and adolescents ages 6-17 were victims of cyberbullying.

Encourage your child to think before he or she tweets or texts. Inform them that there are consequences to these actions. Although it doesn't seem harmful, cyberbullying has very negative consequences.

According to stopbullying.org, kids who are cyberbullied are more likely to

- Use alcohol
- Skip school
- Experience in-person bullying
- Be unwilling to attend school
- Receive poor grades
- Have lower self-esteem
- Have more health problems

Cyberbullying is a reality, but together we can make a difference. We can help your child and others experience the Internet, social media and other forms of electronic communication without the worry of a harassing message or picture. We can stop cyberbullying. We will stand strong.

Victim or Bully: How you "Can" Tell **Posted February 26, 2013**

As a parent of a TCS student, you may have noticed the HALT activities listed online, the posters in your child's school, and the new materials in the hallways. You've begun to understand how to report bullying as well as its negative effects on students' emotional and mental well-being. But how do you know if your child is being bullied, or, on the other hand, is the bully?

First, parents must be able to clearly define bullying in order to identify it. Let's distinguish between bullying and peer conflict. Simply put, peer conflict is a behavioral-related incident



between students that doesn't usually occur more than once. Bullying, however, is more extensive. According to the U.S. Department of Health and Human Services, bullying is not just a one-time occurrence. It is a series of repeated actions that can include physical and verbal harassment. It can appear in the form of peers excluding a student from their group. Bullying also rears its ugly head online through social media sites and email. Ultimately, bullying is based on an imbalance of power.

But is your child being bullied? One sign is if your student comes home from school in a seemingly "bad" mood. It's a consistent and noticeable downward shift in behavior. Has this happened a lot over the past few days or weeks? If so, your child may be a victim of bullying at school. According to bullying consultant and Rachel's Challenge team member Joe Coles, many students do not report bullying to their parents or teachers out of fear of being a "tattler." Those who are being bullied don't want to report the bullying usually out of fear of criticism from their peers. They may think that reporting the bullying would lead to further teasing and deprecation.

Another way you can identify if your child is being bullied is if he or she is resistant to certain activities that were once enjoyable. For instance, you propose to your child that he should wear something that he typically likes wearing. All of a sudden, he does not want to wear it because of something a classmate said that day.

But the big indicator to look for is that consistency. If you notice this, try asking your child in a calm way if they are having problems with a kid in school. Do not simply ask if they are being "picked on." Ask about the possible bullying in a way that makes them feel like an adult. Instead of asking "Tommy, is someone picking on you at school?" say "Tommy, you are not as upbeat as you were the other day. Did you and a classmate have a disagreement? You could also ask about specific classes and what they did in the class that day. There is a possibility that your child will talk with you about the bullying if you approach them as a colleague rather than someone you want to protect. If your student is still resistant to talking, contact your school's principal or guidance counselor.

On the other hand, how do you know if your child might be the bully? For many parents, this fact may be hard to admit, and the realization rather disheartening. But it's important to note that the student who is bullying may be suffering as much as their targets. You may not be receiving calls from the school about your child due to lack of behavioral reporting. Also, a bully may not even realize that they are being bullies or hurting anyone. There is no clear-cut bully. According to Pacer.org, there are several signs that determine if your child is engaging in bullying behavior:

- They have been suffering in school consistently.
- They are quick to blame others for negative consequences and refuse to accept responsibility for their actions at home.



- They display a lack of empathy or basic respect toward you, other siblings, or other students. In other words, they simply don't care how their actions affect others.
- They show signs of immature interpersonal or social skills.
- They constantly appear frustrated and anxious.
- They always want to be in control around you, their siblings, or friends.
- If their siblings bully each other or parents display aggressive behavior, that may also influence your child.
- They try to fit in with aggressive peer groups that encourage bullying.
- Do you find that it's hard to set limits for your child? Is there an imbalance of discipline in your household? Do you take interest in your child's day-to-day activities? Ask yourself these questions as well.

With these tips, becoming an bullying detective is much simpler than it seems. Also, seeing a psychologist or counselor could give you more insight into whether your child is the bully or a victim.

Take Action

Posted February 28, 2013

All across Alabama, people are stepping up and taking action against bullying. However, despite the passage of The Alabama Student Harassment Prevention Act in 2009, the state legislation is deficient in a few key areas. For instance, Alabama is one of two states that omits the term "bullying" altogether.

The law allows only the affected student or parents of that student to file a complaint of harassment, and the charge must be in writing. Students who struggle with writing have no way to report the bullying activity, and parents are often unaware of the issue. Approximately 80 percent of bullying victims do not report the abuse, according to Digital Forensics Specialist Gary Warner in a presentation to The University of Alabama at Birmingham.

Furthermore, the legislation also specifically states that the incident must take place on a school campus, using school property or at a school function, which does not include cyberbullying. The only reference toward possible cyberbullying activity is listed in the state criminal code, which still lists a "telegram" and other forms of "electronic communication" as means of harassment, proving how outdated and vague the laws are. To encourage stricter legislation and consequences of bullying actions in Alabama, you can sign this online petition: <http://www.ipetitions.com/petition/stopthebullies/>

These residents are currently making a difference with anti-bullying initiatives:



Here in Tuscaloosa County: District Attorney Thomas Smith has made it one of his missions to stop bullying. Read more about his work: <http://www.tuscaloosada.com/stop-bullying/>

Chelsea, Ala.: The Girl Scouts of North-Central Alabama are hosting programs throughout March called "Power Up!" to educate girls specifically about how to deal with youth bullying and its effects.

On July 10-12, 2013, the Anti-Bullying Summit "Be a Hero! Take a Stand!" will take place at the Mobile Convention Center in Mobile, Ala. The event is hosted by Auburn University's Truman Pierce Institute and the Office of Professional and Continuing Education. For more information, visit: <http://www.auburn.edu/outreach/opce/antibullying/>

For more resources on bullying in Alabama, visit this site provided by the Alabama Department of Education: <http://alex.state.al.us/stopbullying/>

We hope you and your students enjoyed the campaign and continue to combat bullying in Tuscaloosa.

Digital Parent Packet

In order for the "I Can" campaign to connect with TCS students on a more meaningful level, it was important to raise bullying awareness in at least 400 parents of the middle school students. The best way to meet this goal was to create an eye-catching and informative parent newsletter that middle school parents could use to help them identify or prevent negative bullying behavior in their children. The newsletter begins by asking parents to visualize day-to-day life in their child's school. This first step was designed to help parents get a first-hand experience with school bullying and how it affects their students. The newsletter also included previews for the "I Can" educational blog posts, such as how to identify if your child is being bullied or, in fact, is the bully. Also, the parents needed to know that the messages conveyed to the students were positive, proactive ways students could reduce bullying cases in the schools. To highlight this, the newsletter also featured an example of one of the posters that were hung in the schools and around Tuscaloosa.



Digital Parent Packet

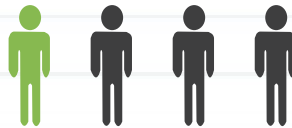


I Can

An anti-bullying campaign for Tuscaloosa City Schools



Feb. 2013



1 of 4 students report being bullied on a **regular basis**

Imagine spending a day as your child in his or her school. What do you see? What do you hear? You may hear giggling students, the kind words of teachers or the whirring of a pencil sharpener. The bell rings, and you're excited to finally turn in that book report to a smiling teacher. However, this is not the real middle school experience. According to Ing.org, at least 25 percent of students today are reportedly bullied on a regular basis. That is merely the number of students who report bullying. Joe Coles, an anti-bullying

Table of Contents

Introduction,

pg. 1

Blog Previews,

Read our blog:

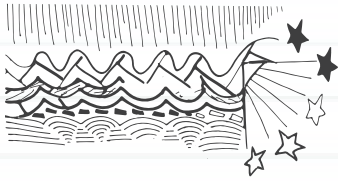
uabateman.com

2013 Bateman

The University of Alabama Bateman Team is teaming up with Tuscaloosa City Schools to rejuvenate the HALT

A partner-





BLOG

Publish Date:
Feb. 6

Each day 160,000 students nationwide stay home from school because they are afraid of being bullied. School should be a safe place for your children to learn and

15%

The percentage of students who report that they

The Social Switch:

Publish Date:
Feb. 13

Any parent can find it difficult to see their little ones make the daunting leap from elementary to middle school. These changes are tough and can be made even

71%

The percentage of students who

Cyberbullying:

Publish Date:
Feb. 20

Facebook. Cell phones. Twitter. The Internet. These innovative and new tools of communication surround today's

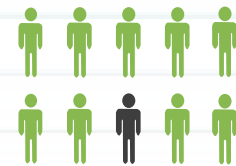
61%

The percentage of students who believe that school shootings occur

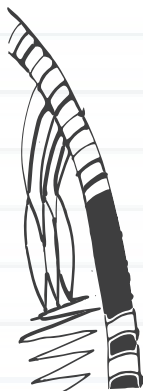
Victim or Bully:

Publish Date:
Feb. 26

As a parent of a TCS student, you may have noticed the HALT activities listed online, the posters in your child's school, and the new "I Can" materials in the



9 out of 10 students from 4th to 8th grade have

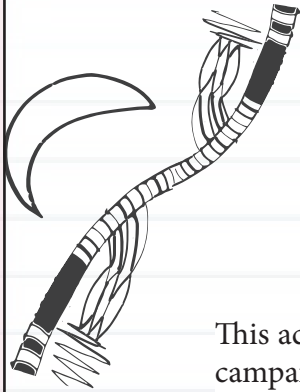


Publish Date:
Feb. 28

All across Alabama, people are stepping up and taking action against bullying in our state. Despite the passage of The Alabama Student Harassment Prevention

Sources:
bullyingstatistics.org





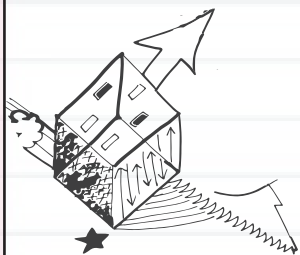
EVENTS

This activity is symbolic to the entire “I Can” campaign. The students will sign a banner symbolizing that they have recommitted their

This activity is to encourage students to get to know their classmates better and maybe even make new friends. The students will have a new seating

During this week, students will write an anonymous positive note to another classmate every day for an entire school week. Each note does not need to be long; a short and sweet note is just as good. Students can write to the same classmate all week or write

Students may get into groups that have people who are different than their usual friend group, or do the assignment individually. Then the student will receive a scenario relating to bullying and



Some middle schools will participate in their own individual events, such as the

Memorable Dates

February 1

- Campaign Begins

February 25

- Stand Strong Day

February 1

Eastwood Middle

February 4-8

Eastwood Middle School

- Banner Signing

February 11-15

Eastwood Middle School

- Stand Strong As-

February 18-22

Eastwood Middle School

- Mix-n-Munch
- Rock Quarry Middle School

- Banner Signing
- “I Care” Week

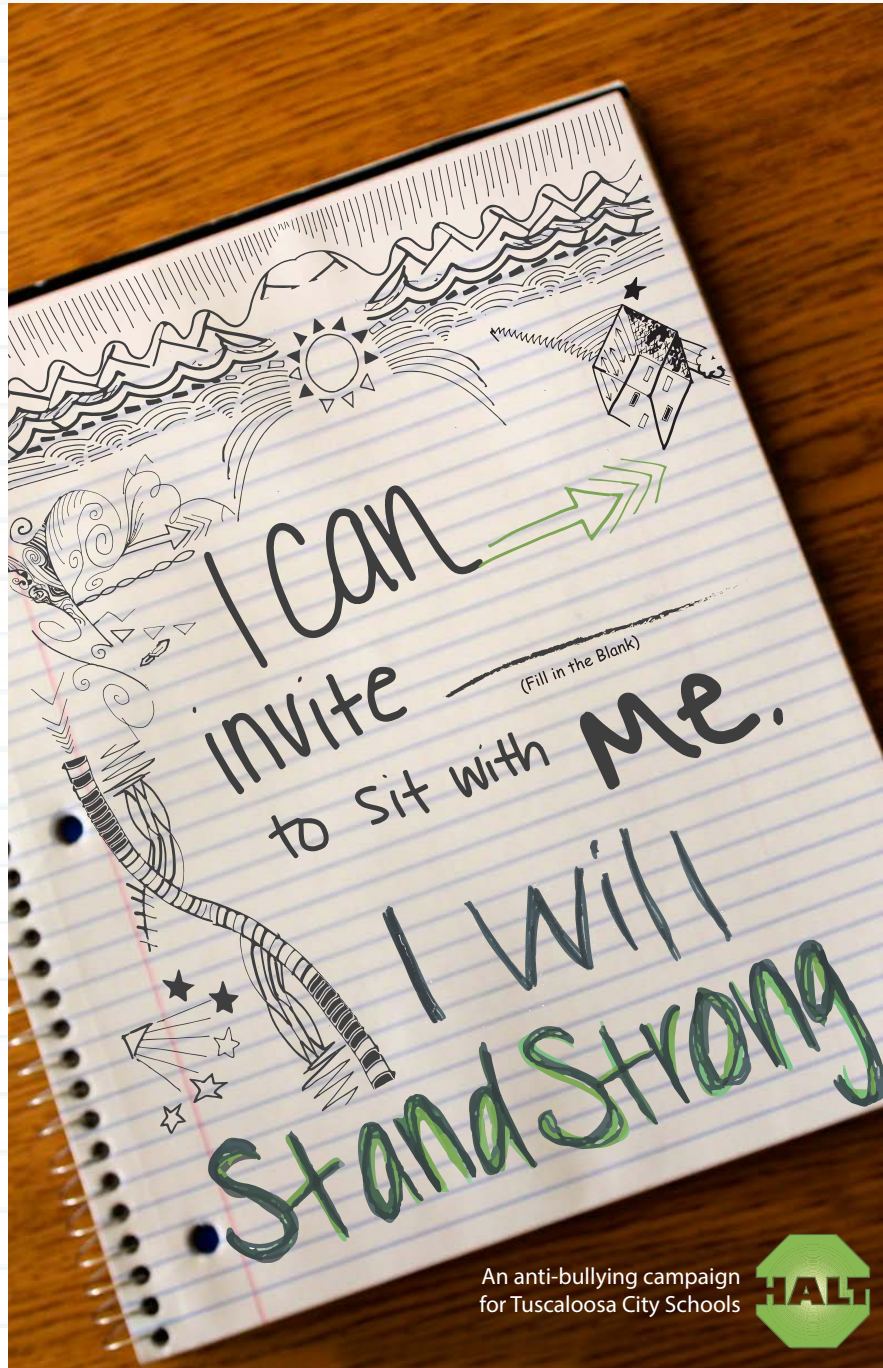
February 25-28

Eastwood Middle School

- “I Care” Week
- West Lawn Middle School



POSTER



An anti-bullying campaign
for Tuscaloosa City Schools



YMCA Presentation

I can 

What is bullying?

- Bullying is unwanted, **aggressive** behavior that is **repeated** over time.
- Bullying includes: making threats, spreading **rumors**, **attacking** someone physically or verbally, and **excluding** someone from a group on purpose.

Cyberbullying

- What's your favorite thing to do with a **phone**?
- What's your favorite **website**?

Think Before You:

- **Speak**
- **Text**
- **Tweet**

YOU can:

- Invite someone to **sit** with you
- **Choose** someone for your team
- Sit with a **new** group at lunch
- **Comiment** your classmates
- Can you think of a way to **include** someone?
- How can you **HALT** bullying?

HALT

HALT Pledge

2,261 students pledged to **stand strong** against bullying.

"This is for **me**
my friends today
my friends tomorrow.

I care
I can help change things
I can be a leader

In my world, no bullies are allowed.

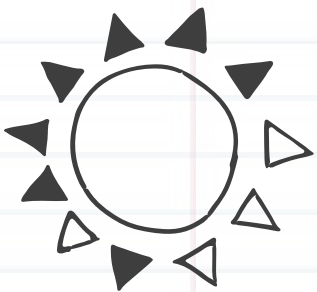
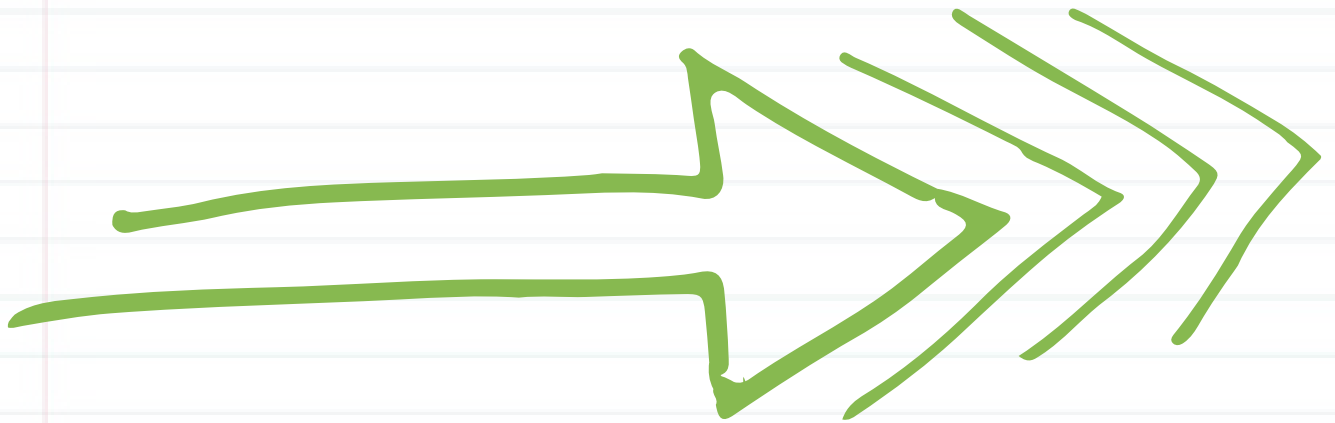
I know standing up for others is the right thing to do.

My name is _____.

I will stand strong."



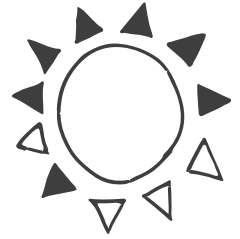
Implementation



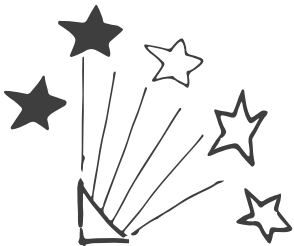


HALT
Kindness
Month!

February 2013



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					Eastwood! ¹ Tuscaloosa Magnet!	²
³	Tuscaloosa ⁴ Magnet! Eastwood! Southview!	⁵	⁶ Eastwood!	⁷ Eastwood! YMCA!	⁸ Eastwood! Tuscaloosa Magnet!	⁹
¹⁰	¹¹ Eastwood!	¹² Eastwood! Tuscaloosa Magnet!	¹³ Eastwood! Southview!	¹⁴ Eastwood! Southview! ♥	¹⁵ Eastwood! Southview!	¹⁶
¹⁷	¹⁸ Rock Quarry! YMCA!	¹⁹ Rock Quarry!	²⁰ WestHawn! Rock Quarry!	²¹ Rock Quarry! University Place!	²² Rock Quarry! Eastwood!	²³
²⁴	²⁵ Stand Strong Day! →→→	²⁶ Southview!	²⁷ Southview!	²⁸ Eastwood!		



The UA Bateman Team spent an average of
4.1 hours every school day
at Tuscaloosa City Middle Schools!



Implementation

When planning and researching the campaign, the UA Bateman team worked with HALT counselors and TCS administrators to come up with fun, empowering activities to help engage students. Below are directions on how to complete our campaign activities and incorporate them into the curriculum.

Mix-n-Munch

Assign each lunch table a different number or color. Count the students off or give them a color to designate which table they will sit at. Ask the students to get to know their classmates better during the lunch period.

“I Care” Week

This is a week where students will write anonymous positive notes to a partner every day for an entire school week. The notes do not need to be long; a short and sweet note is sufficient. The message should be filtered through the teachers to ensure the positivity of the messages and that each student receives one.

Assignment / Activity

Students will get into groups that have people who are different from their usual friend group. Then they will receive a scenario relating to bullying and create a skit to show what they would do to solve the problem listed in the scenario. The activity will encourage problem solving and group collaboration. All prompts ask the group to identify peer conflict or bullying. Older students may substitute a writing prompt in place of a skit. Example skit prompt:

One of your classmates just got a new phone and they are so excited about it. You see him with it all the time and they love downloading new apps to play with. After several weeks, you notice that a group of your peers has been texting and sending mean Facebook messages to him. Each classmate takes turns sending the negative messages and your classmate is sad, but worried that if he tells someone his new phone will be taken away. Is this bullying or peer conflict? What can you say to the teasing classmates to get them to stop? What actions can you take to get them to stop? Come up with a short skit showing how you would react to the situation and what you can do to stop the negative behavior.

Bully Game

The game we are going to play today is the Bully Game, based off of the game “Mafia.” The team substituted characters and adapted the premise of the game to fit with its anti-bullying education mission.



Everyone will receive a slip of paper with your character on it. The character options are: Bystander, Bully, Guidance Counselor or Positive Peer. Do not tell your classmates which person you are. The Bystanders will sit in the circle and try to figure out who the bully is. The game will start after everyone reads their slips with everyone gathering in a circle.

Narrator: Everyone go to sleep. (Everyone closes their eyes. No peeking!)

Narrator: Bully wake up. (Bully wakes up and points to someone in the circle he/she wants to "bully") Bully back to sleep.

Narrator: Guidance Counselor wake up. (Guidance Counselor wakes up and points to someone to "meet with in the office." The person the counselor chooses is immune to bullying for that round. The counselor can only choose to save themselves once.) Counselor go to sleep.

Narrator: Positive Peer wake up. (Positive Peer wakes up and points to one member of the circle they think may be the "bully". If this person is the bully, the narrator nods. If this person is not the bully, the narrator shakes their head.) Peer go to sleep.

Narrator: Everyone wake up! (Everyone opens their eyes.) Here, two situations can happen: 1) The Guidance Counselor did not give immunity to the bullying victim, and the victim is out of the game.
2) The Guidance Counselor did give immunity to the bullying victim, and the person is still in the game.

After the game ends collect the slips, shuffle, distribute and play again!

Protect Your Peer

This game is based off "Protect the President." All of the students stand in a circle and two are chosen: one to be the victim and one to be the positive peer. These two stand in the middle and everyone in the circle is a "bully". The circle has one or two soft dodgeballs or volleyballs and all the bullies pass the balls back and forth and try to hit the victim as a group. The positive peer's job is to protect the victim as much as possible by hitting the ball out of the air or by blocking the throws with his/her own body. If the bullies succeed in hitting the victim, a new peer and victim are chosen and another round begins!





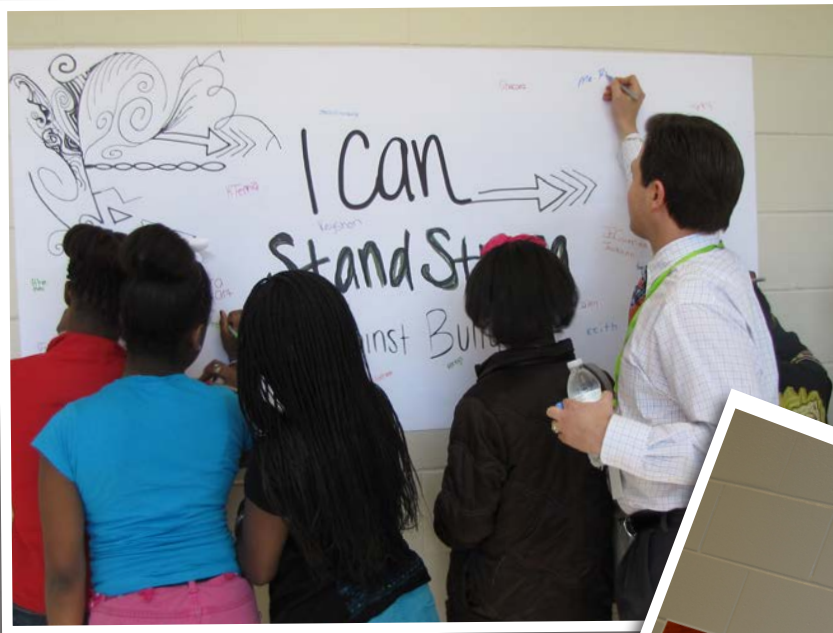
In order to ensure the effectiveness of the campaign, the Bateman Team taught Tuscaloosa middle school students fun, educational games and activities to reinforce “positive peer” behavior. The point of this game was to help students distinguish between what it means to be a proactive student when reporting bullying cases.

Students in all of the middle schools said the HALT pledge, proclaiming that “no bullies are allowed” in their schools. After the pledge, the students signed the “I Can” banner as a reminder of their promise to report bullying and end bullying behavior.



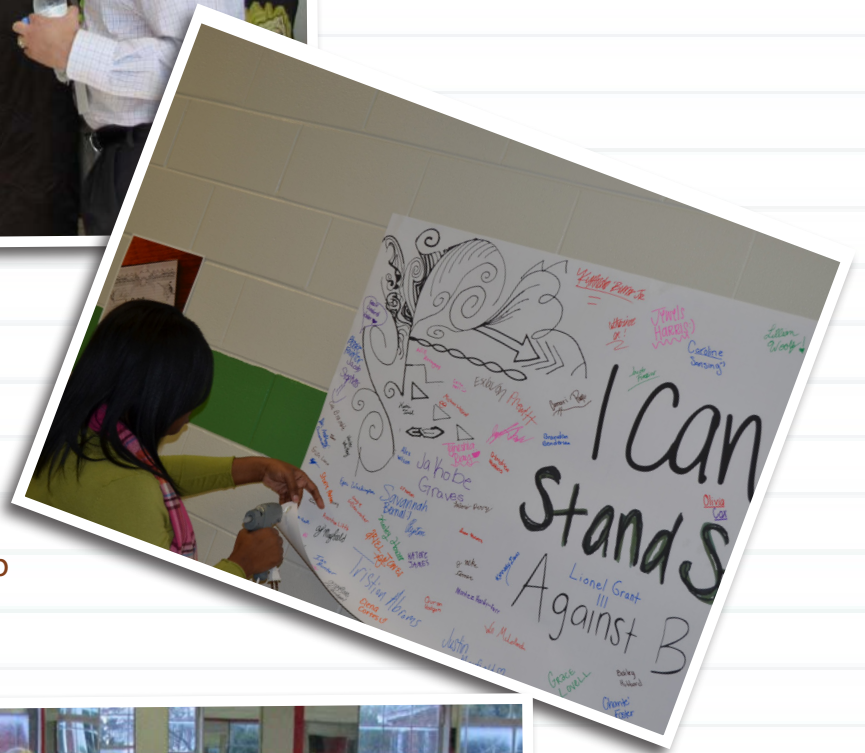
So many names, so little space! By the end of the month, the banners were full of color. The students loved signing their names and adding personal decorations. At the YMCA, the kids sat for almost 30 minutes to color and make their mark, proclaiming they would Stand Strong against bullying.

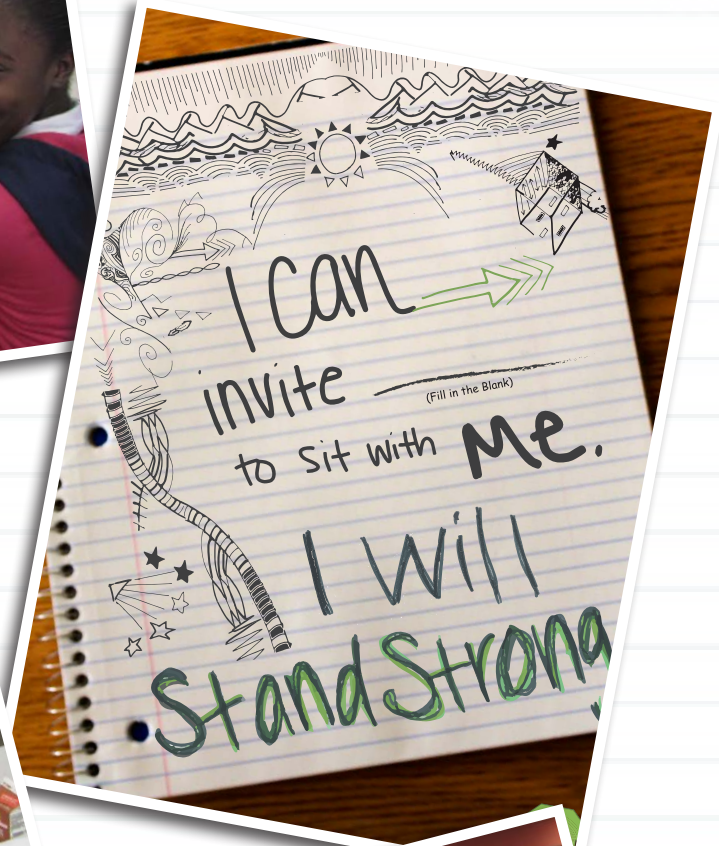




By the time it came to banner signing in many of the schools, teachers, counselors and even parents wanted to jump on the "I Can" bandwagon!

Between six schools and two days in the YMCA the banners became filled with life. HALT counselors told the team how much it meant for students to re-affirm their pledge to stop bullying.





In the middle of February, the UA Bateman Team hosted a Mix-n-Munch activity during the students' lunch periods. The students were encouraged to get to know other classmates by sitting with different students outside of their "normal" peer group.



The UA Bateman Team partnered with the Tuscaloosa YMCA to educate younger students about bullying and peer conflict. The YMCA students and the UA Bateman team played games, such as "Ships and Sailors" and "Duck Duck Goose," which showed that the campaign was extendable to younger audiences as well.



The YMCA students also repeated the anti-bullying pledge and signed the pledge banner. So many crayons, so little time!

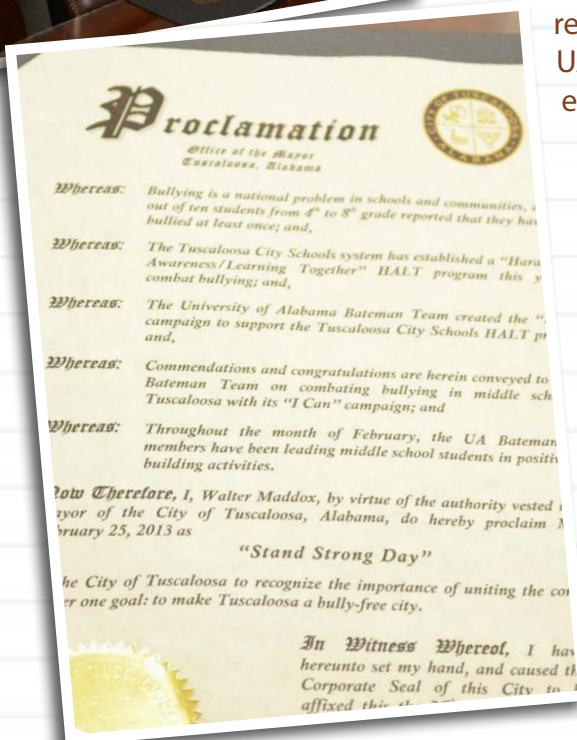


Stand Strong Day

After almost a month of anti-bullying activities, Tuscaloosa Mayor Walt Maddox declared February 25, 2013 as "Stand Strong Day" in Tuscaloosa. The goal of "Stand Strong Day" was to foster sustainability for the HALT program as well as the "I Can" campaign.



On this day parents, teachers, and students recognize bullying as a hot-button, national issue that must be addressed proactively. Deidre Stalnaker, public relations coordinator for the Mayor's office, a former University of Alabama advertising & public relations student, worked with the UA Bateman team to coordinate the event with the mayor's office.



Stand Strong Day in Eastwood Middle School

