

Table of Contents

Executive Summary	1
Research	1
Target Audiences	2
Key Messages	3
Challenges and Opportunities	3
Objectives, Strategies, Tactics and Outcomes	4
Conclusion	10
Appendix	11



Executive Summary

“Raise your hand if you know someone in jail.”

The crowd moved as every single hand rose.

“Keep your hand up if that person is there for committing a crime with a weapon.”

Only a few hands dropped.

When we asked these questions in our workshops, the results echoed a study conducted in New Orleans last year by the Institute of Women and Ethnic Studies that reported more than 29 percent of students have seen assaults committed with weapons and nearly 14 percent have witnessed murder. In a city with such a reputation for violence and aggression, the 2013 Loyola University New Orleans Bateman Team taught students to *Step Up, Reach Out!* to prevent and report bullying.

By the age of 24, a bully is more likely than a non-bully to be convicted of a crime. We quickly learned that this resonated with our audience and that it would be imperative to inform students of the consequences of bullying. In a culture where the phrase “snitches get stitches” is thrown around at school lockers and lunch tables, we chose to confront the issues that are unfortunately rampant in our city rather than shy away from them.

Through our research, we quickly found peers to be the most influential in putting a stop to bullying instances. Building on this knowledge, we created hands-on games and activities to communicate that the serious consequences of bullying must be combatted through prevention and reporting, what we decided to call “being more than a bystander.”

Taking it to the next step, we illustrated the many consequences of bullying, steps to prevention and reporting methods in 21 workshops across six elementary, middle and high schools.

During the weeks of Mardi Gras (which happened to fall in February this year), ladders line parade routes. When floats pass by, children use the ladders to step up above the crowd of adults and reach out for beads. We used this image to illustrate in a locally-relevant way how students could *Step Up* to prevent bullying and *Reach Out* to report it. Each rung of our ladder displayed a letter to spell K.I.N.D., our four-step, anti-bullying acronym.

Through our workshops and partnerships with APEX Youth Center and the New Orleans chapter of Parents and Friends of Lesbians And Gays, we reached more than 5,674 New Orleanians with the message “Geaux K.I.N.D.” Our partners have promised to continue the anti-bullying efforts we put into action in February, ensuring our results will be long-lasting in our city. Additionally, we had 17 New Orleans schools pledge to incorporate our workshop into their own anti-bullying programs.

At our last workshop, a student with a grin from ear to ear called us over to look at his paper. It was the post-quiz we used to measure our effectiveness in teaching.

“Look,” he exclaimed, smiling up at us.

Under “What can be done to prevent bullying?” the 10-year-old boy had written every one of our K.I.N.D. steps verbatim: Keep Others Included, Inform an Adult if You See Bullying, Never Bully Others and Decide to be More Than A Bystander.

Step Up, Reach Out! with us and learn how the Loyola Bateman Team inspired New Orleanians to Geaux K.I.N.D.

Research

Situation Analysis

The violent crime problem in New Orleans is no secret. Violent crime, which includes murder, rape, robbery and assault, increased by 5.9 percent locally in 2011, according to the FBI's Uniform Crime Report. The report found that the city's murder rate per capita is 10 times the national average. Research showed us there is a direct correlation between bullying and committing a crime later in life. According to the Olweus Bullying Prevention Program, boys who were identified as bullies in middle school were four times more likely as their non-bullying peers to have more than one criminal conviction by age 24. With 199 murders in New Orleans in 2011, the city was ready for bullying prevention as charged by the PRSSA Bateman Case Study Competition.

Our surveys indicated 47 percent of middle and high school students have been bullied at school. We also found that 82 percent of middle and high school students had witnessed bullying, but more than half of those students did nothing to stop it. Our interviews with a developmental psychologist and teachers, as well as our secondary research, indicated the *Step Up, Reach Out!* campaign needed to revolve around empowering the bystanders. According to the Olweus Bullying Prevention Program, 76 percent of students who see a peer being bullied at school “feel sorry and want to help.” The team needed to show New Orleans students, teachers and parents how to take a step in the right direction.

Step Up, Reach Out! launched at an optimal time because as of Jan. 1, 2013, Louisiana law requires all school employees, including bus drivers, to complete four hours of anti-bullying training. Leveraging the timeliness of the topic, we were able to insert our messaging and campaign into the conversation. Students, teachers and parents wanted to know how they could prevent bullying, and we just needed to show them what to do. We created simple steps to raise awareness about bullying prevention while fulfilling all aspects of the PRSSA charge.

Secondary research

- Louisiana law requires all public schools to incorporate anti-bullying policies into their student code of conduct.
- An estimated 160,000 students miss school each day for fear of being bullied, the National Education Association reported.
- According to Olweus, 76 percent of students who see a peer being bullied at school “feel sorry and want to help.”
- Teachers intervene in 14 percent of classroom bullying episodes. However, 71 percent of teachers and 25 percent of students say



that teachers almost always intervene, according to the LaMarsh Centre for Research.

- Boys who were identified as bullies in middle school were four times as likely as their non-bullying peers to have more than one criminal conviction by age 24, according to Olweus.
- According to the American Medical Association, bullied children are more likely than their peers to experience emotional problems, such as depression, loneliness, anxiety and low self-esteem.

Primary research

We interviewed 18 teachers and 10 administrators from 24 local schools. We surveyed 157 middle and high school students, 147 Loyola students and conducted two parent focus groups with parents of middle school and high school children. Furthermore, we interviewed a developmental psychologist and conducted a focus group with communications professionals.

Teachers and administrators:

- Bullying is defined as a repeated action. However, many educators believe bullying can occur as an isolated incident.
- Teachers agreed peers play the most influential role in reducing bullying.

Middle and high school students:

- 47 percent of students have been bullied at school.
- 88 percent of bullied students have been teased or called names.
- 82 percent of students have witnessed bullying.
- 54 percent of students who have witnessed bullying did nothing to stop it.
- 91 percent of students use at least one form of social media.

Loyola students:

- 65 percent of bullied students were teased or called names.
- 72 percent of students have witnessed bullying.
- 99 percent of students use at least one form of social media.

Parent focus groups:

- Parents agreed schools have a significant role in preventing bullying.
- Parents agreed they are responsible for teaching their child how to respond in a bullying situation.
- Parents disagreed about their role in bullying situations and whether it was their duty to end the conflict.
- Parents want more knowledge about how to resolve bullying issues with their child.

Developmental psychologist:

- Bystanders are present in 85 percent of bullying incidences and should be the primary target of an informational campaign.
- The most effective way to prevent bullying is by changing the culture of the school. Students need to be the ones disapproving of bullying.
- Building empathy is an effective way to empower bystanders because students respond to this.
- The forms of bullying vary depending on where a person is developmentally and become more sophisticated with age.

Professionals focus group:

- Fill the void left by the absence of a state-mandated, anti-bullying program and develop one for long-term use in schools.
- Partnerships with local organizations are an effective way to reach a large number of people in our target audience.
- Incorporate the campaign into existing events, such as Super Bowl activities and parade routes.
- Create easy steps for children to take to help prevent bullying.

Target Audiences

Primary Audience

- Students in the Greater New Orleans area ages 10-19 who attend public and private schools

Secondary Audiences

- Parents of children and students in the GNO area
- Teachers in GNO area schools
- Administrators of GNO area schools
- GNO community and local news outlets
- Members of the Loyola University community



Key Messages

Elementary, Middle and High School Students

- You have the power to stop bullying if you *Step Up, Reach Out!* and “Geaux K.I.N.D.”
- Bullying has serious consequences, which can include low self-esteem, depression and suicide.
- Being more than a bullying bystander can help reduce violent crime.

College Students

- You have the power to stop bullying if you *Step Up, Reach Out!* and “Geaux K.I.N.D.”
- Bullying has serious consequences, which can include low self-esteem, depression or suicide.
- Hazing is a form of bullying.

Parents

- Earn students’ trust by being empathetic and proactive by reaching out to report bullying.
- Promote positive actions at home.

Educators

- Bullying prevention programs reduce school truancy.
- Improve student-teacher trust by being proactive in addressing bullying when students *Reach Out* to report bullying.

New Orleans Community

- By proactively addressing bullying, we can reduce violent crime.
- “Geaux K.I.N.D.”

Challenges and Opportunities

Challenge: February in New Orleans this year provided a very small window for campaign implementation. The city was preoccupied during the Super Bowl and Mardi Gras, and most schools were given a week of vacation. It was difficult to secure partnerships with organizations on holiday. The combination of these events, known as “Super Gras,” provided the possibility that our messages would be lost to a distracted audience. During the remaining days of February, schools were preparing for statewide tests that rate students’ academic performance. Schools were reluctant to allow class time for our programs.

Opportunity: We embraced the culture being celebrated in our city at the time by developing a logo related to Mardi Gras parades and a locally recognizable slogan. We maximized our reach to parents at the Super Bowl and families along parade routes. In conversations with schools, we recognized the fact that there is no state-mandated student training for bullying and offered a one-of-a-kind program for schools to add to their curriculum.

Challenge: Only one of our team members is native to the area, and our team of undergraduate students who attend a private Jesuit university had to cross cultural barriers. Team members lacked familiarity and experience in effectively communicating an important message to a predominately black student population in a city with a high level of violent crime and aggression.

Opportunity: Our messages were relevant and compelling to students who faced bullying instances, aggression and violence at home and in school. Our audience was able to relate our messages to their lives. We partnered with community organizations who work with our audiences and have experience communicating similar messages effectively. By consulting psychologists and social workers, we learned how to best deliver these relevant messages.

Challenge: Our research showed us the vast difference between a 10-year-old in the 5th grade, a 13-year-old in middle school and an 18-year-old about to graduate from high school. The most efficient means of communication varied among our age groups. Our activities varied as well because research showed that the forms of bullying vary according to age groups.

Opportunity: We used our creativity to develop activities that appeal to diverse age ranges, which helped make our campaign adaptable. We provided alternative interactive activities in the 30-page Anti-bullying Workshop and Resources packet we created for schools who agreed to adopt our ideas for the long term. We were able to incorporate the schools’ values into our workshops to make our program more relatable and effective.



Objectives, Strategies and Tactics

Objective 1: To increase awareness about the long-term and short-term consequences of bullying and the importance of prevention and reporting by 20 percent by the end of February among elementary school, middle school, high school and Loyola students.

Strategy 1: Create a culturally relevant campaign.

Rationale: According to our interviews with teachers, administrators and a developmental psychologist, bystanders play the most crucial role in anti-bullying efforts. Because everyone can be a bystander, the way to reach all audiences in the community was to create a culturally relevant campaign that everyone could relate to.

Tactic 1: Create a culturally relevant campaign name and slogan. New Orleans residents give their full attention to Mardi Gras so we used Carnival season as the underlying theme of our campaign. Our campaign, *Step Up, Reach Out!*, alludes to how a parade-goer steps up on a Carnival ladder and reaches out to catch the traditional Carnival giveaways, which we tied with our message of stepping up for bullying prevention and reaching out to report bullying. Our campaign slogan, “Geaux K.I.N.D.,” emphasized this. The word “geaux” resonated with local audiences because it is the cheer used for our local football team, the Saints.

Tactic 2: Create a culturally relevant logo. Our logo illustrates *Step Up, Reach Out!* with a ladder typically used during Carnival to *step up* and *reach out* for giveaways, such as the traditional beads that are also on our logo. Our ladder is purple because purple is one of the primary colors of anti-bullying efforts and of Mardi Gras. Each rung of the ladder stands for a letter of K.I.N.D., a four-step acronym we created to help students remember the steps of prevention and reporting. We included the phrase “Stop bullying: be more than a bystander” to clarify our message.

Strategy 2: Reinforce our campaign's key messages through increased visibility and repetition among New Orleans students.

Rationale: Increased visibility and repetition encourage familiarity with our campaign and its key messages so we used multiple ways to constantly deliver our information to New Orleans students. Our surveys showed that 91 percent of middle and high school students use social media. We also learned 99 percent of Loyola students use social media.

Tactic 1: Present a consistent design across all our materials. All of our campaign materials and events reflected our logo, slogan and the color purple. This includes our Anti-Bullying Workshop and Resources Packet, social media and everywhere our brand was seen.

Tactic 2: Create a campaign specific to social media. We held our “28 Days of K.I.N.D.ness” social media campaign throughout the month. Every day, we tweeted or posted a new way for our followers to “Geaux K.I.N.D.,” encouraging two-way communication. Followers on Twitter and Instagram used the hashtag #GeauxKIND to show us what they did each day to participate. Students participated in our incentivized “Geaux K.I.N.D. Online Photo Contest” and tagged us in photos of themselves performing an act of kindness against bullying. The winner of a random drawing of participants earned a gift card to the Loyola Bookstore.

Tactic 3: Create a Facebook page for our campaign. We connected with the New Orleans community on Facebook to promote our key messages. Through Facebook, we connected with 675 people and made 165,213 impressions on 18,881 unique accounts. Throughout the month, 827 people talked about *Step Up, Reach Out!*

Tactic 4: Create a Twitter account for our campaign. We connected with the New Orleans community on Twitter to promote our key messages. Through Twitter, we connected with 137 people and made 28,379 impressions on 16,091 unique accounts.

Tactic 5: Create an Instagram account for our campaign. We connected with 144 students, parents and other members of the New Orleans community on Instagram to promote our key messages beyond our workshops and programs.

Tactic 6: Create a YouTube channel for our campaign. Videos featuring our media coverage and weekly public service announcements from Loyola athletes and organization leaders were posted to YouTube. Student opinion leaders read bullying facts and shared our key messages in YouTube videos. Our videos were watched 351 times.

Tactic 7: Post a pledge card wall on an elementary school bulletin board. Following the conclusion of our workshop at Ben Franklin Elementary School, the students’ 179 pledge cards were posted on a bulletin board to serve as a daily reminder of their pledge.

Tactic 8: Place fliers in Loyola classrooms. We placed fliers that included our logo and our Steps of K.I.N.D.ness in classrooms throughout campus.

Tactic 9: Display our logo and Steps of K.I.N.D.ness on television screens around campus. A graphic containing our logo, slogan and Steps of K.I.N.D.ness was featured on TV screens in the Danna Student Center and School of Mass Communication during the month.



Tactic 10: Distribute wristbands to students in our key audiences. We distributed purple wristbands imprinted with our logo and “*Step Up, Reach Out! #GeauxKIND. Stop Bullying: be more than a bullying bystander.*” to students after they signed pledge cards at the conclusion of our workshops and presentations. The wristbands serve as a reminder of our messages.

Tactic 11: Partner with Second Harvest Food Bank. We provided Second Harvest Food Bank with handbills to include in backpacks stocked with food to inform 1,400 students and parents at 20 schools in southeast Louisiana about the Steps of K.I.N.D.ness and to raise awareness about bullying prevention.

Strategy 3: Empower elementary, middle and high school students to be more than a bystander by having a role in anti-bullying efforts in school.

Rationale: According to Ken Rigby, author of numerous books on bullying, bystanders are key to curbing bullying. Bystanders often lack the proper education to understand the critical, positive role they can play.

Tactic 1: Hold workshops in schools to teach students the consequences of bullying and ways of preventing and reporting. We partnered with six local schools and held 21 workshops where we emphasized the importance of prevention and reporting. The four activities representing the letters of K.I.N.D. kept the workshop compelling, interactive and fast-paced for students. The activities presented the students with hypothetical situations they could apply to their daily lives. (See Appendix page 127 for school information)

Tactic 2: Personalize our workshop for implementation at each school. Our workshop was adaptable for elementary, middle and high schools and groups of all sizes. Additionally, we tied some of our partner schools’ existing positive messages into our campaign. For example, at Warren Easton High School, we continued messages from their Students Against Violence Everywhere and No Place For Hate programs by including in our workshop an open conversation about the relationship between violent crimes and bullying.

Tactic 3: Collect pledge cards. Throughout the month of February, 1,240 elementary, middle and high school students pledged to *Step Up* to prevent bullying, *Reach Out* to report bullying and to tell five others to “Geaux K.I.N.D.” Students signed pledge cards after our workshops.

Tactic 4: Host a Step Up to Bullying Summit on Saturday, Feb. 23, for high school students. We hosted the Step Up to Bullying Summit to empower high school students to develop anti-bullying programs for their schools.

Strategy 4: Inform 350 elementary, middle and high school students of the steps they can follow to *Step Up* and prevent bullying.

Rationale: Our primary research showed that 82 percent of students have witnessed bullying and 54 percent have seen bullying and done nothing to stop it. According to developmental psychologist Annie Crapanzano, bystanders are present in 85 percent of bullying instances and should be the primary target of an informational campaign.

Tactic 1: Develop a short, consistent definition of bullying. We defined bullying concisely to make instances easily identifiable so students could know when to *Step Up* to prevent bullying. We used the same definition in all of our workshops.

Tactic 2: Encourage students to prevent bullying by highlighting our Step Up message. Bystanders are key to stopping bullying. We verbalized their critical role at the start of our workshops and presentations throughout our campaign.

Tactic 3: Teach the Steps of K.I.N.D.ness as the way to Step Up and Reach Out. We developed an acronym to teach people how they can be more than bystanders, to *Step Up* to prevent bullying and to *Reach Out* to report instances. The acronym stands for “Keep others included,” “Inform an adult when you see bullying,” “Never bully others” and “Decide to be more than a bystander.”

Tactic 4: Teach students the importance of including others to prevent bullying. To illustrate “K,” for “Keeping others included,” we held an activity called “Untangle the Mardi Gras Bead.” This activity required students to keep others included to successfully complete the game.

Tactic 5: Teach students why it is wrong to bully others. To explain why it is important to follow letter “N,” which stands for “Never bully others,” we played “Two Truths and a Lie,” using facts about bullying. This provided students with an understanding of the long-term and short-term consequences of bullying for both the victim and the bully, making it clear why one should never engage in bullying.

Tactic 6: Hold workshops in schools to teach students ways of preventing bullying. See Objective 1, Strategy 3, Tactic 1 above.

Strategy 5: Inform 350 elementary, middle school and high school students of the steps they can take to *Reach Out* to report bullying.

Rationale: Our research showed that every school has its own method for reporting bullying. However, according to students, they either do not feel comfortable reporting, do not know who to report to, or believe, unlike teachers, that nothing is done when they report instances to teachers. Students need to be taught the importance of reporting bullying instances.

Tactic 1: Teach students the importance of informing an adult when they see bullying. To explain why it is important to follow letter “I,” “Inform an adult when you see bullying,” we played a mix of the game Hangman and Wheel of Fortune. This activity showed students whom they could report bullying to and opened the discussion about which adults they can trust and talk to about bullying.



Tactic 2: Teach students the importance of deciding to be more than a bystander. To explain why it is important to follow letter “D,” “Decide to be more than a bystander,” we played a game called “The Reach Out Scenarios.” Reading through scenarios and discussing solutions helped students feel empathy for victims of bullying and discuss ways to be more than an bystander.

Tactic 3: Hold workshops in schools to teach students ways of reporting bullying. See Objective 1, Strategy 3, Tactic 1 above.

Strategy 6: Inform 300 first and second-year college students of the key messages of *Step Up, Reach Out!*

Rationale: The results of our surveys among Loyola students showed that 90 percent of students did not know the consequences of bullying and 72 percent of students had witnessed bullying. As a result, we focused our Loyola campaign on two key messages: the consequences of bullying and the importance of being more than a bystander. Key student leaders were invited to spread these messages because an interview with a developmental psychologist informed us that the voices of peer leaders are highly influential in bullying prevention. Greek organizations were targeted because their size makes them one of the largest cohorts on campus.

Tactic 1: Hold class presentations to teach our key messages. We visited first-year student classes to provide 15-minute presentations that explained our campaign’s key messages. We measured our effectiveness with pre- and post-quizzes.

Tactic 2: Hold a workshop for leaders of athletic groups, fraternities and sororities. During the workshop, we shared our key messages, emphasized hazing as the most common type of bullying in college and provided resources such as a list of “100 Ways to Create Good Members Without Hazing.” Participants pledged to incorporate our messages into their new member education processes.

Tactic 3: Hold informational sessions with Greek chapters. We gave presentations to two of the largest sororities on campus, Delta Gamma and Gamma Phi Beta, and one business fraternity, Delta Sigma Pi. We educated them about the key messages of our campaign, asked them to sign pledges and encouraged them to share our resources with their peers.

Tactic 4: Hold an informational session with the Tulane University College Democrats. As a result of our social media campaign, we were invited by the Tulane University College Democrats to present our key messages.

Tactic 5: Collect pledge cards. Throughout the month of February, 541 Loyola students pledged to *Step Up* to prevent bullying, *Reach Out* to report bullying and to tell five others to “Geaux K.I.N.D.” Students signed pledges during our programs.

Tactic 6: Partner with the Loyola University Programming Board. We partnered with the University Programming Board to include our Steps of K.I.N.D. handbills in koozies they provided for students the week before Mardi Gras.

Tactic 7: Partner with Alpha Sigma Nu to screen the movie “Bully.” On Feb. 20, we screened the movie “Bully” on Loyola’s campus in partnership with Alpha Sigma Nu, the Jesuit Honor Society. We presented the messages of our campaign before the screening.

Tactic 8: Host Geaux K.I.N.D. Day. On Feb. 22, 2013, we asked everyone to raise awareness by wearing purple. We hosted Geaux K.I.N.D. Day in the One Loyola Room, a presentation room in Loyola’s Danna Student Center. In the room, an informative slideshow presentation played continuously as we collected pledges for our pledge wall. Students posed for photos on our step ladder decorated with beads to show they pledged to *Step Up, Reach Out!* and “Geaux K.I.N.D.” This event was co-sponsored by Loyola’s Civility Campaign, as mentioned in Objective 1, Strategy 7, Tactic 2.

Tactic 9: Solicit government proclamations for Geaux K.I.N.D. Day. We petitioned government officials to declare Feb. 22, 2013, as city-wide Geaux K.I.N.D. Day. We received proclamations from New Orleans Mayor Mitch Landrieu and the New Orleans City Council for this day.

Tactic 10: Partner with the Queer-Straight Student Alliance. On the final night of the campaign, we held “A Night of Reflection: Bullying, Suicide and the LGBTQI Community” in partnership with the Loyola Queer-Straight Student Alliance to bring awareness to suicide and bullying within the gay community. Prior to the candlelight vigil, students wrote and posted sticky notes with positive messages of support on our Inclusion Wall in Loyola’s student center.

Tactic 11: Spread our messages through social media. See Objective 1, Strategy 2, Tactics 2-6.

Strategy 7: Partner with student organizations and campus departments at Loyola to establish a long-standing campaign that outlives February 2013.

Rationale: By partnering with student organizations and departments on campus we ensured the continued use of our materials past the end of our campaign implementation.

Tactic 1: Partner with the Loyola University Counseling Center. The University Counseling Center’s website provides information and resources on health concerns. Recognizing a lack of information on bullying, our team partnered with the center to place a permanent page on their website describing the definition of bullying, its consequences, how to be more than a bystander and to whom bullying can be reported.



Tactic 2: Partner with the Loyola Office of Co-Curricular Programs' Civility Campaign. We partnered with the office to host a continuously playing slide presentation and pledge collection activity in the One Loyola Room for the week of Feb. 18. On the final day, we held Geaux K.I.N.D. Day, and Loyola's Civility Campaign provided a photo booth to attract more students.

Tactic 3: Partner with Wolf Pack Welcome to educate incoming first-year students. The Office of Co-Curricular Programs will use our slide presentation, detailing the consequences of bullying, as well as steps to prevent and report bullying and hazing, in future freshman orientation programs, known as Wolf Pack Welcome.

Objective 1 Outcome - EXCEEDED!

We exceeded our objective by increasing awareness among elementary school, middle school, high school and college students of the long-term and short-term consequences, reporting methods and prevention methods by more than 20 percent. Students were surveyed at the beginning and end of most workshops. (See Appendix page 170, Quiz Results)

Elementary, middle and high schools students' results showed:

- Knowledge of long-term and short-term consequences of bullying increased by 151 percent, exceeding our goal by 130 percent.
- Likelihood to *Reach Out* to report the next bullying incident increased by 67 percent, exceeding our goal by 47 percent.
- Awareness of whom they can report bullying to increased by 42 percent, exceeding our goal by 22 percent.
- Awareness of methods to prevent and report bullying increased by 57 percent, exceeding our goal by 37 percent.

College students' results showed:

- Knowledge of long-term and short-term consequences of bullying increased by 103 percent, exceeding our goal by 83 percent.
- Likelihood to *Reach Out* to report the next bullying incident increased by 48 percent, exceeding our goal by 28 percent.
- Awareness of whom they can report bullying to increased by 31 percent, exceeding our goal by 11 percent.
- Awareness of methods to prevent bullying and to report bullying increased by 37 percent, exceeding our goal by 17 percent.

The *Step Up, Reach Out!* campaign message directly reached 2,640 elementary, middle and high school students at 63 different schools and 541 college students at two universities in southeast Louisiana through workshops, programs and information distribution, totaling 3,181 students at 65 different schools or universities.

The *Step Up, Reach Out!* campaign hosted 22 workshops and programs in six elementary, middle and high schools and a local church for 1,233 students. Students participated in engaging activities, committing to the Steps of K.I.N.D.ness. for bullying prevention and reporting.

The *Step Up, Reach Out!* team held five presentations at Loyola and Tulane, staffed an informational table throughout week three of the campaign, held a screening of the movie "Bully," hosted "A Night of Reflection: Bullying, Suicide and the LGBTQI Community" and celebrated Geaux K.I.N.D. Day to increase the community's awareness of bullying issues. As a result, 553 college students, faculty and staff pledged to *Step Up* to prevent bullying, *Reach Out* to report bullying and to tell five people to "Geaux K.I.N.D."

Step Up, Reach Out! connected with 956 people using social media, reaching more than 34,972 unique accounts and making 193,943 impressions through Facebook, Twitter, Instagram and YouTube.

Throughout the campaign, 1,781 elementary school, middle school, high school and college students pledged to prevent and report bullying and to tell five others to "Geaux K.I.N.D.," making our potential message reach 8,905 persons.

Objective 2: To inform 300 parents of elementary, middle and high school students within the Greater New Orleans area of anti-bullying behavior and its importance by the end of February.

Strategy 1: Use partnerships to inform parents or primary guardians of elementary, middle and high school students of our messages.

Rationale: Our parent focus groups showed that they disagreed about their role in bullying situations. Parents also said they want more knowledge about how to resolve bullying issues with their children.

Tactic 1: Present at a Parent Teacher Student Association meeting. We gave a presentation at a high school PTSA meeting to inform parents about bullying's long-term and short-term consequences and how they can help their child prevent and report bullying.

Tactic 2: Partner with the New Orleans Academic Games League. During a NOAGL mathematics tournament, we distributed 185 rack cards to parents from 13 elementary and middle schools. We collected 29 parent pledge cards and 11 teacher pledge cards.

Tactic 3: Inform parents at the Urban League of Greater New Orleans School Expo. As part of a grassroots approach, while stationed at our exposition table at this annual city-wide event, we distributed 40 handbills and 91 rack cards to students, parents and teachers from 14 elementary and middle schools. We also collected 18 parent pledge cards and 12 teacher pledge cards.

Tactic 4: Partner with Second Harvest Food Bank. See Objective 1, Strategy 2, Tactic 11.

Strategy 2: Raise awareness about *Step Up, Reach Out!* through the local media.

Rationale: Our focus group with professionals emphasized that to give relevance and credibility to our message, we needed to invite local media to spread our key messages throughout the community. Other professionals also mentioned this would demand the attention of school officials, encouraging them to implement our program and other anti-bullying efforts.

Tactic 1: Write a press release and pitch our campaign to local media outlets. Press releases were sent to numerous print, TV and online



outlets throughout the Greater New Orleans area.

FOX affiliate WVUE-TV featured two team members as guests on Feb. 22 and shared the *Step Up, Reach Out!* message, including actions that parents can take to prevent bullying, while promoting the Step Up to Bullying Summit. The 3:33 segment on the morning show resulted in \$5,665.88 in public relations value and an estimated 25,429 viewers. The segment gained additional impressions on the WVUE-TV website.

NBC affiliate WDSU-TV covered our workshop at Warren Easton High School and interviewed one team member as well as a parent whose child had been bullied to produce a 2:30 package that aired on Feb. 28. The segment reached approximately 42,936 viewers and is valued at \$7,673.03. WDSU-TV placed our clip on their website and teased it during broadcasts throughout the day.

CBS Affiliate WWL-TV promoted the Step Up to Bullying Summit during its noon hour on Feb. 22. The 0:26 segment resulted in an estimated 112,007 viewers and \$2,125.81 in value on the most-watched news program in the region. It aired every 30 minutes on Saturday in a rebroadcast on channel 15 from 6 a.m. until noon. The segment gained additional impressions on the WWL-TV website.

The Advocate, New Orleans' only daily print newspaper, ran a 9-inch cover article with 18 inches on the jump above the fold. The Feb. 24 story about the Step Up to Bullying Summit featured the participants' work to prepare bullying prevention plans, as well as the campaign's month-long efforts to reduce bullying in New Orleans. The article resulted in 73,061 readers and \$4,328.30 in public relations value.

The Maroon, Loyola's weekly newspaper, featured *Step Up, Reach Out!* twice. The first article, "Bateman Team gives anti-bullying presentation," was published on Feb. 22, highlighting our workshop at Franklin Avenue Baptist Church. The feature article, "Bateman team hosts anti-bullying summit," was published on March 1. This article detailed the campaign and the Step Up to Bullying Summit participants' efforts to improve their schools' culture. The articles were also placed on *The Maroon's* website. Each week, *The Maroon* prints 3,000 copies and has 6,500 online page views, providing \$600 in public relations value.

The Uptown Messenger, an online news source, published our press release, publicizing our campaign's key messages and partnerships, as well as the Step Up to Bullying Summit.

Two of our team members wrote pieces on Loyola's MASS COMMENTS blog. The first, "Stop the Bullying: Step Up, Reach Out, Geaux K.I.N.D.!", summarized our key messages and encouraged others to perform acts of K.I.N.D.ness. The second, "K.I.N.D. of a life-changing experience," was a reflection on the impact the campaign had on the students and Bateman team members.

Strategy 3: Reinforce our campaign's key messages through increased visibility and repetition among New Orleans parents.

Rationale: Increased visibility and repetition encourages familiarity with our campaign and its key messages, so we used multiple channels to constantly deliver our information to New Orleanians.

Tactic 1: Present a consistent design across all our materials. See Objective 1, Strategy 2, Tactic 1.

Tactic 2: Spread our messages through social media. See Objective 1, Strategy 2, Tactics 2-6.

Strategy 4: Incorporate our anti-bullying efforts into existing events or places.

Rationale: Our focus group with professionals concluded that incorporating the campaign into existing events would help us reach a large number of people in our target audiences. They also suggested we develop partnerships with local organizations or places.

Tactic 1: Partner with Fresco Café and Pizzeria and Pinkberry to host fundraisers. We partnered with Fresco's and Pinkberry to host fundraising nights, when a percentage of the proceeds went to our campaign partner Always Pursuing EXcellence Youth Center. We raised \$185.17 for APEX. We disseminated handbills to restaurant patrons, including students and parents.

Tactic 2: Disseminate campaign materials at parade routes during Mardi Gras. During two Mardi Gras parades, 400 handbills were distributed to parents and families along the parade route to raise awareness about our campaign. While disseminating materials, children and families posed for photos with our poster-size K.I.N.D. letters.

Tactic 3: Disseminate campaign materials outside the Super Bowl XLVII NFL Experience. We distributed 210 handbills to families outside of the NFL Experience, a Super Bowl event open to the public. A Baltimore Ravens fan and a San Francisco 49ers fan posed together for a photo to demonstrate that, despite their teams' rivalry, they could come together to stop bullying.

Objective 2 Outcome - EXCEEDED!

We informed 2,493 parents of anti-bullying behavior and its importance, exceeding our goal by 731 percent.

The *Step Up, Reach Out!* team distributed rack cards containing information about bullying consequences and prevention and reporting methods to 483 parents with students at 24 different elementary, middle and high schools. We held one-on-one conversations with parents at inter-school and community events, such as the Urban League Schools Expo and NOAGL competition. We presented our key messages at a Parent Teacher Student Association meeting. Throughout the month, 67 parents pledged to prevent bullying, to report bullying and to tell five others to "Geaux K.I.N.D.," making our potential message reach 335 persons.



The *Step Up, Reach Out!* campaign resulted in 263,085 media impressions and \$20,393.03 in public relations value. WDSU-TV, WVUE-TV, WWL-TV, *The Advocate*, *The Uptown Messenger* and Loyola's *Maroon* featured our campaign's programs and key messages. These media outlets represent three of the four local TV news stations, the only local daily newspaper and other reputable sources of news within the community.

We partnered with Fresco's and Pinkberry and campaign supporters contributed \$185.17 to APEX.

Both the City Council and mayor of New Orleans declared Feb. 23 Geaux K.I.N.D. Day.

Objective 3: To have five New Orleans schools adopt a long-standing anti-bullying campaign by Feb. 28, 2013.

Strategy 1: Partner with the local school board to encourage schools to bring awareness to the issue of bullying.

Rationale: By partnering with the Orleans Parish School Board we could leverage the organization's influence to encourage schools to adopt or continue a student-focused anti-bullying program in their seven schools.

Tactic 1: Host Geaux K.I.N.D. Day to increase awareness. On Geaux K.I.N.D. Day, Feb. 22, 2013, 179 students at Ben Franklin Elementary School wore purple shirts to raise awareness of bullying issues. We created a pledge wall on a bulletin board in the hallway that will continue to remind students of their pledge after February 2013 (see Objective 2, Strategy 6, Tactic 8). As mentioned in Objective 2, Strategy 4, Tactic 10, we received proclamations from New Orleans Mayor Mitch Landrieu and the New Orleans City Council for this day.

Tactic 2: Petition the OPSB pledge to use our resource packet. We successfully petitioned the OPSB to pledge to use our resource packet when training staff and responding to bullying instances in their seven direct-run schools.

Strategy 2: Encourage New Orleans schools to implement our campaign and develop their own anti-bullying efforts

Rationale: According to developmental psychologist Annie Crapanzano, peers have significant influence over other students and should be empowered to encourage positive change in school culture.

Tactic 1: Host a Step Up to Bullying Summit on Saturday, Feb. 23, for high school students. See Objective 1, Strategy 3, Tactic 4.

Tactic 2: Partner with the University Counseling Center to host the Step Up to Bullying Summit. A Loyola counselor spoke at the summit, sharing ways that counselors can be involved in curbing bullying and implementing student campaigns.

Tactic 3: Invite local middle school and high school student leaders to attend the summit. Eighteen high school students and three educators representing three local schools attended the Step Up to Bullying Summit.

Tactic 4: Invite public officials and bullying prevention advocates to speak. OPSB member Sarah Usdin gave the summit welcome address, sharing an emotional story about her bullying victimization and applauding the students' efforts. Through tears, she told the participants, "There obviously still is pain. It's important for you all to set the stage [at your schools]." Jill Egle, an intellectually disabled woman who is an anti-bullying advocate, leader and public speaker, also spoke to the students about her efforts to combat bullying. She encouraged the students to "be brave enough to set the example of tolerance."

Tactic 5: Invite Loyola public relations students to be Summit Ambassadors. Three Loyola public relations students served as Summit Ambassadors, assisting students in brainstorming creative strategies and tactics for their school programs.

Tactic 6: Facilitate brainstorming sessions to share and develop program ideas. Bateman team members and Summit Ambassadors facilitated brainstorming sessions, where groups developed plans for school-wide rallies, social media campaigns and small acts of K.I.N.D.ness, as well as ways to integrate their ideas into their schools' existing anti-bullying programs. With guidance, students from each school completed worksheets designed to assist them in the development of their anti-bullying campaigns.

Tactic 7: Create collaborative and engaging activities that promote our messages. We designed a life-size board game called *Fallen Beads and Ladders*, a culturally relevant twist on the game *Chutes and Ladders*. The game presented scenarios of choosing whether to *Step Up, Reach Out!* and be more than a bystander. Students also created a mosaic craft project made entirely of Mardi Gras beads that read, "Step Up, Reach Out!" with our logo.

Tactic 8: Make each aspect of the summit program replicable. We were deliberate when developing the summit program to ensure that participants could replicate programs and activities in their own schools. Involving a school counselor (See Objective 3, Strategy 2, Tactic 2), inviting government officials and speakers (See Objective 3, Strategy 2, Tactic 4) and leading inter- or intra-school brainstorming sessions (See Objective 3, Strategy 2, Tactic 6), among others, are examples of our replicable programs or activities.

Strategy 3: Build partnerships with local organizations to carry on our campaign's messages after Feb. 28, 2013.

Rationale: Our focus group with professionals suggested that we partner with local organizations that would be interested in carrying out our messages and using our campaign's resources for their own means, as this would encourage the continuation of our campaign. Because we were not assigned a client for this campaign by PRSSA, we sought to establish partnerships with local organizations that work with youth within our target audience and have interests in stopping bullying.



Tactic 1: Partner with APEX as our client for the campaign. APEX offers a space for students from a diverse set of local schools to engage in positive recreational activities and obtain academic help. We provided the organization with resources, donated \$185.17 from our fundraisers and hosted activity sessions at the center throughout the month.

Tactic 2: Partner with Parents and Friends of Lesbians and Gays to establish a bullying prevention grant program. PFLAG committed to establishing a bullying prevention grant program for local high school and college Queer-Straight Student Alliances and Student Councils to request funds to support their programs.

Tactic 3: Partner with a developmental psychologist to carry on our campaign's message. We partnered with developmental psychologist Annie Crapanzano, who teaches adolescents ways to deal with and prevent bullying, to carry on our messages at Live Oak Behavioral Psychology.

Tactic 4: Partner with youth-serving nonprofits attending the Urban League Schools Expo to carry on our campaign's message. During the expo, seven youth-serving nonprofits requested our Anti-Bullying Workshop and Resources Packet for use within their organizations, including the Agenda for Children, Families Helping Families and Communities in Schools.

Objective 3 Outcome - EXCEEDED!

We exceeded our goal by 340 percent by having six partner schools and 11 additional schools adopt long-standing anti-bullying campaigns. We received requests and pledges from 24 local organizations to use our campaign resource packet to carry on the *Step Up, Reach Out!* message beyond the end of the campaign, including:

- the OPSB, as well as other local elementary, middle and high schools, totaling 17 schools.
- three Loyola organizations: Queer-Straight Student Alliance, University Counseling Center and Office of Co-Curricular Programs.
- six local youth-serving nonprofits: APEX Youth Center, Agenda for Children, Families Helping Families, the American Friends Service Committee, Children's Hospital and Communities in Schools.
- Live Oak Behavioral Psychology, for the practice of developmental psychologist Annie Crapanzano

We hosted the Step Up to Bullying Summit, where 21 students and educators from three schools developed anti-bullying programs. The *Step Up, Reach Out!* campaign received a commitment from the New Orleans chapter of Parents and Friends of Lesbians and Gays to administer a grant program to fund student-led anti-bullying campaigns in local schools.

CONCLUSION

"Next time I see someone bullied, I will be more than a bystander," a student said with conviction, pulling one of our team members aside after a workshop.

5,674: the number of New Orleanians our campaign reached directly. 1,873: the total number of signed pledge cards from students, parents and educators. \$20,393.03: the public relations value of our media coverage. 193,943: the number of social media impressions we produced.

The impact *Step Up, Reach Out!* has made in our city is beyond these numbers.

Our anti-bullying campaign was more than a numbers game. It was a chance to spread vital, relevant messages to citizens of a community where bullying unfortunately prevails, and we seized it. Youth group members at Franklin Avenue Baptist Church learned how to Keep Others Included by untangling knots formed by their own hands. Students at Warren Easton High School engaged in challenging conversations. Students at Loyola University and Benjamin Franklin Elementary proudly wore purple together on Feb. 23 in celebration of Geaux K.I.N.D. Day.

But most importantly, they learned. In elementary, middle and high schools, the understanding of bullying consequences increased by 151 percent. Sixty-seven percent of students showed an increased likelihood to report bullying after taking part in our workshops, which is a vast improvement from our initial research which showed that only 55 percent of middle school students report bullying when they see it. Knowledge of how to prevent and report bullying increased by 57 percent among elementary, middle and high school students and by 37 percent at Loyola University.

The mission of being more than a bystander now rests in the hands of the students, parents and educators of New Orleans. We have prepared them well. Now students who walk through the doors of the 17 New Orleans schools implementing our campaign will have the knowledge and motivation to *Step Up, Reach Out!* Our campaign has created ambassadors of change who will wear purple on Feb. 23, 2014, receive grants from PFLAG to implement anti-bullying programs in their schools, creatively craft their own anti-bullying campaigns, use our materials to promote an anti-hazing environment among new members of sports teams and Greek chapters and remember the Steps of K.I.N.D.ness as they pass by the pledge wall in the hallway on the way to class. The people we have reached with our messages will change lives.

Step Up, Reach Out! has empowered New Orleanians to recognize bullying as a major problem. We cultivated a community for change, initiated with the simple call to be more than a bystander.

