



**WILL YOU?**

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*I'm singled out and embarrassed for being different. I'm forgotten and ignored because I am quiet. I'm pushed aside and walked over because of circumstances out of my control.*

These are the thoughts that may consume the mind of someone who is bullied. It is a life that many have to endure, and few are willing to help. Bullying is all around us; in our homes, work places, schools, and playgrounds. Our 2013 North Dakota State University Bateman Team, *NDSU Bison Inc.*, believed that a change could be made, and we believed the change should start at school: the place where we spend years of our childhood. NDSU Bison Inc. created the "I Stand" campaign to overcome the act of bullying and encourage people to stand together against bullying.

I Stand is the theme of our campaign. We chose these two words because they summarize the action we wish to encourage into a simple, memorable, phrase. Through our efforts "I Stand" was always at the center. We displayed our motto on a red button which became our prominent artifact for our promotional materials and media releases. We also handed out red buttons to students and community members who were willing to take a stand. Red is very symbolic to I Stand; we chose red because it symbolizes that inside, no matter what skin color we have, no matter what language we speak, no matter what outward characteristics define us, we all bleed red, and common ground is a great place to start a change.

Through research we determined we would most effectively reach, educate and impact the bystanders, rather than target the bully or the victim of bullying. Therefore, I Stand focused on empowering the bystanders to stand up for those who are being bullied, to stand beside them as friends, and to show the bully that their actions are not acceptable. From this research we developed I Stand with the goals to 1. Increase awareness of bullying, 2. Encourage bystanders to get involved, and 3. Create a campaign that could be incorporated in other schools locally, through the state, and nationally. To accomplish these goals we interviewed several schools and chose Dilworth-Glyndon-Felton Middle School (DGF) as the location where we could have the most impact while creating a model campaign for long-term results.

During February, I Stand interacted personally with 360 DGF middle school students and staff in multiple events. We operated social media websites that reached 127,741 individuals across the globe. We spread the message through a segment with North Dakota's largest radio station. We acquired a front page article in North Dakota State University's newspaper, and we worked with the local Prairie Public Broadcasting company to create a statewide anti-bullying campaign that will utilize elements of our research and ideas.

Thank you for viewing I Stand; we invite you to stand with us against bullying.

Sincerely,



What's the  
PROBLEM?

## STRENGTHS

*Decision to work with one school rather than multiple*

- Enables creation of quality relationships with students and staff.
- Allows our focus to remain on quality over quantity

*Decision to focus on positive behavior rather than negative*

- This is widely supported by administration as the most effective approach for middle school students.

*Using our student status for leadership and role-model purposes*

- The Social Attraction Theory states people respond positively to others with perceived similarities such as a student-to-student relationship.

## WEAKNESSES

*Working with a school requires minimal class time interruptions*

- We combatted this obstacle by creating "Cafeteria Crashers"; events that will interrupt zero class time.

*The risk of creating a "tattle-tail" effect*

- Creating an I Stand Box that will allow students to share positive behaviors they witness, but may also lead to some "telling on" the bully's negative behaviors.

## OPPORTUNITIES

*The ability to create a model campaign to be implemented at other schools*

- DGF has agreed to allow our campaign to serve as a model for potential future implementation at other schools.

*No strong focus on cyber-bullying*

- Although this type of bullying is relevant, we wish this campaign to be highly interactive, relational, and collaborative within the school setting.

*The need to create a clear, simple, and consistent campaign in order to effectively communicate to the middle school age*

- This will allow our campaign to be relevant to any age group and easily transferrable to other audiences if needed in the future.

## THREATS

*The competition of five other local Bateman teams*

- This creates competition with media coverage, partners, and donations.
- Requires high organization to reach these community outlets quickly and effectively.

*The threat of North Dakota and Minnesota winter weather*

- The cold weather can cause school cancellations, restrict activities to indoors, and delay the progression of planned events.

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According to the American School Health Association, one-third of students in the United States are bullied. We believe this is one-third too many. Through our primary research, we discovered that this statistic holds true in the Fargo-Moorhead community. Fargo and its surrounding communities have thrived during the recent financial crisis. This, in turn, has brought new people into a large but tightly knit community. Because of this, we noticed social exclusion of new students at DGF, along with bullying based on race, economic status, sexual orientation, and a variety of other factors. DGF is located on the Minnesota side of the Fargo-Moorhead area, approximately five miles from the NDSU campus. Minnesota has legislation requiring schools to have policies preventing intimidation and bullying of any student, however the state was given a "C" grade during a 2011 evaluation of bullying laws and follow through. DGF was selected because of its size, diversity, and associations to various communities, thereby giving I Stand the opportunity to address all of the major bullying issues found in the Fargo-Moorhead area.

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NDSU Bison Inc. utilized several journals of health, online anti-bullying government sources, studies on school-based anti-bullying programs, and communication and persuasion theories to build our ideas and form an educated campaign strategy for implementation.

A Minnesota Public Radio study showed that bullying decreases from **MIDDLE SCHOOL** to **HIGH SCHOOL**.

There are two categories of bullying: **INDIRECT AND DIRECT**. Indirect includes cyber-bullying, texting, social exclusion, relationship manipulation, and rumor making. Direct bullying includes physical violence, taunting, teasing, social exclusion, and other physical interactions between a bully and a victim.

*The American Journal of Public Health* reports that 7.2 percent of **GIRLS** are likely to be bullied indirectly (e.g. through cyberspace), compared to 5.6 percent of boys. Conversely, 17.5 percent of **BOYS** are likely to experience direct bullying (e.g. name-calling, physical bullying), compared to 15.5% for girls.

**CHILDREN INVOLVED IN BULLYING** show increased levels of emotional difficulties. According to the *American Journal of Public Health*, bullied children have been shown to have increased levels of depression, lower academic achievement, higher suicide ideation, and higher self harm.

**ONE-THIRD  
OF  
CHILDREN  
ARE  
BULLIED AT  
SCHOOL.**

(American School Health Association)

**47** percent of students who reported both types of bullying (indirectly and direct) also reported depressive symptoms, according to research from the *American Journal of Public Health*.

**SOCIAL JUDGEMENT THEORY** shows that the group most receptive to change and influence are those who fall in the middle of two extremes. In this case the extremes are bullies and victims. In between this range is a wide array of individuals, ranging from those who ignore bullying and those who simply watch without getting involved. This wide range of individuals is what we decided would be our focus as they showed the greatest opportunity for change and action.

**DGF** is located in Minnesota, which has one of the **WORST** anti-bullying legislation in the nation. They were given a "C" in a 2011 *Minnesota Public Radio* study.

Through our own research we were able to focus on the unique problems in the DGF community. NDSU Bison Inc. interviewed and met with school administrators, implemented school surveys, and conducted focus groups to gain better insights into how our target audiences understand bullying.

## SCHOOL ADMINISTRATORS

*Conversations with administrators at schools gave us a picture of what they believed was needed to address bullying. We were able to see their frustration with the results traditional anti-bullying methods had achieved and brainstorm fresh ideas with better potential for success.*

Bullying in DGF follows the same trends as studies done in other parts of the nation.

Bullying varies in intensity depending on the school.

Dark and foreboding messages about the effects of bullying have not shown desired results.

It is important to get students' attention and keep it for an extended amount of time to see a change.

Many anti-bullying programs are available to schools, but most are expensive and do not work well.

A program unifying the student population is needed.

## FOCUS GROUPS

*NDSU Bison Inc. conducted focus groups with our target audience. Through these focus groups we learned that the student body had a wide range of views concerning the topic of bullying. Some believed bullying was not a large problem, while others believed it was quite common. Students who had never been bullied seemed to not see bullying around them, while those who had experienced bullying at some point were much more sensitive to bullying actions around them.*

Bullying is present in all grades with 6th grade being the worst.

Girls tend to indirectly bully utilizing digital media, cell phones, Facebook, and rumors.

Boys tend to directly bully in groups with face-to-face interaction.

Indirect bullying doesn't receive the same amount of attention. It is hard find an authority that can help.

Bullying based on racial, socio-economic, and

## PRE-CAMPAIGN SURVEY

(See Appendix A for charts)

- 70% of students at Dilworth-Glydon-Felton Middle School have witnessed bullying at school before.
- 54% of DGF students witness bullying at least one time a week.
- 61% of DGF students said they had been bullied before.
- 35% of DGF students either walk away when they see someone being bullied or watch.
- 75% either believe bullying is a problem, or are unsure about the current situation.

## WHO?

The **key audience** of this campaign is the **bystander** of bullying. To ensure a constant positive image with our movement, we did not target the victim or the bully. We decided to but target those we could motivate to make a positive impact on others' lives. To ensure our message was being reinforced throughout the students' environments, our **secondary audiences** were school DGF **staff and faculty**, **parents** of the students, our **community media**, and members of the Fargo-Moorhead community.

## WHERE?

We were **dedicated** to find a **school** in our community that would allow us to effectively share our message. We wanted **interaction**, we wanted **impact**, and we wanted **results**. We also wanted to work with a **middle school** specifically to ensure we were working with an age group that was both receptive to a mature message, and willing to participate in a positive movement. The client we chose was **Dilworth-Glyndon-Felton Middle School**.

## WHAT?

Our movement is "**I Stand**". This was created to encourage bystanders of bullying to take action when they see someone being treated unfairly. Through our campaign, and our weekly "Cafeteria Crashers" events, students had the opportunity to **tell** and **show** us what they stand for as they raced to be the grade with the most "**I Stands**" at the end of the month.

## WHEN?

Through the implementation month of **February**, we wanted to have **consistent interaction** with the students to ensure that our message was being reinforced and continuing to grow. We created **weekly events** called "**cafeteria crashers**." During this time, we provided them with daily challenges, encouraged participation, and kept our movement fresh in their minds.

## WHY?

According to the **Social Judgement Theory**, the audience with a more neutral opinion, not residing on one end of the spectrum or the other, is more accepting of a message, and more persuadable to act. The decision to target the bystanders also allowed us to cultivate a very positive anti-bullying movement that focused on the good rather than the bad; an idea that was widely popular with several other school administrators throughout the community that we were able to meet with. This positivity grew to be contagious throughout our whole community.

## HOW?

Keep reading.

**1.** To motivate 75% of DGF population, approximately 270 students, to **STAND** with our campaign throughout February.

**STRATEGY 1:** To reinforce “I Stand’s” key messages while increasing visibility and consistent messages.

**Rationale:** By focusing on compatible messages and colors throughout the campaign that continually reinforce a positive image, we can build awareness of our movement. We chose white and black with red accent because while we are different on the outside we all bleed red on the inside. We also thought students may associate red with a stop sign which can symbolize stop bullying. The phrase “I Stand” was chosen because these two words summarize the actions we want to encourage the students to take.

**TACTIC 1:** Have college figures such as NDSU athletes, students, and professors included in our kickoff video. This represents the credibility of NDSU campus and shows the middle school students that they are not alone taking this stand. (See Appendix B).

**TACTIC 2:** NDSU Bison Inc. had a professional photographer take pictures and videos while we spent time in the students’ environment. The videos and pictures will be used to create our kickoff video. In doing this, students will be able to see us “taking a stand” in their middle school before they pledge their commitment to the I Stand campaign.

**TACTIC 3:** One of our main concerns was generating excitement and motivation amongst the students. To accomplish this, we will create a positive and upbeat video to showcase our team, our message, and our own excitement to begin working with the students. We will introduce our image by showing footage of our posters, logo, and campaign color, and develop awareness about bullying through statistics. We will show this video to the students, and then run into their cafeteria to surprise them at the end of the video. This will allow us to set the stage for the positive movement we want to create for the students, and establish our goals for the remainder of the month. (See Appendix C for DVD “Promo 1”).

**TACTIC 4:** We created three large posters that we will distribute throughout the school. We also created I Stand cards to hand out to the students, teachers and parents with contact information, so they can contact us and find out more about our campaign or visit our social media sites. (See Appendix D).

**STRATEGY 2:** To create interactive and engaging activities that encourage Dilworth-Glyndon-Felton students to Stand with us.

**Rationale:** According to our focus group findings, students found it more effective to conduct activities and have interactive visuals over lecture-style sessions.

**TACTIC 1:** Each week we will join DGF during lunch hour to interact with the students. We call these events “Cafeteria Crashers.” We want the students to recognize us personally and associate us with the I Stand campaign; therefore each of us will wear red and visit with the students about our campaign and their experiences. We will conduct seven Cafeteria Crashers throughout February. During one event we will host “table talks” to stop at different tables throughout the cafeteria bringing up different topics to visit about. Another day we will ask the students to write on “I Stand” papers what they stand for. This will encourage them to think about what this campaign means to them. (See Appendix E for photos).

**TACTIC 2:** To reach our secondary audience (parents and teachers) we will set up an I Stand booth during parent-teacher conferences. Our booth will include our posters, I Stand cards, newspaper articles, kickoff video and information sheets that we can share with the parents. In doing this, we will encourage them to continue the movement when we can no longer be there.

**TACTIC 3:** Inspired by the viral sensation of the Harlem Shake, we will organize a DGF Harlem Shake video with any students who want to participate. We will announce the video prior to filming to allow any students to bring costumes they wish to wear. (Footage is included in our send off video, see Appendix C for DVD “Promo 2”)

**TACTIC 4:** We will conclude our campaign with another video we will create. This send off video will be shown on the last day of February and showcase footage of the students’ involvement with our campaign.

*In our follow-up surveys students enjoyed the ability to be involved in our campaign and see themselves in our final video. We had footage from everything we did throughout the whole month and then we encouraged the students to continue the movement. (See Appendix C for DVD “Promo 2”).*



## OBJECTIVE 1 EXCEEDED!

More than 85 percent of the student body committed to “taking a stand” during the month of February; this is approximately 306 students. This was up 10 percent from our goal of 75 percent of the student body. This will allow for the other 15 percent that may not have been impacted by our campaign to stand up with the rest of the students in future efforts.  
(See Appendix I for post-campaign survey results).

# 2.

Create a campaign, through strong branding and consistency, that can continue to be utilized by organizations throughout the Fargo-Moorhead community after **I STAND** has concluded. *This objective is measurable by community interest and the continuation of I Stand’s message after the campaign concludes.*

**STRATEGY 1:** Partner with one school to work closely with its staff in order to create the most pertinent campaign for our target audiences.

**Rationale:** Partnering with one school will allow us to focus our time and resources. Although partnering with multiple schools is appealing, we feel our message will go farther if it is done effectively and thoroughly.

**TACTIC 1:** Interview local school administrators about their schools’ bullying issues, demographics, relationship with community, relationships with other schools, and opportunities for I Stand.

**TACTIC 2:** Evaluate schools based on their need, desire, and diversity. Many schools in this area serve a specific neighborhood, so their outward impact in the local community is low. For I Stand to reach its maximum audience, the school must have a large impact in its community.

**TACTIC 3:** Use information gained through interviews with schools to create our objectives and strategies to build a campaign which understands its audience, as well as administration’s needs and desires.

**STRATEGY 2:** Utilize local media outlets to spread the word about I Stand throughout the Fargo-Moorhead area to create interest about our movement.

**Rationale:** I Stand is a campaign designed to be implemented in schools. Because each school has its own unique policies, we found it is better to work with one school and broadcast our message to others. This will generate high levels of awareness.

**TACTIC 1:** Contact the areas largest radio station Y94 (which has 151,000 daily listeners) about interviews.  
(See Appendix E for screenshot and online link to interview).

**TACTIC 2:** Contact the *NDSU Spectrum*, the university’s newspaper about the opportunity to be featured in an edition. The *Spectrum* has a print circulation of 5,500 and 15,000 online views per month. (See Appendix E for photo and online link to article).

**TACTIC 3:** Create press releases to send to local news media outlets for potential news coverage of our campaign and weekly events. (This resulted in a consultation with Prairie Public Broadcasting about a future state-wide anti-bullying campaign in which they will use elements of our campaign and message.)

**TACTIC 4:** Create a story to be published in the DGF newspaper *Rebel News* which has a circulation of 3,500.  
(See Appendix E for screenshot and online link to article).

**STRATEGY 3:** Invest in relationships which will continue to build on I Stand after the month of February.

**Rational:** NDU Bison Inc. believes full-heartedly in our campaign and the message that it brings. Because of this we wish to see some parts of this campaign live on and continue to impact lives after February.

**TACTIC 1:** Create opportunities to become more involved in the local community.  
*NDSU Bison Inc. was approached by a member of the Moorhead Police Academy. This individual had a student enrolled at DGF and had personally seen the results of our campaign. NDSU Bison Inc. was asked to provide information to the police academy and to aid in summer camps that law enforcement will be sponsoring. The message of these camps will have a large focus on bullying and its effects, and the I Stand campaign has the infrastructure needed to be implemented there.*

**TACTIC 2:** Deliver I Stand’s message to organizations which play key role in planning large scale messages for the Fargo-Moorhead area.  
*NDSU Bison Inc. was approached by a member of Prairie Public Broadcasting a state wide television and radio organization. This organization heard about I Stand’s message through media sources, and approached NDSU Bison Inc. to help create a state wide anti-bullying campaign using what we have learned during I Stand, this individual requested that various elements of our campaign be used in this state wide anti-bullying movement.*



TACTIC 3: Foster a strong relationship with our school partner in order to have opportunities in the future. *NDSU Bison Inc. was approached by DGF after the campaign to continue working with the school on various anti-bullying movements the school would like to implement. DGF hopes to continue the movement started by I Stand as school administrators were impressed with our ability to achieve results and impact middle school students.*



**OBJECTIVE 2  
EXCEEDED!**

As previously stated, NDSU Bison Inc. was approached by not only our client, DGF, but by two other community outlets: Moorhead Police Academy and Prairie Public Broadcasting about the possibility of continuing our message through other future campaigns and events.



**3. To increase DGF bystanders' decision to **STAND** when witnessing bullying by 10% .**

**STRATEGY 1:** We chose to use the concepts of the Social Judgment Theory to target the bystanders of bullying rather than the bully or the victim.

**Rationale:** Social Judgment Theory (SJT) is a persuasion theory proposed by Carolyn Sherif, Muzafer Sherif and Carl Hovland. This theory states that individuals' perceptions and evaluations of an idea are created by comparing them with current attitudes. SJT states that you accept or reject messages based on your cognitive map. We accept or reject a message based on our ego-involvement and whether or not it falls within our latitude of acceptance.

**TACTIC 1:** Create an I Stand banner where for students to sign and demonstrate a public commitment to the I Stand movement. We will display the banner for the duration of the month to allow students to later decide if they want to take the pledge. *(See Appendix G).*

**TACTIC 2:** After students sign the pledge banner they will be given a red I Stand button to serve as a reminder of their pledge. We will encourage the students to wear the button throughout the whole month. This will also be a great opportunity for discussion when conduct our Cafeteria Crashers, and are able to reward those students that choose to wear their buttons. *(See Appendix G).*

**TACTIC 3:** All middle school students and teachers will be able to submit actions they witness when a peer stands up to bullying into the I Stand Box. These actions may include standing up to someone, sitting with someone new at lunch, or helping someone pick up their books, etc. The students will fill out a form in the school office that includes their name, who they witnessed standing up, their grade, and the action taken. We will keep a running tally on our I Stand-o-Meter of how many "Stands" each grade has. *(See Appendix G).*

**STRATEGY 2:** Target the bystanders to allow us to reinforce a positive focus while continuing our goals.

**Rationale:** Through our research, we concluded bystanders are the most easily influenced. They also make up the largest group of people in bullying situations. By unifying this large group, we can create a movement that can have a large impact in the lives of students who are bullied.

**TACTIC 1:** The I Stand-O-Meter . The I Stand-O-Meter is a meter that will record which grade is in the lead for the most "Stands" (Objective 3, Strategy 1, Tactic 3) The Stands will be read by our team and remain anonymous so that the students do not feel like they will get in trouble. *(See Appendix G).*

**TACTIC 2:** Towards the end of February, red balloons will be brought for the students to write their own personal I Stand messages on. The balloons will then be released outside during a large group activity. These balloons will symbolize the students' positive messages spreading around the world. *(Footage in "Promo 2." See Appendix C).*

**TACTIC 3:** Middle school students respond better when they are rewarded for what they do. Therefore, we will randomly bring treats to the students who are participating and wearing their buttons. Additionally, at the end of the month the class that has the most Stands tallied on the I Stand-o-Meter be rewarded with a pizza party.



**OBJECTIVE 3  
EXCEEDED!**

We saw a 16% increase in the number of students who decided to take action against bullying during our campaign (13% increase in those who would "tried and stop it", and a 3% increase in those who "told an adult".) This is a 6% surplus than our initial goal of a 10%. *(See Appendix I for pre- and post-campaign survey results).*

**4.** To create a **STAND** through social media by generating a reach of 10,000 people through the use of Facebook, Twitter and Wordpress by February 28.

**STRATEGY 1:** Inform the audience of how to connect with I Stand through social media.

**Rationale:** We decided to use Facebook, Twitter and Wordpress to publicize I Stand. Even though I Stand was only implemented at DGF, we wanted to reach more people than just the middle school. We also knew the DGF School and DGF Art Club had their own Facebook page, and both have seen success. Additionally, the middle school students at DGF know how to use, and are active on the various platforms.

Many adults and parents have social media profiles, so we will connect with them through social media since we may not be able to visit with them in person. We knew parents utilized social media because they “liked” the DGF School Facebook page and interacted on it as well.

**TACTIC 1:** Hand out I Stand cards to students and faculty with the link to our Facebook URL, Twitter handle and Wordpress pages at the kickoff event and throughout February.

**TACTIC 2:** Include Facebook URL, Twitter Handle and Wordpress URL on both a parent and teacher newsletter to accommodate for our secondary audiences.

**STRATEGY 2:** Connect each social media platform with one another.

**Rationale:** By connecting each social media platform, the audience can smoothly be directed to each site. We know the less effort an individual has to put in, the more likely they will participate; this is utilizing transmedia navigation.

**TACTIC 1:** Include Facebook URL and Wordpress URL in Twitter bio.

**TACTIC 2:** Include Twitter handle and Wordpress URL in Facebook “About” section.

**TACTIC 3:** Include widgets in the sidebar of the Wordpress blog with links to I Stand’s Twitter and Facebook page. One widget to display the Twitter feed and the other to preview people who have liked I Stand on Facebook.

**STRATEGY 3:** Create optimal engagement in our social media posts by strategizing content and time.

**Rationale:** During the focus group, the students said they prefer pictures on Facebook rather than text.

**TACTIC 1:** Post content near 8 a.m. when students check their social media when walking to school, riding the bus or waiting at school before entering class where phones are not allowed.

**TACTIC 2:** Post content after 3 p.m. when the students have left school and have internet access. This will increase the odds of I Stand appearing in their newsfeed via Twitter or Facebook.

**TACTIC 3:** Post pictures rather than text on Facebook because pictures grab attention more than text and the students informed us they prefer an image over text.

**STRATEGY 4:** Encouraging others to share, retweet and comment on our content.

**Rationale:** We wanted to interact with our audience rather than simply posting information. This gives I Stand a personality, humanizes the campaign, and makes our team approachable to the students.

**TACTIC 1:** Ask questions such as “What do you stand for?” or “Retweet if you stood up today #IStand”

**STRATEGY 5:** Create communication and dialog with I Stand’s audience.

**Rationale:** Creating two-way communication will encourage the audience to be more engaged, as well as let them know we appreciate and value their support.

**TACTIC 1:** Personally respond to messages, questions and comments made on social media.

**TACTIC 2:** Thank each new follower on Twitter with a personal Tweet.

**OBJECTIVE 4 EXCEEDED!** I Stand reached a total of 38,980 internet users, calculated by our Facebook page’s “reach”, our Twitter followers, and our blog’s hits.

(See Appendix H for social media screen shots.) I Stand generated 127,541 Facebook Impressions.

1,283 Facebook “stories” were created about I Stand.

Bullying is a problem across the nation resulting in suicide, depression, and a poor quality of life for many innocent people. We commit a crime by ignoring these people, by walking away because it is inconvenient for us to help. I Stand captured the attention of the all who encountered our campaign, and inspired them to stand with us during February.

I Stand inspired 702 individual pledges (300 DGF students + 413 facebook likes) to stand. We reached over 360 youth personally plus their parents and siblings. Through the month of February, I Stand enacted a school wide kick off event, a school wide closing event, seven cafeteria crashers, created public awareness through radio and newspapers reaching over 150,000 community members, created 127,562 social media impressions, and reached 20,524 unique individuals. I Stand and its message could be found across the Fargo-Moorhead community in homes, in schools, and on the streets as members of DGF spread our message to friends, family, and coworkers.

NDSU Bison Inc. built a brand and idea that has the potential to be carried on throughout the entire state. Our team was approached by a member of the Moorhead police academy to utilize I Stand within summer camps that they will be sponsoring in the coming year. Prairie Public Broadcasting has also contacted NDSU Bison Inc. to help create a state wide anti-bullying campaign based off of the I Stand movement. DGF contacted NDSU Bison Inc. shortly after February requesting our continued involvement with the school and its anti-bullying work.

I Stand's idea and messages continue to impact the lives of those who are bullied; and the movement is just getting started.

// **STAND**

for those who can't.

Stand for your peers.

Stand for your brother, your sister, your fears.

Stand for the outcast.

Stand for the new kid.

Stand for greatness, for kindness, and acceptance.

For it is not the color, language, or social state,  
But the uniqueness and diversity we should celebrate.

*Join us. We*

**STAND**

*for everyone.*

BISON  
inc.