



**PRESENTS...**



# Bullying Prevention – Everyone's Responsibility

## What Parents Can Do



Resources for parents, educators, and all students:

- [PACER.org/Bullying](http://PACER.org/Bullying)
- [TeensAgainstBullying.org](http://TeensAgainstBullying.org)
- [KidsAgainstBullying.org](http://KidsAgainstBullying.org)
- National Bullying Prevention Month (PACER initiated, 2006)
- Individual help for students, parents, and professionals
- Specialized resources available for students with disabilities

# **What is PACER and the National Bullying Prevention Center?**

# Kentucky Special Parent Involvement Network, Inc.

**KY-SPIN, Inc.** provides statewide training, information and support to people with all types of disabilities, their parents and families, and professionals for all age groups.





We do NOT:  
Act as Attorneys

We DO:



- ♥ Empower Families to Effectively Advocate for their Children
- ♥ Provide peer support to help families access needed information and resources

# KY-SPIN, Inc.

## Unite 2 End Bullying Program

In partnership with [PACER's National Bullying Prevention Center](#), KY-SPIN, Inc. is working to build our Unite 2 End Bullying program through Bullying awareness and education for all throughout the state of Kentucky.





# Agenda

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- Dynamics of Bullying
  - What Parents Can Do
    - *Action Steps for Parents*
    - *Actions Steps for Parents and Child*
  - Parents of Children with Disabilities
  - Want to Help?
-



- Bullying Defined
- Common Views
- Who Bullies?
- Who is Targeted by Bullying?

# The Dynamics of Bullying

# Defining Bullying Behavior

## Basic Guideline:

Let the child know that if the behavior hurts or harms them, either emotionally or physically, and if they have a hard time defending themselves, it's bullying.



# Bullying vs. Conflict

**Conflict:** Children self-monitor their behavior and generally stop when they realize they are hurting someone.

**Bullying:** Children continue their behavior when they realize it is hurting someone, and are satisfied by a feeling of power and control.

# The Impact of Bullying

## Three Areas of Concern to Parents and Others:

- 1. Education** – School avoidance and loss of academic achievement
- 2. Health** – Physical and emotional
- 3. Safety** – Harm to self and others

# Types of Bullying

- **Verbal:** Using words. Often quick and direct.
- **Physical:** Kicking, hitting. Easy to recognize.
- **Emotional (Social):** Manipulation, gossip. Very calculated.
- **Sexual:** Violation of personal boundaries. Students are often reluctant to talk about it.
- **Cyber:** The “New Bathroom Wall.” Using technology to hurt or harm.

# Video – Kevin Jennings

Kevin Jennings, former assistant deputy secretary for the Office of Safe and Drug-Free Schools in Washington, D.C., recorded a video for PACER's National Bullying Prevention Center titled "[Cyberbullying.](#)"







# Common Views and Myths

- Bullying is a natural part of childhood.
- Words will never hurt you.
- Some people deserve to be bullied.
- Bullying will make kids tougher.
- Telling a teacher about bullying is “tattling.”
- It’s only teasing.

# Who Bullies and Why?

- Students who bully can be any size, age, or gender.
- The common element is their behavior.
- Most commonly, children who bully seek to demonstrate power and want to feel in control.

# Who is Targeted by Bullying?

- There is no “typical profile” of someone who might be subjected to bullying.
- There are some common characteristics among children who are targets of this behavior.

# Dual Role: Both the Target and the Bully

**Reactive bullying:** When the student is both targeted by bullying and also bullies in response.



## **Action Steps for the Parent**

- Know the Laws
- Record Keeping
- Template Letter

## **Action Steps for Parent and Child**

- Talk With Your Child
- Encourage Self-advocacy
- Student Action Plan
- Cyberbullying
- Take Action if Your Child is the Bully
- Role of An Active Bystander
- Bullying As a Civil Rights Issue

# **Parents – What You Can Do**



# Know the Laws



- Status of state legislation is on [StopBullying.gov](http://StopBullying.gov)
- Laws vary by state

# Kentucky Anti-Bullying Laws & Policies

Components of State Anti-Bullying Laws and Regulations

stopbullying.gov

Component	Included
Prohibiting statement	Yes
Definition	Yes
Scope	Yes
Protected groups	No
District policy requirement	Yes
Reporting and investigations	Yes
Consequences	Yes
Communication of policy	Yes
Safeguards and supports	No
Review and update of local policies	No
Prevention education	No
Staff training	Yes
Parent engagement	No

# What are the Kentucky state laws and regulations that cover bullying?

stopbullying.gov

- [Kentucky Revised Statutes Annotated §2.227. Anti-Bullying Month](#)
- [Kentucky Revised Statutes Annotated §158.148. Definition of “bullying” – discipline guidelines and model policy – Local code of acceptable behavior and discipline – Required content of code](#)
- [Kentucky Revised Statutes Annotated §158.440. Legislative findings on school safety and order](#)
- [Kentucky Revised Statutes Annotated §158.441. Definitions for chapter](#)
- [Kentucky Revised Statutes Annotated §158.444. Administrative regulation relating to school safety – role of department of education to maintain statewide data collection system – reportable incidents – annual statistical reports – confidentiality](#)
- [Kentucky Revised Statutes Annotated §525.070. Harassment](#)
- [Kentucky Revised Statutes Annotated §525.080. Harassing communications](#)
- [Kentucky Revised Statutes Annotated §2.227. Anti-Bullying Month](#)
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- [Kentucky Revised Statutes Annotated §525.080. Harassing communications](#)

# What are the Kentucky state laws and regulations that cover bullying?

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## How are bullying and cyberbullying defined in Kentucky anti-bullying laws and regulations?

Kentucky anti-bullying laws include the following definition of bullying: “Bullying” means any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated:

1. That occurs on school premises, on school-sponsored transportation, or at a school-sponsored event; or
2. That disrupts the education process.

KRS § 158.148 (2016)

## Do Kentucky anti-bullying laws and regulations cover cyberbullying that occurs off-campus?

No. Kentucky anti-bullying laws do not cover off-campus conduct.

# What are the Kentucky state laws and regulations that cover bullying?

stopbullying.gov

## What are the policy requirements for schools to prevent and respond to bullying behavior?

Kentucky anti-bullying laws require school districts to formulate a code of acceptable behavior and discipline that prohibits bullying. The discipline code must contain key policy and procedural elements, including, but not limited to:

- Statements prohibiting bullying;
- Descriptions of the types of behavior expected from each student;
- Procedures for reporting and investigations;
- Statements of disciplinary consequences for students who fail to obey discipline standards and statements regarding the importance of the standards to the maintenance of a safe learning environment;
- Procedures for reporting and investigations;
- Strategies or methods of protecting students from retaliation for reporting an incident of bullying;
- Processes for informing students, parents, legal guardians, and school employees of the requirements of the code, including training for school employees;
- Procedures for notifying parents or legal guardians of the students involved; and
- Statements of how the policy will be publicized within the district.

Kentucky anti-bullying laws require districts to update codes of discipline no less frequently than every two years and to report data on major discipline problems to the state.



# What are the Kentucky state laws and regulations that cover bullying?

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## Do Kentucky anti-bullying laws and regulations include protections for specific groups?

No. There are no specific groups listed under Kentucky anti-bullying laws or regulations. Kentucky schools that receive federal funding are required by federal law to address discrimination on a number of different personal characteristics. [Find out when bullying may be a civil rights violation.](#)

## Do Kentucky anti-bullying laws and regulations encourage or require districts to implement bullying prevention programs or strategies?

No. Kentucky anti-bullying laws do not require districts to implement bullying prevention programs or strategies.

## Do Kentucky anti-bullying laws and regulations encourage or require districts to train teachers and other school staff on how to respond to bullying incidents?

Yes. Kentucky school district codes of discipline must include a process for informing students, parents, legal guardians, and school employees of the requirements of the code, including training for school employees.

# What are the Kentucky state laws and regulations that cover bullying?

stopbullying.gov

**Do Kentucky anti-bullying laws and regulations encourage or require districts to provide safeguards or mental health supports for students involved with bullying?**

No. Kentucky anti-bullying laws do not require districts to provide safeguards or mental health supports for students involved with bullying.

**Do Kentucky anti-bullying laws and regulations involve parents in efforts to address bullying behavior?**

No. Kentucky anti-bullying laws do not create expectations for parent involvement in addressing bullying behavior.

## **For More Information**

Visit the Kentucky Department of Education's "[Bullying and Harassment](#)" webpage.

The key component framework used in the analysis of state laws is based on the review of legislation presented in the "[Analysis of State Bullying Laws and Policies – December 2011](#)" (U.S. Department of Education).

# Keep a Record

Content should include:

- Written information about the bullying incidents
- Date of the event
- Persons involved
- Child's account of the event

# Template Letter

Parents should contact school staff each time their child informs them that he or she has been bullied.

PACER provides a letter, with standard language and “fill-in-the-blank” spaces, that can be customized for your child’s situation.

\_\_\_\_\_  
(your street address)  
\_\_\_\_\_  
(city, state zip code)  
\_\_\_\_\_, 2011 (date)

\_\_\_\_\_  
(name of Principal)  
\_\_\_\_\_  
(name of school)  
\_\_\_\_\_  
(school address)

RE: \_\_\_\_\_  
(first and last name of child)

Dear \_\_\_\_\_,  
(name of Principal)

My child, \_\_\_\_\_, (first name of child) is in the \_\_\_\_\_ (grade level) at \_\_\_\_\_ (name of school). At school \_\_\_\_\_ (s/he) has been bullied and harassed by \_\_\_\_\_ (name of harasser(s)). This has occurred on \_\_\_\_\_ (date or approximate period of time) when \_\_\_\_\_ (their name of witness(es)) heard or saw it and \_\_\_\_\_ (describe how you were notified).

\_\_\_\_\_ (first name of child) was hurt by this bullying and harassment. \_\_\_\_\_ (She/He) had \_\_\_\_\_ (describe physical injuries, emotional response(s)). We became aware of this incident when \_\_\_\_\_ (Our/My) child has the right to be in a safe environment at school so \_\_\_\_\_ (s/he) can learn.

Please send \_\_\_\_\_ (me/us) a copy of the District policies on bullying and harassment, investigate this problem and correct it as soon as possible. Please let \_\_\_\_\_ (me/us) know of the actions you have taken to rectify the situation and to ensure it does not happen again. I expect a response within 5 business days.

Thank you for your prompt attention to this serious problem.

Sincerely,

(sign in this area)

\_\_\_\_\_  
(your name)

CC: \_\_\_\_\_  
(name of Superintendent of schools), Superintendent

(Sign and keep a copy for your records)

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# Talk With Your Child About Bullying

64% of children who were bullied did not report it; only 36% reported bullying. (Petrosino 2010)

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- Listen
- Believe
- Be supportive
- Be patient
- Provide information
- Explore options for intervention strategies



# Talk With Your Child

## Why Students Might Not Tell

**PACER CENTER'S TEENS AGAINST BULLYING™**

HOME IDENTIFY RESPOND (LISTEN) ACT RESOURCES

### Advice Gone Wrong

**ADVICE GONE WRONG**

Bullying is not cool. If there was a way to end it, teens would be all for it, but they can't do it on their own. Adults need to give good advice, provide options, show solutions that work. Here's how some adults' reactions look to teens.

Just get along	Talk it out
It's part of growing up	Tell them how you feel
Ignore them, they'll stop	Hit 'em back
Wait and see what happens	

**Listen**

- Listen Up
- Been There
- High Expectations
- Advice Gone Wrong**
- Inside Story
- We Need To Talk

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Contact Us Your Opinion Counts Site 4 Kids PACER's National Center for Bullying Prevention Accessibility Privacy Statement Site Map

**National Bullying Prevention Center™**

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Students may:

- Fear an “overreaction”
- Feel judged
- Be embarrassed
- Find it hard to talk about anything
- Feel ashamed
- Feel responsible
- Think it does no good
- Worry they won't be protected
- Think it's not macho
- Decide adults don't care

[Link to ADVICE GONE WRONG](#)

# Talk With Your Child

## Reactions to Avoid

- Telling your child to stand up to the bully
- Telling your child to ignore and avoid the bully
- Taking matters into your own hands

# Talk With Your Child

## Does Your Child Recognize Bullying?

Questions to ask your child:

- Do you think the other student hurt you on purpose?
- Was it done more than once?
- How did it make you feel? (sad, scared, angry?)
- Did it make you feel unsafe?
- Is the other student stronger or more powerful in some way? (physically, socially, etc.)

*(Adapted from "Your Child: Bully or Victim? Understanding and Ending Schoolyard Tyranny." Peter Sheras, Ph.D., 2002)*

# Encourage Self-advocacy

## “You Are Not Alone”

Provide your child with affirmations that:

- You are not alone.
- It is not up to you to stop the bullying.
- Bullying happens to a lot of kids but that NEVER makes its right.
- No one deserves to be bullied. Everyone deserves respect.
- We all need to work together.

# Encourage Self-advocacy

## The Right to Be Safe

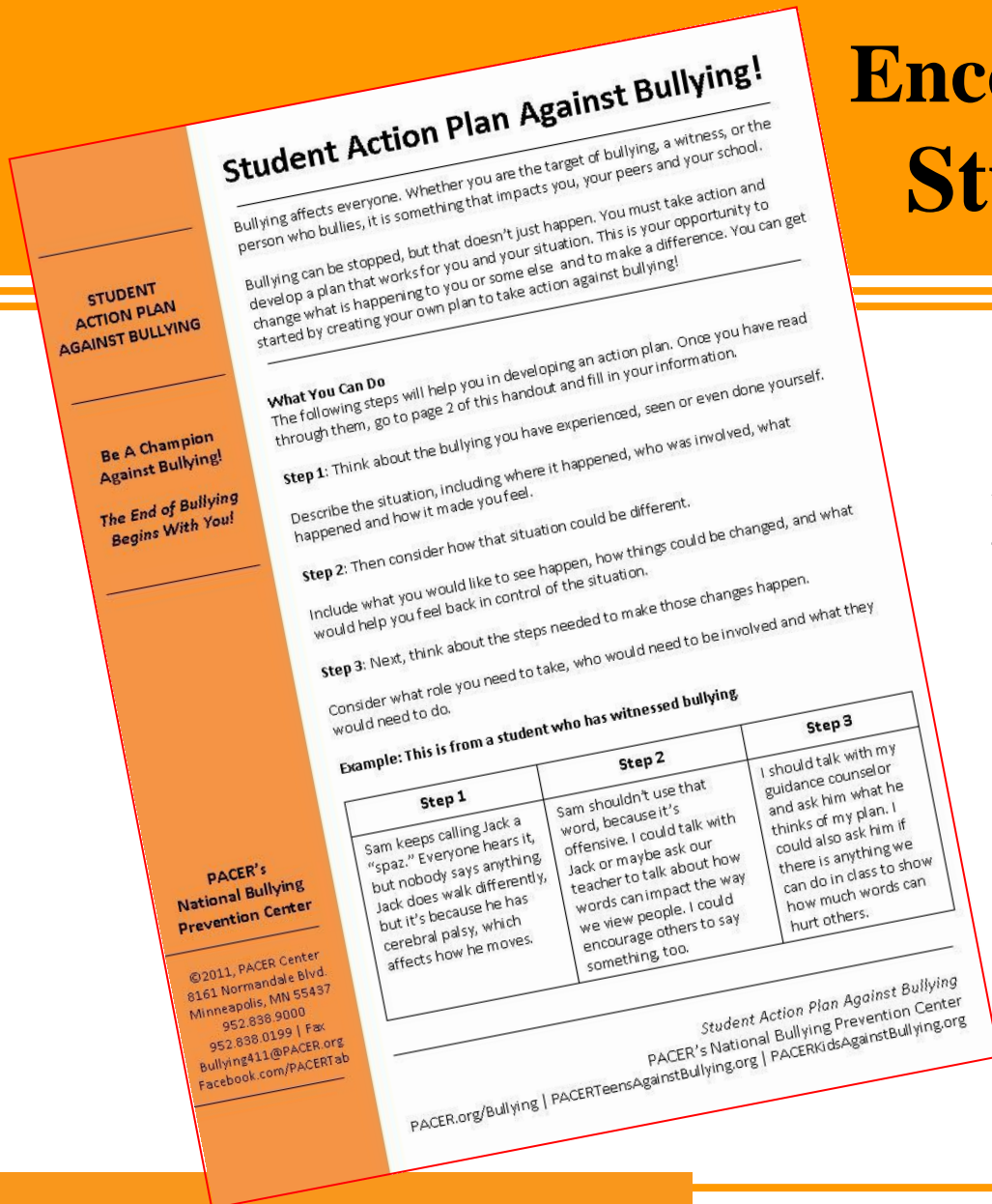
All students have a right to:

- Be safe at school
- Expect adults to keep them safe
- Assert that right when they are being bullied

# Encourage Self-advocacy Response Strategies

- Report the situation
  - To a parent or guardian
  - To a trusted adult at school
- Move away from the situation
- Quote school policy

# Encourage Self-Advocacy Student Action Plan



A printed booklet for parents to use with their child, to help them think through potential steps to take in a bullying situation.



# Cyberbullying

- Have the cyberbullying conversation.
- Set cyber safety rules.
- Know what your children are doing online.

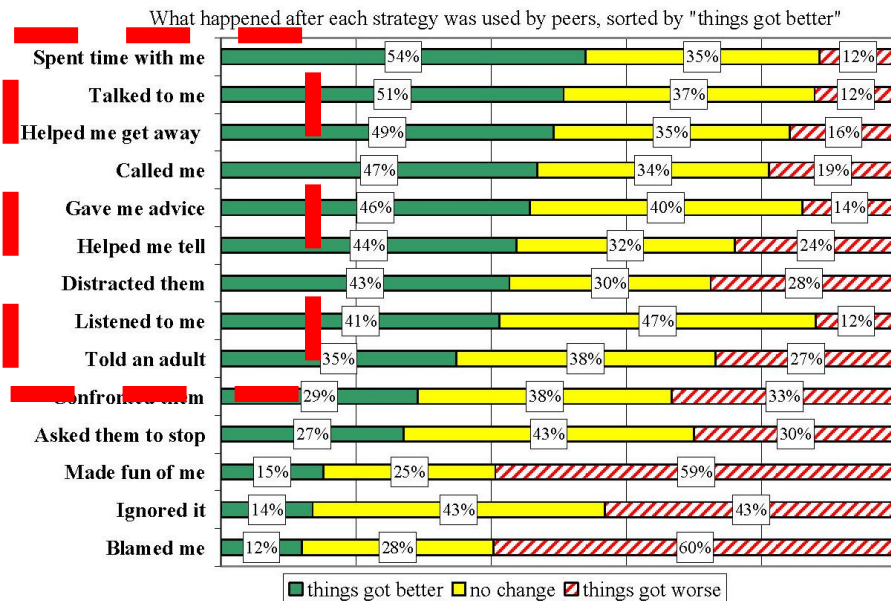
# Take Action if Your Child is the Bully

1. Talk with your child.
2. Consider if the behavior is disability-related.
3. Teach empathy, respect, and compassion.
4. Make your expectations clear.
5. Provide clear, consistent consequences for bullying.
6. Teach by example.
7. Role play.
8. Provide positive feedback.
9. Be realistic.
10. Seek help.

# Role of An Active Bystander

Preliminary results from the Youth Voice Research Project: Victimization & Strategies

What happened after peers did that? – Sorted by “THINGS GOT BETTER.”



Bystanders can help students who are bullied by:

- Spending time with the student being bullied
- Trying to get the student away from the situation
- Listening to the student being bullied
- Telling the student that no one deserves to be bullied

# Video – Kevin Jennings

Kevin Jennings, former assistant deputy secretary for the Office of Safe and Drug-Free Schools in Washington, D.C., recorded a video for PACER’s National Bullying Prevention Center titled, [“The Role of Bystanders”](#)





# Bullying as a Civil Rights Issue

In a “Dear Colleague” letter dated October 26, 2010, the Department of Education’s (ED) Office for Civil Rights (OCR) stated that bullying may also be considered **harassment** when it is based on a student’s race, color, national origin, sex, or **disability**.

Harassing behaviors may include:

- Unwelcome conduct such as verbal abuse, name-calling, epithets, or slurs
- Graphic or written statements
- Threats
- Physical assault
- Other conduct that may be physically threatening, harmful, or humiliating

State and local laws may provide additional protections on another basis, including sexual orientation.





- The Numbers
- Disability Harassment *Dear Colleague* Letter (10/26/10)
- Federal Laws
- Schools' Duties
- Template Letter
- Using the Individualized Education Program (IEP)
- Filing A Complaint
- Peer Advocacy

**For Parents Of Children With Disabilities**



# The Numbers

- Bullying of children with disabilities is significant, although few studies exist to document it.
- The studies that have been published found that children with disabilities were two to three times more likely to be bullied than their nondisabled peers.

# Disability Harassment

According to a [July 25, 2000 Dear Colleague](#) letter from the Office for Civil Rights and the Office for Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education, “States and school districts also have a responsibility under Section 504, Title II, and the Individuals with Disabilities Education Act (IDEA), which is enforced by OSERS to ensure that a free appropriate public education (FAPE) is made available to eligible students with disabilities. Disability harassment may result in a denial of FAPE under these statutes.”

# Federal Laws that Apply to Disability Harassment

Section 504 of the Rehabilitation Act of 1973 (often referred to as ‘Section 504’) and Title II of the Americans with Disabilities Act of 1990 (Title II) are the federal laws that apply if the harassment denies a student with a disability an equal opportunity to education.

The Office for Civil Rights (OCR) enforces Section 504 and Title II of the ADA. Students who meet the Section 504/ADA definition of disability would qualify for these protections, including students who have a record of a disability or are regarded as having a disability.

# Schools' Duties

Immediate and appropriate action to investigate or otherwise determine what happened.

When an investigation reveals that harassment has occurred, a school should take steps that are reasonably calculated to end the harassment, eliminate any hostile environment, prevent harassment from recurring, and prevent retaliation against the targeted student(s) or complainant(s).

# Template Letter 504 and IEP

- “Student with an IEP, Notifying School About Bullying”
- “Student with a 504, Notifying School About Bullying”

are template letters for parents who have a child with an Individualized Education Program (IEP) or Section 504.

\_\_\_\_\_, (your street address)  
\_\_\_\_\_, (city, state zip code)  
\_\_\_\_\_, 2011 (date)

\_\_\_\_\_, (name of Principal)  
\_\_\_\_\_, (name of school)  
\_\_\_\_\_, (school address)

RE: \_\_\_\_\_ (first and last name of child)  
\_\_\_\_\_, (name of Principal)

Dear \_\_\_\_\_, \_\_\_\_\_ (name of school),  
My child, \_\_\_\_\_ (first name of child) is in the \_\_\_\_\_ (grade level) at \_\_\_\_\_ (name of harasser(s)). This has  
At school \_\_\_\_\_ (s/he) has been bullied and harassed by \_\_\_\_\_ (name of witness(es))  
occurred on \_\_\_\_\_ (date or approximate period of time) when \_\_\_\_\_ (name of witness(es))  
many details of the incident(s) as can be recalled. When this happened \_\_\_\_\_ (name of witness(es))  
heard or saw it and \_\_\_\_\_ (their response(s)). We became aware of this incident when  
\_\_\_\_\_ (describe how you were notified).

\_\_\_\_\_ (first name of child) was hurt by this bullying and harassment. \_\_\_\_\_ (She/He) had  
injuries, emotional suffering and any medical or psychological treatment required). As you are likely aware,  
\_\_\_\_\_ (first name of child) has a 504 plan. \_\_\_\_\_ (I/we) became aware of two federal laws (Section 504 of  
the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Amendment Act (ADAAA) of  
2008) that protect the rights of a child with a disability against bullying behavior that is based on the child's  
disabilities and that interferes with or denies the child the opportunity to participate in or benefit from an  
educational program.

Please send \_\_\_\_\_ (me/us) a copy of the District policies on bullying and harassment, investigate this  
problem and correct it as soon as possible. Please let \_\_\_\_\_ (us/me) know of the actions you have taken to  
rectify the situation and to ensure it does not happen again. If this does not resolve this issue, \_\_\_\_\_ (I/we) will  
request a 504 meeting to be held as quickly as possible. I expect a response within 5 business days.

Thank you for your prompt attention to this serious problem.

Sincerely,  
\_\_\_\_\_, (sign in this area) \_\_\_\_\_ (your name)

CC: \_\_\_\_\_ (name of 504 Coordinator), 504 Coordinator  
\_\_\_\_\_, (name of Superintendent of schools), Superintendent

(Sign and keep a copy for your records)

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# Using the Individualized Education Program (IEP)

The Individualized Education Program (IEP) team, which includes the parent, can identify strategies that could be written into the IEP to help stop the bullying.

It may be helpful to involve the child, when appropriate, in the decision-making process, since this can improve the likelihood of the student meeting the IEP goals.

# Filing A Complaint

Parents who believe their student's rights have been violated can file a COMPLAINT of DISCRIMINATION with:

- Office for Civil Rights *or*
- Department of Justice



# Filing A Complaint - Denial of FAPE

Parents who believe their child has been denied the right to a free, appropriate education (FAPE) can file a complaint with their state educational agency.

# Peer Advocacy

A bullying prevention initiative designed to reduce bullying of students with disabilities by engaging, educating, and empowering designated peers to advocate for specific students with disabilities.

# Peer Advocacy Video



Peer advocacy is about speaking up for others.  
It's about seeing people in a new way.





# **Bullying Prevention, It's Everyone's Responsibility!**





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**Want to Help?**  
**Be A Champion Against Bullying**  
**Resources for Communities, Schools,**  
**Parents and Students**

**Share the ACT Section for Teens** – Resources and ideas designed for students to reach out to other students.

**Become a “Champion Against Bullying”** – Show your support and sign on as a champion.

**Provide Bookmarks** – Give each student in your school a free bookmark.

### **Use Classroom Toolkits**

- **Schoolwide introductory toolkit** – A free downloadable toolkit designed to introduce bullying prevention and awareness.
- **Elementary school educational toolkit** – A series of five lessons to educate students on bullying prevention.
- **Middle/high school educational toolkit** – A series of ideas to educate students, that incorporates resources from the Teens Against Bullying website.

**Host Community Events** – Hold an event to show that your school or organization cares.

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## **PACER Resources**

# **“How Schools and Communities Can Help”**

**Donate** – Donating to the cause is a great way to show you care. Your contribution can mean one less student being bullied, one more student speaking out, or one more student knowing that someone cares.

### **Join the Community**

Become a fan on Facebook – [Facebook.com/PACERTab](https://www.facebook.com/PACERTab)

Follow on Twitter – [Twitter.com/PACERTab](https://twitter.com/PACERTab)

Share your thoughts about bullying prevention on “[I Care Because . . .](#)”

**Celebrate National Bullying Prevention Month** – The month (October) unites communities nationwide to raise awareness of bullying prevention.

**Sign the Petition** – Unite with others and add your voice to the petition, “The End of Bullying Begins With Me,” on the websites PACER.org/Bullying, KidsAgainstBullying.org, and TeensAgainstBullying.org.

**Plan a Live Event (Run, Walk, Roll)** – Raise awareness of bullying prevention in your community with an event, such as PACER’s “Run, Walk, Roll Against Bullying.”

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## **PACER Resources**

# **“How Schools and Communities Can Help”**



**Become a Peer Champion** – Meet some teens who are taking action and changing the world.

## **Join the Community**

Become a fan on Facebook – [Facebook.com/PACERTab](https://www.facebook.com/PACERTab)

Follow on Twitter – [Twitter.com/PACERTab](https://twitter.com/PACERTab)

Share your thoughts about bullying prevention on “[I Care Because . . .](#)”

**Sign the Petition** – Unite with others and add your voice to the petition, “The End of Bullying Begins With Me,” on the websites PACER.org/Bullying, KidsAgainstBullying.org, and TeensAgainstBullying.org.

**Check Out Teens Against Bullying** – Created by and for teens, this website is a place for middle and high school students to find ways to address bullying, take action, be heard, and “own” an important social cause.

**Use the ACT Section** – Resources and ideas designed for students to reach out to other students through creative bullying prevention education.

**Watch Videos and Discuss** – Watch four videos, created by teens, about bullying prevention, and follow up by discussing these questions with friends or family.

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# **PACER Resources**

## **“How Teens (Middle and High School) Can Help”**

**Become a Peer Champion** – Meet some students who are taking action.

**Use a Coloring Book** – Download this free coloring book, which features the “Kids Against Bullying.”

**Visit Kids Against Bullying** – An interactive website featuring a cast of 12 animated characters who help students understand bullying prevention.

**Enter a Poster Contest** – Send us your story, poem, artwork, or video on the topic.

View contest entries under [KidsAgainstBullying.org/](http://KidsAgainstBullying.org/) > Gallery

**Create Puppet Role Plays** – Create stick puppets of the cast from “Kids Against Bullying” and engage in three interactive role plays.

**Sign the Petition** – Unite with others and add your voice to the petition, “The End of Bullying Begins With Me,” on the websites [PACER.org/Bullying](http://PACER.org/Bullying), [KidsAgainstBullying.org](http://KidsAgainstBullying.org), and [TeensAgainstBullying.org](http://TeensAgainstBullying.org).

**Take the KIDS AGAINST BULLYING pledge** – After taking the pledge, students can download their own certificate at [PACER.org/bullying/resources/activities/take-the-pledge.asp](http://PACER.org/bullying/resources/activities/take-the-pledge.asp)

To access the [interactive version](#), go to [PACERKidsAgainstBullying.org](http://PACERKidsAgainstBullying.org) and click on the “Top Secret” treasure chest.

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# PACER Resources

## “How Kids (Elementary School) Can Help”

# Questions??



*Questions are the path to learning*



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Please complete our evaluation at the end of  
the webinar.

Thank you!