

# i-Promise Joanna

## A “3 B’s to STOP BULLYING” Workshop for 5-6<sup>th</sup> grades

The **i-Promise Joanna** workshop builds awareness around bullying by introducing the concepts of the “**3 B’s**” – Bullies, Bullied and Bystanders.

The **i-Promise Joanna** workshop takes the premise that all people have been **bullied**, have been **bullies** and have witnessed bullying as a **bystander** at one time or another. The workshop increases sensitivity by 1. Identifying bullying situations; 2. Expanding emotional intelligence by recalling emotions surrounding bullying; and 3. Rehearsing **Peaceful Solutions** that the bullied can say and bullies can hear (and know when they are being bullies). This workshop takes a situation and binds it to an emotion so participants feel motivated to make a change.

The 60 minute **i-Promise Joanna** workshop’s multi-sensory approach employs interactive call-and-response activities, opportunities for drama/playacting, as well as an art/creative writing activity. The workshop ends with students formalizing their personal pledges to ‘**Stop Bullying**’ on an individual **i-Promise Joanna Membership Card**.

The i-Promise Joanna workshop was initiated by UCR Professor of Creative Writing and California Poet Laureate Juan Felipe Herrera who was inspired by the 2012 events in Long Beach, where 13 year old Joanna Ramos died from a brain hemorrhage in the evening following a fall during a playground altercation. Joanna did not tell her parents about her fall or the altercation, so her parents did not recognize her symptoms of tiredness and headache as signs of a brain injury. None of the bystanders told any adult at the school about the altercation or Joanna’s fall, so the school could not report the incident to the family. In his poem written about the event, Juan Felipe states ‘I promise it won’t happen again.’ The **i-Promise Joanna** workshop endeavors to raise bullying awareness by recognizing that all are responsible when there is an incidence of bullying, and it is only through **Peaceful Solutions** that bullying can stop.

The 60-minute **i-Promise Joanna** workshop is being made available to the Public and is free to use for educational purposes. As a professional courtesy, please inform the Gluck Fellows Program of the Arts at the University of California, Riverside when you use the program, and please email jpegs of the Promises posters created in the workshop for inclusion in the online Promises Gallery on Facebook to [gluckprogram.ucr@gmail.com](mailto:gluckprogram.ucr@gmail.com).

## i-Promise Joanna STOP BULLYING workshop

### Objectives

1. Each student will learn to recognize a bullying situation, and how to report or stop a bullying situation with words and phrases.
2. Expand Emotional Intelligence by: seeing demonstrations of facial emotion; by using new words to describe feelings around bullying; and developing empathy toward those experiencing bullying.
3. Each student will participate in making a poster about reporting and stopping bullying.

### Activities

1. Identify 'bullying' or 'conflict' situations
2. Describe 'feelings' around bullying or conflict situations
3. Strategize interventions for bullying events as Bully, Bullied and Bystander
4. Rehearse words to report or STOP bullying
5. Ideas to Raise Awareness about how to report or Stop Bullying
6. Create a poster describing strategies to report or Stop Bullying
7. Choose a strategy to report or stop bullying and promise on membership card

### The workshop is a three-part plan to:

1. Link Emotions/feelings with Actions/Situations to raise awareness of conflict (create empathy)
2. Rehearse Peaceful Solutions and Words to report Stop Bullying in the classroom with the Promise to use them in the street
3. Learn alternatives to violence by making a 'Promises' poster listing Peaceful Solutions and Words to report or Stop Bullying

### Please prepare ahead of time

- Three Flip Chart Pages, as described at the end  
(If using a whiteboard, please have three whiteboard spaces so writing remains up during workshop. Also, use multi colored pens for differentiation.)
- i-Promise Joanna Posters, as described
- Set up tables in room so there are 4-5 children at each table.
- *Place on table one pack of pens and one poster, facing down (if no time for this, pass out pens and posters at the end.)*
- One membership card and poem for each participant

### **Sentences in bold are for you to read aloud, or say in paraphrase.**

*Sentences in italics are directions for you*

**Write** – means this section you write on a flip chart

**Chat** – means this section is a discussion or chance to list reasons, or play act

**Talking Points** – these questions get conversation started, you don't need to use all

Lesson Plan: 60 Minutes

WELCOME AND INTRODUCTIONS – 3 minutes

*\*if you are a visitor, please introduce yourself..*

**Hello, my name is \_\_\_\_\_, and I am very pleased to come visit your school today, and talk with you about the i-Promise Joanna Project.**

**This workshop was developed by the Gluck Fellows Program of the Arts at UC Riverside with the Poet Laureate of California, Juan Felipe Herrera. The i-Promise Joanna Project began when Professor Herrera heard the true story of Joanna in 2012, and the heartache it caused her family, friends and classmates.**

*(Please learn Joanna's story and tell this story with drama and detail)*

**Joanna was a 10-year-old 5<sup>th</sup> grader who died in 2012 after a playground fight after school. Surrounded by children, she was in a fight and got hit in the head. Though the fight was over very quickly, her injury made her brain bleed. She did not feel well when she went home, and went to take a nap. Because she did not tell her parents she was in a fight and got hit in the head, they did not know to look for signs of brain injury; though they took her to the hospital she died later that night. No one wanted it to happen, it was a tragic outcome of this planned fight. The families, bystanders, and the girls with whom she fought – all their lives were forever changed by two minutes of conflict in the playground. The outcome could have been very different had someone said something so the family would have known what to do.**

**Today, we will work as a team to find Peaceful Solutions that will Stop Bullying. It is our Promise to Joanna to prevent situations like this from happening. I want you to learn how you can be a hero and possibly save someone's life! Because If You Tell Someone, You Could Save Someone. We are going to learn ways to be a friend and get more friends. We are going to make a poster, and you will each receive a Membership Card to the Stop Bullying Project.**

*Warm up exercise - 2 Minutes*

**So that we can relax and tune into our creative minds, I would like to lead you in some relaxation exercises.**

*Lead the group in a relaxation exercise to open brain heart, spirit and creative impulses. Eg. – Arms out, shake them; rub face, blow through lips; massage hands. Deep breath, stretch.*

**1. Identify Bullying – 2 minutes**

*Purpose: to find out what kids already know, and to offer new information. Please use examples below, if not listed by group.*

**We are here to talk about Bullying.**

**I want to find out what you already know about bullying...**

**What does that word mean? What does bullying look like, sound like?**

**Write**

**FLIP CHART #1 List: on LEFT Side**

*(write small list, emphasize spoken over writing, don't write everything they say but repeat)*

*There are three types of bullying: Verbal, Social and Physical. Group responses in these three areas – physical, verbal, social*

Situations

Physical: eg breaking someone's things, making mean or rude hand gestures/faces, eye rolling, pushing/tripping, kicking/pinching, chasing, violence, spitting, following, stealing.

Verbal: eg. being mean, whispering, harassing, teasing, making fun of people's names/bodies/clothes, taunting, threats, inappropriate sexual comments, yelling, laughing, mean notes/drawings, prank phonecalls

Social: eg. leaving people out/ignoring, telling other children not to be friends with someone, embarrassing someone in public (like pinching nose like there is a smell), sharing secrets, telling lies/starting rumors,

**What about cyber bullying, what do you think that is?**

**\*\*Cyber bullying- texting, emailing, writing mean things on FaceBook.**

**Like verbal bullying, but on the computer or cell phone**

**2. Describe feelings/emotions around bullying – 5 minutes**

*Purpose. To get kids talking, connecting experiences and their emotions so they can recognize nuances of bullying. Increase Emotional Intelligence. Please use examples below, if not listed by group.*

**Sometimes Bullying is only noticed by the ones experiencing it; sometimes everyone sees it.**

**When you are being bullied or if you are a bystander and you see these things happening to a friend, or even hearing the word 'bullying', how does it make you feel?**

**Write**

**FLIP CHART #1 List: on RIGHT Side**

*(write small feelings list, emphasize spoken over writing)*

Feelings

Eg. Afraid, angry lonely, shocked, scared, sorry, worried, alone, sickened, disgusted, unaccepted, vulnerable, helpless, horrified, discriminated against, like something is wrong with you, useless, insecure, nervous, ashamed, heartbroken, losing confidence, rage, shy, resented, worthless, ignored, broken, abandoned, lost, directionless, stuck, ugly, stranger, trapped, weirdo, defeated, want to get back at them (*become a bully*)

2a. What do the emotions of bullying look like? – 3 minutes

*Purpose: Bullies do not have empathy for their targets. It may be because they do not recognize the physical display of emotions in their targets*

**Chat**

**What do people's faces look like when they are experiencing these situations?**

**Can someone show us what some of these emotions look like? (refer to Flip Chart #1)**

Anger, Fear, Sadness, Disgust

**What else might you see, that lets you know a person is being bullied? Who can show me?**  
a person crying, a person covering their face, wide eyes, sweating

**Who here has been bullied? Has had any of these things happen to them? Felt these emotions? (Refer to Flip Chart #1)**

**Raise your hands if you have.**

*(Raise your own hand, you, the leader reveals something, thank people for sharing)*

**I was bullied. When I was \_\_\_\_\_**

**Who here has ever been a bully? Has ever done any of these things? Raise hands. (really, you have never teased anyone? Nobody?)**

**I have \_\_\_\_\_ (leader reveal something)**

*(When people start to raise hands, **thank them** for being honest)*

**I, too, have been a bully, and it is hard to change, but I have to because I do not want to do things that make people feel these feelings. (refer to Flip Chart #1)**

**So this is something *everyone* knows about through personal experience – We have *all been* Bullies, Bullied, or Bystanders.**

2b. Identifying the Consequences - 5 minutes

**What are the consequences when you are a bully?**

**Chat:**

Juvenile Hall, grounded, expelled, no recess, no friends, feeling worthless

**What are the consequences when you are bullied?**

*This **is very important**, a cathartic moment for the workshop. Give them time to answer.*

*Thank them for their answers. They need to **say** it, bullies need to **hear** it*

**Chat:**

death, want to cry, feel like I can't do anything about it, embarrassed, feel like I can't be seen, like I want to hide, angry, want to injure myself, mentally hurt, feel bad about yourself, feel like you don't have any friends, feel negative, feel like you are not good enough for the world, just want to get away, loss of interest, lose wish to live, lump in your throat, depression, grades drop, want to run away, guilt, shame, scared, feel like hitting them (*become a bully*)

**What about when you are a bystander - What are the consequences if you tell or don't tell**

Chat:

The bully will get you, the person could die

**So, is handling conflict through bullying or violence or being mean good for anyone? Who likes it when their friends are sad? Who feels good about any of this?**

*(if a child challenges you by saying he/she feels good about it – say, I'm going to try to change your mind.)*

**Let's see if we can figure out how to be a friend and STOP BULLYING.**

Tape Flip Chart #1 to wall

**2c. Describe bullying/conflict situations – 5 minutes**

*Purpose: to get kids talking about both sides of a conflict situation. To alert kids who are targets of bullying activities that attract bullies. To highlight that anyone and anything can be the target of a bully. CAUTION – danger of 'target blaming' – it is the bully's behavior that must change*

**Why do we bully?**

Chat:

Refer to Flip Chart #1, their bullying list

**Why does a person ... eg. tell lies/make fun/chase?**

**There is a conflict**, they may be angry, Jealous, trying to be tough, been bullied, trying to be cool, anger issues, they don't like someone, they don't like each other, want to fit in, want attention, something going on at home, dislike seeing someone doing something, show off, feel power, prejudiced, insecure

**Who do we usually bully? Do we bully strangers? Friends? Acquaintances? Siblings?**

Targets for bullying:

*Purpose: to help kids who get bullied to what bullies are looking for. To give bullies a chance to be heard. CAUTION – danger of 'target blaming' – it is the bully's behavior that must change, be more accepting of peer's circumstances. Move quickly into 'all are targets'*

Chat:

**What makes us a target for bullying?**

Usually someone we know, and we know their weaknesses

Someone gets something someone else wants – grades, electronics, and clothes. Someone gets to be friends with someone, a teacher likes someone (teacher's pet)

Someone is different: the way a person looks, speaks, dresses, walks, disabilities, health, ADHD, glasses, gender, sex, sexuality, religion, heritage, race, economic status

Someone's habits – nose picking, thumb sucking, nervous ticks, stuttering, eating, talking

Personal Hygiene – dirty clothes, breath, teeth, hair

Someone lacks confidence – head down, quiet

**Anything and everything can make a person a target, because everyone has personal issues. Very often it is circumstances the target cannot control or ways of being that are of no concern to the bully. We all need to coexist and develop a tolerance for others.**

*If a participant starts to defend his right to bully – eg 'yeah but the way he eats is so gross, it makes me sick...' say to the class 'Is the way a person acts or looks or dresses any of your business?' What if it was you or your friend or your brother or sister?*

**We are talking about Bullies, the Bullied and Bystanders**

*Chat:*

**When you are bullying someone, you have a conflict. Someone does something you don't like or you don't get what you want, so you react by bullying.**

**So, tell me about conflict, what goes on in your brain when you are having a conflict?**

*Purpose: To get participants emotional about bullying, get them to remember bullying or being bullied so they can get to Peaceful Solutions from emotion rather than rote memory.*

*Children may not have much to say here, not had opportunity to create thoughts around these feelings. Give them time to think and offer talking points*

*Talking Points for conflict*

**How does it feel in your body?**

**Does your heart start beating fast and your mind go blank?**

**Do you feel afraid, angry?**

**Did you know that sometimes bullies don't know that they are bullying, that they think they are being funny, or they are trying to get their own way?**

**Bullying doesn't have to be a reoccurring thing.**

**Maybe only some days, or some people.**

**Sometimes a situation gets out of hand, people don't want to back down in case they look weak or afraid.**

**People usually bully people they know, and people usually *feel bullied* when targeted by a friend or acquaintance rather than a stranger.**

### 3. Strategize Interventions for Bullying Situations - 3 minutes

*Purpose: New strategies for participants. Children will have rote knowledge of interventions from prior lessons. Please use examples below, if not listed by group.*

**So we all do it sometimes, and we all feel it sometimes. No one likes it, and when we do it we lose friends.**

**Let's think of Peaceful Solutions to deal with conflict that don't involve violence, and to help you STAND UP for yourself and others, and help you when you want to fight or be mean to STOP.**

**When you have a conflict, what sort of Peaceful Solutions can give you time to cool down, time to get away?**

**How can you change your behavior so that you do not feel the need to bully?**

**How can you change your mind so you can tolerate others and coexist with them?**

*Write*

#### ***Flip Chart #2 LIST:***

*(write small list, emphasize spoken over writing)*

Try to get out of the fight, take a walk, play sports – run, play football, softball, handball, play tag, hide and seek, freeze tag, jump rope, sing, pursue your passion, write, play on the playground, ignore it, talk about, talk in soft tone, listen and do good, think before you speak, talk out the problems, step outside the classroom, be by yourself for a little while  
Stand up to the bully by saying STOP, walk away, ignore it, ask for help, speak up, tell them what you feel when they bully you, think what the bully says is not true, think the opposite of what they say, think positive, believe in yourself, stay calm, try to be funny, don't look upset, act strong, Speak clearly and look people in the eye, look confident, stay away from the bullies, tell an adult, Talk peacefully, ignore them, tell them they are a bully

**What about when you are really angry? Or if you really really want something, and just cannot make the other person want what you want? How can you cool down?**

*Flip Chart #2 List:*

Stress ball, count, take deep breaths, walk away, go see a friend, think of happy thoughts, get some water, talk to an adult/counselor

*(if someone says, 'hit back or kick them' say, 'we are thinking of Peaceful Solutions')*

*Tape Flip Chart #2 to the wall.*

### 4. Rehearse Interventions - 5 minutes MIDPOINT

*Purpose: Participants will have rote knowledge but may not have had the opportunity to say their strategies out loud. People who are bullying need to know the code words, the clues that will trigger a STOP response.*



**So, we need to come up with some words that we will remember to SAY and remember to HEAR to help us get along, have a *Peaceful Solution***

**What can you SAY if you are being bullied?**

***Write***

***Flip chart #3 LIST:***

Write a few down, but abandon writing the list and do a call and response

**Let's try some of these words – repeat after me... refer to Flip Chart #2**

Stop! (say it like you mean it! Again!)

'Stop Bullying me!'

'You Touch, I Tell!' (louder!)

"Calm Down!"

'Cut it out!'

'Back off'

'Get away from me'

'I'm Telling'

'Leave me alone'

'Mind your own business!'

NO!

"Stop being a bully!"

'Stop bothering me'

What's it to you?

**You also need to remember that when you HEAR these words, it means you are bullying someone, so you have to STOP.**

Role of Bystanders - 5 Minutes

**When Joanna was in the fight with the other girl, the bystanders, their friends, did not help cool the fight down nor tell any adult. They got excited and cheered them on.**

**When you are a Bystander, how can you be a hero and give people involved in a conflict a WAY OUT?**

***Write***

***Flip Chart #3 List:***

help them get away (say, 'Mr. Smith needs you' or 'come on, we need to go'), create a distraction, tell an adult, Separate them, move them, tell them to stop, tell them to think about the consequences, take a step back from each other, tell the office, call an adult

**Who here wants to be a bully or start a fight? Raise hands.**

(Probably no one will raise his/her hand, but if someone does –Tell him/her you are going to try to change his/her mind)

**But it still might happen...**

**Have you ever heard or ever said, ‘but I was only teasing, I was only playing’**

**Sometimes bullies need help, sometimes you don’t know you are being mean, you need to listen, so you can STOP.**

*(Bullies do not have empathy for their targets; they need to learn the signs)*

**What words could you hear from the bystanders will make you STOP when you hear these words?**

*Purpose: to build empathy, to rehearse HEARING and SAYING Stop Bullying code words*

**Write**

*Flip Chart #3 List:*

Write a few down, but abandon writing the list and do a call and response

Be nice

Cut it out

Don’t fight

Do you know you are acting like a bully?

Do you need a friend?

I’m telling

Keep your cool

Pay attention

Stay away

Step back

STOP

Stop it

Stop calling names

Think!

What is the point of you acting like this?

How would this make you feel?

You are better than this!”

Someone call 911, someone get the police!

**Let’s try some of these words – repeat after me... refer to Flip Chart #3**

**Stop! (say it like you mean it! Again! With confidence!)**

**‘You Touch, I Tell!’ (louder!)**

**OK, what if the bully tries to scare you or put you down? Says you are a snitch or tattle tale, or that they will come after you? What could you say?**

**“SO WHAT?”**

(Let’s try it.. If they say, *“So you’re going to be a snitch? ...What are you going to say? ‘SO WHAT?!’*)

**If Joanna and the girl she was fighting with heard some of this from the bystanders, do you think Joanna would have been hurt as badly?**

*If kids say ‘yes, they would have still fought or she might have still gotten hurt’  
That is true, she may have gotten hurt but...*

**Joanna did not tell her parents about the fight, no one told an adult. She told them she was tired after school and went to lie down. If her parents knew she had been in a fight and had been hit in the head, they may have got her to a hospital in time to save her.**

**I want you to be a hero, to help you Stop Bullying. This project is called i-Promise Joanna because we want you to make a promise that what happened to Joanna won’t happen again. I want you to come up with ways to raise awareness about bullying – what it looks like, what it feels like and how to stop it, and be an active bystander if you see bullying.**

**Everybody has to work together to stop it –**

- **Bullies have to promise to listen and STOP**
- **Bystanders have to promise to SPEAK UP**
- **The Bullied have to promise to STAND UP**

**Remember – If you TELL someone, you can SAVE someone.**

### **5. Ideas to Raise Awareness to Stop Bullying - 2 minutes**

*Purpose: If participants feel empowered to spread the word about bullying, then the hope is that the norm will become ‘Stand Up to Bullying’ and use to introduce poster making*

**How can you raise awareness about bullying or violence? What can you do at your school to help stop bullying?**

*Flip Chart #3 List: (use different color)*

Make a club, dance, make a video, have a party, make posters, afterschool activities, have a school watch, bully free carnival, make a stop-bullying club, have a dance battle, a protest, bully rehab, bullying ribbon (blue), assembly, make key chains with key word reminders, write a stop bullying play, play stop bullying games or do improvisation exercises

### **6. Create Posters describing strategies: Make posters 10 -15 minutes depending upon time**

**What you are going to do now, is make a poster, with all of these ideas, these words, these Promises that we talked about. (refer to Flip Charts)**

*Show sample poster, point out pictures and phrases and signatures*

**Please write down all of your ideas to stop bullying, your strategies for being an Active Bystander, finding Peaceful Solutions, you can draw pictures. I would like you to sign your first name only at the bottom.**

*Pass out posters and pens, or set up room ahead of time with posters upside down.  
Turn over your poster (if the room was set up before), and start*

*Walk around with sample poster, encourage participants.*

**2 minute warning**

**Please finish what you are writing and put all the pens back in the packs, can someone from each table please bring up the packs and put them over here?**

**I am going to walk around the room now and hold up each poster. I want someone from each table to tell us your best Peaceful Solution**

**7. Choose a strategy to stop bullying and promise on the Membership cards -  
5 Minutes**

**I have your membership card for the i-Promise Joanna Stop Bullying Project. I would like someone to help to pass them out. Please take out a pen so you can sign your card.**

***(Read the card out loud)***

**In the blank line, I would like you to please put your favorite strategy, and sign your name and put the date.**

**Would anyone like to tell us what you wrote? *(call on people who wish to speak)***

*1 minute*

***Read the i-Promise Joanna poem written by Juan Felipe Herrera for this project***

**Thank you all for inviting me into your class!**

## Joanna Ramos i Promise

You

Don't know her she was ten

Fifth grade Long Beach or here

After school when all the fights happen

Dark brown hair & eyes made of light

One fight two girls one lived

One died one clot in the brain

One then two two times

During surgery wake up!

Joanna wake up!

Closed her eyes      closed her eyes

Gone      now

Little Joanna      gone

Who started it?

Who ended it?

Where was i?

Where were you?

Joanna i promise      i

Promise it won't happen

Again.

- *Juan Felipe Herrera*, California Poet Laureate  
i-Promise Joanna Stop Bullying Project  
UC-Riverside – Gluck Program



**Flip chart pages**

Flip Chart #1  
Bullying  
Situations Feelings  
Physical  
Verbal  
Social

<b>BULLYING</b>	
Situations	Feelings
Physical	
Verbal	
Social	

Flip Chart #2  
Peaceful Solutions

Peaceful Solutions
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Flip Chart #3  
Words to STOP BULLYING!

Words to STOP BULLYING!
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## **i-Promise Joanna Workshop outline**

Welcome – 3 minutes

Warm up – 2minutes

1. Identify Bullying – 2 minutes  
Flip Chart #1
  
2. Describe feelings/emotions around bullying – 5 minutes
  - 2a. What do the emotions of bullying look like? – 2 minutes
  - 2b. Identifying the Consequences – 5 minutes
  - 2c. Describe Bullying/conflict situations – 5 minutes
  
3. Strategize Interventions for Bullying Situations – 3 minutes  
Flip Chart #2
  
4. Rehearse Interventions – 5 minutes  
Flip Chart #3
  - 4a. Role of Bystanders – 5 minutes
  
5. Ideas to Raise Awareness to Stop Bullying – 2 minutes
  
6. Create Posters describing strategies – 10-15 minutes
  
7. Choose a Strategy to Stop Bullying and promise on Membership cards – 5 minutes



## Teacher Resources

**Thank you for participating in the STOP BULLYING! Project.**

**Here are some resources for you to use, to continue this important work, and to keep the awareness of tolerance and coexistence using Peaceful Solutions active at your school.**

**These are some Stop Bullying sayings people came up with in the previous classes:**

If you tell someone you can save someone

Violence is never the answer

Speak Up

Never Give Up

Believe in Yourself

Bully Free School

Kids are Safe

Say 'NO' to Bullying

Stand Tall

Foster Positivity

Lend a hand

Build Communities of Inclusion

### **Phrases to practice to Stop Bullying**

Back off

Calm Down!

Cut it out!

Get away from me

Let me Be

Let me live my life

Stop!

Stop bothering me

Stop being a bully!

Stop Bullying me!

You Touch, I Tell

You are better than this

### **Vocabulary:**

Bullying

Bystander

Conflict

Coexistence

Instigate / Instigator

Target

Tolerance

### **Other Stop Bullying workshops to do:**

- Write a Skit with bystanders helping fighters find Peaceful Solutions.
- Try theatre improv exercises using key words and Peaceful Solutions.
- Theatre workshops for self-confidence and speaking up, standing tall
- Emotional Intelligence exercise – have class demonstrate emotional faces and postures so children can recognize what these six states look like in other people: Angry, Fear, Sad, Happy, Disgust, Surprise
- Write a song about Bullying Awareness
- Write a story where the protagonists come up with Peaceful Solutions.
- Write a poem about the consequences of choosing violence.
- Design a T-Shirt to Stop Bullying
- Make key chains with Stop Bullying phrases
- Make banners or a mural for the school using Stop Bullying phrases
- ‘Mind your Own Business’ coexist workshop
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### **Other Resources**

Online

Stopbullying.gov

BeatBullying.org

Cyberbullyhotline.com

Teenlineonline.org

Bullying.co.uk

California Toll-Free Bullying Hotline – 1-800-TLC-TEEN (852-8336)

Safe Schools

Band Together Against Bullying

Bullying Awareness ribbon is Blue

M-Deuce - "Let Me Live" feat. SimmerDz Produced by Loony Productions

<http://www.youtube.com/watch?v=l85Px0EnjXI>

This workshop was developed by the Gluck Fellows Program of the Arts at UCR in conjunction with Poet Laureate of California Professor Juan Felipe Herrera as part of his California Poet Laureateship 2012-2014. Please direct all correspondence to [Gluckprogram.ucr@gmail.com](mailto:Gluckprogram.ucr@gmail.com).

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