

UpStanders: Stand Up To Bullying

An Initiative of the Holocaust Memorial Resource and
Education Center of Florida

Formative Evaluation



Contents

2

Acknowledgements

3

Board of Directors

4

Context

6

Program Overview

7

Evaluation

8

Three Year Plan

9

Goals & Outcome Highlights

10

Initiative Organizational Structure

11

Public Awareness & Media Campaign

15

UpStanders Sponsored Speaker Presentations

29

HMREC UpStanders Field Trips

30

School Site Holocaust UpStanders Presentations

31

UpStanders School Climate Surveys

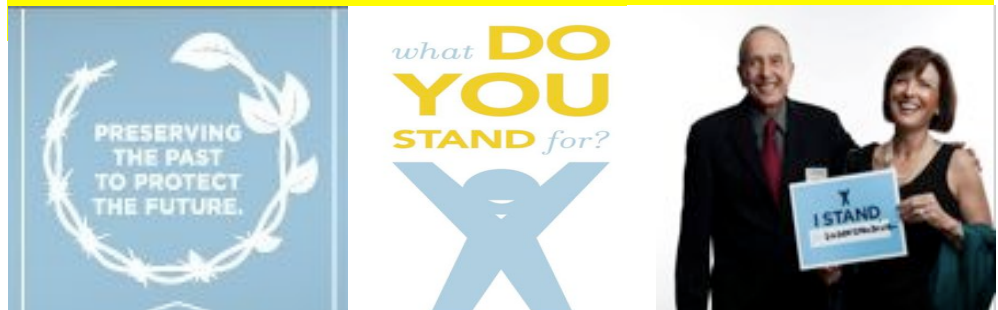
34

UpStanders Year One Objectives & Outcomes Summary

UpStanders: Stand Up To Bullying

An Initiative of the Holocaust Memorial Resource
and Education Center of Florida
Formative Evaluation

Submitted September 2011
By Dr. Bahíyyih Maroon



ACKNOWLEDGEMENTS

INITIATIVE SPONSORS

Community Foundation of Central Florida
Dr. Phillips Foundation
Magruder Foundation
Wachovia/ Wells Fargo

INITIATIVE PARTNERS

Orange County Public Schools
Osceola County Public Schools
Michelee Puppets
Catholic Diocese of Orlando
Lake Highland Preparatory School

Holocaust Memorial Resource and Education Center
BOARD OF DIRECTORS
MEMBERS

Honorable Alan S. Apte

Susan Arkin

Denise Beumer

BB&T Bank

Randall Ellington,

SmartWealth, Inc.

Denise Bates Enos

Denise Bates Enos Inc.

Michelle Feinberg

A Gift for Music

Joanne Fink

Lakeside Design

Bruce K. Gould

Helen Greenspun

Ruby Homayssi, LCDR, USN. Ret.

Amanda Jacobson

Jacobson, McClean, Chmelir & Ferwerda

Henrietta Katzen

Andrew Kleiman, MD

Ellen Lang

Dianne Lovett

Orange County Public Schools

Seth Makowsky

Earl of Sandwich

Marilyn Marks

Organizational Development Consultant

Scott Miller

Broad and Cassel

Hali Poteshman

James H. Pugh Jr., President

Epoch Properties Inc.

Denis Quintana

The Law Office of Denis Quintana

Janet Rapp

Geller Ragans James Oppenheimer & Creel

Joshua M. Sachs

Henderson Sachs, P.A.

Raleigh F. Seay, Jr., Ph.D.

Seay Management Consultants, Inc.

Phillip Senderowitz

Andy Snitz

Darden Restaurants

Linda Solash-Reed

Michael D. Tempkins

Fishback, Dominick Et. Al

Barbara Thompson

UCF Office of Diversity Initiatives, UCF

Geraldine Thompson

Florida House of Representatives

Barbara Weinreich

Abe O. Wise

Emeritus Board Members

Patty DeYoung

Marilyn Goldman

UpStanders: Stand Up To Bullying
An Initiative of the Holocaust Memorial Resource
and Education Center of Florida

Holocaust Memorial Resource and Education Center
BOARD OF DIRECTORS
OFFICERS

Tess Wise, Chairman

James Shapiro, President

Lawrence Kolin, Vice President

Alvarez, Sambol, Winthrop & Madson, P.A

Jeffrey A. Miller, Vice President

SeifertMiller, LLC

Mark Freid, Treasurer

Think Creative Inc.

Jennifer Kupper, Secretary

Walt Disney World, Corp.

Holocaust Memorial Resource and Education Center
UpStanders Initiative
KEY PERSONNEL

Executive Director, Pam Kancher

Program Director and Grants Writer, Susan Mitchell

UpStanders Project Coordinator, Carol Dierksen

Resource Teacher, Mitchell Bloomer

“Preserving the Past to Protect the Future”

UpStanders: Stand Up To Bullying

An Initiative of the Holocaust Memorial Resource
and Education Center of Florida

CONTEXT

In 2009, the Holocaust Memorial Resource and Education Center began collaborating with community partners including the Orange County Public School District, to address the growing problem of bullying among children and youth. With the advent of 24 hour social network media accessed by most students 365 days a year, a radically growing number of American students are confronted with chronic intensive bullying: It is a dangerous form of bullying that extends far beyond the school day and leaves no respite from harassment. For today's American youth, the severity and consequences of bullying have also escalated in a frightening and heartbreaking manner: Leading to elevated incidents of bullying related suicide in youth. To address the serious issue of increased bullying in Central Florida, the Holocaust Memorial Resource and Education Center identified a strategy to decrease incidents of harassment among students. Using evidence based practices in innovative combinations; the new program is intended to increase students' willingness to stand up against bullying.

With the goal of empowering middle school students throughout Central Florida as well as their parents and educators, the Holocaust Memorial Resource and Education Center's

UpStanders: Stand Up To Bullying Initiative formally began operation in the early winter of 2010. UpStanders: Stand Up to Bullying combines educational modules about the holocaust with anti-bullying training focused on youth.

The UpStanders Initiative draws on the Holocaust Memorial Education and Resource Center's educational experience to deliver programming that amplifies the lessons of the Holocaust by linking events of that time period to incidents and consequences of bullying happening today.

The Holocaust Memorial Education and Resource Center has been a vital provider of Holocaust education curriculum for Central Florida students since 1994 when Florida implemented Statute #1003.42 requiring Holocaust education. HMREC provides Holocaust curriculum at schools and at the Center using interactive modes including learning trunks with multi-media materials, digital presentations, and participatory response methods.

The UpStanders Initiative's transformative potential at a scalable level lies primarily in the use of core material (Holocaust education) that is already aligned with current national curriculum standards for middle and high school students. In 48 states teaching of the Holocaust is included in social studies core curriculum and in 24 states,

The Facts on Bullying

- Every 7 minutes a child is bullied.
- 282,000 students are physically attacked in secondary schools each month.
- Each day 160,000 students miss school for fear of being bullied.
- 1 out of 5 kids on a school bullying statistics and cyber bullying statistics study admit to being a bully, or doing some "Bullying."
- Bullying is most common among middle school children, where almost half of students may be bully victims.

CONTEXT Cont.

understanding of the Holocaust is a required learning standard. The program complements existing educational standards in a manner that maximizes the use of school day time to simultaneously deliver required curriculum and vital lessons in bullying prevention.

PROGRAM OVERVIEW

The UpStanders: Stand Up To Bullying initiative was implemented at ten Orange County Middle Schools in 2010. Seventh grade students at participating schools are provided a three-step UpStanders 'treatment.' Here, the term 'treatment' refers to evidence based methods of programming delivered to generate measurable impacts on the perspectives and behavior of participants.

First, students are given presentations to raise awareness of bullying's impact. Second, at the school sites, students complete learning modules on Holocaust history, which is linked to contemporary issues of bullying and victimization. Third, UpStanders students take field trips to the Holocaust Memorial Resource and Education Center to learn more about the Holocaust and to train in practical approaches to always behaving as UpStanders.

In addition to a student participant treatment designed for maximum impact, UpStanders offers a multi-tiered approach to benefit entire communities. The UpStanders Initiative works with an array of organizational partners to further its beneficial influence. Partners, including the Catholic Diocese of Orlando, Beit Hamidrash of the Jewish Community Center, and Lake Highland Preparatory School, have made it possible for the UpStanders Initiative to deliver community based lectures raising awareness about bullying. The lectures are delivered by, John Halligan a nationally recognized expert and highly praised speaker. The lectures raise awareness on the issue of bullying and generate a call to action for students, parents, and educators alike.

In addition to sponsored community based lectures, the program's Project Coordinator works with local organizations to schedule and facilitate community awareness trainings throughout each program year. The initiative also works with the Orange County Public Library to provide bullying prevention resource materials and to contribute to the OCPL's March Against Bullying Program. Starting in year two, the initiative will also produce an annual UpStanders Day event.



OVERVIEW Cont.

Along with these measures, the initiative's comprehensive professional knowledge network component is designed to generate ongoing opportunities for practitioners and administrators of bullying prevention programming to exchange insights and resources. Initiative delivered events specific to this component include professional roundtables, the establishment of a bullying prevention organization network, and the orchestration of half day and day long professional conferences.

The goal of the initiative is to decrease bullying by increasing the ability and motivation of bystanders to become UpStanders who intervene for the better.

The methods of the UpStanders Initiative are based on valuable insights gleaned from other bullying prevention programs and a unique emphasis on tying lessons of the past to events of today in ways that turn both history and the present into dynamic 'teachable' moments. The initiative brings to life the story of WWII UpStanders who refused to be bystanders during the Holocaust. UpStanders: Stand Up To Bullying uses historic narratives in combination with

practical social interaction tools to engage students in the powerful and potentially life saving role that UpStanders play in the lives of people who are being victimized. The UpStanders Initiative's methods engender critical thinking and compassion at once. The initiative enables students to identify with the past and motivates them to recognize the need to act as a positive force in the face of bullying that happens in their own social networks. The UpStanders Initiative is designed to empower students as well as parents, educators, and concerned community members with information and tools necessary to identify and resolve primary school age bullying.



COMMUNITY BASED UPSTANDERS PRESENTATIONS

Presentations were given at four accessible community based locations in Orange County, Florida. Held over the course of four days, presentations lasting an hour and twenty minutes were given nightly beginning at 6:40 pm. Three of the presentations were open to the general public while a fourth presentation was given for the membership of the host site.

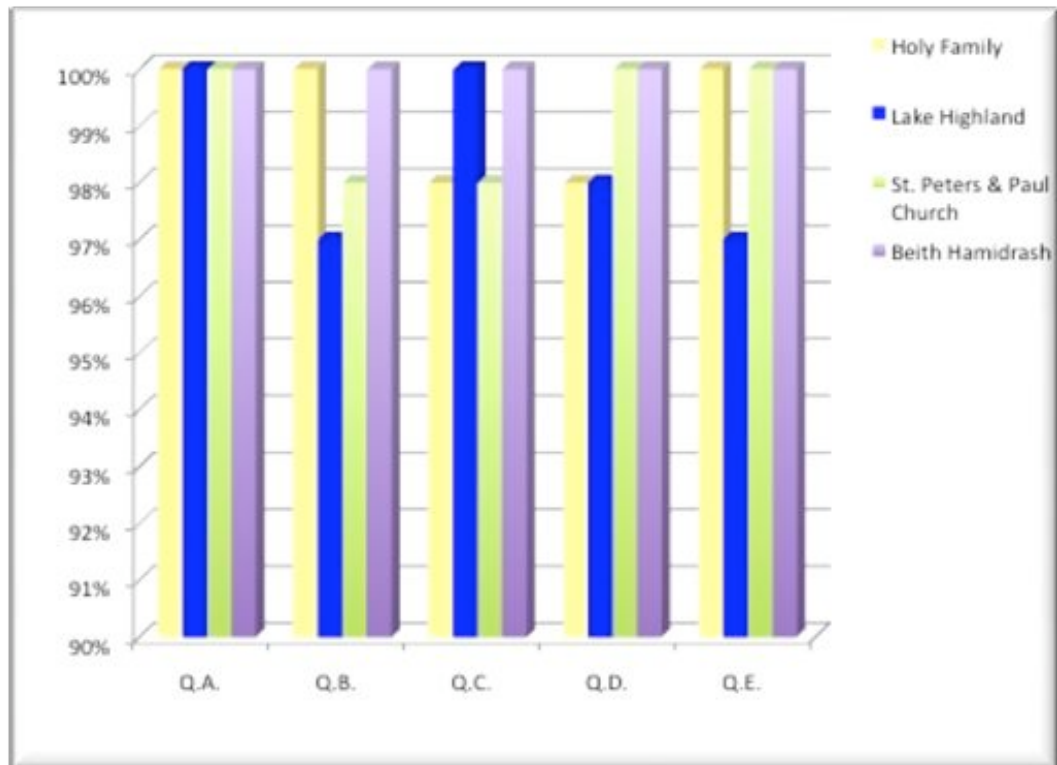
Each presentation began with a short introduction given by the Executive Director or the (current) UpStanders' Project Coordinator of the Holocaust Memorial Resource and Education Center. After being introduced, John Halligan began his talk with a short background on himself and his family. He then gave an in-depth introduction to his son Ryan Halligan. Filled with moving images of Ryan Halligan that included pictures of Ryan with his family, Ryan as a very young boy, Ryan at his happiest moments, and Ryan engaged in some of his hobbies, the start of the presentation gave a face and a life context to the boy at its center.

The community based presentation format and content was similar to that of the presentation for students at

schools, but there were several important differences: The evening presentation gave more detail specific to the process of passing anti-bullying legislation in Mr. Halligan's state of Vermont. There was also more discussion of Mr. Halligan's responses and responsibilities as the parent in the narrative. During the Q & A section Mr. Halligan asked pointed questions of the adults in the audience while also giving youth opportunities to respond to youth based queries. At the end of each presentation, parents were reminded of the need to safeguard their children's digital connectivity while students were enjoined to stand up against bullying happening to others and to seek help if bullying was impacting them personally.

Attendee count rates at each program were not recorded, however based on auditorium sizes, visually perceived number of attendees, and the number of surveys completed at each event (in correspondence with a standard average for Audience to Survey completion ratios at 2:1.5), the approximate number of attendees at all four presentations total is likely to have been between 355 – 500 persons.

The entry and exit process for each presentation included distribution of audience surveys and dissemination of UpStanders public awareness materials. Take away packets included UpStanders bookmarks with practical tips on preventing and standing up to bullying, Holocaust Memorial Resource and Education Center UpStanders initiative informational postcards, and NetCetera booklets offering parents 55 pages of clearly written guidance on how to protect children from bullying and predators online. (Take away packets for audience members were



Community Based Presentation Audience Survey Responses to Questions A – E (listed in Assessment) indicating Strong Agreement or Agreement

COMMUNITY PRESENTATIONS Cont.

assembled prior to presentations by program volunteers).

After presentations Mr. Halligan was usually surrounded by a dozen or more audience members with additional comments and questions. At all presentations, at least two HMREC personnel were present before, during and after the event. Personnel also made a point of being available after presentations to answer questions. As well, a minimum of two HMREC UpStanders volunteers were also at each presentation. Volunteers and personnel assisted in the distribution of take away materials and surveys. At each presentation, in addition to being distributed by hand by personnel and volunteers, both surveys and take away materials were placed on a table situated near an exit and manned by at

least one volunteer at the start and finish of the event. A total of 237 attendee surveys were collected at all sites combined.

While the Initiative desired higher attendance numbers, the turn out of was generally robust at each site. At no site were there so few attendees as to cause (approximately) anymore than 45% of the available seats to go unfilled. An average an estimated 90 persons at least was present at each event.

ASSESSMENT

Survey feedback from the public events indicates that the overwhelming of respondents gave high marks to all areas of the program on which they were asked to provide feedback. Respondents were asked to rate each question as "Strongly Agree," "Agree," "Disagree," "Strongly Disagree." 100% of



Ryan Halligan

ASSESSMENT Cont.

respondents to question A, Strongly Agreed or Agreed that they, "Would ...recommend the event to others." For each of the remaining four rating questions, an average of 99% of all respondents "Strongly Agreed," or "Agreed." The four questions with a 99% approval rating average are: "Was the information helpful in understanding bullying prevention?" (B), "Was the information helpful in understanding cyber bullying?" (C), "Was the information helpful in understanding suicide prevention?" (D), And, "Did the presentation give you an understanding of what you can do as an individual to stop or prevent bullying?" (E).

At events, audience feedback was extremely positive and the consistent appearance of small crowds around the speaker up to a half hour after each event's ending is a clear demonstration of the thirst people had for information and the earnest interest in the topic. In addition to excellent feedback from parents and community members, Holocaust Memorial Resource and Education Center personnel were contacted subsequent to events on multiple occasions by school teachers and administrators interested in finding out more about bringing the

presentation to their specific school site in the future.

Based on feedback from audience members, attending personnel, evaluation observations, and input from attending UpStander Advisory Board members there were several points in the presentations that were particularly compelling for audience members. Documented presentation points that fully engaged audiences are:

The speaker's discussion of things specific to signs of bullying's serious affects that he wishes he had known before the loss of his son

Critical signs of suicidal behaviors for parents to watch out for in bullied children

The importance of fully monitoring children's internet usage including using Google searches to identify children's online public identities, using security software to protect children, and monitoring social media sites used by children.

In execution and attendance the community based presentations went very well. In the category of audience reception, the events were exceptional. Overall the community based presentations were quite successful and while improvements can be made, the UpStanders Initiative has much to be proud of for the implementation of these events in year one.

"Thank you is not enough to say for what you came and did for us....Your story changed my life..."

7th Grade Student Writing to

John Halligan

UPSTANDERS INITIATIVE
COMMUNITY BASED PRESENTATIONS
ACTIONABLE INSIGHTS

- ◇ Lengthen the presentation time to two hours.
- ◇ Ensure that more emphasis is placed on giving audiences a clear sense of the connection between Holocaust UpStanders and the UpStanders Sponsored Presentation.
- ◇ Present a twenty minute introduction that includes;
 - Acknowledgement of all partners,
 - A brief overview of UpStanders initiative highlighting the Holocaust UpStanders' connection to today,
 - A short explanation of the distributed guide in hand (Netcetera) and a walk through (from the first presenter/ UpStander Staff member) on one example from the guide specific to methods of parental bullying prevention (note that use of audience volunteers to read the selected text portion may be a good way to engage and activate audiences from passive listeners to full participants in a group activity).
- ◇ Hand out take away packets with surveys as people arrive and include pencils.
- ◇ Turn the portion of the program specific to legislation into an actionable information point (provide localized information and national information on legislative efforts).
- ◇ Give audiences points of contact to support anti-bullying legislation at State and Federal levels (additional hand out in take away packet or slide in the speaker's power point – former recommended).
- ◇ Include in take away packet a one page sheet on guidance specific to suicide and include local helpline numbers.



SCHOOL BASED SPONSORED PRESENTATIONS

Hour and a half presentations by John Halligan were delivered at ten Orange County Public School Middle Schools. All ten presentations were given to the seventh grade class of each school. The schools held the presentations in either the facility auditorium or the facility cafeteria.

As with the evening events, school based presentations began with an introduction to Mr. Halligan followed by a visual and spoken introduction to Ryan. The time period was the same, however there was some modification of content. Details on the process of enacting legislation to prevent bullying and suicides caused by bullying were provided, but not as extensively as during the evening programs. More emphasis was placed on peer-to-peer interactions and less detail was given specific to the adult/parental role in the unfolding of events (though a great deal of detail was still provided).

Prior to the presentation, students and staff received information about the event as well as information about UpStanders and bullying prevention. The pre-program collateral was provided to schools, which were then responsible for distribution. School sites were responsible for determining the location (in the school) of presentations, getting students to and from the presentation, and managing student behavior during presentations.

During school-based presentations at least one HMREC staff member and one HMREC volunteer were present. Audience surveys were given to school site teachers and administrators to



distribute to students. Surveys were collected subsequent to the presentation (within three weeks).

ASSESSMENT

Mr. Halligan's presentations were held at ten different school sites and while there were overlaps in audience reception, there were also important differences between sites. The assessment of school site presentations draws on information provided by UpStander Initiative personnel and Advisory Board members. In addition, audience response surveys and the results of an informal focus group comprised of eight seventh graders who provided qualitative feedback are utilized to establish conclusions and recommendations for actionable insights.

Only two of the ten school sites prepared students for the presentation by allocating time in classrooms or assemblies for brief overviews of the presentation's substance and purpose. Among the other eight schools, preparation was limited to sending information home with students for review by parents and students on their own time. Several students in the informal focus group indicated that they were not sure what the



ASSESSMENT Cont.

presentation would focus on before attending.

The overall behavior of student bodies was markedly different at the ten school sites. After review of school demographics and FLDOE Report Card Grades, no correlation between behavior to school ranking and student performance has been found. Lower performing schools were as likely and (in some instances more likely) to have student bodies that exhibited good comportment and manners throughout the talk. Somewhat surprisingly, the school identified by UpStanders Initiative personnel as well as focus group students as the one in which behavior was somewhat unruly, is also the highest ranking school of the ten participation sites and income demographics indicate a solidly upper middle class student body. These points of information are important, because they act as clear reminders that presentations at any school environment regardless of student demographics or school Report Card Grades, should be understood as events at which student behavior will require proactive management for a successful presentation.

Several factors contributing to unruly

student behavior or disengagement were identified through evaluation. Factors include: tolerance by school site personnel of cell phone use (rampant texting), students sitting in 'cliques,' tolerance by school site personnel of disruptive behavior – whispering/ note passing/ giggling, the presence of a few disruptive students whose behavior was not addressed and (allowed therefore to become a point of observation and interest for students) that ultimately competed with the presenter to a degree, scheduling presentations at times that ran into or took away from students' lunch hours.

Despite some schools being less engaged audiences than others, the compelling nature of the presentation caused noted instances of engagement among all students bodies at key points in presentation. Examples of behavior indicating students' full engagement with the presentation's information at specific points include leaning in attentively, holding one another's hands while listening, crying, gasping, and placing hands over mouths – each signaling intensities of reactions. Among the points students were visibly moved by are:

ASSESSMENT Cont.

- * Descriptions of Ryan as an individual (his likes and interests and photos of him in his happy moments);
- * Descriptions of Ryan's relationship with his siblings and descriptions of siblings' responses to Ryan's death;
- * Explanations and descriptions of Ryan's kickboxing and the use of the 'Karate Kid';
- * A recounting of the behavior of a girl who pretended to like Ryan (compelling in explanation of initial actions and her ultimate transformation);
- * Use of the 'inkblot'/butterfly;
- * The description of Mr. Halligan talking with the known bully and the bully's parents at the bully's house (it is to be noted that the *lead in* to this event was confusing for interviewed students rather than compelling);
- * Descriptions of the actions that the school administration did and did not take to address the issue;
- * Points in the presentation when students were given direct quotes from Ryan.

During the question and answer period several student bodies were markedly shy about asking questions and in some instances it was not until there was nearly no time left that students began actively raising their hands. At those schools where students did raise hands immediately, Mr. Halligan did an excellent job of fully responding and warmly expressing appreciation for the

question (thus motivating others to posit questions). As noted with acuity by students in the informal focus group, there were a number of questions asked by students at school sites that showed the questioner had either not been paying attention or had not heard clearly.

During the informal focus group a number of important insights were provided by the eight seventh grade students (from representative schools sites) who participated. Four of the eight participants indicated that they wanted their school administrations to be more "on top of" disciplining students using cell phones and not paying attention during the presentation. When asked, several students (three of the eight) shared a sense of frustration that peers at their school sites did not "take the whole thing seriously," which clearly detracted in their eyes from the overall potential impact of the event.

When asked to recount the narrative of the presentation, the eight students in the focus group had difficulty piecing together the specificities of the narrative's first half. Nonetheless, when discussing aloud as a group they were able to put the story together by correcting each other, adding to one another's points, and filling in pieces others had missed.

The students were unanimous in the sentiment that more information was needed on local resources for suicide prevention. Several also felt that more information on how to address bullying in their own schools should be given. Those who did not share this sentiment noted that their schools have bullying prevention measures they feel most students are aware of. Critically, 100%

ASSESSMENT Cont.

of students indicated they do not feel the measures at their schools are useful or adequate to handle the realities of bullying.

Perhaps the most important part of the focus group's facilitated conversation was its turn to considering the responses of peers after the presentation was over. Across the board (including even students who felt their peers had been attentive during the presentation), students indicated that the positive impacts of the presentation had immediate "push-backs" that included peers "making fun" of people seen crying during the presentation, insulting or making fun of the presentation generally, or dismissing the presentation's emphasis on being "an UpStander."

These observations from the focus group students provide a sharp contrast to several recorded instances of student impact including student response letters to Mr. Halligan sharing how much they felt the event changed their lives, and promises written and verbal given to "Never bully again." When taking the whole picture into account it is not that either interpretation of presentations' after effects is incorrect. Rather it indicates that while work remains to be done to address post presentation responses, positive impacts are also present. Identifying why some students are immediately impacted and others are not is one means the UpStanders Initiative can take to further strengthen the overall positive long term effects of the initiative.

It is not surprising to find, that at the majority of schools no formal

comprehensive follow up was administered by school staff. While some focus group students indicated that individual teachers took time out of their classes to informally follow up (with particular & unique anecdotes and teacher driven conversations) there was overall, no consistent follow up procedure at the schools.

Delivering meaningful presentations to young people in a school setting is an extremely challenging task. It's important to take seriously the constructive criticisms/insights provided by focus group students as well as observations by personnel and volunteers at school site presentations. At the same time, it's essential to recognize that 'touching the hearts' of thousands of early adolescent learners in less than two hours of time is nothing short of a herculean task. It is to the credit of the UpStanders Initiative and Mr. John Halligan, that so many students were visibly moved and clearly fully engaged at pivotal points in the presentation.

On average, for four out of five categories of positive impact (Questions A-E: See also Appendix II), 90% of students surveyed gave high marks to the presentation. While improvements can be made to strengthen the likelihood of strong positive impacts that decrease bullying and increase UpStander behavior, the UpStanders Initiative Sponsored School Presentations are already establishing a vital framework for students to make sense of the long term consequences of bullying and their own role in preventing it.

UPSTANDERS INITIATIVE
SCHOOL BASED PRESENTATIONS
ACTIONABLE INSIGHTS

- ◇ Beginning two weeks prior to each school presentation, check with each designated school site representative to verify and (if necessary encourage) student preparation.
- ◇ Ensure that the established school site preparation protocol is followed and establish a post presentation protocol whose implementation schools are required to agree to prior to participation in presentations.
- ◇ Consider developing a post-presentation activity for teachers in which 10-15 minutes of time is spent allowing students to collectively “reconstruct” the narrative and 5-10 minutes is provided for students to register personal observations about the narrative.
- ◇ Hold a round table with school site administrators one month prior to presentations to identify best practices that will engender full student engagement during presentations.
- ◇ Add questions to follow up surveys specific to identifying pre and post presentation procedures at school sites that students have experienced.
- ◇ Shorten the length of presentation’s narrative component by approximately 15-20 minutes.
- ◇ Provide an ice breaker interactive activity at the start to bring students into the mode of engagement – a refined version of the Kodzis presentation for the Dinner of Tribute is one avenue to explore for such an activity.
- ◇ Actively ask students at the start of the presentation to give up cell phone use for the duration of the presentation – give students an opportunity to understand why turning off phones matters and allow them to be individually empowered (and to use peer pressure) not to use cell phones.

UPSTANDERS INITIATIVE
SCHOOL BASED PRESENTATIONS
ACTIONABLE INSIGHTS

- ◇ Show more visual information during the presentation to keep students (who are increasingly visual learners) fully oriented to the speaker/ stage.
- ◇ Consider adding some video of television appearances as a means of alerting students to the importance and national role of the speaker.
- ◇ Identify methods to account for high risk students in the audience (those being bullied or with social and or mental disabilities who may find the presentation to be unduly stressful or painful).
- ◇ Consider working with school sites to develop one page hand outs delineating the specific school site's bullying prevention methods and steps each student can take if bullied.
- ◇ Ensure that at least five active steps on "How to be an UpStander" are left in the hands of students at the close of presentations – either through bookmarks, stickers, or postcards.
- ◇ Be sure that students have written points of contact for the UpStanders Facebook and Twitter pages as well as the HMREC website – making contact (and requests for assistance or information) as easy as possible.
- ◇ Consider holding a contest via Twitter (many students are technically too young for legally using FB) that students can participate in post presentation to keep expanding the impression of being an UpStander behavior as a positive thing.



APPENDIX II

Community Based & School Site Audience Surveys

Please check one box per question.		Strongly Agree	Agree	Disagree	Strongly Disagree
A.	Would you recommend this event to others?				
B.	Was the information helpful in understanding bullying prevention?				
C.	Was the information helpful in understanding cyberbullying?				
D.	Was the information helpful in understanding suicide prevention?				
E.	Did the presentation give you an understanding of what you can do as an individual to stop or prevent bullying?				
Please check one box per question:		Yes	No		
Are you a teaching professional?					
Are you a parent?					



More information on other side



Student Survey

Please check one box per question.		Strongly Agree	Agree	Disagree	Strongly Disagree
A.	Would you recommend this event to others?				
B.	Was the information helpful?				
C.	Did the presentation explain what you can do to stop or prevent bullying?				
D.	Did the presentation help you understand more about cyberbullying?				
E.	Did the presentation make you more aware of what people can do to prevent suicide?				



More information on other side



APPENDIX II

Page Two

1. How did you find out about this presentation?
2. Is this your first involvement with an anti-bullying project?
3. Would you like to volunteer to be part of it?
4. Would you like to receive more information about this project by email?

Email address:

5. Would you like to receive other email announcements from the Holocaust Center?

Other comments:

Your additional comments:

Dear Mr. Halligan,

I have learned from your assembly to not be a by-stander. Our school gave us papers about your unfortunate situation. I instantly went on the internet to learn about Ryans story. After I finished reading me and my mom were in tears. I promise to not be a by-stander and act appropriate. My mom tells me things happen for a reason, although I don't know what the reason is I know that Ryan wouldn't want you to stay sad. Your story has inspired me and hopefully it will inspire others. I hope you go around different places and teach others **Not to be a bully !!** 😊

Raised to be kind

Y
Your son who will always be in your heart

An angel sent from heaven

Nice to every one



ink
spot

butterfly

[redacted] [redacted]

Dear Mr. Halligan,

Thank you for the essembly this morning. I really learned alot from it. I am sorry you had to loose your son that way. I cant amagin if I lost someone close to me like your son was to you. Next time I see or hear about somebody being made fun of or bullied I will do the best I can to stop it. I also think that it is great that you helped encourage Vermont to have a law from bullying. I hope one day that New York could have that law. I also learned that even if people do something really mean or really bad, that you can forgive them. Thanks again for coming to the school!

From
[redacted]

RIP Ryan Halligan

Dear Mr. Halligan

Thank you Mr. Halligan for spending your time to come to [redacted]. It was real nice having you here. I'm sorry for your loss. Thank you for teaching me the many ways of bullying.

Thank you for teaching me that I am loved beyond belief. I like the saying when there is an ink spot turn it into a butterfly.

I learned a lot on bullying. I learned what I can do to prevent bullying. I also learned what we can do to prevent bullying and what could happen after being bullied.

Sincerely

[redacted]

Dear Mr. Halligan,

Thank you for coming to our school and talking to us about how bullying can really get dangerous. What you said really hit me and got me in the heart and made me think of all the good things that happened in my lifetime. I'm really sorry for what happened with your son and if I ever have any children I'll use your advice, because you really did know how to take care of children and always tried your best to help. I don't know how hard it was for you to come in and your story and I hope I don't ever experience this feeling. Thanks again for your story.

Sincerely,

P.S. I won't forget your Art teachers phrase "You can turn an ink spot into a butterfly."

Dear Mr. Halligan,

Thank you Mr. Halligan for coming to our school I really appreciate it. Thank you for your time to come and share your story. It was shocking I really loved your story. I really learned a lot. I didn't think bullies could take charge of people. What I learned was that we shouldn't bully people just because they have problems. Also, what I learned was that we all should support people that are being bullied. Thank you again for sharing your story with us. Sorry for your loss.

Sincerely,

Dear Mr. Halligan

Thank you very much for coming to our school on Monday. You taught me that life is a very fragile thing and that my parents love me more than I can ever imagine. Once again, thank you for all that you've taught me.

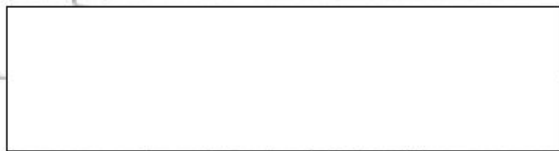
Sincerely,

[Redacted Signature]

Dear Mr Halligan,

"Thank you" is not enough for what you came and did for us. I bet you get letters like this all of the time, but I just want you to know that your story changed my life, changed it in too many ways to say. I would've never been able to come and do what you did. My baby cousin passed away only after a year, and it was hard. I can't imagine what you would've gone through with my son, who was 13 years old. You have made a difference in the world. I just wanted to let you know, that your story has changed my life and I wanted to thank you for that.

Sincerely,



Dear Mr. John Halligan

Thank you so much for coming to our school and telling us about your son. I know you traveled from Vermont which means a lot to me. Your story changed my point of view of those type of situations. I'm going to remember a lot and take into consideration a lot of things from this day on. I will remember what happened and try to prevent these things from happening from our school by stepping up when someone is being bullied and stopping bad rumors. This story affected my life to. Thank-you!

Sincerley,

Dear Mr. Halligan,

My deepest condolences are with you. Your speech was very touching and it will stay with me always. It taught me a very valuable lesson. A lesson that I will think of every time I will go on line. I am very glad you came to our school all the way from Vermont. Because I know of some bullies that have bullies some of my friends in the past. I am sure they will stop now that they heard your presentation. So all I can say is thank you.

Your Audience Member,

APPENDIX IV
IMPLEMENTATION DOCUMENTATION

UpStanders Sponsored Community Presentations		
December 2010		
Day	Time	Community Location
Monday	6:40 – 7:00	Beit Hamidrash: JCC
Tuesday	6:40 – 7:00	Holy Family Catholic Church
Wednesday	6:40 – 7:00	Saints Peter & Paul Church
Thursday	6:40 – 7:00	Lake Highland Prep. School

UpStanders Sponsored School Presentations		
December 2010		
Day	Time	Location
Monday	9:30 - 11:00	Maitland Middle School
	1:15 - 2:45	Glenridge Middle School
Tuesday	9:50 - 11:20	Lakeview Middle School
	2:15 - 3:45	Gotha Middle School
Wednesday	9:45 - 11:15	Freedom Middle School
	12:30 - 2:00	Wolf Lake Middle School
Thursday	9:30 - 11:00	Odyssey Middle School
	2:00 - 3:50	Conway Middle School
Friday	9:30 - 11:00	Jackson Middle School
	1:35 - 3:05	Westridge Middle School

APPENDIX IV
IMPLEMENTATION DOCUMENTATION

Page Two

Holocaust Education UpStanders School Presentations 2010-2011 School Year		
Date	Time	Middle School Location
4/19/11	All Day	Conway
5/31/11	All Day	Freedom
2/23/11	4 classes	Glenridge
3/3/11	4 classes	Glenridge
1/11/11	All Day	Gotha
1/7/11	All Day	Lakeview
1/4/11	All Day	Maitland
3/24/11	All Day	Jackson
2/8/11	All Day	Wolf Lake
2/10/11	All Day	Wolf Lake
5/3/11	All Day	Odyssey

Holocaust Memorial Resource and Education Center UpStanders Field Trip Visits 2010-2011 School Year		
Date	Time	Middle School Visiting
3/21/11	10am - 1pm	Glenridge
3/14/11	10am - 1pm	Glenridge
3/7/11	10am - 1pm	Glenridge
5/12/11	10:30am – 1:30pm	Gotha
5/13/11	10:30am – 1:30pm	Gotha
1/25/11	10am - 1pm	Lakeview
1/28/11	10am - 1pm	Lakeview
1/31/11	10am - 1pm	Lakeview
1/18/11	9:30am - 12pm	Maitland
1/20/11	9:30am - 12pm	Maitland
4/18/11	10am - 1pm	Jackson
4/21/11	10am - 1pm	Jackson
4/27/11	10am - 1pm	Jackson
5/11/11	10am - 1pm	Jackson
2/28/11	10am - 1pm	Wolf Lake
2/24/11	10am - 1pm	Wolf Lake
2/18/11	10am - 1pm	Wolf Lake