

RED CARD

**USER
GUIDE**

CAMPAIGN

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WELCOME

Thank you again for joining forces with Children's Mercy Kansas City and Sporting Kansas City by bringing the **RED CARD** anti-bullying campaign to your school and/or organization. Life, especially after these past couple of years, is already hard enough and there is no place for bullying, and it is NEVER, ever OK. That is why it is important for all of us to Call It when we See It.

In the game of soccer, the red card indicates a serious offense, and the player is removed from the game. For this campaign, the red card is a way to not only highlight instances of bullying, but to encourage kids and adults to speak up against it.

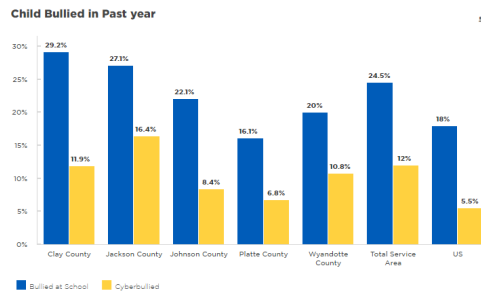
RED CARD highlights informative, supportive and inspiring messages and is rooted around the act of kindness. At the end of the day, if we are all kind to one another and focus on making sure each of our actions are positive, bullying will cease to exist.

The following pages of this user guide are just that - a guide. These are not step-by-step instructions, but rather ideas to help implement the **RED CARD** campaign at your school and/or organization. Through experience, **RED CARD** has thrived at institutions that connect the campaign with their existing culture. The more the **RED CARD** elements become part of your organization's vocabulary, culture and behaviors, the sooner the campaign will be embraced by the student body.

During communications with the **RED CARD** team be sure to indicate which pieces of the guide helped, as well as new implementations that were rolled out. This type of collaboration will help all **RED CARD** partners.

OVERVIEW

In 2016, Children’s Mercy and Sporting Kansas City began a groundbreaking, long-term partnership. Beyond the soccer pitch, our two prominent Kansas City organizations are working to create positive changes in the health and wellbeing of our community. Based on data from the 2022 Children’s Mercy Community Health Needs Assessment we identified mental and behavioral health as one of the top three issues impacting Kansas City area youth. Nationally, more than one out of five students will be bullied this year, with bullying in Kansas City exceeding the national average.



Sources: PRC Child & Adolescent Health Survey, Professional Research Consultants, Inc. 2021
Note: Asked of those respondents for whom the randomly selected child in the household is age 5 to 17
Note: Cyberbullying includes electronic bullying such as through email, chat rooms, instant messaging, websites, or texting



Bullying has become an increasingly prevalent problem in Kansas City. Both kids who are bullied and kids who bully others can have long-term mental and physical health concerns. Children’s Mercy and Sporting KC are teaming up to help kids, teens and adults speak up against bullying.

The **RED CARD** campaign launched in five schools in 2018 and has now grown to over 60 schools in the Kansas City area. A key component of the **RED CARD** program is helping the community understand what bullying is, how to identify it, and what to do about it. Learn more about the principles of bullying prevention in the next section.

BULLYING PRINCIPLES

Bullying isn't something that just hurts in the moment. It can cause long-term damage to a child's self-esteem, and can even result in physical injury, and worst-case scenario, death.

According to the Centers for Disease Control and Prevention:

-  Students who experience bullying are at increased risk for depression, anxiety, sleep difficulties and poor school adjustment.
-  Students who bully others are at increased risk for substance use, academic problems and violence later in adolescence and adulthood.

What is bullying?

	Teasing	Conflict	Mean Moment	Bullying
Everyone is having fun	<input checked="" type="checkbox"/>			
No one is getting hurt	<input checked="" type="checkbox"/>			
Everyone is participating equally	<input checked="" type="checkbox"/>			
No one is having fun		<input checked="" type="checkbox"/>		
There is a possible solution to the disagreement		<input checked="" type="checkbox"/>		
Equal balance of power (or perceived power)		<input checked="" type="checkbox"/>		
Someone is being hurt on purpose			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reaction to a strong feeling of emotion			<input checked="" type="checkbox"/>	
An isolated event (does not happen regularly)			<input checked="" type="checkbox"/>	
Repetitive (happens regularly)				<input checked="" type="checkbox"/>
Imbalance of power (or perceived power)				<input checked="" type="checkbox"/>

Types of bullying

Physical

- ◆ Involves hurting a person's body or possessions
- ◆ Includes hitting, kicking, punching
- ◆ Spitting
- ◆ Tripping, pushing
- ◆ Taking or breaking someone's things
- ◆ Making mean or rude hand gestures

Verbal

- ◆ Saying or writing mean things
- ◆ Teasing
- ◆ Name-calling
- ◆ Inappropriate sexual comments
- ◆ Taunting
- ◆ Threatening to cause harm
- ◆ Includes bullying about race, religion, culture, sexuality, sexual identity, disability, physical looks, intelligence

Emotional

- ◆ Sometimes referred to as relational bullying
- ◆ Involves hurting someone's reputation or relationships
- ◆ Includes leaving someone out on purpose
- ◆ Telling people not to be friends with someone
- ◆ Spreading rumors about someone
- ◆ Embarrassing someone in public

Cyber

- ◆ Takes place using electronic technology - cell phones, computers, tablets
- ◆ Through text messages, email, chat, websites, social media sites, apps
- ◆ Embarrassing pictures, videos, websites or fake profiles
- ◆ Rumors sent by email or posted on social networking sites

Sexual

- ◆ Calling someone sexually explicit and derogatory names
 - ◆ Forwarding sexually explicit text messages and inappropriate pictures via text or e-mail
 - ◆ Making comments about someone's sexual preference or sexual activity
 - ◆ Making sexual gestures to someone
 - ◆ Making sexual jokes or comments about someone
 - ◆ Participating in catcalling or harassment of someone the principles of bullying prevention in the next section.
-



Who is involved in bullying?

Bullying is unwanted aggressive behavior with the real or perceived power-imbalance, that is repeated over time. No one deserves to be bullied. Bullying affects all parties involved including those who bully, those who are targets, and those who are witnesses.

Anyone can be bullied. From the team captain of the football team to the quiet kid on the bus.

1. Kids who bully others may do so through physical, verbal, emotional, sexual or cyber abuse. Those who bully others may also be targets of bullying themselves. They are more likely to drop out of school, get into fights, vandalized property, engage in early sexual activity and abuse drugs and alcohol.
2. Kids who are bullied often feel helpless and socially isolated. They may fear that others do not understand what they are going through. Most targets of bullying will not ask for help due to the risk of further humiliation or rejection by other peers. Those who are bullied are at higher risk for depression and anxiety.
3. Those who witnessed bullying may play roles and assisting the bully by encouraging or joining in. They may also reinforce bullying behavior by laughing or providing an audience. They also have an opportunity to help by standing up to the person who is bullying, comforting the person who is being bullied or reporting the bullying to an adult. The bottom line is everyone deserves to be treated with respect.

Source: eyesonbullying.org

Red flags of bullying

Signs someone is possibly being bullied:

- ◆ Change in eating or sleeping habits
- ◆ Lots of headaches, stomachaches or muscle tension
- ◆ Unexplained injuries or torn clothing
- ◆ Lack of attention and focus at school; dropping grades
- ◆ Anxiety (e.g., worry and nervousness) or depression (e.g. sadness and avoiding others or activities)
- ◆ Feeling bad about self

- ◆ Thoughts or statements of death or of hurting self
- ◆ Unusual behavior (e.g., unpredictable, dangerous, abusive to others)

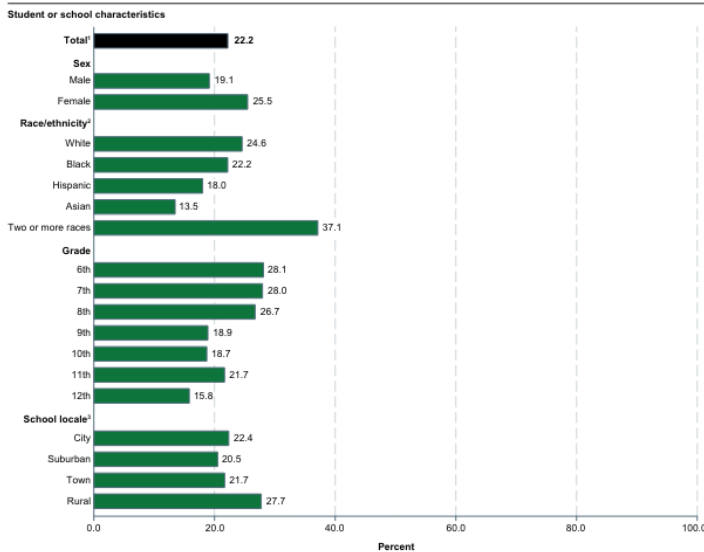
Signs that someone is possibly bullying others:

- ◆ Aggressive behavior
- ◆ Always wanting his/her own way
- ◆ Many concerns about what others think about them
- ◆ Feeling bad about self
- ◆ Not taking responsibility for actions
- ◆ Trouble with authority; refusal to follow directions

Those who are more likely to be at risk for bullying include:

- ◆ Those who seem weak or different from others
- ◆ Those who are very sad, very nervous, worried or do not feel good about themselves
- ◆ Those who do not get along well with others
- ◆ Those with special medical or developmental needs such as autism, obesity, ADHD or food allergies
- ◆ Those who are gay, lesbian, transgender or bi-sexual

Figure 3. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected student and school characteristics: 2019



¹Total includes race categories not separately shown.
²Race categories exclude persons of Hispanic ethnicity. Data for Pacific Islander and American Indian/Alaska Native students did not meet reporting standards in 2019; therefore, data for these two groups are not shown.
³Excludes students with missing information about the school characteristic.
 NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Although rounded numbers are displayed, the figures are based on unrounded data.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2019. See Digest of Education Statistics 2020, table 230.40.



What teachers can do

- ◆ The best way to address bullying is to stop it before it starts. Incorporate the topic of bullying prevention into lessons and activities.
- ◆ Establish yourself as a clear and visible authority with responsibility for making the school experience safe and positive.
- ◆ If bullying happens, take immediate action. Notify parents of all involved students. Resolve the problem expeditiously according to your school's discipline plans.
- ◆ Encourage involvement in activities your students enjoy. Kids involved in group activities develop more confidence, resiliency, a better sense of belonging and more meaningful relationships.

How to discuss the topic of bullying

Keep the lines of communication open:

- ◆ Those who are bullied often do not want to talk about it
 - ◆ Actively listen without lecturing; stay calm and do not get emotional
 - ◆ Ask specific questions about facts (e.g. what happened? Where/when did it happen? Tell me why you don't like school or your classmates? Why do you think this is happening?)
 - ◆ Keep the talk brief and positive; it may take several talks for information to come out
 - ◆ Never force someone to speak; talking about bullying may be very scary
 - ◆ For those having trouble with direct questions, try more open-ended questions (e.g. what was one good thing that happened today? Any bad things? What does bullying mean to you?)
 - ◆ Emphasize that no one deserves to be bullied
 - ◆ Provide praise for communicating "Be the example of how to treat others with kindness and respect; we are all responsible for how we treat our friends, colleagues, and families. Learn to be mindful of your actions."
-



OCTOBER

October is National Bullying Prevention Month. This month is a time to focus and raise awareness on bullying and bullying prevention. During this month, you may focus your lessons and conversations around education and ways all students, teachers, coaches and parents can play a role in ending bullying.

OCTOBER IS NATIONAL NATIONAL BULLYING PREVENTION MONTH



Children's Mercy
KANSAS CITY

ELEMENTARY SCHOOL

To help our elementary school partners, the **RED CARD** campaign includes a seven-piece poster series, with accompanying coloring pages. It is recommended before starting the poster series however, to explain RED CARD, in terms what the penalty is in the game of soccer and how this rule can be applied to behavior at school.

Posters

The posters and coloring pages have short positive terms that are intended to reinforce good behavior and alter poor behavior. These terms are also an acronym which spell out: **RED CARD**.

- R**espect others
- E**xit the situation
- D**o the right thing
- C**all it
- A**sk them to stop
- R**eport bullying
- D**o talk to an adult

These posters and coloring pages can be used over the course of a bullying prevention week, or “red ribbon” week, by doubling up on two of the days with a pair of concepts. They can also be used during the entire month of October by spreading the concepts over 4 weeks with two concepts per week.

RED CARD Week

If leaning toward a single week, consider tying in the concepts with a full spirit week that could include some dress up days like:

- a. Wacky Tacky Day for “Respect Others” to show that we all have differences
- b. Sunglasses Day for “Exit the Situation” as those sunglasses will help block out the negativity
- c. Superheroes Day for “Do the Right Thing” and “Call It” because we all need to stand up for others
- d. Pajama Day for “Ask Them to Stop” since it is time to put bullying to bed
- e. Team Wear Day for “Report Bullying” and “Do Talk to an Adult”

to show a unified school and gather support from others

See how *Banneker Elementary School* used these themes to share *RED CARD*.

To support the school community and bring the entire student body together, the **RED CARD** campaign has large signs available to be used in grade hallways and pods. These signs are a fantastic way to get buy in with having each student sign the giant card as a pledge to Call It.



School partners have also used red post-its on a centrally located bulletin board in the building to create giant hearts, or **RED CARDS** and had each student make a pledge on what they were going to do to help prevent bullying in their school.



Reward Good Behavior

The campaign also has the opportunity for **RED CARD** partners to receive branded mechanical pencils. This item is popular with the elementary school kids and serves as a great reward for students who do Call It, or as an item they can “buy” with the school’s “behavior currency.” Several partner schools use these good behavior slips to encourage kindness and positive behavior in the school and allow students to collect them to “buy” special days for their class, unique lunch experiences or a **RED CARD** pencil.

Make It a Game

In addition to these ideas, the concept of team building is always a great idea. Like the players on the Sporting KC roster, each classroom in an elementary school is a compilation of people from diverse backgrounds and experiences. With team building activities, it allows students connect with others.

In the game “Common Th-**REDs**” students in a classroom are divided into groups of four and during a four-minute window each team is allowed to talk among themselves and find two things that they all have in common. The 4-4-2 is a traditional formation in the game of soccer. After the groups share their commonalities with the class, the group works together to design a crest that symbolizes their “common th-**REDs**.”

With the flexibility of the **RED CARD** campaign along with the core themes of kindness, teamwork and accountability, hopefully the implementation of the campaign will come at ease and plug into elements that are already a part of the curriculum and lesson plans.

SECONDARY SCHOOL

Please use the resources provided by **RED CARD** to talk about bullying prevention with your school. Resources include (English, Spanish & French):

- ◆ Poster sets
- ◆ Trading cards
- ◆ Videos
- ◆ Bookmarks (5 versions)
- ◆ Fidget keychains
- ◆ Pledge sign

Activity 1: Introducing RED CARD

- ◆ **Hand out tip cards. Optional – use the red cards as a symbol to vote throughout the discussion.**
- ◆ **Connect the RED CARD to soccer.**

*Who is a soccer fan? Raise your **RED CARD** if you love soccer!*

Who can tell me what a red card means in soccer?

*A **RED CARD** is one of the most severe penalties in all of sport. In soccer, a **RED CARD** is given to players who have shown seriously unwanted behavior – foul play, spitting or abusive language, violence, deliberate foul or receiving 2 yellow cards.*

*Here at our school, a **RED CARD** means something similar – unwanted bullying behavior. Let's watch a video before we talk about bullying.*



♦ **Play RED CARD bullying video “Change the Story”**

That was a pretty heavy video. Question: How did that video make you feel?

Question: What is bullying?

- ♦ Discuss what bullying is.
- ♦ Discuss what bullying isn't.
- ♦ Discuss the types of bullying using RED CARD posters.



Our classroom, our school is a team. We need to have each other's backs. We need to be good teammates and be kind to one another.

Question: What can we do to be kind to each other?

♦ **Discuss what kids can do to stop bullying.**

- ▶ **Don't bully.**
- ▶ **Be kind.**
- ▶ **If you are being bullied, see below.**

Learn how to react to bullying:

- ♦ Look at the kid bullying you and tell him or her to stop in a clear, calm voice. You can try to laugh it off. This works best if joking is easy for you. It could catch the kid bullying you off guard.
- ♦ If speaking up seems too hard or not safe, walk away and stay away. Don't fight back. Find an adult to stop the bullying on the spot.
- ♦ Talk to an adult you trust. Don't keep your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying.
- ♦ Stay away from places where bullying happens.
- ♦ Stay near adults and other kids. Most bullying happens when adults aren't around.

*Raise your **RED CARD** if you think you can do that.*



Protect yourself from cyberbullying:

- ◆ Always think about what you post. You never know what someone will forward. Being kind to others online will help keep you safe. Do not share anything that could hurt or embarrass anyone.
- ◆ Keep your password a secret from other kids. Even kids that seem like friends could give your password away or use it in ways you don't want. Let your parents have your passwords.
- ◆ Think about who sees your posts online. Complete strangers? Friends? Friends of friends? Privacy settings let you control who sees what.
- ◆ Keep your parents in the loop. Tell them what you are doing online and who you are doing it with. Let them friend or follow you. Listen to what they have to say about what is and isn't OK to do. They care about you and want you to be safe.

Recap lesson: 4 things all kids can do to stop bullying

4 things all kids can do to stop bullying:

- ◆ Treat everyone with kindness and respect. Stop and think before you say or do anything that could hurt someone.
- ◆ If you are bullied, tell him or her to stop in a calm, clear voice. Or, if that doesn't feel safe, walk away, stay away and talk to an adult you can trust.
- ◆ If you see someone being bullied – report it. Just watching it happen, or worse, egging on the child doing the bullying, only encourages the behavior.
- ◆ A lot of bullying happens online. If you get messages or see things that make you sad or scared, talk to an adult. If it is cyberbullying, report it.
- ◆ When we see bullying at school, we're going to call it when we see it!

- ◆ **Ask students to take the pledge against bullying by signing their name to the pledge poster.**

Signing your name is a symbol of your promise to be kind, to not bully and to call it when you see it. Who would like to take the pledge?

- ◆ **Hand out keychains after the lesson.**

Let's make a game of this! The whole school is handing out these keychains. The home room who has the most students with keychains at the end of the month will get a pizza party! So, try not to lose it!

ORGANIZATIONS

Thank you for choosing to share **RED CARD** with your organization. The bullying prevention information **RED CARD** provides works well in school settings and outside of the classroom. Since bullying can extend far beyond a child's school day, it's important to help share ways to stop bullying anywhere. Please feel free to utilize the **RED CARD** materials in any way you see fit.

Ideas for group discussion: Please reference the sample script on pages 12 through 14 to help guide discussions with students in your organization. Depending on the age range of the students in your organization, you may choose to not show the "Change the Story" video. The intended audience for the video is age nine to 18 years old.



BEYOND

Ending the year

Prior to the end of the school year, as a **RED CARD** partner, the student survey will need to be sent to the participating grades once again for follow-up data on the campaign. In addition, the **RED CARD** team will be communicating about preparing for next year, best practices, new assets and well as any other additional updates.

Preparing for next year

When gearing up for the next year, be sure to take the time to evaluate how the campaign went during the current year. What elements were effective? Which ones need more attention or tweaking? Is there anything new or an idea you would like to roll out for the following year? Also evaluate how the ordering of assets went. Did you run out? Is there a lot left over? What is the enrollment looking like for next year? All those things will be helpful as you put together your wish list for the upcoming year.

Resources

- ◆ **RED CARD** resources
- ◆ RedCardKC.com
- ◆ StopBullying.gov
- ◆ 1 (800) 273-TALK Suicide Prevention Hotline

