

PICK ON THIS *make a change*

Utah Valley University 2013 Bateman Team B

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Introduction

In today's society cases of bullying have increased in frequency and severity. Bullying takes many forms due to advances in technology and increased diversity in Utah among school-aged children. Provo City, Utah middle schools have reported cases of verbal, physical, indirect, and cyber bullying. To change bullying behavior in Provo City, *Pick On This, Make A Change* aims to spread awareness of the short and long-term effects of bullying and outline the Pick On This Steps to report and prevent bullying. These steps help students, parents, educators, and the community understand bullying, recognize the signs and types, and know the appropriate authority to whom to report the behavior. *Pick On This, Make A Change* encourages the community to adopt the Pick On This Steps and leave bullying behind.

Situation Analysis

Bullying is currently making national and local headlines focusing on school-aged students with extreme cases resulting in suicide. The issue continues to exist due to lack of knowledge and understanding of the definition of bullying, recognizing the signs, and the appropriate authorities to whom to report the behavior. Bullying is a sensitive subject for both the bully and the bullied, therefore, *Pick On This, Make A Change* is mindful of the approach to discuss the subject.

Potential difficulties include lack of educator and student support, parents feeling that the campaign substitutes a parenting conversation, and the mentality that bullying is not a problem in Provo City. Utah is working to clearly define bullying with Utah Code Ann. HB 53A-11A-201, also known as the Bully Bill, but is unable to currently cover every incident of bullying. With connections to the Provo City School District, *Pick On This, Make A Change* is presented with the opportunity to help students understand what bullying is and how to report it, work with each school's Parent Teacher Association (PTA) to promote conversations about bullying in the home, and invite educators to adopt an open-door policy to encourage students to report bullying.

SWOT Analysis

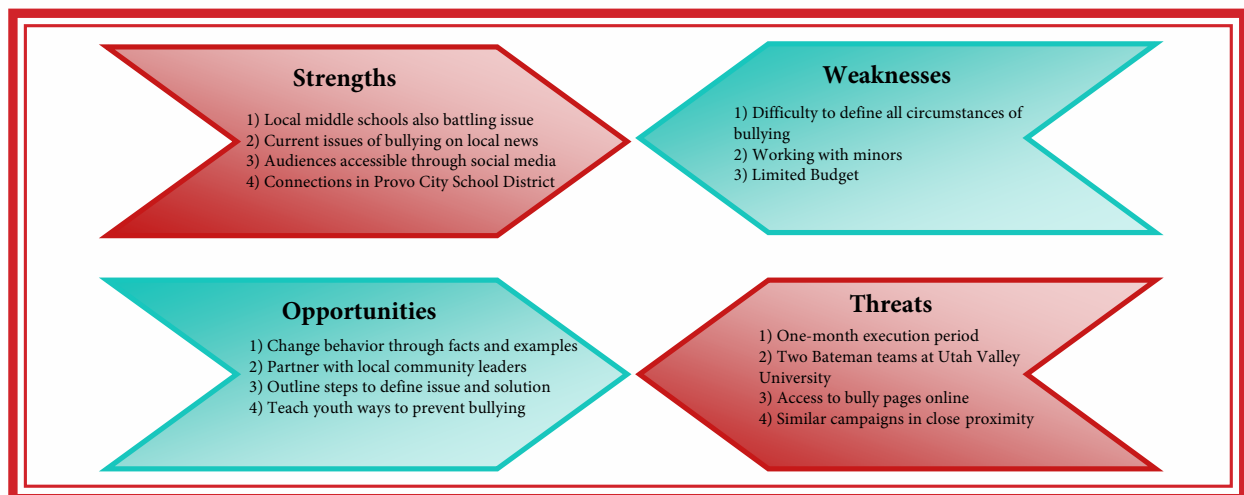


Figure 1.1 SWOT Analysis for *Pick On This, Make A Change*.

Research

Secondary Research

Stories of bullying appearing in local news indicate that bullying has become more frequent, more violent, and more common. The 2011 Youth Risk Behavior Surveillance System (Center for Disease Control and Prevention) shows that 20% of students in Utah experience bullying grades nine through twelve (31).

The U.S. Department of Health and Human Services defines bullying as unwanted, aggressive behavior that involves a real or perceived power imbalance which is either repeated or has the potential to be repeated, over time (6). According to the Utah Bully Bill, "bullying is intentionally or knowingly committing an act that endangers the physical health or safety of an employee or student, involves any brutality of a physical nature, and is done for the purpose of placing an employee or student in fear, physical harm, or harm to his/her property" (10).

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Secondary Research Continued

Barry K. Weinhold, author of “Uncovering the Hidden Causes of Bullying and School Violence,” states that bullying is the most common type of violence in contemporary U.S. society (4). Bullying can occur in schools, workplaces, homes, and playgrounds. Bullies are usually more prevalent in institutions that do not have high standards for how people should be treated.

There are several ways bullying can manifest itself including verbal, social, physical, and cyber bullying. Verbal bullying makes up 46% of bullying in schools, and usually consists of name calling, teasing, making fun of others, and can include threats of violence (24). Social bullying often results from groupthink, specific behaviors are spreading rumors or excluding an individual from a group (24). Physical bullying makes up 30.5% of bullying in schools and can range from shoving, punching, hitting, or spitting (24). The Utah Bully Bill defines cyber bullying as “using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual” (10).

In southern Utah County, a cyber bully attacked 40 students who attend Payson Junior High School and Payson High School. The bully set up a Facebook page dedicated to bullying, featuring pictures of students with hateful comments attached. One victim told reporters, “I’ve been crying [all] last night, woke up crying, and cried all morning” (1). Unfortunately, many of these types of social media posts go up everyday going unnoticed and unreported. The Utah Bully Bill states that electronic communication harassment is a crime and if repeated becomes a third degree felony.

School officials are becoming more proactive and taking an interactive approach to bullying awareness. Programs such as PeaceBuilders, BullyBlockers, and BullyStoppers are becoming more common in Utah schools. “It’s important for teachers and others to understand the definition of bullying,” says Dan Olympia, a University of Utah associate professor of education psychology. “Most of the efforts that schools engage in have focused on creating a positive school climate or a culture that doesn’t reinforce or tolerate bullying, so that generally among all students there is a sense that this is not appropriate behavior--this is not something we want to engage in,” says Olympia (19).

Primary Research

Through interviews and surveys, *Pick On This, Make A Change* asked Provo City about their thoughts on bullying. To conduct this research, all team members became IRB certified.

Based on our secondary research, *Pick On This, Make A Change* sought to find the number of people in Provo City who had been bullied and were able to tell someone about it. Out of 142 survey responses, 45% said they had been bullied and told someone, 31% said they were bullied but did not tell anyone, 23% said they had never been bullied, and 1% chose not to disclose (See Appendix B for research graphs) .

Participants were asked what type of bullying they had experienced. The survey revealed respondents had experienced four types of bullying: physical (34%), verbal (50%), emotional (50%), and mental (34%). To effectively reach key publics in February, those surveyed were asked if there were specific groups or places where bullying was a problem. Specific groups responsible for bullying were identified as peer groups, family, and religious groups. Differences that attracted bullying were gender (14%), sexual orientation (8%), race (14%), and special needs (2%).

The most popular channels in which bullying occurs were found to be 60% verbal, 41% emotional, 14% physical, and 14% written communication. Other channels included digital means via social media, mobile phone, voicemail/phone calls, text messaging, the Internet, and others not specified.



Figure 2.1 Dixon Middle School students learn about the short and long-term effects of bullying.

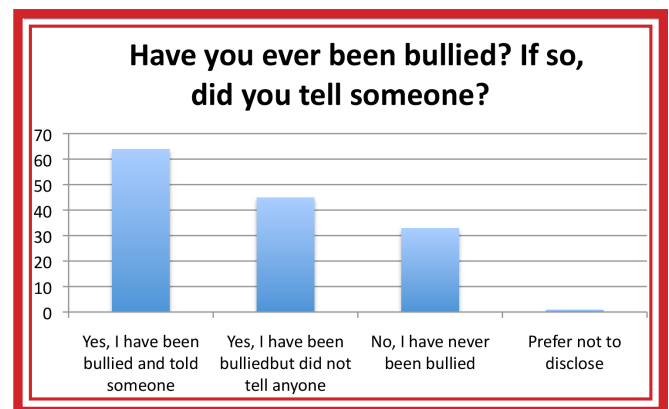


Figure 2.2 Primary research survey results.

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Primary Research Continued

In the survey, the community also identified any previous experiences with bullying awareness campaigns. Individuals could respond by selecting several means of knowledge of bullying awareness. The most popular answers included local schools (65%), television (56%), Facebook and other social media (53%), and church organizations (38%). Another question asked participants to identify places where they wanted to learn about the short and long-term effects of bullying and how to report and prevent bullying. Again, individuals could select multiple answers. The responses included: teaching in schools (76%), Facebook and other social media (61%), television (47%), and work (41%).

Finally, survey participants were asked how they would support a bullying awareness campaign in their area. Participants could select more than one answer. Seventy-one percent reported they would raise awareness through word of mouth, 57% reported they would join a bullying awareness and prevention pledge, 49% reported they would participate in a social media campaign, and 40% would display campaign signage in their yard.



Figure 3.1 Middle school students pledge to report and prevent bullying.

Interviews

When interviewed about bullying, Utah high school counselor Gene Kawa said he has witnessed verbal bullying, cyber bullying, and even vandalism to property in schools. Kawa also said, "Teachers are made aware of efforts to reduce the harassment that happens within school [through] advisory classes, surveys, and district training. I do not have a good feeling whether the awareness in school is enough or not. If it happens at Davis High School we are probably not aware because it often does not get reported" (8).

Opportunity

Through interaction with Provo City, *Pick On This, Make A Change* will utilize face-to-face and online presence to raise awareness of the short and long-term effects of bullying and outline the steps to report and prevent bullying to ultimately decrease social and health problems in key publics.



Figure 3.1 Tyler Glenn, from the music group Neon Trees, films *Pick On This, Make A Change* supporter video.

Why We Pick to Make a Change

Rationale

Provo City, Utah has a very unique music culture ranging from alternative rock to religious music. The popular music group, Neon Trees, began their road to fame in downtown Provo City playing shows at local venues. As the predominant religion in Utah, The Church of Jesus Christ of Latter-day Saints (LDS) also uses music to share its message through the Mormon Tabernacle Choir. In order to honor Provo City's distinct music culture, *Pick On This, Make A Change* uses music and local bands to raise awareness of the short and long-term effects of bullying and teach key publics how to report and prevent bullying.

Pick On This, Make A Change also emphasizes students' ability to choose or "pick" to make a change in behavior. Without placing blame on the bully, all students can pick their passion and leave bullying behind. Since many factors can contribute to why kids may bully, *Pick On This, Make A Change* focuses on positive self images and expressions for those who are bullied and also those children who bully.

The *Pick On This, Make A Change* campaign chose to focus hyper-locally because it provides the opportunity to have the greatest impact in behavioral change. Small steps toward change now can lead to change on a much larger scale later.

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Campaign Summary

Pick on This, Make a Change aimed to educate Provo City about the short and long-term effects of bullying, identifying the signs of bullying behavior, and the Pick On This Steps to report and prevent bullying in their schools and community. The Pick On This Steps are as follows (Figure 4.1):



Figure 4.1 Pick On This Steps poster.

1. Understand that bullying is unwanted, aggressive behavior. Though the community understands that bullying is a growing problem in our society, a clear definition of bullying is needed. With a specific definition, the community will know what to look for to report and prevent bullying.

2. Recognize that changes in behavior and avoidance of social situations are major signs of bullying. When a community is aware of the signs of bullying, unnecessary short and long-term effects of bullying can be prevented.

3. Report bullying to a trusted adult such as a parent, teacher, or school administration. Students feel safer to report bullying when a trusted adult is available to talk to.

Pick On This, Make A Change chose to work with middle school students in seventh and eighth grade due to the critical time in their behavioral development. The *Pick On This, Make A Change* campaign visited with Dixon Middle School and Centennial Middle School in the Provo City School District and taught the short and long-term effects of bullying, types and statistics of bullying, and the Pick on This Steps. At lunch time, students were able to pledge to make a change by signing the *Pick On This, Make A Change* banner and received an “I Pick To Make A Change” sticker (See Appendix F-3). Banners were presented to school administration and hung in schools to remind students of the pledge they made to report and prevent bullying (See Appendix G-10). Community members were also encouraged to sign the pledge through the *Pick On This, Make A Change* website (See Appendix H-8).

Pick On This, Make A Change partnered with Dixon Middle School and campaign supporters to sponsor a bullying awareness event at Dixon Middle School. Local Provo City entertainers Chasing Chance (band), Hope and Trey Jackson (local ballroom dancers and winners from ABC’s hit show *Dancing with the Stars*), and Mosaic (local hip-hop club) performed and shared their experiences with bullying for Provo City. All who attended heard the lesson plan taught in classrooms and the positive messages “Pick Your Passion, Leave Bullying Behind.” Local supporter, Kara Arnold (Miss Utah 2012) also attended the event to share her thoughts on bullying awareness. ABC 4 News covered the event during their 10 p.m. broadcast reaching 16,849 Utah residents.

The Pick On This Steps to report and prevent bullying and the message “Leave Bullying Behind” spread to many major news outlets in Utah. First appearing on ABC 4 The Daily Dish, the campaign was then sought out by several other outlets including KSL 5, an NBC affiliate, and Fox 13 News to cover the campaign, reaching 1.5 million viewers. The difference made in Provo City spread throughout all of Utah, emphasizing the importance of bullying awareness to a wider audience.

Who Picks to Make a Change



Figure 4.2 Pick On This, Make A Change Supporters.

Key Publics and Messages

Primary Messages: “I Pick To Make A Change” and “Leave Bullying Behind”

Middle School Students - Ages 12-14

Message: “Pick Your Passion, Leave Bullying Behind”

Provo City School District contains two middle schools including Dixon Middle School and Centennial Middle School. As reported by Provo City School District, as of January 23, 2013 there are 920 females and 957 males ranging in ages from 12-14. 1,201 of students are White, 502 Hispanic/Latino, 49 Asian, 63 Pacific Islander, 23 Native American, 31 African American/Black, and 8 belong to other races (5). Middle schools in Provo City include grades seven and eight, with 950 seventh graders and 927 eighth graders (5). These students are most likely to live at home with parents or guardians.

Status of current relationship with the issue: Students are somewhat familiar with bullying awareness campaigns such as PeaceBuilders and BullyStoppers (19). However, many schools are yet to include such programs so bullying persists. As social media increases, cyber bullying has become more common (28).

Parents

Message: “Healing Starts At Home” and “Be The Trusted Adult To Report Bullying To”

Utah is ranked third in the nation for least single-parent households with children. Mothers are more likely to stay at home with their children, corresponding with LDS family size and values (20). According to the US Census Bureau for Provo City, 77.5% of the population is White, 15.2% Hispanic, 3.4% reporting two or more races, 2.5% Asian, 1.1% Native Hawaiian/Pacific Islander, 0.8% American Indian/Alaska Native, and 0.7% Black. Median household income according to the 2007-2011 report from the US Census Bureau is \$39,782 (25). Ages of parents range from 26-65.

Status of current relationship with the issue: Parents are somewhat aware of bullying awareness campaigns through the web and social media. Problems of bullying are also prevalent on the news, making parents more aware of the problem bullying has become. Parents may not be aware that bullying can continue through adulthood and transform to other offenses like harassment and assault which are state and federal crimes (30).

Educators

Message: “Be The Trusted Adult To Report Bullying To”

Provo City School District employs 1,000 educators with a teacher to student ratio ranging from 23-26:1 (14). Faculty education levels range from a high school diploma to a master’s degree. Income for average Utah educators ranges from \$36,000-\$45,000 (14).

Status of current relationship with the issue: Teachers are somewhat familiar with bullying awareness campaigns such as PeaceBuilders and BullyStoppers (18). However, many schools have yet to include such programs so bullying behavior continues to repeat itself. The Utah State Office of Education is highly involved in making modifications to Utah bullying legislation.



Figure 5.1 : Educators at launch event.

Community Leaders

Message: “Be The Trusted Adult To Report Bullying To.”

Provo City community leaders include government officials, community center leaders, management of large corporations that provide employment for Provo City residents, leigh clergy, and legislators. Incomes vary between positions from \$0-42,705.

Status of current relationship with the issue: Community leaders are somewhat familiar with bullying awareness campaigns through state legislation. While legislators are actively involved with the passing of the Utah Bully Bill, community leaders can also observe the effects of bullying through the news and web. Community leaders will be more familiar with bullying and bullying awareness campaigns if they have school-aged children.

Pick On This, Make A Change Action Plan

Goal

Raise awareness of the short and long-term effects of bullying to challenge bullying behavior through students, parents, educators, and community leaders adopting the Pick On This Steps to report and prevent bullying.

Objectives, Strategies, Tactics And Results

Objective 1: Educate 150 Dixon Middle School and Centennial Middle School students about the short and long-term effects of bullying and the Pick On This Steps to report and prevent bullying by February 28, 2013.



Figure 6.1 Pick On This, Make a Change informative video.

Strategy 1: Through moderately interactive mediums, encourage students to follow the *Pick On This, Make A Change* primary messages of “I Pick To Make A Change” and “Leave Bullying Behind.”

Tactic 1: Create an informative video introducing the *Pick On This, Make A Change* campaign. The video includes the definition and types of bullying, steps to report and prevent the behavior, and short and long-term effects of bullying. Show the video in all Dixon and Centennial Middle School classrooms on Mondays and Fridays throughout February (See DVD).

Results: The introductory video was shown in all classrooms to prepare students for in-class discussions with team members. Through the informative video, 1,877 students were reached and introduced to the campaign, resulting in more cases of bullying reported to administration. Carole Mikita, an anchor for KSL 5, an NBC affiliate news station, picked up the video and campaign story (See Appendix E-3).

Strategy 2: Through highly interactive mediums, inform students how to use the Pick On This Steps to report and prevent bullying.

Tactic 1: Educate students about the Pick On This Steps during a classroom discussion, covering the definition and types of bullying, the signs of bully behavior (in both the bullied and bully), and how to report the behavior.

Results: In 21 Dixon and Centennial Middle School classrooms, 285 students engaged in a classroom discussion about bullying with team members and volunteers. Based on pre and post classroom surveys, statistics show a 10% increase in knowledge of how to report and prevent bullying. Before classroom discussions, 49% of students already knew to whom to report bullying, increasing to 51% after classroom discussions (See Appendix I-19). Students recognizing signs of bullying also increased by 50% (See Appendix I-21).

Tactic 2: Hold a campaign launch event on February 8, 2013, at Dixon Middle School for students, parents, educators, and community members to learn about the *Pick On This, Make A Change* campaign, presentation, and enjoy performances from local artists.

Results: Thirty-nine students attended the event and were exposed to the bullying awareness presentation (See Appendix G-4 through G-6). Students were then given the opportunity to win bowling passes for answering questions regarding the Pick On This Steps and choosing their passion to leave bullying behind.

Evaluation: Objective 1 EXCEEDED

Pick On This, Make A Change reached 100% of the 1,877 student population with the informative campaign video. The team reached 15% of students through face-to-face discussions about the short and long-term effects of bullying, the Pick On This Steps, and the signs and types of bullying. Out of 78 attendees, 50% of guests were seventh and eighth graders at the launch event (See Appendix G-4 through G-6). A total of 324 students were educated about the short and long-term effects of bullying and the Pick On This Steps to report and prevent the behavior, exceeding the objective by 116%.



Figure 6.2 Students enjoy “Pick On This” Shakes at launch party.

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Objective 2: Activate 10 community leaders and 100 community members, parents, and educators in Provo City to promote the Pick On This Steps to report and prevent bullying and raise awareness of the short and long-term effects of bullying by February 28, 2013.

Strategy 1: Use non-interactive forms of news media to influence community leaders and members to follow the *Pick On This, Make A Change* campaign and primary messages.



Figure 7.1 On air interview on the ABC 4 The Daily Dish morning show.

Tactic 1: Contact ABC 4, The Daily Dish, for a feature story introducing the *Pick On This, Make A Change* campaign and the Pick On This Steps to their viewers.

Results: ABC 4 The Daily Dish featured the *Pick On This, Make A Change* campaign during the 11:00 a.m. broadcast on February 1, 2013. The broadcast was viewed by 24,126 viewers as *Pick On This, Make A Change* shared the short and long-term effects of bullying and explained how to “Pick Your Passion, Leave Bullying Behind.” ABC 4 posted links to the campaign Facebook page and dual website and blog (See Appendix E-1 and G-1).

Tactic 2: Partner with Kara Arnold (Miss Utah 2012) to raise awareness of the *Pick On This, Make A Change* campaign and share her bullying story to inspire action in the community.

Results: With Miss Utah’s influence, Fox 13 News recognized her support of the campaign and featured *Pick On This, Make A Change* on the February 3, 2013, 5:00 p.m. and 9:00 p.m. broadcasts to 93,708 viewers. Miss Utah shared the campaign message of “Pick Your Passion, Leave Bullying Behind” during her interview (See Appendix E-2). Miss Utah also attended the launch event to show support for the campaign.

Tactic 3: Utilize campaign presence online to be available to news outlets for any local news coverage on bullying awareness and further spread awareness of the *Pick On This, Make A Change* campaign.

Results: Carole Mikita, anchor for KSL 5, an NBC affiliate news station, sought out the campaign through social media for a feature on February 4, 2013 during the 5:00 p.m. and 6:00 p.m. broadcasts to 62,441 viewers (See Appendix E-3). Team members explained the short and long-term effects of bullying and the importance of prevention. The Deseret News, a newspaper also owned by KSL, published an article about the campaign on February 5, 2013 (See Appendix E-4).

Tactic 4: Offer ABC 4 News an exclusive to the campaign launch event at Dixon Middle School.

Results: ABC 4 News covered the launch event on February 8, 2013, aired at 10:00 p.m. with a viewership of 16,849. The story informed Utah residents of the efforts *Pick On This, Make A Change* made toward bully prevention (See Appendix G-4 through G-6). The campaign was featured with a story of cyber bullying attacks in southern Utah County, motivating community members to connect with the campaign Facebook page and dual website and blog.

Tactic 5: Contact Fox 13, Good Day Utah to receive media coverage to share the Pick On This Steps to report and prevent bullying with a wide audience of community members.

Results: Fox 13, Good Day Utah’s February 17, 2013, 8:00 a.m. broadcast had a viewership of 31,012. Team members shared the Pick On This Steps with viewers and encouraged positive behavior in the community (See Appendix E-5 and G-12).

Strategy 2: Utilize highly interactive means of communication to inform community leaders about the Pick On This Steps to report and prevent bullying and encourage them to share the message with their community.

Tactic 1: Visit with community leaders to discuss the effects of bullying, the Pick On This Steps, and encourage them to share the information with the community.

Results: Team members met with and educated 12 different community leaders who promised to share campaign messages. Community leaders included the Utah Valley Chamber of Commerce, People Water, Kara Arnold (Miss Utah 2012), Neon Trees, Nothing’s Impossible, Chelsi Richards (Miss UVU 2013), and Sam Schultz of Sammy’s Famous Pie Shakes in Provo City. Community leaders shared campaign information with the community through social media (See Appendix G-4 and H-2 through H-5).



Figure 7.2 Members of the Utah Valley Chamber of Commerce encourage community involvement.

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Tactic 2: Partner with Sam Schultz, a community leader and owner of Sammy's Famous Pie Shakes in Provo City, to feature the "Pick On This" Red Velvet Shake for community members to purchase and commit to making a change.

Results: During the month of February, Sammy's Famous Pie Shakes sold 150 "Pick On This" Red Velvet Shakes to customers in Provo City. Customers who purchased the shake were referred to a Pick On This Steps poster in the restaurant and encouraged to spread the word to their friends and family (See Figure 9.1, Appendix G-4, and DVD).

Tactic 3: Inform educators and community members about the Pick On This Steps at Utah Valley University's Wolverine Wednesday on February 13, 2013, by partnering with Chelsi Richards (Miss UVU 2013), and showing campaign supporter videos (See DVD).

Results: 120 community members and educators attended UVU's Wolverine Wednesday and heard Miss UVU speak about the importance of following the Pick On This Steps. *Pick On This, Make A Change* partnered with the UVU Special Olympics Club to help raise awareness about bullying and ending the use of the word "retard" (See Appendix G-11).

Evaluation: Objective 2 EXCEEDED

Pick On This, Make A Change campaign received overwhelming support from the community throughout February. Several major news outlets in Utah covered the campaign, raising awareness to 228,136 viewers across Provo City and Utah. 12 community leaders helped spread awareness of the campaign in the local community, including 150 Provo City patrons just from visiting Sammy's Famous Pie Shakes. *Pick On This, Make A Change* exceeded this objective by two community leaders and 228,186 community members.

Objective 3: Acquire pledges from 150 Dixon and Centennial Middle School students to adopt the Pick On This Steps and make a change in the community by February 28, 2013.

Strategy 1: Through highly interactive efforts, motivate students to adopt the Pick On This Steps to report and prevent bullying, pick to make a change in their community, and leave bullying behind.

Tactic 1: Set up a table at Dixon and Centennial Middle School lunches to acquire pledges inviting students to adopt the message "I Pick To Make A Change" and report and prevent bullying using the Pick On This Steps.

Results: During the month of February, team members and volunteers set up a table during seven school lunches to acquire pledges from Dixon and Centennial Middle School students. A total of 642 Dixon students and 325 Centennial students pledged to adopt the Pick On This Steps and utilize them to report and prevent bullying in their school and community, totaling to 967 middle school students pledging to make a change (See Appendix G-7 through G-9).

Evaluation: Objective 3 EXCEEDED

Pick On This, Make A Change invited students to sign their name on a banner pledging to adopt the Pick On This Steps to help leave bullying behind. Each student who signed the banner received a sticker with the campaign Facebook page URL and saying, "I Pick To Make A Change" as a personal reminder of the promise made to utilize the steps to report and prevent bullying (See Appendix G-7 through G-9). Receiving 967 student pledges, 817 more pledges were acquired than originally planned, exceeding objective 3.



Figure 9.1 "Pick On This" Shake sold throughout the month of February.

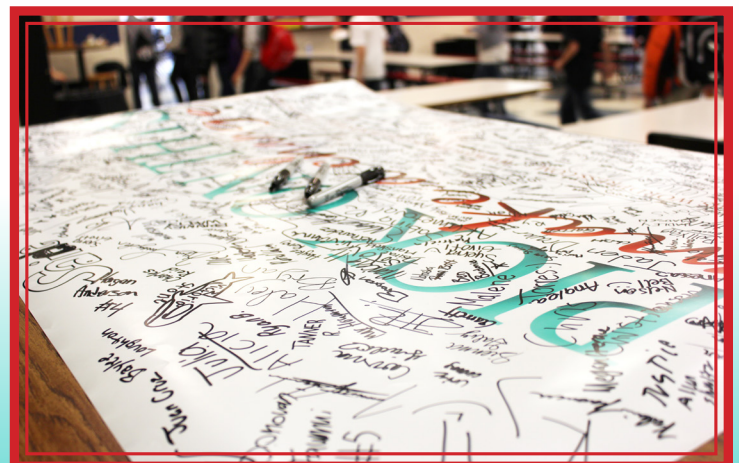


Figure 8.2 Dixon and Centennial Middle School students pledge to follow the the Pick On This Steps.

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Objective 4: Use five social media platforms to reach 100,000 community members to motivate positive behavior and engagement in preventing bullying online and in person by February 28, 2013.

Strategy 1: Use highly interactive social media to communicate with students, parents, educators, and community members and leaders to encourage positive thoughts and actions in place of bully behavior, and motivate them to keep the Pick On This Steps and leave bullying behind.

Tactic 1: Use Facebook to interact with key publics by posting campaign photo updates, daily Pick Me Ups, weekly Tuesday Tips, and Pick Of The Week videos (See Appendix H-11 and H-12) to motivate positive thinking, inform users of the short and long-term effects of bullying, and how to report and prevent bullying using the Pick On This Steps.

Result: The campaign Facebook page obtained 518 likes (See Appendix I-6). In the first week of the campaign 5,938 people were reached with 432 engaged users (See Appendix I-1 through I-5). Provo City and neighboring areas found the Facebook campaign to show support and seek advice on how to make a change in their community through 78 total timeline posts and direct messages (See Appendix H1). Facebook contests engaged users with campaign messages of “Pick Your Passion, Leave Bullying Behind” asking participants to post pictures and comments of how they are going to make a change in their schools and community (See Appendix H2).



Figure 9.1 NFL athlete, Rashad Jennings from the Jacksonville Jaguars, reaches out on Twitter.

Tactic 2: Through Twitter, interact with key publics by posting photos of campaign progress, daily Pick Me Ups, Pick Of The Week video links, and weekly Tuesday Tips to teach the Pick On This Steps to report and prevent bullying and the short and long-term effects of bullying behavior.

Result: During February, *Pick On This, Make A Change* posted daily on Twitter, totaling 142 tweets. In return, there were 32

favorites, 59 retweets, and 21 unique mentions. Followers mentioning the campaign on Twitter shared our messages with 227,159 others. By month's end, the campaign Twitter account had 106 followers including 29 students, 28 bullying awareness campaigns, 38 parents, four media outlets, and seven community members (See Appendix H-3).

Tactic 3: Use Instagram to build relationships with key publics, uploading consistent social media content such as campaign photos, daily Pick Me Ups, and weekly Tuesday Tips to help followers understand the Pick On This Steps and inspire positive thinking.

Results: Posting a total of 45 photos during the month of February, *Pick On This, Make A Change* obtained 353 likes and 5 comments from engaged users. The campaign Instagram page had 52 followers including 25 parents and 27 students. Comments included those who signed the *Pick On This, Make A Change* banner and those who participated in classroom discussions (See Appendix H-10).

Tactic 4: Through the *Pick On This, Make A Change* YouTube channel, involve followers in the campaign by posting community supporter videos, Pick Of The Week videos of local artists singing original songs and sharing their positive message to express themselves, and an informative campaign video sharing the Pick On This Steps to report and prevent bullying and short and long-term effects of the behavior.

Result: Sharing the Pick Of The Week videos over all social media platforms, YouTube analytics revealed a total of 545 views of the nine videos posted (See Appendix I-11). The Miss Utah supporter video landed the campaign an interviewer on Fox 13 News. The YouTube campaign also received eight likes and three subscribers (See Appendix H-4 and I-11).

Strategy 2: Through moderately interactive mediums, motivate community members to adopt the Pick On This Steps to report and prevent bullying, pick to make a change in their community, and leave bullying behind.

Tactic 1: Create a *Pick On This, Make A Change* dual website and blog to inform key publics of specific campaign messages and goals, the Pick On This Steps, and additional campaign information.

Results: The *Pick On This, Make A Change* dual website and blog was visited a total of 1,922 times by parents, educators, and community members (See Appendix I-12). The campaign acquired 19 comments on the website from community members pledging to help prevent bullying and sharing the message of “Pick Your Passion, Leave Bullying Behind.” The most traffic came in after campaign coverage by the media (See Appendix I-12).

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Evaluation: Objective 4 EXCEEDED

The *Pick On This, Make A Change* Facebook campaign was the most successful social media platform gaining 16,030 organic views and 1,750 viral views (See Appendix I-9). Twitter followers including Rashad Jennings from the Jacksonville Jaguars (See Figure 9.1), Bonnie Blossman from reality TV show *Big Rich Texas*, Kara Arnold (Miss Utah 2012), and local company People Water, founded by Jef Holm (winner of the reality TV show *The Bachelorette*), assisted in spreading awareness of the campaign by encouraging their followers to follow the positive lifestyle *Pick On This, Make A Change* promotes. The dual website and blog engaged users and encouraged people to share inspiring stories about overcoming bullying obstacles (See Appendix H-8 through H-9). Overall, *Pick On This, Make A Change* had the opportunity to reach 399,560 people online through posts, tweets, shares, and comments, encouraging a positive outlook on life situations and preventing bullying online and in person, exceeding the objective by 299,560 online users.

Objective 5: Educate 40 Dixon Middle School and Centennial Middle School parents about the short and long-term effects of bullying and motivate them to support bully prevention by committing to the Pick On This Steps to report and prevent bullying by February 28, 2013.

Strategy 1: Through highly interactive mediums, inform parents of the short and long-term effects of bullying and move them to accept the Pick On This Steps by acting as the trusted adult to whom students can report bullying.

Tactic 1: Discuss the definition and types of bullying, short and long-term effects associated with the behavior, and the Pick On This Steps to report and prevent bullying with the Parent Teacher Association (PTA) during meetings at Dixon and Centennial Middle School.

Results: Between both Dixon and Centennial Middle School PTA meetings, 17 parents were educated on the bullying presentation made by team members and volunteers in their students' classrooms. This was a safe environment for parents to ask questions about the Pick On This Steps and how they could be the trusted adult for a student. After meeting with the Centennial Middle School PTA, 830 parents were emailed a flier informing them of the launch event and encouraging them to learn more about the campaign.

Tactic 2: Attend Dixon and Centennial Middle School Parent Teacher Conferences to educate parents on the Pick On This Steps and ask them to commit to being a trusted adult to report bullying to.

Results: *Pick On This, Make A Change* team members and volunteers educated 47 parents at Dixon and Centennial Middle School Parent Teacher Conferences on the Pick On This Steps. Those 47 parents also agreed to be trusted adults for students to discuss bully behavior with (See Figure H-10.3).

Tactic 3: Invite all Provo City parents to attend a campaign launch event at Dixon Middle School to learn more about the definition and types of bullying, the short and long-term effects of bullying, and the Pick On This Steps.

Results: On February 8, 2013, the *Pick On This, Make A Change* campaign launch event at Dixon Middle School had 39 parents, teachers, and community members of the 78 in attendance. Of those 39, 11 attendees were parents. Those who attended the event were educated on the short and long-term effects of bullying and the Pick On This Steps to report and prevent bullying (See Appendix G-5 through G-6). ABC 4 News also covered the event during the 10:00 p.m. broadcast.

Evaluation: Objective 5 EXCEEDED

Pick On This, Make A Change educated 64 parents and moved them to become a trusted adult to whom their students can talk to. Through open discussion, parents learned of available resources to help prevent bullying in Provo City schools. Reaching a total of 64 Dixon and Centennial Middle School parents, this objective was surpassed by 60%.

Conclusion

In one month, *Pick on This, Make a Change* educated 2,091 people face-to-face about the Pick On This Steps, with 972 students and community members pledging to use the steps to report and prevent bullying in their community. The overwhelming support from news media and the community brought 683 online members to campaign social media platforms to share their bullying stories. Although the campaign started hyper-local, individuals outside of Provo City learned the Pick On This Steps, short and long-term effects of bullying, and how to pick their passions, make a change, and leave bullying behind.