

Yozgoo Bullying Prevention Game



FUNDING TOOLKIT

INFORMATION TO HELP YOU WRITE A
SUCCESSFUL GRANT PROPOSAL

Play is our brain's favorite way of learning.

~ Diane Ackerman



Yozgoo™ Bullying Prevention Game Grant Application Toolkit

Congratulations! You have just begun investigating funding options to help your school acquire a subscription for the Yozgoo™ Bullying Prevention Game. This Toolkit provides information that you can copy and paste into appropriate sections of a grant application. If you decide to seek grant funds to purchase the game, Safe & Humane Schools can help with technical assistance as you prepare your grant application.

This Toolkit provides information to include in a grant application. Add details and specificity regarding your school and plan to help the grant reviewer positively envision your project, understand the need for the project, and know that you are an ideal recipient for their funding assistance. For simplicity and clarity, the template uses [*Your School*] in the text as a substitute for your school's actual name. Depending on the project planned, a classroom or district name can also be used.

Background Information

About Bullying

The Centers for Disease Control and Prevention defines bullying as any unwanted aggressive behavior(s) by another youth or group of youths, who are not siblings or current dating partners, that involves an observed or perceived power imbalance, and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm.¹

Dan Olweus defines bullying as when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.²

Three key components of bullying are:

1. Bullying is aggressive behavior
2. Bullying is usually repeated
3. Bullying involves an imbalance of power or strength.

Bullying may occur in person or through electronic means (cyberbullying). It can be direct in the form of verbal or physical bullying; it can also be indirect behavior such as spreading rumors or excluding someone from a group.

Bullying is peer abuse and there are both short-term and long-term consequences for students who are involved, whether as the student who bullies, the student who is bullied, or the bystanders who see or know it is happening. Research consistently shows that bullying can have

¹ Center for Disease Control and Prevention, *Fast Facts about Bullying*. Retrieved from <https://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html>.

² Olweus, D. (1993). *Bullying at School: What We Know and What We Can Do*. Oxford, England: Blackwell Publishing.

immediate and long-term consequences for all those involved including health issues, impacts on mental health, and decreased academic success.³

If it is prevalent, bullying can also affect the climate of the entire school or organization creating an environment of disrespect and fear, making it difficult for students to reach their full potential. Young people may begin to dislike being at school, and they may feel like the adults around them either don't care or have little control over the situation. Pervasive bullying may even escalate to a violation of civil rights when this type of climate creates a hostile environment.

About Yozgoo™ Bullying Prevention Game (Yozgoo™)

Yozgoo™ is a full length, web-based bullying prevention interactive adventure game. The game takes place in a school with the individual player completing five quests to create a school atmosphere that doesn't support bullying. The student/player is immersed in a story-driven fictitious world designed to simulate common bullying problems students face every day.

Although research suggest that Social Emotional Learning (SEL) programming alone is not a best practice for bullying prevention, SEL plays an important role within bullying prevention efforts and within SEL instruction, an intentional focus on bullying prevention is critical for student well-being.⁴ SEL skills addressed In Yozgoo™ include kindness, empathy, understanding different perspectives, recognizing feelings, helping others, self-advocacy, resisting peer pressure, problem-solving, and self-management.

The student/player learns how to identify bullying, manage bullying behavior, and use best practices in bullying situations. Narration with printed script on screen accommodates varying reading levels and scroll over definitions of key words are provided to assist with understanding.

Yozgoo™ is built to support a school's bullying prevention efforts by teaching positive behaviors to improve the social climate of the school. The game increases students' ability to contribute to a healthy, safe school environment, all while having a great time engaging in creative game play. It can be used as an in-class activity or homework assignment. It can also be used as an intervention tool for use with students involved in bullying situations. Student game completion documentation is provided for accountability including quantifiable reports for formative and summative assessment.

Components of a Grant Application

Different funders require different components. Be sure to check the announcement and guidelines for what to include in your application. Additional information to support your narrative in each section can be found on the Fact Sheets in this Toolkit and copy/pasted directly into your grant application.

³ National Academies of Sciences, Engineering, and Medicine. (2016). *Preventing Bullying Through Science, Policy, and Practice*. Washington, DC: The National Academies Press. doi: 10.17226/23482

⁴ Smith, B., & Low, S (2013). The Role of Social-Emotional Learning in Bullying Prevention Efforts. *Theory into Practice*, 52:4, 280-287.

Introduction/Abstract/Summary

This is a clear and simple one-page summary of your proposal. Although presented first, typically it is written last, once the proposal is complete. Information to include:

- Name of organization submitting the application
- Demographics of population to be served
- The problem or need the project addresses
- Objectives of the project
- Methods to be used to meet objectives
- How project success will be measured
- Funds being requested
- How the proposal meets the funding priorities and criteria outlined in the announcement

Organizational Capacity/Background

In this section, you will convince grant reviewers that you and/or your organization have the capacity to implement the project you have proposed. Most grants are highly competitive, so you need to convince reviewers that your organization is worthy of their investment and that you will be a good steward of their funding. Describe how your plan aligns with their goals and priorities. Information to include in this brief organizational history:

- Mission statement
- Organization structure
- Population served
- Summary of previous efforts to address bullying
- Readiness to engage in the project
- Staff who will be involved in project
- Any additional resources in place to support implementation of your project (You can note technical support provided by Safe & Humane Schools at Clemson and Gamify)

Enhance your application by showing that Yozgoo™ will complement other initiatives in your school that are designed to address bullying. You might also discuss your selection of the Yozgoo™ Bullying Prevention Game, in terms of its research-based approach, as the ideal program to meet the needs of your school.

Problem Statement/Needs Assessment

This section identifies the problem to be addressed by the proposed project and communicates the significance of the proposed project in relation to the problem being addressed. Be mindful of the mission and goals of each funder to which you apply, and selectively provide the information that helps you most clearly demonstrate connections between the funder's purpose, the problem of bullying, and your project.

Narrative should describe how you determined that the Yozgoo™ Bullying Prevention Game is needed in your classroom, school, and/or district. Be as specific as you can when you describe bullying-related problems of your students but avoid presenting the problem as one that's too overwhelming to solve. Rather, present it in a way that explains it can be addressed using the Yozgoo™ Bullying Prevention Game. Information to include:

- Statement of the problem or goal to be addressed

- Evidence of the problem, including data on the scope of the problem
- Conditions that contribute to the problem
 - Lack of time for students to participate in role-playing to practice skills and strategies
 - Concerns with using live role-play with students
 - Social anxiety of population - students are too intimidated to act in front of others
 - Students in the role of aggressor or victim
 - Despite traditional bullying prevention efforts in place, the rate of bullying remains relatively stable
- Explanation of who is affected by the bullying and how they are affected by it
- Description of how bullying is linked to other related issues in the school or community

Begin with a general overview of the problem of bullying followed by a detailed description of the specific experiences in your school and/or community. Visit the Fact Sheets in this Toolkit to find information that may be copied and pasted into this section of your application. For example:

National and International Information

Unfortunately, bullying remains one of the most common forms of violence experienced by children and youth.

Results from the Youth Risk Behavior Survey (YRBS) show no real change in prevalence rates of bullying from 2009-2019 with a small reduction in 2021. The survey asks about bullying experienced over the past year on school property. Data shows that the rate of bullying remained stable at around 20% from 2011-2019, with a decrease to 15% in 2021. There was no change in the percentages of students reporting being electronically bullied between 2011 and 2021 (16%).⁵

The 2022 School Crime Supplement (National Center for Education Statistics and Bureau of Justice) indicates that, nationwide, 19.2% of students ages 12-18 experienced bullying during the school year.⁶

Recognizing that bullying is a serious public health problem, the National Academies of Sciences, Engineering, and Medicine published a study of what is known and what needs to be known to reduce bullying behavior and its consequences. According to the 2016 *Preventing Bullying Through Science, Policy, and Practice* report, school-based bullying likely affects between 18 and 31 percent of children and youth.⁷ A key findings in the report was that bullying is associated with harmful short-and-long term consequences for

⁵ Center for Disease Control and Prevention (2023). *The Youth Risk Behavior Survey Data Summary & Trends Report: 2011–2021*.

⁶ Institute of Education Sciences (2024). *Student Reports of Bullying: Results From the 2022 School Crime Supplement to the National Crime Victimization Survey*. Retrieved from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2024109&utm_medium=emailrev.

⁷ National Academies of Sciences, Engineering, and Medicine. (2016). *Preventing Bullying Through Science, Policy, and Practice*. Washington, DC: The National Academies Press. doi: 10.17226/23482.

youth who are bullied and for those who do the bullying. This includes a range of physical problems, increased risk of mental health issues, and engagement in other high-risk activities. Reducing the prevalence of bullying and minimizing the harm it causes can have a positive impact on the well-being of children.

State Information

Include state level information from sources such as your state's Youth Risk Behavior Survey. Refer to <https://nccd.cdc.gov/youthonline/App/Default.aspx> to see if your state participates in the state-by-state collection of data by the Centers for Disease Control and Prevention. This sample narrative can serve as a guide:

According to the 2021 South Carolina Youth Risk Behavior Survey, 16.1% of high school students in South Carolina reported being bullied at school in the past year and 14% reported being electronically bullied.⁸ Bullying was defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again; it is not bullying when two students of about the same strength or power argue, fight or tease each other in a friendly way.

Again, be mindful of choosing to include information that will be interesting and relevant to each funder.

Local Information

Be as specific as you can when you describe the bullying problem at your school and/or community.

Demographic information can include the following:

- the number of students in your school by grade level
- the school's location (rural, urban, or suburban)
- relevant demographic data about diversity, crime, drug use, mobility rates, socioeconomic conditions, etc. in your community

Bullying data specific to your school might include the following:

- number of behavior incidents reported over the past year
- percentage increase of behavior problems, compared with other years
- description of the level of teacher frustration due to instructional time lost when managing bullying behaviors and effects
- comparison of your school's data to national and state trends
- results of any survey or other data the school collected from students or parents about bullying in your school.

Goals and Objectives – Anticipated Outcomes

⁸ 2016 South Carolina Youth Risk Behavior Survey Results Retrieved from <https://nccd.cdc.gov/youthonline/App/Results.aspx?LID=SC>.

In this section you will describe the anticipated outcomes of the project related to the problem or goal identified in the Needs Assessment section. Narrative should explain how the project will resolve the problem or need, establishing benchmarks for success and setting performance goals.

The overarching goal of the Yozgoo™ Bullying Prevention Game is to decrease bullying and improve peer relations among children by increasing awareness and improving perspective-taking, empathy, and positive decision making/problem-solving skills.

After participating in the game, students will be able to:

- Recognize actual or potential bullying and/or harmful social situations
- Identify differences between bullying and other forms of aggression, conflict, rough play
- Describe the different roles that they could play in a bullying situation
- Understand perspectives of others in different social situations
- Name and understand emotions that may present themselves in different social situations
- Predict possible healthy/appropriate/positive responses to bullying and/or harmful behavior
- Respond to bullying and/or harmful behavior in healthy/appropriate/positive ways

The goals of the Yozgoo™ Bullying Prevention Game project are:

- A. [*Your School*] will reduce the number of student reports of bullying others, of being bullied, and of general behavior incidents by [%] as measured by [*Your School*]'s discipline data.
- B. [*Your School*] will prevent new bullying problems as measured by [*Your School*]'s bullying reporting data.
- C. [*Your School*] will improve attendance rates by [%] as measured by [*name of attendance tracking tool used by school*]
- D. [*Your School*] will achieve better peer relations at school as measured by [*name of school climate measure used by school*]
- E. [*Your School*] will improve our social climate in classrooms and throughout the school environment, to be demonstrated by student reports of improved order and discipline, more positive social relationships, and a more positive attitude toward schoolwork and school.
- F. Yozgoo™ will help [*Your School*] with our efforts to meet the following mandates and programs:
[*Outline your school's relevant initiatives, such as bullying prevention training, school climate reform, social emotional learning, PBIS, Restorative Practices, dropout prevention, school health programs, suicide prevention, and the promotion of developmental assets.*]

G. *Yozgoo*TM will help [*Your School*] meet National Health Education Standards and Performance Indicators:⁹

Standard 1: Students comprehend functional health knowledge to enhance health.

Standard 2: Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.

Standard 4: Students demonstrate effective interpersonal communication skills to enhance health.

Standard 5: Students demonstrate effective decision-making skills to enhance health.

Standard 7: Students demonstrate observable health and safety practices.

Standard 8: Students advocate for behaviors that support personal, family, peer, school, and community health.

Method/Implementation Plan

This section is a description of your proposed project including the activities and/or steps that will be taken to reach the stated objective(s). Narrative should provide enough detail and specificity regarding the vision for the project and implementation steps so the grant reviewer can visualize and value your plan. Information that may be included in this section:

- Universal and targeted approach to reach identified population
- Resources that will be used to address the problem and meet the stated goal(s)
- Potential barriers and how those will be addressed
- Implementation Timeline
- Evaluation Plan
 - indicate what success will look like for the project or initiative
 - procedures that will be used to measure how well the project meets its objectives
 - describe the results you expect to achieve by the end of the funding period
- Sustainability statement
 - explain how the project will continue after the requested funding ends
 - what resources will be necessary to sustain the organization or effort.

Provide a description of the *Yozgoo*TM Bullying Prevention Game. If part of a larger initiative, include information about those efforts here.

*Yozgoo*TM is a research-based bullying prevention game for elementary and middle school-aged children and youth. Student players learn how to identify bullying behaviors, the various roles people play in bullying situations, and safe and appropriate ways to respond when they see, hear, or learn about possible bullying situations. All of this learning takes place in the context of fun, engaging gameplay. The game takes place in a school with the individual player completing 5 quests to create a school atmosphere in which all students feel safe.

Quest 1: Defining Bullying

Quest 2: Roles students play in bullying

Quest 3: What to do if you observe bullying

Quest 4: What to do if you are bullied

⁹ Standards are from the National Consensus for School Health Education. (2022). *National Health Education Standards: Model Guidance for Curriculum and Instruction (3rd Edition)* www.schoolhealtheducation.org.

Quest 5: How to maintain a safe learning environment

Yozgoo™ was created through a collaboration between the Institute on Family and Neighborhood Life at Clemson University and Gamify, LLC. It is based on world renowned peer reviewed scholarly research on comprehensive bullying prevention.

The game includes narration and dialog with probing questions that students answer for feedback and points. Playing the entire Yozgoo™ game takes between 4 and 8 hours, depending on grade, reading level of the player, and how much the player wishes to explore and uncover hidden items and earn badges. Game play may be broken into smaller segments, and players can save their progress to return to play anytime.

Explain how the Yozgoo™ Bullying Prevention Game will be used and who will be playing it. For example:

- As one component of a larger comprehensive bullying prevention initiative
- As part of regular class meetings held to discuss bullying and other social-emotional learning topics.
- Incorporated into a lesson and class discussion about bullying
- As a homework assignment leading up to a family meeting about bullying

Relevant classroom discussions are a best practice in bullying prevention. These conversations can generate knowledge and build enthusiasm about enhancing the classroom bullying prevention culture. The instructional content of the Yozgoo™ Bullying Prevention Game is designed for students in grades three through seven. At [Your School], students in fifth grade will engage with the game as part of classroom lessons about bullying prevention.

Following an introduction to what bullying is and [Your School] rules about bullying, the lesson will be reinforced when students log on to Yozgoo™. Over the course of five-weeks, class time will be provided so students can complete each quest. Using the Yozgoo™ Discussion Guide, class meetings about the content of each quest will occur weekly. Students who do not complete a quest during class or those who wish to play again will be given the opportunity to play the game as homework.

At the conclusion of the 5 quests, student groups will develop presentations highlighting what they learned. These will be presented at a [Your School] family event about bullying prevention.

To reinforce the messages and content learned from the game, 5th grade classes will be paired with 3rd grade classes for cross-age tutoring. Each 5th grade student will be paired with a 3rd grade student to play and discuss the game. Mixed-age, play-based settings allow younger children to play in more advanced ways and gives older students an opportunity to practice leadership skills.¹⁰

¹⁰ Fitzgerald, M. (2024). *The Remarkable benefits of mixed age play*. Tinkergarten Blog. Retrieved from <https://tinkergarten.com/blog/the-power-of-mixed-age-play>.

An Implementation Timeline provides the funder with more information about your plan. Be reasonably detailed and specific in describing your implementation steps. Also, include enough time for your project to show successful results. Modify the sample timeline with dates and activities relevant for your plan.

Target Dates	Activity
4 weeks after start of school	Administration of the [<i>Name of specific tool to be used</i>] survey to determine levels of bullying at [<i>Your School</i>].
September	Designated site manager to place order for the Yozgoo™ Bullying Prevention Game and set up classrooms
October	Teachers to conduct bullying prevention introductory lesson
October	Students given access to the Yozgoo™ Bullying Prevention Game
October/November	Teachers hold weekly quest follow-up discussions in classrooms
December	Students continue to play game to improve scores
January	Student groups create presentations of information learned from Yozgoo™.
February	Parent meeting to share bullying prevention information and student presentations
March – May	Pairing of 5 th grade students with 3 rd grade students to play and discuss game
End of school year	Administration of [<i>Name of specific tool to be used</i>] survey to determine levels of bullying at [<i>Your School</i>]. Compare results/
Summer	School Climate committee to review results of the survey

Budget

This section is an estimate of the costs necessary to perform every activity described in the project plan. The narrative should include an outline of the amount of funding requested for each funding category (e.g., salaries, travel, and equipment) and a budget justification describing why each is needed. Matching funds or resources are also identified here if applicable.

There are several things to consider when determining how much funding to request:

- Actual cost to implement the project as described
 - Purchase one (1) subscription for each student who will access the game
 - Pricing can be found at <https://clemsolonweus.org/Yozgoo/price.html>
- Amount/activities that will be covered by existing resources or other funding sources
- Any limits noted in the program announcement or guidelines
- Previous award amounts can serve as a guide on amounts typically funded

Sample Worksheet for Building-Specific Cost Estimates

Category	Description	Cost
Personnel	Salary and Fringe for summer work for: <ul style="list-style-type: none"> • Teacher(s) to select/develop 5th grade bullying prevention lessons • Climate Committee to review survey data 	\$ TBD
Materials	Office supplies for teacher lesson development and Climate Committee meetings to include chart paper, markers, paper, ink, post it notes	\$ 100.00
	Olweus <i>Class Meetings that Matter</i> book for bullying prevention lesson review/development 1 book per 5 th grade teacher (3) x \$86.95 each	\$ 260.85
	Olweus <i>More Class Meetings that Matter</i> book for bullying prevention lesson review/development 1 book per 5 th grade teacher (3) x \$62.95 each	\$ 188.85
Other	Items needed for teaching bullying prevention lessons	\$ TBD
	Yozgoo™ annual subscriptions for each 5 th grade student (25 students per class x 3 classes) 75 subscriptions @ \$9.00 each	\$ 675.00
	Yozgoo™ annual subscriptions for each 3 rd grade student (25 students per class x 3 classes) 75 subscriptions @ \$9.00 each	\$ 675.00
TOTAL		\$ TBD

If needed, contact Safe & Humane Schools at Clemson University at (864) 656-6712 or jurbans@clemsonton.edu for assistance completing the budget section of your grant application.

Additional Components

If allowable in the application packet, adding additional information can help your proposal stand out by giving funders the opportunity to see the impact their dollars will make. Items to consider including:

- Testimonials
- Multi-media elements – videos or photos

- Pilot Project Results – if the game was piloted with a small population and you want to expand

Be sure to obtain participants' full consent to publish their stories, names, and any other identifiable information.

Fact Sheets

Copy and paste from these documents to support your *Yozgoo*[™] grant proposal.
You are free to include any helpful narrative in your letters and applications.

- *An Overview of Bullying*
- *What is Gameful Learning?*
- *Using Gameful Learning to Address Bullying*

An Overview of Bullying

A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.¹¹ Bullying is a complex and abusive form of peer violence. Although it may not be as overtly threatening as weapons, it occurs with greater frequency and can have social and mental health consequences for children and adolescents. It can also impact school performance.¹² The *United Nations' Study on Violence Against Children* recognized that bullying is a global concern that can interfere with a child's right to an education and negatively impact his or her health and emotional well-being.¹³

Bullying is one of the most common forms of violence experienced by children and youth.

- School-based bullying likely affects between 18 percent and 31 percent of children and youths, and that the prevalence of cyber victimization ranges from 7 percent to 15 percent of youths.¹⁴
- Nationwide, 15% of students in grades 9-12 were bullied at school in the previous 12 months.¹⁵
- 9% of students in grades 9-12 did not go to school at least once during the previous 30 days because they felt unsafe at school or on the way to and from school.¹⁶
- Approximately 19 percent, or 4.8 million students, reported being bullied during the 2021-22 school year¹⁷
- 49.8% of tweens (9 to 12 years old) said they experienced bullying at school and 14.5% of tweens shared they experienced bullying online¹⁸
- Children with disabilities were two to three times more likely to be bullied than their nondisabled peers.¹⁹
- Data from the Olweus Bullying Prevention Program *Bullying in U.S. Schools Status Report*, 17% of students admit to being involved in bullying; 12% report being bullied,

¹¹ Dan Olweus, *Bullying at school: What We Know and What We Can Do*. Oxford, England: Blackwell Publishing, 1993).

¹² Dupper, D.R. & Adams, N.M. (2002, May). Low-level violence: A neglected aspect of school culture. *Urban Education*, 37(3), 350-364.

¹³ United Nations, (2006). *United Nations study on violence against children*. Retrieved from http://www.unicef.org/violencestudy/reports/SG_violencestudy_en.pdf.

¹⁴ National Academies of Sciences, Engineering, and Medicine. (2016). *Preventing Bullying Through Science, Policy, and Practice*. Washington, DC: The National Academies Press. doi: 10.17226/23482.

¹⁵ Center for Disease Control and Prevention (2023). *Youth Risk Behavior Survey Data Summary & Trends Report*. www.cdc.gov/healthyyouth.

¹⁶ Center for Disease Control and Prevention (2023). *Youth Risk Behavior Survey Data Summary & Trends Report*. www.cdc.gov/healthyyouth.

¹⁷ Institute of Education Sciences (2024). *Student Reports of Bullying: Results From the 2022 School Crime Supplement to the National Crime Victimization Survey*. Retrieved from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2024109&utm_medium=emailrev.

¹⁸ Patchin, J.W., & Hinduja, S. (2020). *Tween Cyberbullying in 2020*. Cyberbullying Research Center and Cartoon Network. Retrieved from: https://i.cartoonnetwork.com/stop-bullying/pdfs/CN_Stop_Bullying_Cyber_Bullying_Report_9.30.20.pdf.

¹⁹ [Marshall, C.A., Kendall, E., Banks, M.E., & Gover, M.S. \(Eds.\) \(2009\) *Disabilities: Insights from Across Fields and Around the World*. Praeger Publishing, Westport, CT.](#)

and 3% report bullying others. Two percent, report both being bullied and bullying others.²⁰

Because many students don't tell their teachers or other adults they are being bullied, it is an underreported problem. According to the latest School Crime Supplement to the National Crime Victimization Survey, only 44% of students who were bullied reported notifying an adult at school about the bullying incident.²¹ However from the data available, we see that bullying is a problem that still exists in schools.

According to the National Academies of Sciences, Engineering, and Medicine 2016 *Preventing Bullying Through Science, Policy, and Practice* report, bullying is associated with harmful short- and long-term consequences for youth who are bullied and for those who do the bullying. This includes a range of physical problems, increased risk of mental health issues, and engagement in other high-risk activities. Neuroscience research also suggest that bullying experience may also change the brain.²²

Results from a meta-analysis show that bullying victimization is associated with adverse mental health consequences including depression, anxiety, psychotic symptoms, self-injury, suicidal ideation, and even post-traumatic stress disorder.²³ Children who are bullied may also experience lower self-esteem, loneliness, withdrawal, aggression, feelings of rejection, and increased somatic symptoms. They are also at increased risk for alcohol, tobacco, and illicit drug use.²⁴

Children who bully others are at a higher risk for alcoholism, substance abuse, antisocial personality disorders, school failure,²⁵ and externalizing problems such as violence and delinquency. They are four times as likely to have three or more criminal convictions by age twenty-four.²⁶ Children who are bullied are also at a higher risk for psychosomatic problems²⁷

²⁰ Luxenberg, H., S. P. Limber, and D. Olweus. (2019). *Bullying in U.S. Schools Status Report*. Retrieved from https://clemsonolweus.org/documents/Status%20Report_2019.pdf.

²¹ Institute of Education Sciences (2024). *Student Reports of Bullying: Results From the 2022 School Crime Supplement to the National Crime Victimization Survey*. Retrieved from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2024109&utm_medium=emailrev.

²² National Academies of Sciences, Engineering, and Medicine. (2016). *Preventing Bullying Through Science, Policy, and Practice*. Washington, DC: The National Academies Press. doi: 10.17226/23482.

²³ Moore, S.E. et al. (2017). Consequences of bullying victimization in childhood and adolescence: A systematic review and meta-analysis. *World J Psychiatry*. (1):60-76. doi: 10.5498/wjp.v7.i1.60. PMID: 28401049; PMCID: PMC5371173.

²⁴ Moore, S.E. et al. (2017). Consequences of bullying victimization in childhood and adolescence: A systematic review and meta-analysis. *World J Psychiatry*. (1):60-76. doi: 10.5498/wjp.v7.i1.60. PMID: 28401049; PMCID: PMC5371173.

²⁵ Camodeca, M., & Nava, E. (2020). The long-term effects of bullying victimization, and bystander behavior on emotion regulation and its physiological correlates. *Journal of Interpersonal Violence*, 37. <https://doi.org/10.1177/088626052093>.

²⁶ Olweus, D., *Bullying at school: What We Know and What We Can Do*. Oxford, England: Blackwell Publishing, 1993).

²⁷ National Academies of Sciences, Engineering, and Medicine. (2016). *Preventing Bullying Through Science, Policy, and Practice*. Washington, DC: The National Academies Press. doi: 10.17226/23482.

and are more likely to fight, drink, and smoke than their non-bullying peers.²⁸

Bystanders who observe bullying behavior without intervention may develop a decreased sense of individual responsibility or experience fear of retaliation if they get involved. They may have a heightened sense of anger, helplessness, and guilt for not taking action. Studies have shown that bystanders experience personal distress and are at a higher risk for mental health problems, somatic complaints, and substance abuse.²⁹

Bullying can also contribute to a negative school climate which is associated with greater aggression and victimization.³⁰ Researchers found that 25 percent of students in grades 4–8 experienced academic trouble as a result of bullying.³¹ Victims of bullying were more likely to have poor academic achievement, while those with higher academic achievement were less likely to have been exposed to bullying victimization.³² In environments where bullying is not addressed, students may feel unsafe making it both physically and emotionally harder for them to learn.

Studies by Dan Olweus, Ph.D., showed that bullying can affect the community at large because students who bully are more apt to commit crimes or abuse drugs. His research found that students who bully are five times as likely as non-bullying students to become adult criminals, while those they target are more likely to be depressed as adults or suffer from substance abuse.³³

Bullying is a complex phenomenon. While there is no single factor that puts a child at risk of being bullied, there are some common characteristics that may be both contributing factors and consequences of victimization. These include:

- Withdrawn, low self-esteem
- Cautious, quiet
- Anxious, insecure,
- Lower school achievement
- Absenteeism
- Social isolation

Some children are at particularly high risk of being bullied because of ways they are perceived as being different. Children with disabilities, special needs, and health problems may be at an

²⁸ Nansel et al., (2001). Bullying behaviors among US youth: prevalence and association with psychosocial adjustment. *JAMA*, 285(16):2094-100. doi: 10.1001/jama.285.16.2094. PMID: 11311098; PMCID: PMC2435211.

²⁹ Camodeca, M., & Nava, E. (2020). The long-term effects of bullying victimization, and bystander behavior on emotion regulation and its physiological correlates. *Journal of Interpersonal Violence*, 37. <https://doi.org/10.1177/088626052093>.

³⁰ Goldweber, A., Waasdorp, T.E., & Bradshaw, C.P. (2013). Examining the link between forms of bullying behaviors and perceptions of safety and belonging among secondary school students. *Journal of School Psychology*, 51(4), 469-485.

³¹ J. H. Hoover and R. O. Oliver, *The Bullying Prevention Handbook: A Guide for Principals, Teachers and Counselors*. (Bloomington, IN: National Education Service, 1996).

³² Moore, S.E. et. al. (2017). Consequences of bullying victimization in childhood and adolescence: A systematic review and meta-analysis. *World J Psychiatry*. (1):60-76. doi: 10.5498/wjp.v7.i1.60. PMID: 28401049; PMCID: PMC5371173.

³³ Olweus, D. (1993). *Bullying at school: What we know and what we can Do*. Oxford, England: Blackwell Publishing.

increased risk. Other vulnerable populations include sexual minority youth; minority immigrants, and minority religious affiliations.³⁴

Bullying others results from a complex interaction between individuals and their social environment, including their families, peers, community, and schools.

Students who bully other may exhibit some of these characteristics:

- positive attitude towards violence
- need to dominate and subdue other students to get their own way
- impulsivity
- low tolerance for frustration
- easily angered
- lack of empathy toward students who are bullied
- defiance and aggressive toward adults, including teachers and parents

Family dynamics that play a role include:

- lack of supervision
- overly permissive parenting
- overly harsh parenting

Peer influences that may also increase the risk of a child engaging in bullying behaviors include friends with positive attitudes toward violence and exposure to models of bullying.

Teachers' attitudes, routines, and behaviors of school personnel can contribute to the school being a risk factor for bullying to occur with. A lack of awareness, a nonchalant attitude, insufficient supervision, ignoring bullying behavior, or implementing inappropriate interventions can all be factors. Even if individual, family, and peer factors are present, if schools have structured the learning environment in a way that reduces opportunities and rewards for bullying, teaches pro-social behaviors, and creates a sense of community, bullying is less likely to happen.

Reducing the prevalence of bullying and minimizing the harm it causes can have a positive impact on the well-being of children. Olweus found that bullying prevention lowers rates of vandalism, fighting, theft, and truancy, while improving the overall school climate.³⁵

Since students are more likely to see or hear about bullying than adults, a best practice in bullying prevention is to engage students as partners in creating and maintaining a safe learning environment that does not allow bullying to happen. School climate improves because students are engaged in taking action to stop bullying. Allowing for lessons and class discussions of bullying, peer relations, and other social and emotional issues helps teachers learn about the classroom culture; fosters mutually respectful relationships between adults and students and between peers; and provides tools for students to address bullying and other social problems. Allowing this time can prevent students from resorting to pushing, teasing, or hurting peers as an

³⁴ National Academies of Sciences, Engineering, and Medicine. (2016). *Preventing Bullying Through Science, Policy, and Practice*. Washington, DC: The National Academies Press. doi: 10.17226/23482.

³⁵ Olweus, D. (1993). *Bullying at school: What we know and what we can Do*. Oxford, England: Blackwell Publishing.

emotional release. And it will help students who are bullied and bystanders develop the skills they need to manage their fear and anxiety, communicate their needs, and get support. Olweus Bullying Prevention Program research has shown that teachers who systematically used class meetings in their anti-bullying work obtained larger reductions in bullying problems compared to those who used them to a lesser degree or not at all.³⁶

While traditional ways of teaching bullying prevention, including class meetings, have existed for some time, rates of bullying remain relatively stable. Despite evidence-based prevention and intervention programs, bullying is still a concern. While research tells us that comprehensive, multi-component evidence-based programs work to address bullying, innovative ways to engage and teach students are needed. Students need the right tools and experiences to help them respond to bullying. This is where gameful learning comes in. Immersive and interactive tools engage students in approaches that facilitate the prevention of bullying and help those who are victims of bullying.

³⁶ Olweus, D. (1993). *Bullying at school: What we know and what we can Do*. Oxford, England: Blackwell Publishing.

What is Gameful Learning?

Gameful learning is a redesign of the classroom structure to make it a more engaging learning experience, borrowing elements from game design.³⁷ It is the process of adding game elements into something to motivate participation and improve engagement. Routed in the belief that students learn better when they are motivated to take ownership over their learning, gameful learning focuses on designing experiences that make games engaging and meaningful.³⁸

A recent meta-review of gamification techniques in learning supports the idea that use of game features is related to positive cognitive outcomes, with effects strengthened when adding in more complex designs such as narrative, and social interaction.³⁹ A key principle of gameful learning pedagogy is that learners are more engaged when they have agency. In a gaming context this includes customizing characters, making decisions about the path to be pursued, and being empowered to make choices to learn from. Unlike a typical classroom, in a video game players may try, fail, and succeed multiple times.

The U.S. Department of Education recognizes the proven power of digital games for learning and is committed to fostering the broader adoption of high-quality games in schools and informal learning settings.⁴⁰

There is increasing evidence that videogames can serve as interventions to increase knowledge and effect behavior change in youth.⁴¹ Students and faculty who have experienced or used gameful pedagogy noted increased engagement and learning more in a stress-free environment.⁴² Games can be used as an educational tool to provide a platform for realistic and engaging environments for skill building.⁴³ They allow for interaction and simulated role playing that provides hands on experiences and opportunities to practice skills. This learning can transfer to real-life situations, making games well-suited for use in prevention programs.⁴⁴

A pilot test of the Yozgoo™ Bullying Prevention Game done in Pennsylvania and California with youth ages 9-13 asked students what they like best about the game. Responses included:

- *I liked where I got to watch the experiences the students went through and help them.*
- *I learned about bullying*
- *I liked the main characters (Yoz and Fizbee)*

³⁷ Devaney, J. et. al. *Gameful assessment in Michigan Education (GAME)*. <https://crlt.umich.edu/engaged-learning/showcase/gameful-assessment-michigan-education-game>.

³⁸ Hayward, C. & Fishman, B. *Gameful learning: Designing with motivation in mind*. The University of Michigan. Retrieved from <https://repository.isls.org/bitstream/1/6287/1/1007-1014.pdf>.

³⁹ Sailer, M., & Homner, L. (2019). The gamification of learning: A meta-analysis. *Educational Psychology Review*.

⁴⁰ Office of Educational Technology <https://tech.ed.gov/games/>

⁴¹ Hieftje, K., Edelman, E.J., Camenga, D.R., & Fiellin, L.E. (2013). Electronic media-based health interventions promoting behavior change in youth: a systematic review. *JAMA Pediatrics*; 167(6):574–580

⁴² Devaney, J. et. al. *Gameful assessment in Michigan Education (GAME)*. <https://crlt.umich.edu/engaged-learning/showcase/gameful-assessment-michigan-education-game>

⁴³ Fiellen, L.E., Hieftje, K.D., & Duncan, L. R. (2014). Videogames, here for good. *Pediatrics*, 134(5): 849-851 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4210794/>

⁴⁴ Wesser, et. al (2021) A quasi-experimental test of a virtual reality game prototype for adolescent E-Cigarette prevention. *Addictive Behaviors*, 112.

- *Loved personalizing my character*
- *It was fun!*
- *I liked that Yoz and Fizzbee helped stop bullying*

Input from adults also reinforced the value that gameful learning can bring to bullying prevention and intervention.

- *The video game met students of this generation at their expertise level...using digital equipment to play a game while gaining bullying prevention knowledge at the same time. Win Win for everyone!!!*
- *I tell the kids is to be a buddy not a bully... this game shows them how to do that, by using something they can relate to!*

Using Gameful Learning to Address Bullying

Bullying is a public health and safety concern with negative effects for all involved as well as the learning environment at a school. Research confirms that comprehensive, multi-component evidence-based programs work to address bullying but despite these evidence-based prevention and intervention programs, bullying is still a concern. Innovative ways to engage and teach students are needed and that is where gameful learning can play a role in addressing bullying.

Digital games provide a fun and engaging way to assist in the teaching of bullying prevention and intervention in schools. Used as a tool to raise awareness, create empathy, and teach strategies to address bullying, gameful learning can be a key component in creating a safe learning environment for students.

Research shows that most students do not like bullying, feel sorry for students who are bullied, and want to intervene, but those feelings do not always translate into action. Many students do not help students who are bullied, and this number decreases in higher grades. The disparity between empathy and action is an indication that students need the right tools to help them respond to bullying. Immersing players in situations involving bullying within the safety of a game environment helps them identify bullying and practice new skills in managing bullying behavior. Within the game, players can experience the consequences of different in-game choices, and this can be a powerful tool to promote empathy, awareness, and positive behavior. Research also suggests that individuals who learn in a virtual environment, and subsequently practice through gaming, are more likely to use the new skills in real life.⁴⁵

A research review of serious games designed to prevent and detect bullying and cyberbullying identified how games can enhance bullying prevention initiatives:⁴⁶

1. Teaching strategies to address the problem.
2. Raising awareness of the problem so that players understand the consequences of their actions and the effect they may have on others.
3. Using as a teaching tool to help teachers deal with the subject in class
4. Building empathy
5. Teaching Internet safety
6. Enhancing knowledge about bullying, what it is, its characteristics and effects, etc.
7. Teaching how to identify bullying situations.
8. Changing the behavior of players.
9. Assessing the level of bullying within a group or the level of victimization and/or aggression of an individual.
10. Putting knowledge and skills into practice
11. Fostering emotional skills that decrease the risk of victimization and deal with the effects of victimization

⁴⁵ Fiellen, L.E., Hieftje, K.D., & Duncan, L. R. (2014). Videogames, here for good. *Pediatrics*, 134(5): 849-851. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4210794/>.

⁴⁶ Calvo-Morata, A. et. al., (2020). Serious games to prevent and detect bullying and cyberbullying: A Systematic serious games and literature review. *Computers & Education*, 157. <https://doi.org/10.1016/j.compedu.2020.103958>.

12. Promoting social skills, behaviors, and attitudes that can contribute to the prevention of bullying

Gameful learning also has potential as an intervention for those involved in bullying situations. Games can teach skills, such as resilience, problem solving and collaboration. Students can take risks and make mistakes without the consequences they may face in real life. It can also make intervention more appealing and meaningful to students involved in bullying situations.

A best practice in bullying prevention is to engage students as active partners in creating a safe school climate. One means for doing this is to hold regular class meetings. These provide time for students to share thoughts and concerns while helping to create a sense of community and mutual respect. Being involved in a shared activity, like playing the same game, can generate thoughtful discussion in a follow up class meeting.

Playing Yozgoo™, even if a parallel experience playing on individual devices, but doing so while together, can help students connect and bond with others. A study in the *Review of General Psychology* showed that video games can create common ground that young people can use to make friends.⁴⁷ Another opportunity for making connections is to have students play the game with younger students or at home with their family. Both can reinforce the messages and highlight important content within the game.

Bullying is a group phenomenon, with roles that vary from supporting the bullying by joining in, ignoring the bullying by being quiet on the sidelines, or by helping the one being bullied. Exploring these roles can provide insight into the different types of bullying and can help increase emotional understanding of how people may feel during bullying incidents.⁴⁸ Doing so within the safety of a game environment can promote discussion about ways to stop bullying, and provide opportunities to practice, test and evaluate various responses or solutions to bullying problems—and to be better prepared if bullying occurs.

Role play, having kids act out what a character may say or do in a social situation, can have many benefits and is a common strategy in teaching bullying prevention. Practice through role-play makes learning participatory and can help students learn skills to use in real-world situations. Role play can also encourage critical thinking about controversial or complicated topics.⁴⁹ Despite the benefits, role-play is not for everyone or for every situation. Students may feel intimidated acting in front of peers. There may be concerns about teaching negative behavior by placing students in the role of the aggressor or victim. There can also be uncertainty about the direction a role-play may take.

When role-playing activities are not an option, a game such as Yozgoo™ can provide students with the opportunity to practice, test, and evaluate solutions to bullying situations within the

⁴⁷ *Review of General Psychology*, 2010. Vol. 14, No. 2. 180-187.

⁴⁸ Olweus, D. & Limber, S.P. (2007). *Olweus Bullying Prevention Program teachers guide*. Hazelden Publishing, Center City, MN.

⁴⁹ Northern Illinois University Center for Innovative Teaching and Learning. (2012). *Role playing*. In *Instructional guide for university faculty and teaching assistants*. Retrieved from <https://www.niu.edu/citl/resources/guides/instructional-guide/role-playing.shtml>.

safety of a game environment. Gaming can be a safe way to experiment with social interactions, especially for vulnerable students, those with social anxiety, or those who are shy. Giving students the opportunity to explore bullying scenarios through interactive game play gives individuals the opportunity to think independently, to learn, and to empathize, all while doing something that many already engage in as a form of fun and entertainment.⁵⁰ But more than just having fun, students playing Yozgoo™ can figure out the complex social landscape of a school by considering choices, thinking about why the characters react the way they do, and deciding what action could be taken under similar real-life circumstances.

Traditional ways of teaching bullying prevention have existed for some time, but rates of bullying have remained relatively stable. With more than 90% of children older than two playing video games⁵¹, it is obvious that digital games appeal to children and youth. Considering this and the increasing availability of educational video games to help students learn core content, gameful learning is a natural next step in bullying prevention. Used as a tool to raise awareness, create empathy, and teach strategies to address bullying, digital learning games can be a powerful medium for promoting youth well-being.

By taking a gameful learning approach to the prevention of bullying, concrete lessons related to bullying prevention can be embedded in a context that is appealing to students. The Yozgoo™ Bullying Prevention Game is an example of such a gameful learning approach to bullying prevention and represents a novel way to introduce or supplement more traditional approaches to bullying prevention in schools.

⁵⁰ Fishman, A. (n.d.) *Video games are social spaces: How video games help people connect*. Response for Teens blog. <https://www.jcfs.org/response/blog/video-games-are-social-spaces-how-video-games-help-people-connect>

⁵¹ Alanko D. (2023). The Health Effects of Video Games in Children and Adolescents. *Pediatric Review* 44(1):23-32. doi: 10.1542/pir.2022-005666. PMID: 36587018.

Securing Funding

- *Funding Resources*
- *Funding Search Tools*
- *Potential Funding Opportunities*

Funding Resources

There are multiple resources that can help you locate funding opportunities that will support purchasing the Yozgoo™ Bullying Prevention Game for your classroom, school, or district. Examples are provided but also consider other local and state funding sources.

Title Funds

Federal formula grants are non-competitive awards meant to supplement, not replace, state funding for education. Each state receives a portion of the funding based on a formula and passes the funding on to local districts and schools. In some circumstances, federal Title I, Title III, Title IV, or Title V funds can be used for the Yozgoo™ Bullying Prevention Game.

- Title I: funds programming for low-income students
- Title III: funds are designated for English Language Learners
 - Vocabulary expansion - Players are exposed to new words in context
 - Exposure to written language with narration can improve reading comprehension skills and speed
 - Listening skills improved with narrated dialogue
- Title IV: funding focused on three areas:
 1. Support a well-rounded education
 2. Create a safe and healthy school
 3. Effectively utilize technology
- Title V: funds to support and improve maternal and child health, aimed as social emotional as well as physical needs

Competitive grants

Awarded through a through a rigorous application process, these grants typically fund a specific program or project. Often these are large-scale projects or programs that require significant funding so may be useful if an organization is planning to include the Yozgoo™ Bullying Prevention Game as part of a larger bullying prevention initiative.

Foundation and Corporate Grants

Private funding that comes from a single source, such as a family, an individual, or a corporation's charitable entity. Each funder determines eligibility criteria, based on its priorities and values.

Key questions to consider when looking at a funding opportunity:

1. Are you eligible?

Eligibility criteria is generally located in the funding guidelines or announcement.
2. Does the proposed project fit the program as described in the application package?

Look at program regulations, guidelines, priorities, and/or preferences to determine if your plan aligns with the funder's interests. Reviewing previously funded projects can also provide insight.
3. If you apply, are you likely to receive an award?

Consider the amount of funding available and the degree of competition anticipated as you determine if you or your organization would be competitive.

Funding Search Tools

Grants.gov

<https://www.grants.gov/>

Government website with postings for all currently available federal discretionary funding opportunities. The page is updated every Friday to provide links to new funding opportunities. Note: These are generally larger federal grants with more complex application requirements.

K-12 Grant Alert

<https://thejournal.com/articles/resources/upcoming-grants-and-events.aspx>

A monthly publication to help connect educators with funding resources specifically for K–12 schools from large-scale state and federal programs to corporate grants, competitions and sweepstakes.

SchoolSafety.gov Grant Finder Tool

<https://www.schoolsafety.gov/grants-finder-tool>

Search tool for federal school safety-specific grants. Search can be done based on school safety topic, award amount, application level of effort, and more.

The School Funding Center

<https://www.schoolfundingcenter.info/index.aspx>

Subscription-based grant search tool for federal, state, and foundation grants for pre-K, K-12, and college levels.

Foundation Directory

<https://fconline.foundationcenter.org/>

A subscription-based tool to help locate foundation funding. Searches can be done by subject, geography, grantmaker type, type of support, trustee names, and many other search fields. Note: Foundations usually give to nonprofits with 501(c)(3) status.

Potential Funding Opportunities

Honda USA Foundation Funding

<https://csr.honda.com/longform-content/honda-usa-foundation-funding/>

Sponsor: American Honda Foundation

Funds projects in alignment with their award categories of education, environment, mobility and traffic safety

Award: \$20,000 to \$75,000

Funding Cycle: fall

Eligibility: supports organizations and programs in communities where Honda associates live and work

Association of American Educators Foundation Classroom Grant

<https://www.aaeteachers.org/index.php/classroom-grant-application>

Sponsor: Association of American Educators Foundation

Funds can be used for a variety of projects and materials including, but not limited to, books, software, calculators, math manipulatives, art supplies, audio-visual equipment, and lab materials. Funds must be used within one year of the application deadline.

Award: \$500

Funding Cycle: Application deadlines are March 1 and October 1 of each year

Eligibility: full-time educators who have not received a scholarship or grant from AAE in the past two years; members receive additional weight in the scoring rubric

Brown Rudnick Community Grants

<http://www.brownrudnickcenter.com/foundation/community-grants/>

Sponsor: Brown Rudnick Charitable Foundation

Funds classroom projects for K-12 schools in Hartford, Boston, New York City, Washington D.C. and Providence

Award: Up to \$2000

Funding Cycle: Ongoing basis

Eligibility: those on the front lines of education (classroom teacher, student, parent, school nurse, etc.)

Michael & Susan Dell Foundation Grants

<https://www.dell.org/how-we-fund/apply/>

Sponsor: Michael & Susan Dell Foundation

Funds projects directly serving or impacting children living in urban poverty, particularly in the areas of education, family economic stability, and childhood health.

Funding Cycle: Ongoing Basis

Eligibility: project location in the United States, India, or South Africa

NEA Foundation Envision Equity Grants

<https://www.neafoundation.org/educator-grants-and-fellowships/envision-equity-grants/>

Sponsor: NEA Foundation

Funds for educators to test creative new ideas and innovations, demonstrating exemplary teaching and learning, while advancing students' cultural understanding and appreciation, anti-racism commitments, and understanding of civic engagement and democracy

Award: up to \$5,000

Funding Cycle: Applications open in March. Grants fund activities for 12 months from the date of the award

Eligibility: available to current members of the National Education Association who are educators in public schools or public institutions of higher education

NEA Foundation Student Success Grants

<https://www.neafoundation.org/educator-grants-and-fellowships/student-success-grants/>

Sponsor: NEA Foundation

Grant funds can be used for resource materials, supplies, equipment, transportation, or technology to:

- develop and implement a project that will enhance students' critical thinking and problem-solving skills

- develop and implement a project supporting personalized and experiential learning
- support students' cultural understanding and appreciation
- promote students' communication and collaboration skills
- enable students to engage in learning experiences connected to real-world issues and challenges

Award: up to \$5,000

Funding Cycle: Applications open in March. Grants fund activities for 12 months from the date of the award

Eligibility: available to current members of the National Education Association who are educators in public schools or public institutions of higher education

State Farm Good Neighbor Citizenship Grants

<https://www.statefarm.com/about-us/corporate-responsibility/community-grants>

Sponsor: State Farm Foundation

Funding is directed toward initiatives that support K-12 academic performance, STEM, and pathways for college and career success; focus giving in three areas: safety, community development, and education.

Award: maximum award is \$100,000

Funding Cycle: Invitation or online request form

Eligibility: Educational Institutions, 501(c)(3), 501(c)(4), programs conducted by municipal, county, state or federal government entities

Toshiba STEM Project-Based Learning Grants for Teachers Grades 6–12

<https://www.toshiba.com/taf/612.jsp>

Sponsor: Toshiba America Foundation

Funding to help bring an innovative project into the classroom

Award: Two categories: Up to \$5,000 and over \$5,000

Number of Awards: Varies

Funding cycle: For grants up to \$5,000, the application deadline is March 1 of each year, and every three months thereafter; for grants over \$5,000, the application deadline is May 1 and Nov. 1 of each year

Eligibility: teachers in grades 6-12

Walmart Spark Good Local Grants

<https://walmart.org/how-we-give/program-guidelines/spark-good-local-grants-guidelines>

Sponsor: Walmart

Funds proposals designed to address the unique needs of the communities where Walmart operates.

Award: ranging from \$250 to \$5000

Funding Cycle: Applications accepted on a quarterly basis

Eligibility: 501(c)(3), recognized government entity, K-12 public or nonprofit private school

It always seems impossible until it is done.

~ Nelson Mandela