



POLITELY.
INCLUDING.
EVERYONE.

FINAL 2023-2024 REPORT

UNIVERSITY: THE UNIVERSITY OF CENTRAL OKLAHOMA

LOCATION: EDMOND, OKLAHOMA

CLASS TEAM SIZE: 14

PROJECT TITLE: PIECES OF PIE

SLOGAN: POLITELY INCLUDING EVERYONE



[THEPIECAMPAIGN.COM](https://www.thepiecampaign.com)



[HTTPS://WWW.INSTAGRAM.COM/PIECESOFPIE2023](https://www.instagram.com/piecesofpie2023)



[HTTPS://WWW.FACEBOOK.COM/PIECESOFPIE2023](https://www.facebook.com/piecesofpie2023)



PROJECT DESCRIPTION

Pieces of Pie is presenting real-life scenarios to kids in the classroom to see how they adapt and react to stereotypical situations.

The goal of Pieces of Pie is to educate students on how to be inclusive in and out of the classroom to all students and people. This project allows us to target the positives and negatives of stereotyping in the classroom in efforts to teach students how to be more informed, adaptable, and inclusive.

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TARGET AUDIENCE

First Target Audience: Fifth Graders

When looking into the demographics of fifth graders, ([Childstats.gov](#)) provided us with useful materials that cohesively worked with our cause:

- The U.S. population of children is diverse. As of 2022, of U.S. children ages 0-17, 48.8% are White, non-Hispanic; 13.9% are Black, non-Hispanic; 0.8% are American Indian or Alaska Native, non-Hispanic; 5.6% are Asian, non-Hispanic; 0.2% are Native Hawaiian or other Pacific islander; 4.8% are two or more races, non-Hispanic; and 26% are Hispanic.

Upon doing some research into the psychographics of fifth graders, ([Responsiveclassroom](#)) tells us that:

- Fifth graders love to chat and are generally happy, causing them to work better in groups.
- Fifth graders are often competitive, but this can help to develop fairness and right or wrong in situations and can cause them to be more truthful in situations.
- Fifth graders can listen well and like reading, but they have a short attention span.
- Some fifth graders don't like authoritative structures because they are more competitive. They enjoy opportunities to discuss.

Second Target Audience: Teachers

As we were analyzing the statistics and demographics of teachers, [zippia.com](#) provided great information including:

- U.S. teachers are also diverse, but they do not match the population numbers specifically. However, they are more likely to be female: 74.3% are women, while 25.7% are men.
- The average teacher age is 42 years old.
- The most common ethnicity of teachers is White (68.8%), followed by Hispanic or Latino (12.9%), Black or African American (10.1%), Unknown (3.9%), Asian (3.7%), and American Indian and Alaska Native, 0.6%
- About 9% of all teachers are LGBT

We used multiple sources for information on the psychographics for teachers; [DreamBox Learning](#) and [PBS and the Education Week Research Center](#) provided these facts:

- Teachers are innovative, focused, and self-paced.
- Teachers want more high-quality digital content in their classrooms.
- About 69% of teachers and administrators believe that differentiating and personalizing instruction to meet students' unique needs helps to increase academic achievement. Both groups also agree that educational technology can be used to create this type of learning in the classroom.

PROJECT GOALS

- Help fifth-graders understand the harm of stereotypical language toward others.
- Equip students with the information they need to grow and to be kind to others in the classroom.
- Provide teachers with educational resources that encourage open conversations within the classroom.

PROJECT OVERVIEW

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RESEARCH/TACTICS

SECONDARY RESEARCH

We were able to bolster our campaign with robust supporting evidence and a solid foundation of information that connects stereotyping to isolation and bullying. The synergy of primary and secondary research forms the backbone of the "Pieces of P.I.E" campaign, allowing us to create a more effective, informed, and impactful initiative.

NCBI Bookshelf

NCBI focuses on the primary consequences that bullying can cause and the long-lasting effect it can have while providing ways to help prevent it during adolescence. Bullying encompasses feelings of isolation and loneliness. *"Being bullied makes young people incredibly insecure: When you're being bullied, you can feel constantly insecure and on guard... It has a big mental and emotional impact—you feel unaccepted, isolated, angry, and withdrawn... You're also stunted because of the constant tension and because maybe you forgo making certain friendships or miss out on taking certain chances that could actually help your development."*

Bullying in Children

Bullying in childhood is a major public health problem that increases the risk of poor health, social and educational outcomes in childhood and adolescence. Bullying can put children at risk for isolation and loneliness within their mental health. *"The National Library of Medicine research found that isolation, stereotypes, and bullying in children can pose a serious public health concern. As a result of these causes, the mental health of these children suffers, as well as their social skills, education, and growth during childhood and adolescence."*

Psychology Today

Boys and young men tell *Psychology Today* that they feel lonely. Suicidal thoughts and violent behavior may result from loneliness from isolation. Isolation and loneliness can stem as just two of the negative effects that stereotyping can have on an individual. *"When I asked 12-year-old boys in an all-boys school the reasons for the school shootings, the boys initially claimed that the shooters were 'crazy.' When I asked them what made them crazy, two boys said in unison 'loneliness' and then explained that 'sometimes feeling lonely makes you feel angry and then you act crazy."*

We are Teachers

"Classroom games capture what kids are naturally good at—playing—to improve other skills. Games support kids' executive functioning skills, things like planning, organization, turn-taking, and problem-solving are all skills that students need to be successful. Playing games, from Memory to Monopoly, gives kids experience in focus and concentration, working memory, and flexibility in safe spaces where they can grow and stretch these skills. Plus, they're a fun way to learn more about how your students think and work together."

American Counseling Center

The Safe Schools Initiative Report also suggested that, "71% of the attackers were victims of bullying and 10% of the attackers who were receiving treatment for their diagnosed mental illness failed to comply to take their prescribed psychiatric medications. In regards to bullying, 87% of school shooting perpetrators left behind evidence that they were victims of severe bullying...in addition to many perpetrators dealing with symptoms of depression, several assailants struggled with narcissistic tendencies, rage, and tended to rely upon the psychological strategy of splitting (having extreme ways of thinking)."

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PRIMARY RESEARCH

The “Pieces of PIE” campaign is founded on a comprehensive research initiative undertaken by our research and evaluation team. Our research strategy blends both primary and secondary research methods to find valuable insights and inform our mission. In primary research, we engaged with fifth-grade students, gathering data through surveys and interactive participation in the PIE games. These firsthand experiences provided us with invaluable, real-time feedback, enriching our understanding of the campaign’s impact. We also conducted in-depth interviews with UCO education professors Jill Davis, Ph.D., and Darlinda Cassel, Ph.D. They have decades worth of experience in elementary school classrooms and helped our team design and format our questions to be appropriate and engaging. We also applied for Internal Review Board permission and recieved approval to interview children.

PRE-SURVEY

We asked 146 students from East Lake Elementary in Moore, OK, as well as Will Rogers Elementary in Edmond, OK, to complete the following survey before the game. Listed below is the quantitative data that we found. Based on these results, students still lack an overall understanding regarding the concerns of stereotyping.

1. Do you know what stereotyping is?
 - a. 59 % of students answered no
2. Do you believe you are treated fairly?
 - a. 77% of students, answered yes
3. Can you explain what racism is?
 - a. 65 % of students said yes and it is by judging someone by their skin color
4. Outside of school, has anyone taught you about stereotypes?
 - a. 77% said no, 1% inconclusive, 22% said yes

RESEARCH/TACTICS

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THE GAMES

Pieces of Pie is presenting real life scenarios to kids in the classroom to see how they adapt and react to stereotypical situations. We went into two Oklahoma fifth-grade classrooms and put our game to the test. We were given the opportunity to facilitate the game by putting students into groups, allowing them to collaborate on answers and learn the negative effects of stereotyping. By the end of the game, our main goal was for the students to have a better understanding of how to identify stereotypes, how to deal with them, to bond closer to their peers, and to have a better grasp on how important positive community is.



"KAHOOT"

- The class is split into four teams: the red, blue, green, and yellow team.
- Questions from the pie campaign will pop up on the screen.
- Teams will buzz in to answer the questions and give the answer as to why they feel the answer is correct.
- Once each group gives their why, the correct answer will pop up on the screen.
- They will go through 11 questions and answers.
- The group that has the most correct answers by the end of the game wins!
- Students will be rewarded with small prizes after they submit their survey answers and participation.

Both of our original games are spinoff styles of Kahoot and Family Feud. We have taken ideas and layouts from both to help us create our own versions of the game to better suit our project.



"FAMILY FEUD"

- The class is split into four teams: the red, blue, green, and yellow teams.
- One person from each group goes up by the buzzers by the smart board in the classroom.
- A question will pop up on the screen and whoever buzzes in first gets to answer the question.
- If they get one of the answers that pops up on the screen, they get to take the question to their group. The same questions will be asked and everyone will have an opportunity to answer.
- If they are able to fill in all the answers the team gets a point.
- Whoever gets the most points wins!

Sample Question:

1. What would you do if your friend was on the playground and was made fun of for the way they look?

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WEBSITE/SOCIALS

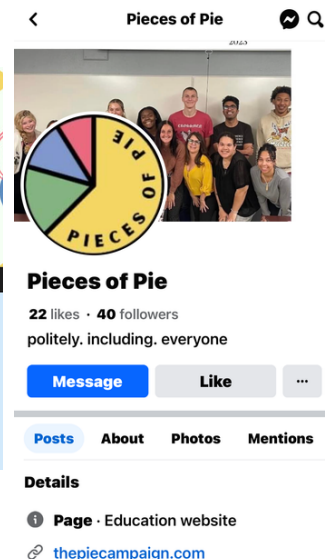
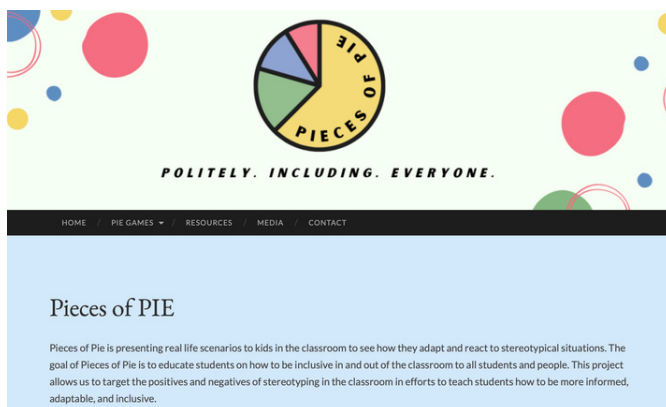
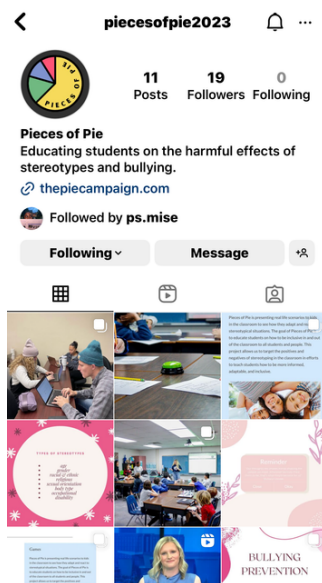
Our website includes educational information and our very own spinoff games that allow students to learn and enhance their social awareness. Our website is very accessible and provides useful tools for not only students, but for teachers and guardians. The guidelines and tools needed for the games are available to use through our site. All of our research, goals, and project purpose can be verified by the numerous credited resources we have used throughout this campaign.

Social Media:

Our online presence can also be found through two forms of social media: Facebook and Instagram. Through these channels we create a flood of informational posts through graphics, advertising, word-of-mouth, and media relations. Having these platforms has allowed us to increase engagements and interactions all across the board.

What you can expect on our website:

Our web page is the central location for parents and educators to learn more about our project, stereotyping, bullying, and ways to prevent these targeted acts of violence from becoming the norm. Visitors can view our games and download the materials they need to host a game. The resources tab provides secondary sources that add legitimacy and credibility to our campaign. They also provide visitors a chance to further educate themselves on stereotyping in schools. Under our media tab, we provide clips and excerpts of media coverage that relates to our cause. Hearing about our project in the words of others also adds credibility and legitimacy to our campaign. Visitors can contact us with questions, comments, or concerns through our contact tab.



LOOKING FORWARD

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STRENGTHS

Online presence: With a website and two social media channels, our reach and community input has been broadened. Hundreds of website visits and thousands of social media impressions have helped to improve our tactics.

Community Partnerships: We partnered with two local schools, Eastlake Elementary located in Moore Public Schools and Will Rogers Elementary located in Edmond Public Schools. These partnerships played a crucial role in the testing of our game, and they were very excited to see it implemented in their schools. These strong partnerships we are creating with the schools allows for more engagement among our target audience through our website and social media. Maintaining a strong relationship with our initial schools will help us implement our game into more schools in the surrounding areas as well.

Social Awareness: While our target audience is aware of bullying, they may not know how broad and basic the issue can be. By focusing on stereotyping, something prevalent in schools, we are showing our target audience other ways that bullying can manifest. Connecting our game with real-world implications helps our target audience to understand the issue and the importance of solving it.

OPPORTUNITIES TO IMPROVE

Technology Integration: As we visited the school sites, we saw that schools allow their students to use Chromebooks as educational tools. We could have used that to our advantage when playing the Kahoot game, to see how the students would have answered the questions without any influence from their peers.

More Interactive Components: Teachers from Will Rodgers Elementary School suggested that we should have a more hands on approach when it comes to our games. Since some students learn better for a visual perspective, we could have reached them better through a more hands on facilitation approach. The teachers also suggested that we could trim our questions down in length, in order to captivate the class's attention for longer periods of time.

Educator Trainings: We believe that teachers should be integrated more into our process so they can learn how to facilitate these games on their own. At both elementary schools we visited, we noticed that teachers released full control of their students to our team and took a step back. If we could find a practical method to incorporate teachers into the games, then this strategy could provide longevity and success for this campaign.



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METRICS

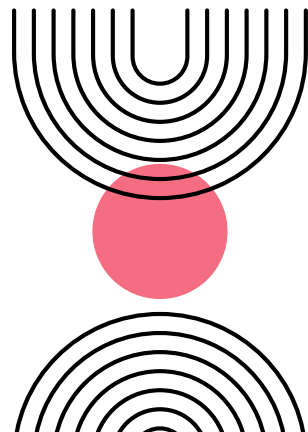
We interviewed seven teachers from both schools. Teacher One from Will Rodgers Elementary explained to one of our members of the campaign that she loved the idea of the campaign. "I love how the game addressed many different issues these kids see everyday. These kids need strategies to work through things like that and this campaign provides them with the tools to do exactly that." All the teachers agree that this was a valuable resource and with small improvements would be a excellent classroom tool.

On our website, we received an estimated 20,400 - 27,600 impressions based on WordPress's analysis report through our paid advertisement campaign. Another way we could see that we were gaining traction online was through our social media numbers including our Instagram account. We reached a total of 121 accounts, and 16 accounts engaged with us in the last seven days (December 4th - December 10th).

We asked 146 students from East Lake Elementary in Moore, OK, as well as Will Rodgers Elementary in Edmond, OK, to complete the following survey after the game.

1. Did you enjoy the game you played? 59% of students answered yes, 34% answered kind of, and 7% did not like it or did not answer.
2. Do you feel you know more about stereotypes? 69% of students answered yes, 17% answered no, and 14% were unsure.
3. Do you feel you would make more of an effort to be kind to everyone? 71% of students answered yes, 9% answered no, and 20% answered maybe.
4. What did you learn from the game today? *The top four responses were:* Most of the answers indicated that students should treat others fairly, not bully one another, always be kind and not a bullying is the right thing to do, and it is important to always be a friend to someone.
5. What could have been done differently in the game? Most answers showed that students liked the game as is, but a few students would have preferred a wider variety of questions and answers, as well as the use of more technological tools.

MEASURES OF EFFECTIVENESS



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SUSTAIN & SCALE

Status: The website is paid for until October 2024. The project has been introduced to two local elementary schools. The project has also been introduced to the local community through our university news channel and college newsletter (more than 6,000 impressions).

Partners: We believe working with local school principals and teachers has allowed us to keep this project relatable and utilized. As a next step, we are seeking partnerships with school counselors to expand this campaign project. Therefore, we would add a third target audience of school counselors and reach them through the American School Counseling Association.

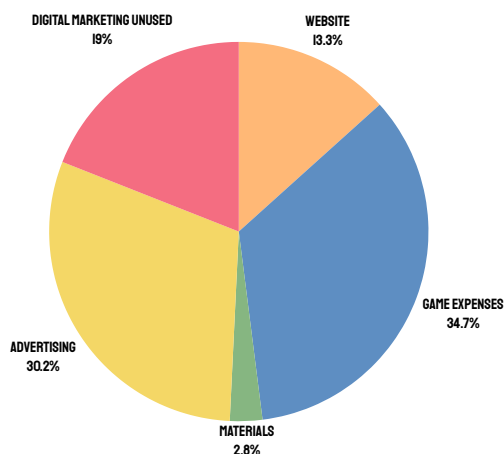
Transferability: Pieces of Pie has the potential to be implemented in schools across the nation. We can reach other states through our digital advertising and provide packaged instructions and guidance materials to ensure the game is being implemented properly. By targeting and partnering with school counselors on the state level and informing them of Pieces of PIE and its website resources, we are confident they would implement it within their schools.

Barriers: In the testing phase of our game, some members of our target audience were unclear of what our goals and purpose was, and we see this as a future barrier. The concerned could include parents, so we need to continue to clarify our purpose on our website so schools will feel comfortable utilizing this game.

Future Project Needs: To keep our game sustainable, it is important that we are able to keep our website up-to-date and running so teachers are able to access it 24/7. That would be an annual cost of \$500. In addition, we would need about \$500 for digital marketing, and at least one person would need to be available to update the website and social media, as well as answer occasional questions from counselors and teachers on how to best implement the game in classrooms. Creating a more robust instruction guide could also help ensure teachers are understanding the best way to implement the game. All of this could be completed for \$3,000. With continued funding, we would be able to keep our website, games, and sources open to our target audience and continue educating our youth on stereotypes.

FINANCIAL

CATEGORY	PRICE
Website	\$300.00
Game Expenses	\$779.98
Materials	\$62.15
Advertising	\$429.99
DM Unused Funds*	\$427.88
Total	\$2,000.00

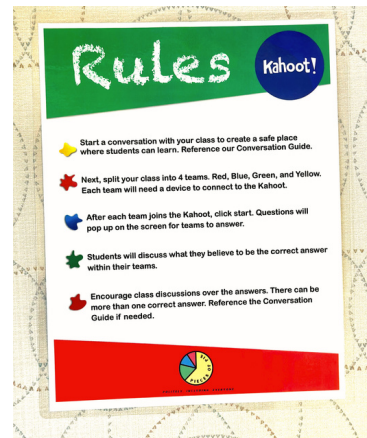
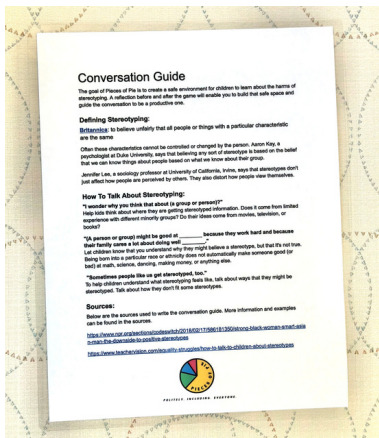
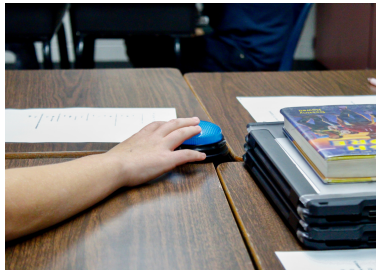


*DM Unused Funds are digital marketing funds that did not withdraw from our campaign budget before the deadline.

PROJECT BUDGET

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PROJECT IMAGES



Web Feature for UCentral News:

https://www.youtube.com/watch?v=wTrKyHk6Zcc&embeds_referring_euri=https%3A%2F%2Fthepiececampaign.com%2F&feature=emb_imp_woyt

