Be There Against Bullying

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Fine
Arts at George Mason University

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ABSTRACT

BE THERE AGAINST BULLYING

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This project and thesis is a prevention and awareness campaign about bullying. What makes this campaign unique is that it utilizes martial arts principals (specifically karate discipline) as a foundation to help prevent bullying and help people who have experienced bullying. The end goal of this thesis is to help raise more awareness, provide free information, and create a different option for bully prevention through the means of visual communication.

Bullying is an age-old issue, but it is now beginning to be taken as a serious matter. When President Obama was in office, he held a conference in which he wanted to address bullying. The goal of this conference, he said, was " to dispel the myth that bullying is just a harmless rite of passage, or an inevitable part of growing up; it's not." He continued, "Bullying can have destructive consequences for our young people. And it's not something we have to accept" (Associated Press, 2011). Obama is correct in saying that bullying has destructive consequences, and it shouldn't be taken as a rite of passage. Bullying is a serious matter and should not be taken lightly by anyone. There are plenty of resources for parents, children, and schools to help with bullying prevention now that it has been in the national spotlight; so, why has nothing changed?

One study shows that any involvement in bullying, whether being a victim or the bully, creates a society in which we are unaffected by disrespect and disregard for others. Having these experiences
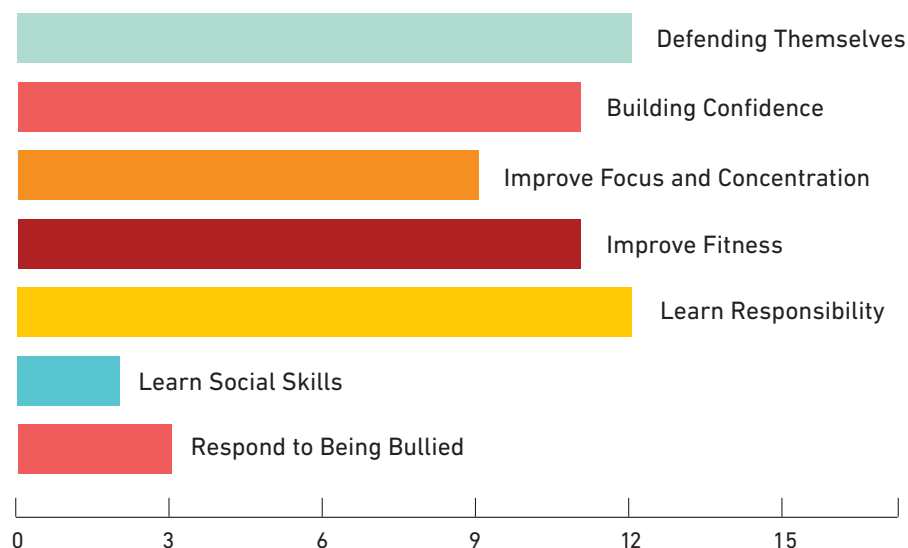
and psychological effects turns us all numb to the situation and just creates a continuous cycle among all age groups (Swearer, Espelage, & Napolitano, 2009). If studies show that it is a continuous cycle, how do we make an impact that breaks the cycle? I believe we have to introduce principles at the psychological source that nullifies that "numbness." I believe that martial arts can be that impact.

Why Choose Martial Arts as a Starting Point for Bully Prevention?

The first thing that automatically jumps to anyone's mind is the physical aspect that karate teaches, but really, it teaches many attributes about individuals in their continuous growth that they never may have realized. One of the biggest attributes is confidence.

Ryan Johnson, martial artist, instructor, and author of *Bully*ology: How to Use Martial Arts to Stand Up for Yourself, Defeat Bullies and Show the World What You Can Do,* heavily emphasizes confidence as the number-one self-defense when it comes to being bullied: "Martial arts teaches the weakest and the meekest among us to have confidence and that's not by accident. Gaining confidence in martial arts is not accidental like it might be with many other activities. It's very intentional. Martial arts is designed to take a student who's lacking confidence and who is physically weak, and develop them into somebody who can stand up for themselves (Johnson, 2018). During my research into numerous martial artists, I found one common thread. They all had different ways to solve bullying issues and talked about the benefits of martial arts, but they never tied down a set of philosophies for someone to follow. This approach is what makes my campaign different.

This campaign will undergo brand development and exploration with a final brand being developed. The brand will feature a strong message that this campaign will be able to use as its foundation. In order to communicate this brand, a logo will be developed, along with a website to help support itself in the digital space. This website will have detailed information about the martial art tenets that are the backbone of this campaign. The information will go into the specific physical stances, how to perform them, and how they are connected to the tenet. It will also explain the main reason on why these tenets are the guiding principals for bully prevention. The website URL will be www. bethereagainstbullying.com

Why did you enroll your child in martial arts study?

Category	Value
Defending Themselves	12
Building Confidence	11
Improve Focus and Concentration	9.5
Improve Fitness	11
Learn Responsibility	12
Learn Social Skills	2
Respond to Being Bullied	3

0 3 6 9 12 15

Why did you enroll your child in martial arts study?
Some respondents provided multiple answers
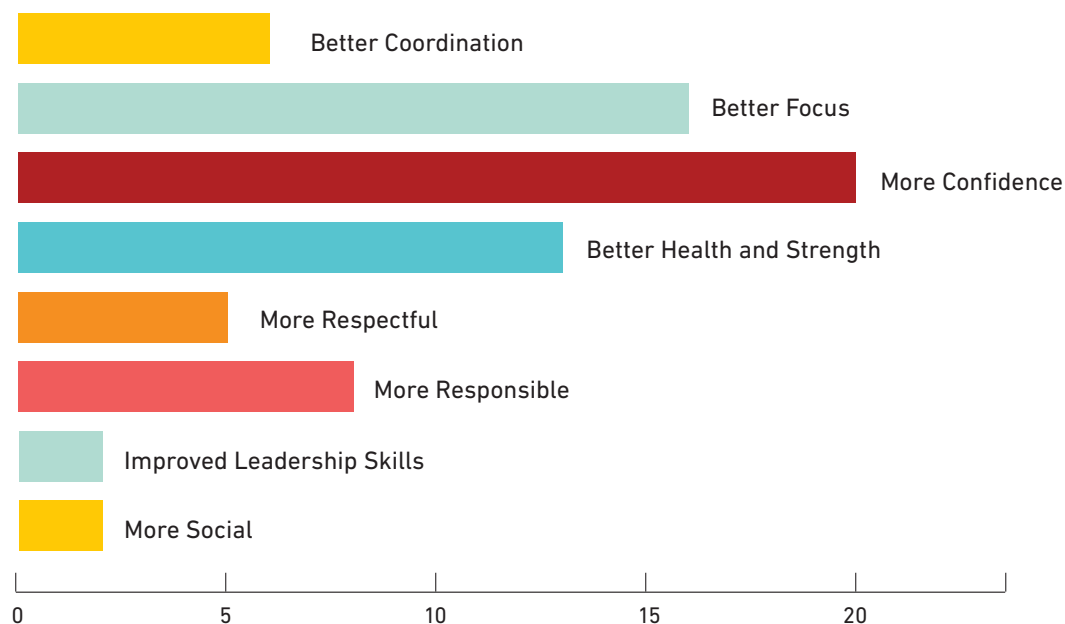
What progresses or developments have you seen in your child since he or she began studying martial arts?

Category	Value
Better Coordination	6
Better Focus	16
More Confidence	20
Better Health and Strength	13
More Respectful	5
More Responsible	8
Improved Leadership Skills	2
More Social	2

0 5 10 15 20

What progresses or developments have you seen in your child since he or she began studying martial arts?
Some respondents provided multiple answers

WHY DID YOU CHOOSE MARTIAL ARTS?

46 total responses from parents of children (ages 5–15) learning martial arts

INTRODUCTION

A question that stuck with me through my graduate studies after taking a course in visual theory was, *Graphic design has the power to impact the world; what would you do?* When I began brainstorming ideas for my thesis and final project, this question kept popping into my mind. I reflected on my own past experiences and decided that if given the chance, I would like to help someone so they wouldn't have to go through what I did: being bullied. There are two main reasons I chose to focus on bullying prevention and assistance

Backstory

1993 was a different time. There was no social media, and the internet as we know it today was still trying to figure out what it was and what it would be used for. Information was not easily accessible, and bullying was not a hot topic, as it is now. Bullying at that age was considered "kids being kids." Referenced earlier, President Obama needed to dispel the myth of bullying being a part of growing up, and also said, "Adults have often turned a blind eye to the problem by chalking up the harassment to kids being kids (Associated Press, 2011)." I chose this subject because from 1993 (age 11) to 1998 (age 16), I was bullied tirelessly. I'm not going to go into who, why, or how I was bullied; rather, I will share the solutions I tried.

I did tell my parents when I was being bullied initially, but they had the "kids being kids" mentality and didn't do anything about it. Eventually they took it seriously when I started missing school because I was pretending to be sick. At this point, they started realizing the severity of the issue. They got the school involved, which helped while I was on school grounds but didn't fully solve the problem because my issue lay with the neighborhood kids. My parents were a big proponent of avoiding physical confrontations; I was allowed to fight back only if someone hit me first. Their men-

tality put me at a severe disadvantage throughout my bullying experience. I tried going to different bus stops, being driven to school instead of taking the bus, hanging out with my friends in a larger group in the neighborhood, and not being in places where the bully might be. Unfortunately, my parents didn't involve the other parents to help with this issue. My bullying stopped after the main force behind it moved away from the neighborhood when I was a sophomore in high school. During that time of being bullied, I wish I had information that was readily available as it is today—somewhere else to get help, or alternative solutions to my bullying problem

Aftermath

The second reason I chose this topic is that it took many years beyond high school to find my self-confidence and self-worth because of the psychological damage that I experienced as a kid. What has helped me with these issues has been actively participating in a martial arts karate discipline for the past seven years. I have learned a lot about myself mentally and physically over the years, and I wish I had this knowledge back in 1993. I believe this knowledge would have changed the outcome of several events if I had had some principles or strategies to follow; it is why I feel strongly about this topic for my thesis and why I set out to campaign for using martial arts tenets as a guideline for kids who are in search of a solution.

Bullying

The problem with bullying is that it's not a simple term to define. There are different types of bullying and different subclasses of it. For simplicity for this campaign, I will narrow it down to three categories as defined by the U.S. Department of Health and Human Services website StopBullying. gov: *verbal*, *social*, and *physical bullying*. So, what are these?
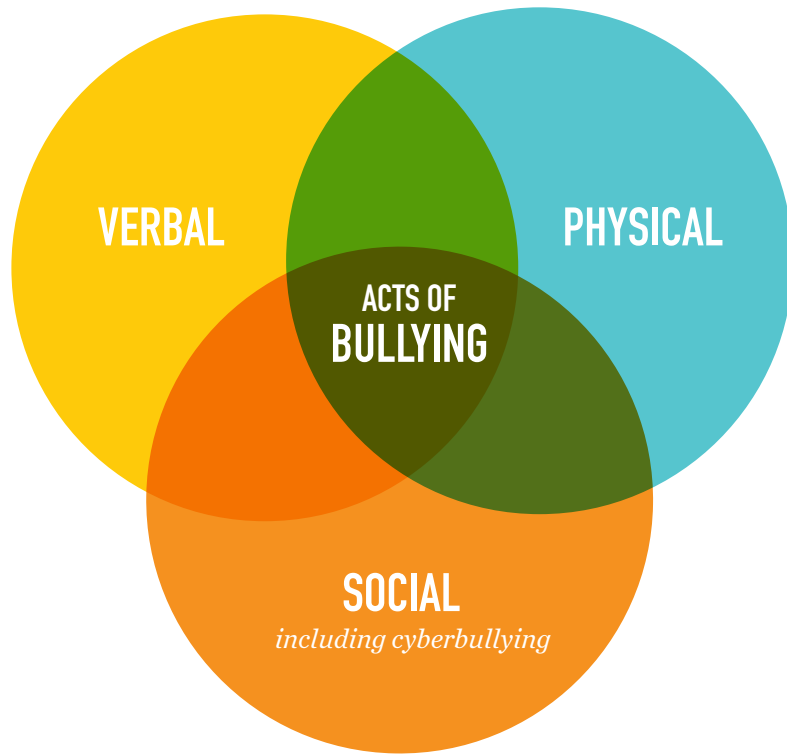
VERBAL

- Teasing
- Name-calling
- Putting someone down
- Threatening to cause harm
- Saying inappropriate sexual comments

SOCIAL

- Leaving someone out on purpose
- Telling other kids not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

PHYSICAL

- Hitting, kicking, and pinching
- Spitting
- Tripping and pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

EXAMPLES OF DIFFERENT KINDS OF BULLYING

www.StopBullying.gov

Bullying in the 21st Century

Bullying is no longer limited to "simple" matters of beating someone up or calling someone names; it has taken a new form in cyberbullying. Bullying someone online is easy because of the anonymity. Bullies feel invincible behind a computer or phone. Aija Mayrock, author of *The Survival Guide to Bullying,* shares perspective on why Cyberbullying feels more destructive than other types of bullying. "The answer is simple. As long as you are online, you cannot seem to escape your bullies" (Mayrock, 2015).

Mayrock presents seemingly simple solution to cyberbullying: pull the plug and don't be online. It's not that easy, though. We live in a world now where everything and everyone is connected to this digital space. Information is readily available, and keeping up with current events and friends from anywhere has gotten very easy. If we disconnect ourselves, then we may find ourselves lonely and out of touch with the world around us. For a young person in school, this would be a tough act to follow through. Wanting to be accepted by peers in school is a lot of pressure for young kids. Social media displays trends for clothes, music, and social culture events in schools and peer groups. Fear of not knowing all this puts more pressure on young kids to be more involved with cyberspace than they may want to be—which puts them back at risk of cyberbullying.

The worst part of cyberbullying is the anonymity of it all. It could be anyone who you know, or complete strangers who join on the bandwagon. It could even be people who are nice to you in person, but completely opposite in cyberspace. There are tools within cyberspace to help block communication from users, but that doesn't stop them either. They can just as easily create a new account, or even many accounts, to continue their bullying efforts if they are that determined.

Forget about the peer pressure environment and having to know what's going on. What is possibly a main reason to keep going back to social media? Mayrock says, "We might keep going back to social media hoping to feel better about ourselves, but that confidence can never really come from there. Confidence must come from within." This is a core fundamental reason why social media is addicting. Getting likes and shares are a positive confidence booster, but it only lasts for a few minutes. Then that desire needs to be sustained again. Building confidence, finding self-worth,

and knowing who you are is the long-term solution to dismissing cyberbullying. Martial arts can help; this campaign will break down how it can build your confidence and help you find your self-worth and who you are.

HARASSMENT

Actions that threaten or embarrass a person—posting rumors, threats, or embarrassing information on social media sites

5

COMMON FORMS OF CYBERBULLYING

(Mayrock, 2015)

IMPERSONATION

Pretending to be someone else on social media in order to bully, make fun of, or spread personal information about someone

PHOTOGRAPHS AND VIDEO

Using photographs and videos to bully, embarrass, and humiliate.

WEBSITES, BLOGS, POLLS, HACKING

The creation of websites, blogs, and polls. The spreading of rumors, sharing private information to the public, and hacking your computer.

HAPPY–SLAPPING

Happy-Slapping is filming a bullying incident and sharing it online.

5 COMMON FORMS OF CYBERBULLYING
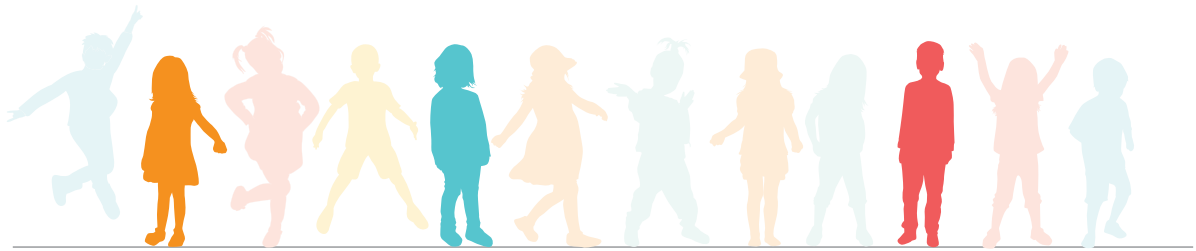
More than 1 in 4 students (27%) report being bullied during the school year.

(National Center for Education Statistics)

5% Of students ages 12–18 reported that they avoided at least one school activity or class or one or more places at school because they thought someone might attack or harm them.

(The U.S. Department of Education and the U.S. Department of Justice Office Programs, 2015)

49%
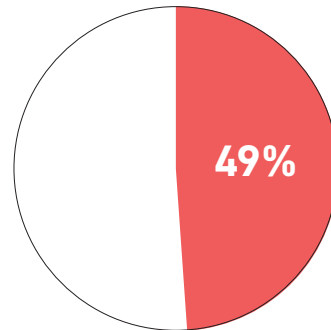
Half of children in grades 4–12 reported being bullied by other students at school at least once during the past month.

(www.stopbullying.gov)

FACTS ABOUT BULLYING 1

70% OF TEENAGERS

witnessed BULLYING in school

(www.stopbullying.gov)

HELP + **10** seconds = **BULLYING**
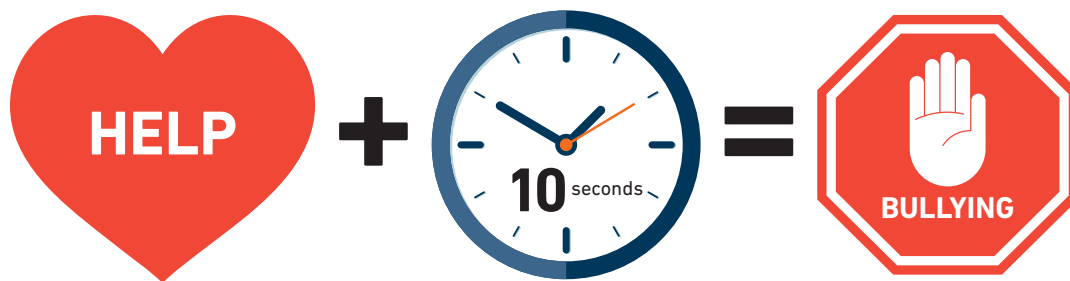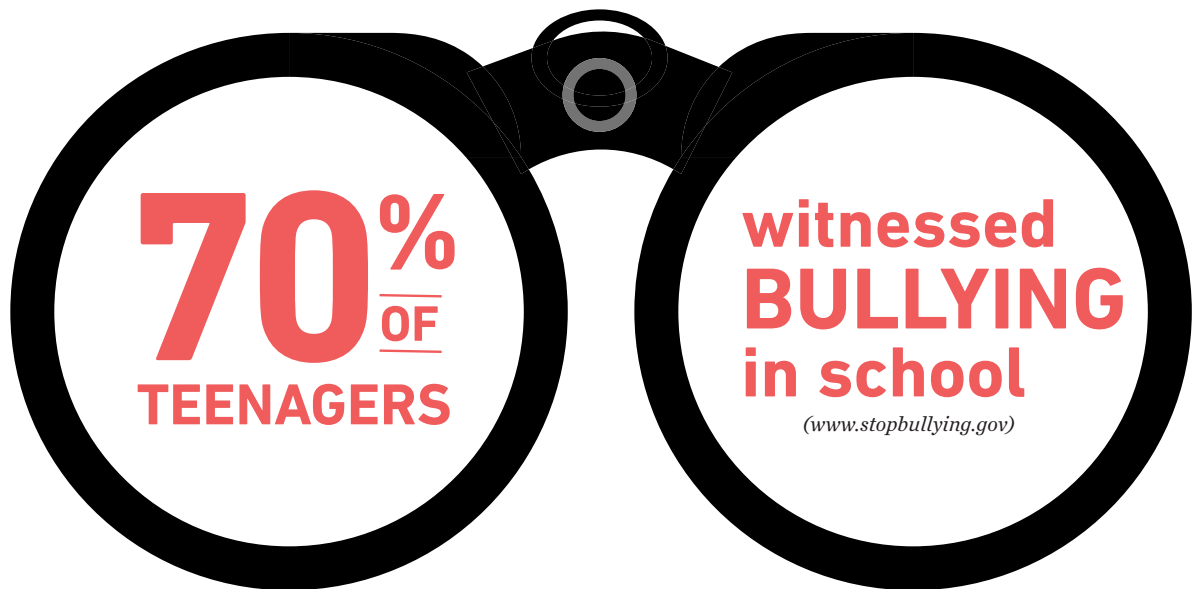
When bystanders intervene, bullying stops with 10 seconds 57% of the time.

(www.stopbullying.gov)

FACTS ABOUT BULLYING 2

93%

80%

54%

School employees reported that their district had implemented a bullying prevention policy

Received training related to the policy

School staff felt their district policy was adequate

(National Education Association)
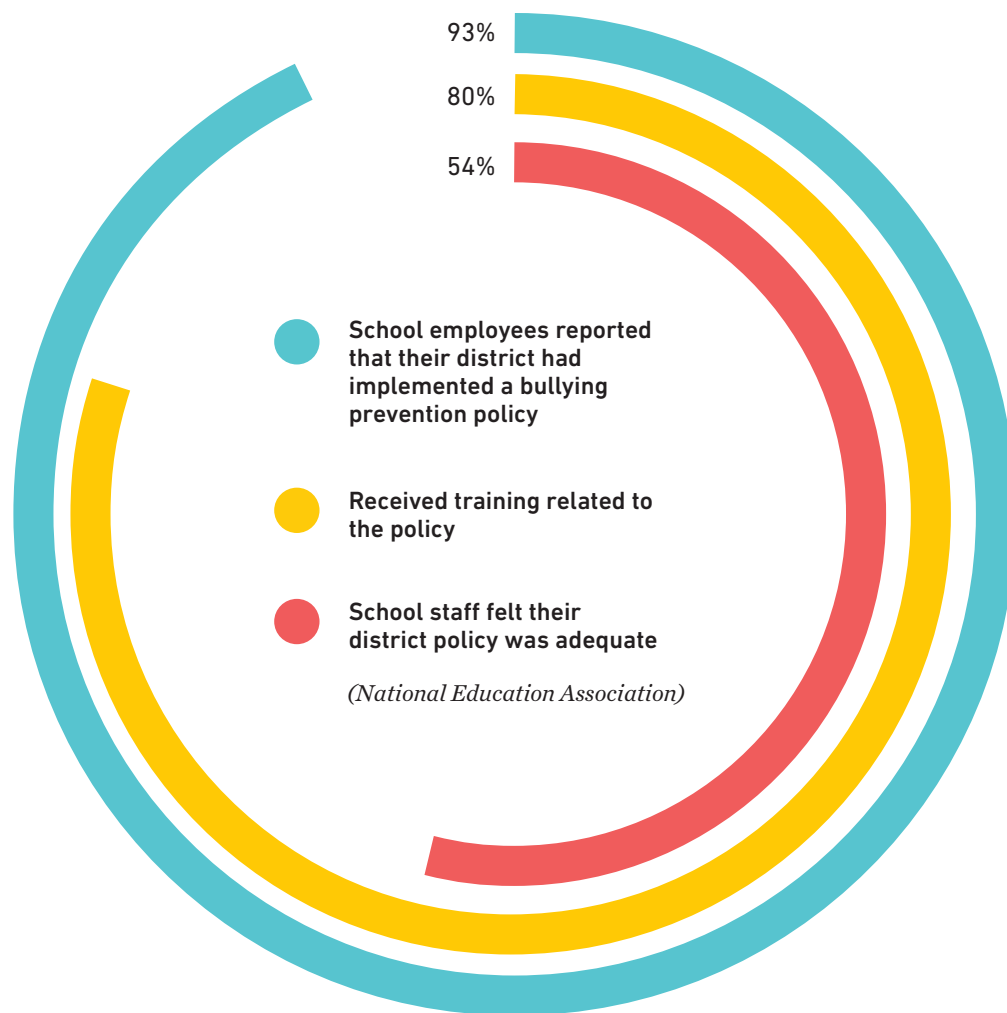
1 2 3 4 5
6 7 8 9 10

1 out of every 10 kids who drop out of school does so because of repeated incidents of bullying.

(DoSomething.org)

FACTS ABOUT BULLYING 3

Name-Calling	Teasing	Spreading Rumors or Lies	Pushing or Shoving	Hitting, Slapping, or Kicking	Leaving Out	Threatening	Stealing Belongings	Making Sexual Comments or Gestures	Bullying Via Email or Blogging
44.2%	43.3%	36.3%	32.4%	29.2%	28.5%	27.4%	27.3%	23.7%	9.9%
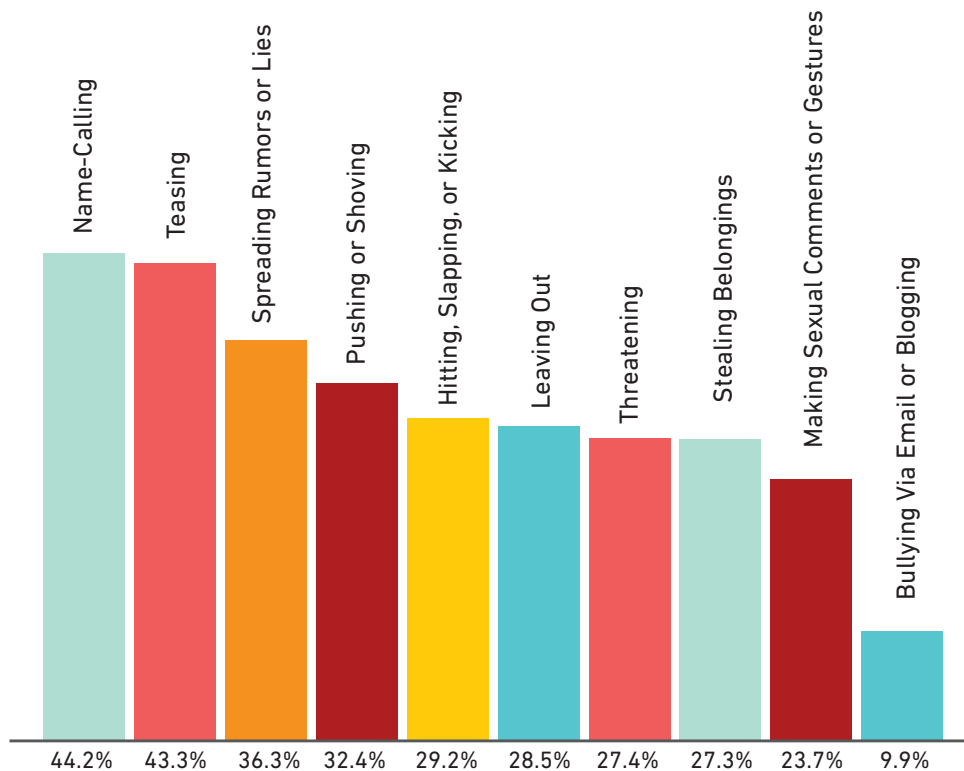
One large study showed that middle school students had experienced these various types of bullying.

(www.stopbullying.gov)

GRADES 6–8 > GRADES 9–12

Research shows that kids in younger age ranges and grades are bullied more than older kids.

(www.stopbullying.gov)

FACTS ABOUT BULLYING 4

Psychology Behind the Bullying

There has been a lot of research behind the psychology of why people bully. Many experts have chimed in, and they all overlap each other with various statements. For instance, Dr. Marlene Seltzer, director of No Bullying Live Empowered (NoBLE), a Beaumont Children's Hospital initiative, states, "There are variety of risk factors and reasons, including violence in the home, previously being a victim, desire for attention or to attain/maintain social status. Some bullies view aggression positively, show little empathy and have antisocial tendencies. Bullying is about power, and the person bullying is trying to meet a need in a maladaptive way. Bullying requires a perceived power imbalance—whether it is physical, social etc" (learnpsychology, 2019).

Dan Olweus, a Swedish psychologist, identified five risk factors that contribute to a child becoming a bully:

1. The parents did not bond well with the child when he or she was an infant.
2. Parents failed to inhibit the child's aggression.
3. Parents modelled aggression and physical force as primary problem-solving strategies.
4. The child has an inborn penchant towards aggressive and impulsive behavior.
5. The child is larger and stronger than other children his or her age.

Jonathan Fast, an associate professor at Yeshiva University's Wurzweiler School of Social Work who has published works on bullying and violence, notes that children who become bullies have often been shamed by their families and are trying to manage their shame by displacing it onto another child. (learnpsychology, 2019)

Bullying happens because the bully has been through these psychological effects or upbringing and environment. These are factors that are hard to control from the standpoint of a victim or a bystander. Bullying is hard to predict in terms of where the incident will happen, when will it happen, and to whom. The element that we can control is ourselves, and learning how to deal with bully prevention.

Signs of Someone Being Bullied

You cannot necessarily tell who has been bullied. Some people never show the slightest sign that they are victims. Others may display certain physical and psychological effects. They may show signs

of depression, anxiety, loneliness, and low self-esteem. They could look toward substance abuse as a way of escape. Victims attending school may exhibit slipping grades and increased absences (learn-psychology, 2019).

Being a bullying victim has a tremendous influence on mental health. The effects can be so great that the repercussions continue long into adulthood. For example, the victim may have problems with trust and opening up to others (learnpsychology, 2019).

School Policies and Laws

Bullying policies have not made it to becoming laws at the federal level. States have criminal laws that might apply to bullying behaviors, but there is nothing specifically directed at the act of bullying. For instance, if someone physically bullied and attacked, that could fall under assault. If there is continuous harassment, it may fall under stalking statutes. However, these are very situational and would have to be taken to court.

Many states and schools have taken firm initiatives to deter bullying and also to help those who have been victimized. School policies on bullying vary from district to district. A common but controversial policy is known as *zero tolerance*. Zero tolerance policy means that any student caught acting violently is suspended or expelled. This also means that there is no differentiation between bullies and victims defending themselves. Because of this, zero tolerance is heavily criticized.

Zero tolerance policies in public schools became common as a result of the Gun-Free Schools Act of 1994. Therefore, they have been around long enough to produce a lot of data. Particularly in 2011, a study was done on the effectiveness of zero tolerance. Schools using a multidisciplinary pro-tocol showed a 20 percent increase in graduation rate and a nearly 50 percent decrease in delinquent felony rate (Teske, 2011). Other studies show that zero tolerance often affects students in a negative way. Zero tolerance heavily affects students of color, low-income students, students with disabilities or special needs, and LGBT students. It also affects learning because of the class time they miss; students who are expelled usually have to wait a full academic year before they can return.

Recommended Actions

There are numerous actions that are recommended for bullying prevention. Every resource that I researched said that the first action that someone who is being bullied should take to tell someone—preferably an adult or parent or, if this is happening at school, a teacher or administrator. Another way to reduce the effects of bullying is to encourage parents and friends educate themselves more about the issue so that they can help prevent bullying and help someone who is being bullied.

In the next section, I will discuss organizations that provide educational resources in different ways.

COMPETITIVE ANALYSIS

Many helpful organizations and campaigns exist to help kids with bullying, to help inform parents on how to deal with bullying, and to increase awareness of bullying overall. There are even a few programs that use martial arts as a tool against bullying. They each offer their own unique approach and help to bully prevention. There is something out there for everyone, but they also do overlap in a lot of what they offer and recommend. Organizations separate themselves from their counterparts by having a distinctive logo and branding, as well as strong web presence and printed material. By combining these two factors, they hope to reach out to more people.

By showing and collecting this research, my campaign will have a baseline to work from and also show how this campaign will be different from everything else.

Antibullying Institute

Antibullying Institute is a program run by the Riverside Medical Clinic Charitable Foundation in southern California. Its main focus is the Hero Program, which helps educate and assist staff, parents, and students about reducing bullying in their communities. The program gets buy-in and support from the local schools and gives Hero awards to those in the community that go above and beyond. This institute hold conferences and free seminars to help bring awareness and prevention to bullying.

Design Aspect

The Antibullying Institute's main branding color is red—a very strong color, but maybe too alarming for the only color being used. Red is often described as radical and extreme, representing passion, energy, fire, violence, and anger (Adams, 2017). It could be used to describe a bullying situation, but to use it as the *only* antibullying brand color is misplaced.

Their heart logo is unique because it plays on abstract shapes to create two people to form a heart. The logo itself is confusing because even though it's a heart, it appears that the white abstract form of a person is overbearing on the little person, representing bullying itself rather than a solution to it. This combination of ideas doesn't translate well. Is the message of the logo that you have to have heart when being bullied? This visual representation doesn't appear friendly or make sense visually.

The rest of their collateral follows the same suit of a strong red and simple typography. Their branding is not engaging or friendly to any age group or demographic. What they do have is a consistent brand, and that does help users know that they are still engaging with the Antibullying Institute.

STOMP Out Bullying

STOMP Out Bullying is the leading national nonprofit organization dedicated to changing the culture for all students. Their mission statement is to stand up against hate, racism, and discrimination. They change the culture with inclusion, equality, civility, and unity. They teach how to respond to all forms of bullying and help educate kids and teens by providing information and educational resources to help parents deal with their kids being bullied. They provide mentoring programs and other services to help with the issue. For example, they have chat lines open to victims of bullying.

They have two major campaigns every year to help with bullying awareness. One campaign is #seeme, which is promoted all year to help bring the community closer. There other major campaign is #blueup, which is run during Bully Prevention Month each October. On October 1, they have all participants wear blue in order to signify awareness and community against bullying.

Design Aspect

Stomp Out Bullying's main colors are purple, blue, and orange. They create a friendly, open environment when paired with the white space that they use. It does create an engaging environment because they use all three colors equally.

Their logo is a wordmark, and they have designed the logo with an uppercase treatment to the word *STOMP* and sentence case to Out Bullying. The way the type is treated creates an awkward

unbalance because if they are trying to emphasize *STOMP*, then *Out Bullying* still carries just as much visual weight because of the purple color, type size, and sentence case treatment. It makes the treatment of *STOMP* questionable and insignificant. Another issue that makes this logo awkward and unbalanced is that the capital O in *Out* is bigger in size compared to the capital O in *STOMP*.

Stomp Out Bullying's other branding material carry a strong consistent visual engagement. They use big, strong type, which is reflective of their logo. They do incorporate a lot of imagery and focus a lot on individual photos of kids, rather than groups. This message is strong and is reflective that they care about each and every individual kid. They make great use of their colors, but their logo and typography throughout the materials is awkward and inconsistent. Their brand overall is strong, with engaging material and consistent use of colors and photos.

Pacer's National Bullying Prevention Center

The PACER Center is known for being a champion for children with disabilities and is funded by the U.S. Department of Education. In 2006, the PACER Center founded National Bullying Prevention Month, providing resources to help kids experiencing bullying; in 2009, they did the same with resources specifically for teens against bullying. The PACER Center follows similar content and approaches as STOMP Out Bullying in order to help educate parents and kids on how to deal with bullying. They reach out to schools and kids, teaching them to take action with their own ideas to reduce bullying and giving them the support they need in order to achieve it.

Design Aspect

PACER's dominant brand color is orange. They rely on this color heavily throughout the website and marketing materials. What's interesting is that they use variations of the color orange throughout these pieces; they are not necessarily tied to one specific Pantone Matching System (PMS) color. Orange has the positive attributes of heat, energy, youth, and happiness (Adams, 2017). This color theme works well for PACER and its branding.

Their logo consists of crescent shapes forming a circle. The abstract circle doesn't have any visual context of what it could be. The only clue to help clarify their logo is their tagline: *Together*

We Can Create a World Without Bullying. From that clue, the logo does make sense because it shows elements coming together to form a world. It's surprising that they have only a white version of their logo and no other colored versions. Adding color to this logo could give more visual clues to the representation.

PACER's marketing and published material have a consistent brand. They use their different tints of orange and a friendly typeface that gives a childish approach to it. They do have an odd execution sometimes where they add a drop shadow behind their type, even when their type is already white and on a dark background. This execution is not needed because of the contrast between the white and dark is enough to be legible for the type. The reason is that when values approach each other, the contrast between type and background diminishes, and the type becomes less legible (Samara, 2014).

Tiger-Rock Martial Arts

Tiger-Rock Martial Arts is a dojo located in Holly Springs, North Carolina. This dojo has an anti-bullying program in which anyone can enroll. A lot of dojos have something like this to offer, and they vary in terms of quality and approach to bullying prevention. This one in particular offers a robust program focusing on awareness, communication, and self-defense. They do not promote violence as a first step; rather, they educate people about signs of bullying and techniques for avoiding it. They also promote typical application of martial arts: how it builds self-esteem and confidence and how knowing how to handle yourself in situations that may become physical.

Design Aspects

Tiger-Rock's branding has a strong use of red and black as the main colors. Unlike the Antibullying Institute, using red as a dominant brand color works for this organization because they are a martial arts dojo first and a bullying prevention program second.

Tiger-Rock's logo matches the energy and movement that a martial arts dojo is trying to portray, but it has a lot of unnecessary elements going on within it. The T and R forming a symbol makes sense because that's the name of the dojo. Using a triangle to encompass it also makes sense from

a design standpoint. If the T and R symbol were alone, it might feel isolated or empty. By creating a frame around it, it helps anchor it to any space, and give weight to the symbol. The circle itself seems unnecessary, though, because it's not accomplishing anything different from what the triangle is doing. The circle also doesn't seem to have any visual representation to the name Tiger-Rock.

Tiger-Rock's marketing materials carry a strong, consistent vibe of energy. Their brochure uses background arrows to help create movement and follows the look and feel of the logo. They incorporate a lot of multiplied layers to help achieve this effect. They use big, strong type and a slight grunge feel to incorporate the grittiness of a dojo.

Martial Artists Against Bullying

Martial Artists Against Bullying (MAAB) is another campaign using martial arts against bullying. The mission focuses on three aspects of awareness, avoidance, and assertiveness. What makes this campaign unique is that it provides at no cost all materials a martial arts dojo would need in order to adopt their own bullying prevention class. It also provides marketing materials, and a playbook for conducting seminars on techniques and scripts in order to face bullying. All a dojo would need to do is join the cause and promote Martial Artists Against Bullying.

Design Aspect

MAAB branding is also dependent on red and black as the color palette. This is an understandable design choice for a martial art–focused program because of the connotations of the color red. However, what is starting to be apparent is how generic and common this color palette is. This commonality has good and bad effects. On one hand, you have established the common look of a martial arts dojo and will be recognized easily. On the other, there is nothing significant or special that stands out. The only way to push this branding forward and be more recognizable would be the execution of their logo and marketing materials.

MAAB's logo consists of different elements trying to achieve too much. This is what is called Ockham's Razor in design principles. According to this theory, unnecessary elements decrease a design's efficiency and increase the probability of unanticipated consequences (Lidwell, Holden, &

Butler, 172). This is where the ideas of *less is more* and *keep it simple* come from. MAAB's logo may be trying to imply unity with the double A's in MAAB overlapping each other, but still confusing because it's not clear. MAAB also adds a vector art of people in karate uniforms. This vector does give a visual clue that this organization deals with martial arts, but considering the name of the organization is Martial Artists Against Bullying, the vector image is not needed.

MAAB's marketing content doesn't make a strong case to be engaging or different from their other competitors. Their website and free resources are too simplistic, without much thought to design. Images on their website are thumbnail-size, and resources are text-heavy with little imagery.

Competitive Analysis Conclusion

All these organizations, programs, and campaigns offer amazing tools and education to help parents, schools, and kids with bullying prevention. They each offer their own approach to and ideas about the subject matter. The relationship between martial arts and bully prevention is strongly established, and organizations have fully taken the lead in utilizing the strengths of martial arts. So, what's the difference between what is already out there and what my thesis and project will establish?

My project campaign will focus heavily on specific tenets that were created and vetted by educators, bullying prevention specialists, and martial artists. These tenets will heavily dive into the strong relationship between martial arts and bullying prevention. These tenets are applicable in everyday life situations and are the core fundamentals to bullying prevention. The tenets will have information on scenarios and life applications, as well as martial arts stances and practice.

More importantly, this campaign will use the information gathered in the competitive analysis to create a campaign with a strong brand that will establish itself visually among the other resources. The research shows that some competitors excel in what they offer in content, but it doesn't tie into martial arts, and vice versa. The focused bully prevention nonprofits have great branding but lack the martial arts aspect, while the martial arts programs do not have an engaging brand. The opportunity to for this campaign to succeed is to utilize both great content *and* great visual presence.

This campaign will use strong full, imagery, color, and bold type to help create an engaging, friendly, and uplifting brand. Consistency and use of strong design elements across all marketing

OVERALL COMPETITIVE ANALYSIS

	ANTI-BULLYING INSTITUTE (Riverside Medical Clinic Charitable Foundation)	STOMP Out Bullying (Change The Culture)	(orange logo)	(red triangle logo)	MAAB (Martial Artists Against Bullying)
Brand Colors	🔴	🟣🔵🟠	🟠🟠	⚫🔴	🔴⚫
Established	2014	2005	2006	1983	2015
Profit/Nonprofit/Charity	Charity	Nonprofit	Nonprofit	Profit	Nonprofit
Social Media Presence	Facebook, YouTube, Twitter, Instagram	Facebook, YouTube, Twitter, Instagram, Pinterest	Facebook, Twitter, Pinterest, Instagram	Facebook	Facebook, Twitter
Education Curriculum		✓	✓		✓
Training Materials for Parents	✓	✓	✓		
Training Materials for Kids		✓	✓		
Physical Training				✓	✓
Campaign Awareness		✓	✓		
A Pledge/Manifesto		✓	✓	✓	✓
Paid Products		✓	✓		
Free Resource Materials	✓	✓	✓		✓
Donations Accepted	✓	✓	✓		✓
Help Line		✓			
Kid Program	✓	✓	✓		
Events	✓	✓	✓		

materials will keep the brand recognizable within the digital and print space. Users will automatically recognize the campaign and know what it stands for based on brand identity.

BE THERE

The campaign that will be the basis for my thesis in bullying prevention and awareness is called Be There Against Bullying, or in short, Be There. I chose Be There for my campaign's name because everyone should become involved in supporting themselves and each other. Parents of a child being bullied need to be there for that child. Friends of people being bullied need to be there for their friends. And a person being bullied needs to be there for themselves in order to deal and to not give up on the situation. That's what it means to Be There.

It is important to remember and remind people who have been affected by bullying that they are not alone. "Right now, there are thousands of kids being bullied all over the world. And so many of these kids will become someone great one day. So many of these kids are destined to be doctors, actors, scientists, writers, politicians, musicians, anything! The path seems painful and difficult now. But the difficulty WILL NOT last forever. Do not give up. You are destined to something" (Mayrock, 2015).

Be There's campaign is based on a set of tenets to help guide and set a foundation for everyone to look at, and be an anchor to the campaign.

Who We Are/Mission

Be There is a bullying prevention and awareness campaign that instills martial arts principles and philosophies in kids. The goal is that through love, community, composure, empathy, strength, and response and responsibility, each and every kid will decrease the chances of bullying happening.

Vision

To give an alternative viewpoint and solution to bullying prevention through the use of martial arts principles where we focus on your well-being and safety.

Be There Research

During my research I came across Barbara Coloroso. She is an internationally recognized speaker and author in the areas of parenting and teaching school discipline, nonviolent conflict resolutions, and reconciliatory justice. In 2002, she wrote *The Bully, the Bullied, and the Bystander*. I was intrigued by how closely related her work is to Be There's tenets. Be There is grounded within martial arts principles, but the concepts follow the same train of thought. For example, she refers to a "Backbone" style of family that raises children with inner discipline, faith in themselves, and the ability to make a difference. These children are the ones who can help reduce bullying. She lists a lot of traits such as love, network of support, and learning to accept their own feelings and to act responsibly on those feelings through a strong sense of self-awareness (Coloroso, 2016). The reason why I mention this in my thesis is that her findings help validate Be There's tenets as actual viable solutions and that martial arts is more than just punching and kicking.

I recently interviewed Shihan Richard Romero (Shihan is a Japanese term for master instructor), a former full-contact Kyokushinkai-kan Karate champion with more than 40 years of experience. Shihan Romero has distilled and combined practices and philosophies of various martial arts, including the rigor and practicality of Kyokushinkai-kan Karate, the ingenuity of Akido, the philosophy of Kodokan Judo, and the introspection of Kyudo (traditional archery) (SeichouKarate, 2019). His viewpoint on martial arts is, "It's to make you comfortable with yourself so that you can breathe and be a better member of society." And when I asked him about martial arts and bullying? He responded with, "You're powerful not to abuse people, but powerful to give to people." His philosophy is grounded in culture, heart, and character development. This approach is why I believe martial arts principals and practice are a great foundation for a bully prevention and awareness.

The Six Tenets of Be There

Be There has six tenets that were developed for this campaign and thesis project: Love, Composure, Empathy, Community, Strength, and Response and Responsibility. Each tenet cultivates martial arts theory and practicality to help the individual deal with bullying.

Each tenet has its own martial arts stance that can help them reflect about the tenet. The stances will be shown and have descriptions on how to fully execute the stance. However, the tenets were developed with the notion that an individual does not need a martial arts background and can practice them on their own merits. The goal is to set these tenets as a set of moral principals to follow, which would help with bully prevention and bully awareness.

Love

Community
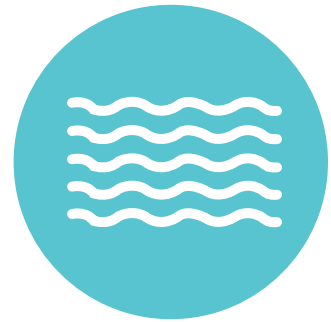
Composure

Empathy

Strength

Response and Responsibility

SIX DESIGNED TENETS OF BE THERE

Design Aspect

I wanted to use strong lines for the design of the tenet icons. The reason I chose this approach is because martial arts is a very fluid activity. It tends to have simple and effective approaches in its practice. Lines help visually achieve this concept of motion and simplicity, but also when strung together, they create a form or a visually sound structure, just as martial arts uses various techniques, methods, and intellect to create a holistic approach. Samara states that a line's essential character is one of connection; it unites areas within a composition. Line is also used for separate spaces, join spaces, or objects. It may also create protective barriers, enclose or constraint or intersect (Samara, 2014). Using line also goes back to Ockham's Razor and keeping design elements simple, just as martial arts practice.

Love (Tenet 1)

Devote the time to understand what your body and mind need in order to be healthy. Then dedicate yourself to achieving that mindset. Martial arts helps determine your physical and emotional needs through mental study and rigorous practice. After time, students will be able to understand what their bodies need physically and emotionally in order to reach new goals and succeed.

The Why

Love as a tenet was chosen because you are *you*. You cannot switch bodies or minds with any other person. An individual can change over time, but it takes caring and understanding of yourself to do that.

Barbara Coloroso follows the same thought in her messages that foster a strong sense of self: Her first point is, "kids know that they are loved unconditionally, that they are capable of taking the full responsibility for their actions and thoughts" (Coloroso, 2016). Barbara is encompassing Be There's tenets of love and community together in this point. With support and love from everyone around you, it is easier to love yourself and to know that you have the self-control to make the changes and learn from them. This is what Be There's Love tenet is about.

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4 Tilt your head up slightly and look through the triangle of your hands.

2 Raise your arms above your head at a forward, 45-degree angle.

3 With your hands open, fingers together, and thumbs out, create a triangle with your thumbs and index fingers touching each other.

1 Set your feet shoulder-width apart.
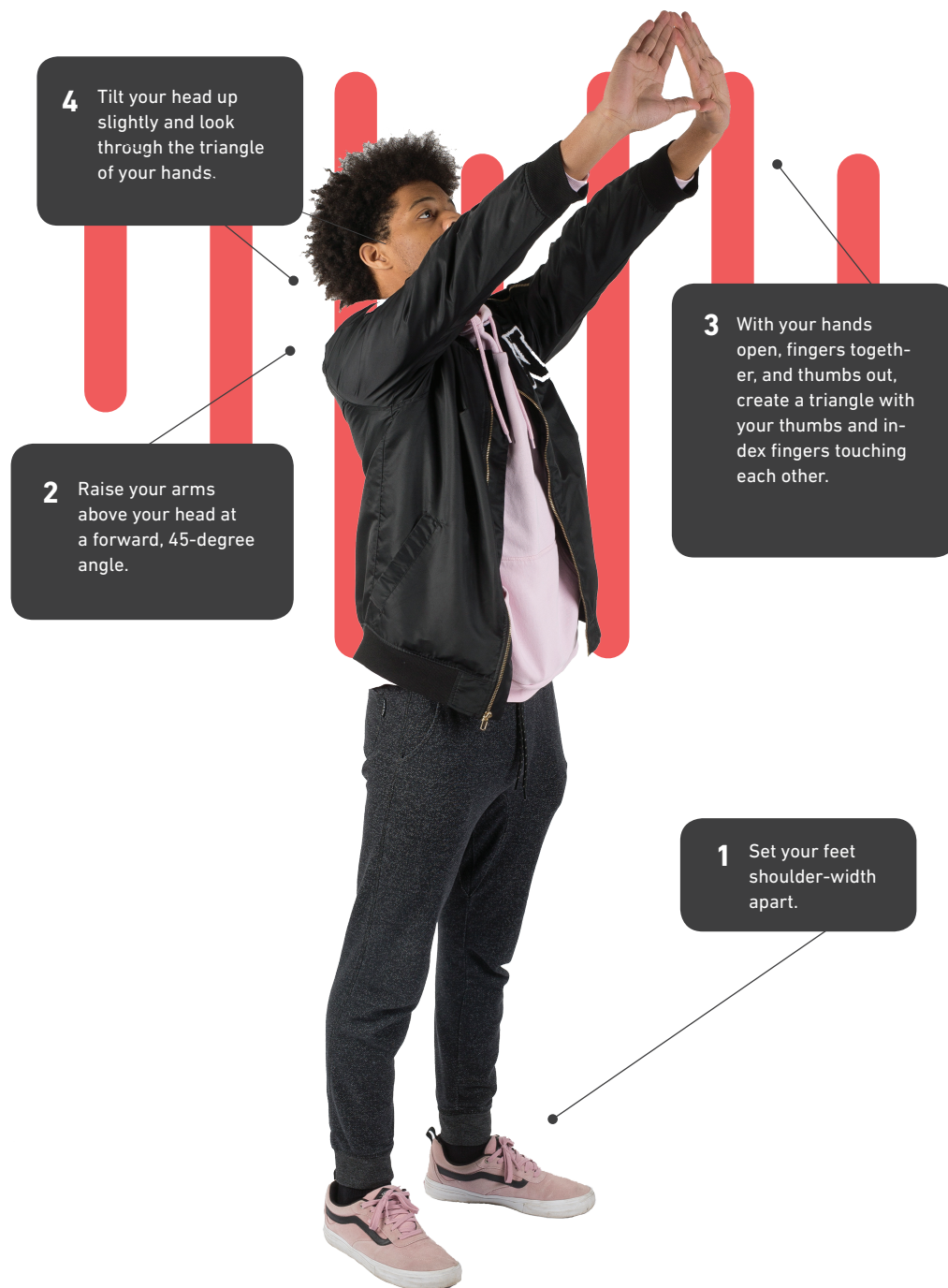
STANCE FOR LOVE

Design Aspect

For love, the simplest and most effective approach is a heart. A heart shape may be overused to visually represent love, but in design, the simplest approach is usually the best. A designer must find a balance between having a unique approach to a design element, but not give up immediate visual recognition. Having the trade off of having instant recognition to an element versus an element that takes some time to figure out is usually not the best way to execute a design. This design process is known as Form Follows Function. The question that should be asked during this process is, "What aspects of the design are critical to success?" These success criteria should drive design specifications and decisions (Lidwell, Holden, & Butler, 2010).

The Stance

This stance invokes love by having your feet firmly planted on the ground, and reaching above your head with your hands coming together to form a triangle. This stance creates a stretch throughout your body and it allows to focus on one pinpoint, which is the triangle that is made by your hands. While doing this stance, focus on feeling the ground with your feet, and everything else reaching towards the sky with your gaze looking upward.

This stance helps you associate with love because you are taking the time to stretch your body, relax your mind, and focus on one singular point.

Parents Share Their Child Story

A survey was sent out to parents who enrolled their children into martial arts. One of the questions that was asked on the survey is if they knew of an instance when their child defused a bullying situation with their knowledge of martial arts, but in a non physical confrontation? One of the replies that was received is closely related to the love tenet, and this was their answer. "He was being teased at recess and lunch. He knew it was wrong and talked about it with us. He decided it was best to tell the teacher how he knew this other child was hurting him and other students with their words. The teachers talked with the other child and things have improved."

Community (Tenet 2)

Create relationships and invite people into your life, such as your family, friends, neighbors, teachers, and club members. Relationships are a two-way street of communication and trust. The more you have, the more support you have. Martial arts cultivates strong relationships within the dojo. Students are constantly communicating with each other physically and verbally. They are given the tools for and practice on how to build communication and trust among people. Students take pride in the dojo, and as a community, they come together to see it succeed.

The Why

Community is extremely important in bullying prevention and awareness. It's a vital tenet for Be There because of the major effect communities have on everyone. Stefani Roth, a director of published K–12 education content, puts it best: "All of us are part of a whole, and together, our family, friends, and acquaintances create a network of support. Connection to that community creates a ripple effect, both locally and globally, beyond what we can easily see and experience. So, it's really important for us to be rooted in our communities because those communities have roots that go way beyond the roots that we can obviously see just in our immediate communities."

This tenet really emphasizes creating bonds with different circles of people in order to create that wide ripple of support, lending help to those who need help with bullying prevention. This support can be shown by helping defusing a bullying situation, asking for help, and telling someone that bullying is happening to someone. Essentially, it's providing the love and support someone needs in order to get through a situation. Community and support is a strong foundation for a lot of other bullying prevention methods, and that is why the name of this campaign is Be There.

Design Aspect

This icon uses the Near and Far principle of design to help define the support structure. Designers can create intrigue and depth by manipulating the form in illusionary dimensional space. That is achieved by defining elements as existing in the foreground, in the background, or somewhere in between (Samara, 2014).

4 Keep your shoulders and back straight.

6 With your hands in front of your hips, make fists. Bend your arms slightly inward to create a circle.

5 Place your arms and elbows forward, past your hip and at waist height.

3 Bend your knees slightly and keep your weight down.

2 Point your toes inward and your heels out. Your back foot's toes should be in line with your front foot's heel.

1 Set your feet shoulder-width apart.

STANCE FOR COMMUNITY

The Stance

This stance invokes community by having a strong foot stance with arms and elbows forward, slightly bent inward to create an open circle. This stance is a solid stance; it's very powerful because of the way your feet and weight are positioned , but it's a nonthreatening stance. It's meant to reinforce that feeling of being a strong individual who can be dependable in a community. George Gautherin, who is a martial arts instructor comments, "This stance is like a pillar, and you become a little more unmovable." Your elbows, arms, and hands are positioned in a way that creates a boundary of space but also creates a sense of bringing people in to your circle to protect them.

This stance helps you associate with community because of the strong, open-armed stance being portrayed, and it helps with posture and lower-body muscles.

Parents Share Their Child Story

A survey was sent out to parents who enrolled their children into martial arts. One of the questions that was asked on the survey is if they knew of an instance when their child defused a bullying situation with their knowledge of martial arts, but in a non physical confrontation? One of the replies that was received is closely related to the community tenet, and this was their answer. "My 11-year-old middle schooler intervenes whenever he sees someone being picked on. He stands up to the bully, explains that what he is doing is wrong, and tries to reason with him. If that doesn't work, he tells him he knows karate and is not afraid to use his skills to get him to stop his bad behavior. Sometimes the bully stops, sometimes not. But my son always feels confident in doing the right thing. He definitely learned this in his martial arts training."

Composure (Tenet 3)

Establish calmness within yourself during difficult or stressful situations and don't give in to immediate reactions. Staying calm will help you think about the situation and analyze the consequences of your every action. Martial arts helps establish this tenet by placing the student in a safe and controlled environment in which they must maintain their composure when tensions rise physically and verbally.

The Why

A major component for martial arts is composure. It's one of the foundations of teaching and learning martial arts. When I asked Shihan Romero about martial arts and composure and how important it is, he said, "To be able to breathe, you have to be able to calm your mind. Because we have our unconscious self, that part of us that responds, our kind of primordial brain, threat threat danger! Our brain makes different chemicals. Our respiration increases, we start breathing faster, our heart pounds faster, adrenaline [surges]. At that moment when people have martial arts experience, being in class in a loud environment, yelling—yet they are thinking of their technique, relaxing during that moment of intensity. That has very significant side benefits."

Martial arts does have this benefit of teaching composure because of the atmosphere that students are put through. Not everyone has this environment to practice in, but they can focus on the stance and their breathing anywhere and anytime.
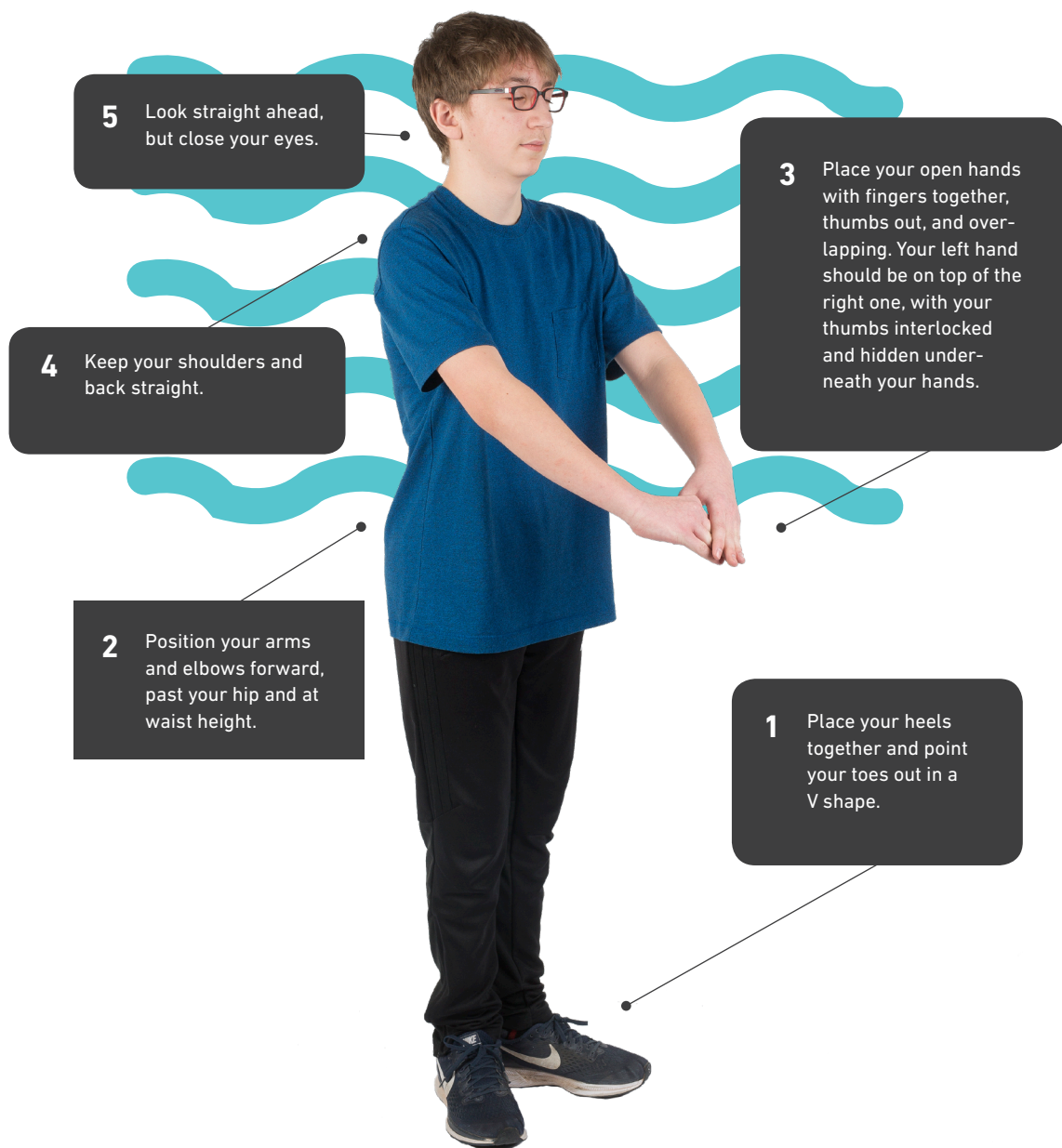
Design Aspect

The design for this tenet shows multiple lines in a continuous rhythm and sync pattern. Many visuals can come from this idea, such as heart rate monitors and ocean waves, but the uniting factor is that they are unwavering and holding composure.

Rhythm can deliver emotional or conceptual messages. Rhythm alone may account for the majority of an audience's immediate interpretation of a message (Samara, 2014).

The Stance

This stance invokes composure by having balance in your stance and closing your eyes while your hands are together in front of you with your arms outward past your hips (waist high). This stance requires calmness and collectiveness because your body is absolutely still with your eyes closed, and it takes effort to maintain this balance. This gives you time to listen and hear your breathing. It gives you the time to focus on your own thoughts, and the sounds that surround you.

This stance helps you associate with composure because it gives the practice and time

5 Look straight ahead, but close your eyes.

3 Place your open hands with fingers together, thumbs out, and overlapping. Your left hand should be on top of the right one, with your thumbs interlocked and hidden underneath your hands.

4 Keep your shoulders and back straight.

2 Position your arms and elbows forward, past your hip and at waist height.

1 Place your heels together and point your toes out in a V shape.

STANCE FOR COMPOSURE

to think about what's happening right then and there. This stance helps enforce your

balance and posture because it requires thought and collectiveness of your body and mind to maintain.

Parents Share Their Child Story

A survey was sent out to parents who enrolled their children into martial arts. One of the

questions that was asked on the survey is if they knew of an instance when their child defused a

bullying situation with their knowledge of martial arts, but in a non physical confrontation? One

of the replies that was received is closely related to the composure tenet, and this was their answer.

"My daughter is bullied for playing baseball. She learned that what others say and do are beyond her

control, but she CAN control how she responds to them. By remaining calm and walking away, she

completely defused the bullies. Her lack of reaction initially startled the bullies and caused them to

up the volume. Her continued calm indifference made the bullies look foolish and ended the prob-

lem for the most part."

Empathy (Tenet 4)

Examine your emotions with honest self-reflection. Listen and see how people are reacting to

your choice of actions and words. Examine and recognize other people's feelings, intents, and

reactions within their environments or situations. Martial arts may be an individualized competitive

sport, but it creates bonds with your classmates in a unique way. Through hard practice with your

classmates, you start to develop insights about how different people react and think.

The Why

Empathy is a hard trait to learn, but it really completes someone's thinking about a situation.

It allows you to think behind someone's else motives and reasoning and possibly gain insight about

their actions. Maybe it was because you did something that you weren't aware of, or something else

that you can't control. By understanding all aspects, it might help defuse situations that can turn into

more than just a one-time incident.

Barabara Coloroso supports this idea with one of her traits for her Backbone family. She states

that children learn to accept their own feelings through a sense of self-awareness—parents are

empathetic and emotionally available to them, modeling appropriate ways to express the full range of emotions (Coloroso, 2016). What's great about this is that the parents are modeling this for their children, and showing the results of it. Be There's Empathy tenet requires you and everyone in your community to Be There to help you progress through this tenet.

Design Aspect

The design for Empathy was to visually show someone's surroundings and how people should be aware. Using circles emitting from a central point helps signify the surroundings, almost like a visual radar screen. The design element that was used for the icon was the dot element. The dot accomplishes a point of focused attention; the dot simultaneously contracts inward and radiated outward (Samara, 2014). The dot element doesn't necessarily have to be a solid dot. The effect is still created by using the negative space to form a centralized focus point, or dot.

The Stance

This stance invokes empathy by portraying openness by sitting on your legs with them folded underneath and your arms resting on your thighs with your palms open facing the sky. This stance enables you to take in what you see and hear without putting much thought into what your body is doing. This is a vulnerable stance, which helps open feelings of honest self-reflection.

This stance helps you associate with empathy because the positions of your hands are open and inviting. Sitting with folded legs is a formal position and helps with back posture. This stance shouldn't be held for too long because it does induce your legs to fall asleep.

Parents Share Their Child Story

A survey was sent out to parents who enrolled their children into martial arts. One of the questions that was asked on the survey is if they knew of an instance when their child defused a bullying situation with their knowledge of martial arts, but in a non physical confrontation? One of the replies that was received is closely related to the community tenet, and this was their answer. "He intervened in a situation of misunderstanding. One kid thought another kid was picking on them and they started arguing. My kid knew neither of them were mean kids, and he helped defuse the argument."

2 Keep your shoulders and back straight.

3 Rest your arms on your thighs with the palms facing up.

4 Keep your fingers together and fold your thumbs in.

1 Sit on your folded legs.

STANCE FOR EMPATHY

Strength (Tenet 5)

Discover your inner strength, which gives you confidence in who you are, and develop aware-ness of your physical strength and knowledge of what your body can do in different situations. Martial arts helps students discover confidence in how they develop and succeed through the cur-riculum. A reward system of belt colors helps increase their confidence because it shows the public what they have accomplished mentally and physically. As they progress through the system, they discover how much they know and are then able to teach newcomers, which boosts their confidence. All effort is rewarded in time, and everything they learn has meaning.
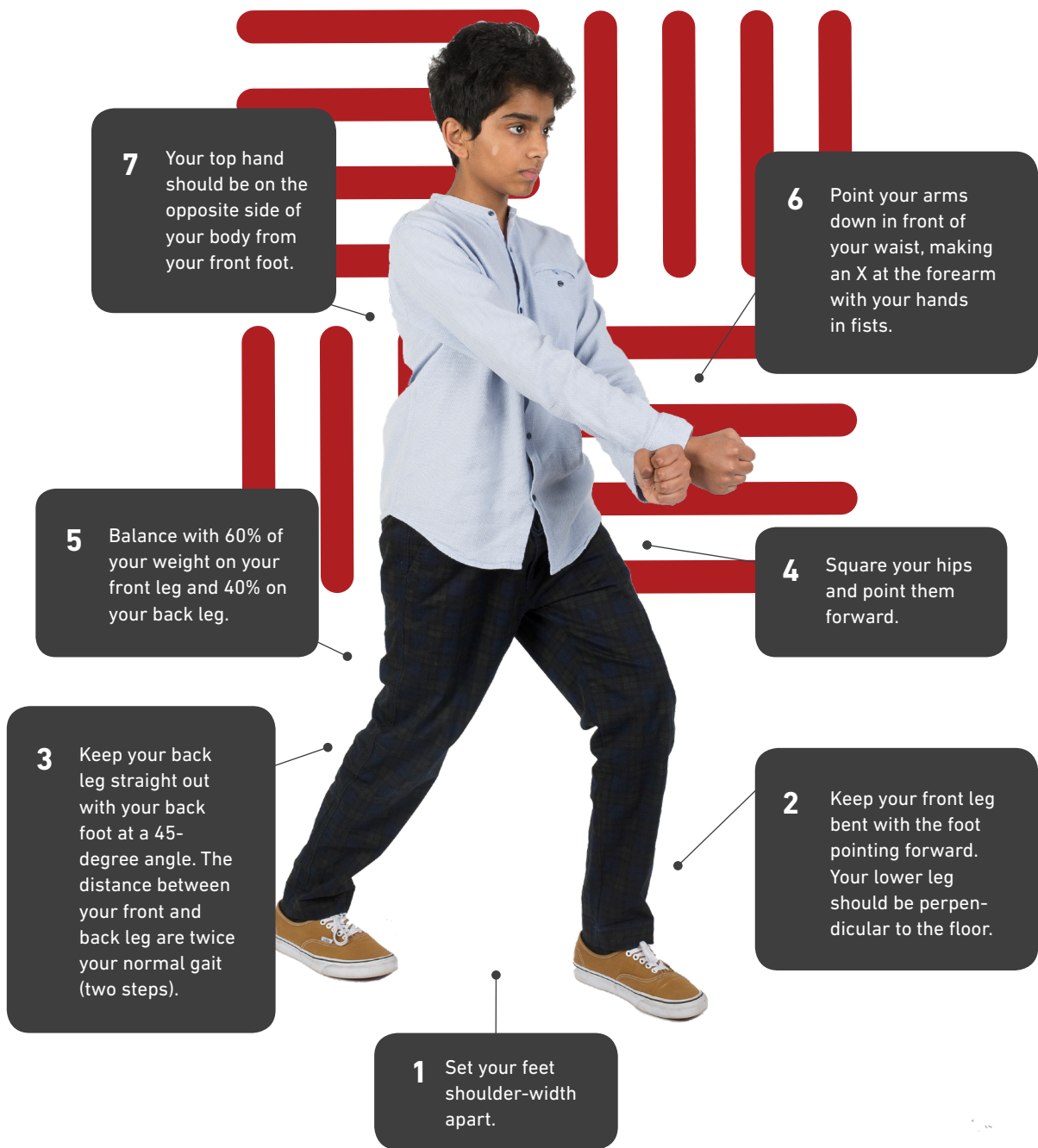
The Why

The physical aspect of strength as a tenet is easy to recognize. The inner strength goes a lot deeper. This tenet teaches confidence, but also perseverance. In my interview with Stefani, she asked me, "What happens when you have a student who is struggling to progress?" I told her, "In martial arts, never say, *You're doing it wrong*. You have to continually encourage students to keep working and help refine their technique until they finally do it consistently. I've seen students fail their tests but come back the next season and pass." This experience gives the student a physical and emotional connection to inner strength, as well as the ability to see the reward at the end. By incorporating this tenet, confidence can not only help deter bullies but also give someone who is being bullied a mental toughness to recognize there is something better beyond this bullying situation.

Design Aspect

To keep in the design scheme of simple, effective approaches, a square is a very strong structure. In order to create the object, sets of smaller squares were used to show the multiple facets of the Strength tenet. It was challenging to design because it couldn't bear a resemblance to the Commu-nity icon, which uses another square object.

The icon uses multiple design elements and principles, such as line, movement, and negative space. It also uses the design element of geometric form, where our brains try to establish meaning by identifying a shape's outer contour (Samara, 2014). By tracing the directions of the lines, four squares can be made within the making of one big square.

7 Your top hand should be on the opposite side of your body from your front foot.

6 Point your arms down in front of your waist, making an X at the forearm with your hands in fists.

5 Balance with 60% of your weight on your front leg and 40% on your back leg.

4 Square your hips and point them forward.

3 Keep your back leg straight out with your back foot at a 45-degree angle. The distance between your front and back leg are twice your normal gait (two steps).

2 Keep your front leg bent with the foot pointing forward. Your lower leg should be perpendicular to the floor.

1 Set your feet shoulder-width apart.

STANCE FOR STRENGTH

The Stance

This stance invokes strength by having a powerful base with one leg bent forward, and the other leg stretched out behind you. Your arms are in a strong block position in the shape of a X. This stance lets you feel your leg muscles all working together to create a powerful stance with your legs, and your arms are symmetrical in action to create unity and strength. What is very strong about this stance is that it's considered a block in martial arts, and it works perfectly with this tenet because it's showing a defensive posture, rather than an offensive posture.

This stance helps you associate with strength because it feels very powerful and has a self confidence factor. It works your leg muscles, helps your posture, and also help stretches your legs.

Parents Share Their Child Story

A survey was sent out to parents who enrolled their children into martial arts. One of the questions that was asked on the survey is if they knew of an instance when their child defused a bullying situation with their knowledge of martial arts, but in a non physical confrontation? One of the replies that was received is closely related to the community tenet, and this was their answer. "Everyone knows the fact that my daughter is practicing karate and no one even dares to challenge her. Sometime there could be some emotional situations, but she successfully manages them. Generally, she is much more aware of the potential threat and most of the time enthusiastically stops bullies who might be some boys or girls about to fight with each other."

Response and Responsibility (Tenet 6)

Recognize the situation and be decisive with your actions with a patient, reflective response. Situations can escalate quickly and need appropriate, proportional responses. Extend your help to others and to yourself. Understand and uphold the consequences that may come with your actions. Martial arts teaches nonviolent approaches to situations and how to respond with patience and reflection. Whether it be taking yourself or someone else out of a potentially violent situation by being composed or being able to respond to a physical or mental attack, students in the dojo are able to see and understand the effects of their decisions in a controlled environment.

The Why

When I asked Shihan Romero about martial arts, he made a remarkable statement: "You're powerful to not abuse people, but powerful to give to people." This statement means that people who have studied martial arts have all this knowledge, strength, confidence, and technique that they could use as aggressors. However, they also have wisdom because they know not to show or force their skills upon anyone, but rather use them to help and support other people in need. This tenet carries a lot of weight because whatever action that someone takes in order to help someone, they have to see it through and know the consequences.

An example can be drawn from Coloroso and where she teaches people to be witnesses and not bystanders. She remarks that there are no innocent bystanders: not to acknowledge bullying for what it is or to simply dismiss it is to be a complicit bystander (Coloroso, 2016). Lastly, if a physical response is needed, every single last step must have been taken in order to avoid the physical altercation. It is very important to know, as the girl in Shihan's story did, what the implications are going to be and to be prepared to handle the repercussions.

Design Aspect

Response and Responsibility was the hardest to design because two meanings had to be defined in a simple approach. The final solution conveys ups and downs, which signify that there's always a reaction to every action. The lines also continue up after the down line to show that it is continuous and that responsibility must be held in order to keep going.

This icon shows a good example of the use of movement with lines, and also why it has a strong engagement. Movement within a composition is considered desirable because, like the illusion of spatial depth, it helps deny the inherent flatness of the format, and so further engages the viewer (Samara, 2014).

The Stance

This stance invokes response and responsibility with a mobile base and responsive arm and hand placements. The legs are shoulder-width apart, with the knees bent and one leg slightly in front

4 Position your front hand mid-torso, palm out, with your wrist down and your fingers up. Keep your fingers together and your thumb tucked in.

5 Raise your back hand level with your jaw. With your hand in a fist, cover your face.

6 Keep your shoulders and back straight.

3 Balance your weight evenly, 50% on each foot.

2 The distance between your front and back leg is one and a half your normal gait (1.5 steps).

1 Set your feet shoulder-width apart.

STANCE FOR RESPONSE AND RESPONSIBILITY

of the other. This creates a mobile base in which someone can be reactive and move in any direction. The arms are set in a posture that is both defensive and offensive. Your forward hand is set at a downward angle with its hand open, while your other hand is at your jaw level with a fist. This stance really sets the tone because of the body language and drives the point that physical altercations are serious. Out of all tenet stances, this one feels way different because of the offensive nature of it. It is meant to instill that feeling because someone needs to feel it, and see it, to know the differences and the responsibility it carries.

This stance helps associate with response and responsibility because of the offensive nature of the stance. It helps with your lower leg muscles and preparation of arm placements.

Parents Share Their Child Story

A survey was sent out to parents who enrolled their children into martial arts. One of the questions that was asked on the survey is if they knew of an instance when their child defused a bullying situation with their knowledge of martial arts, but in a non physical confrontation? One of the replies that was received is closely related to the community tenet, and this was their answer. "Our goddaughter is in 1st grade and she has been taking karate for 3 years. During a recent playground incident, a group of girls was mocking her; she chose to breathe deeply and walk away rather than engaging with them."

BRANDING

Be There's logo inspiration was Japanese and martial arts themed. It was designed from the beginning to incorporate all tenet icons into one whole piece. It needed to be designed this way because Be There's campaign is based on these tenets and needed to show it.

The branding for this campaign has evolved over the course of this project with its use of visuals and imagery. One feature that has always been consistent has been its use of icons as a foundation for the visual ground work. The use of color for each stance was going to be a major contribution to the branding as well.

The rest of the branding materials that were designed for this campaign are shown in this chapter and process behind them.

Sketch Phase

The initial sketch phase was to see if I could combine six circles into one entity. The problem that I came across doing this is that having them bunched up would cause a sense of clutter and chaos—definitely not the feeling that I wanted Be There to convey. Be There needed to have an open, friendly, and supportive engagement. With further exploration, I started trying spacing out the circles. I was really stuck on having them overlap to show that they were all connected.

At the time, I didn't know how I wanted to represent the tenets within the logo. I was leaning toward just using color to represent them. I used black and white at first to see whether I liked how it looked. I initially keep everything in black and white is that you can focus more on the content and shape of the design, rather then the colors, which are often very subjective to the viewer. After the black and white phase, I decided to use some placeholder colors. After reaching this phase, I decided I didn't like where the design was heading, but it did raise an important question for me: What colors
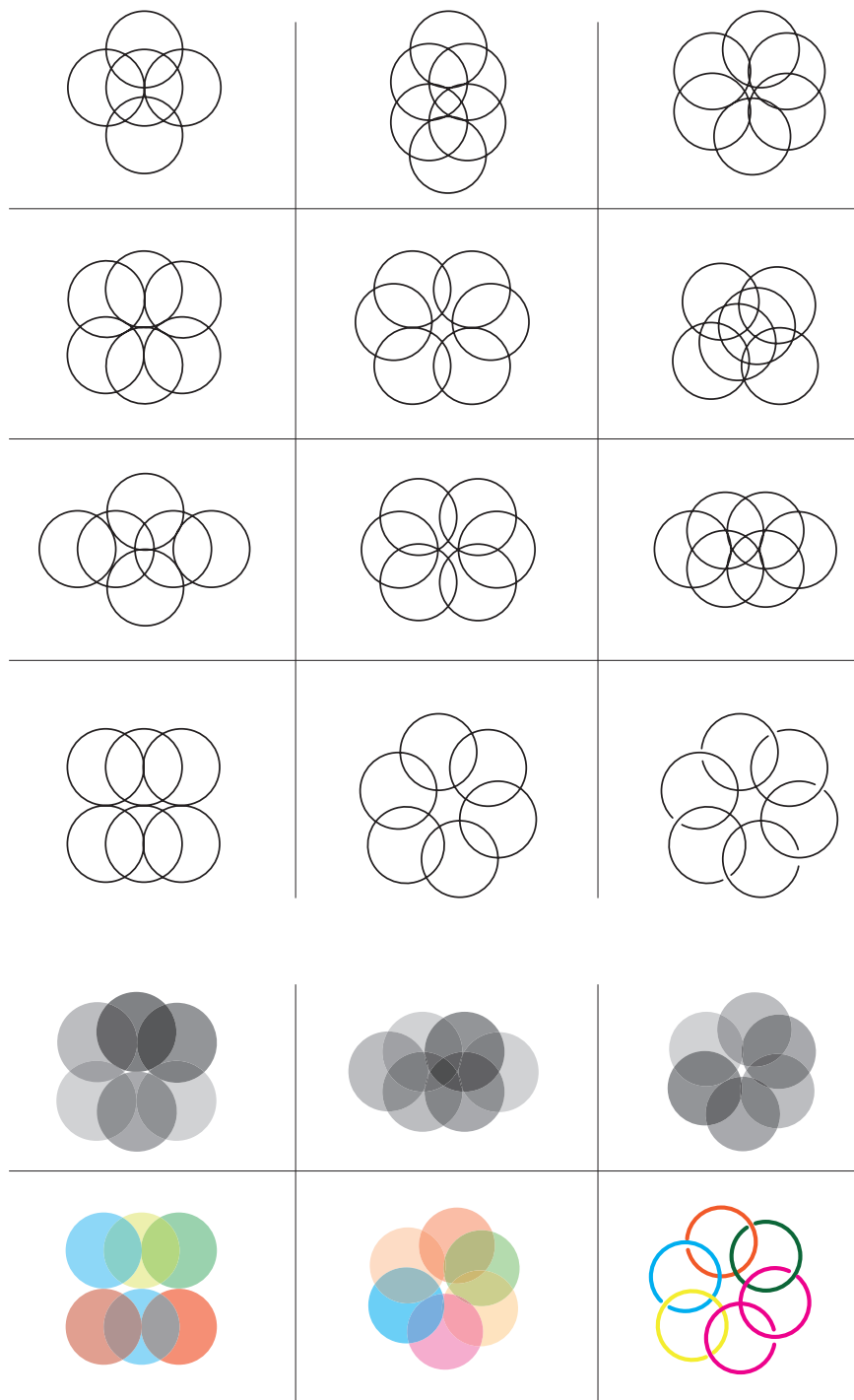
INITIAL LOGO SKETCHES

am I going to use for the tenets? (I will touch base later on the color selections and survey results that I did for it).

Revised Logo

After my failed attempt of the overlapping circles, I had to rethink my execution of what I was trying to portray and what message I wanted to send. I didn't want to give up on the initial idea of showing all tenets; I just had to pivot, and all it took was just a side conversation on a different topic.

I was having a conversation with my colleague at work, and my heritage and culture came up. I was asked if my Japanese side has a family crest. This one sentence sparked an idea in my head about how I could execute this logo. It made perfect sense to do it this way considering the connotation behind a crest and the family support that it refers to, but also how it's Japanese in origin, which tend to lend itself to martial arts.

I proceeded to do my research of different Japanese family crests, and I started experimenting with my own.
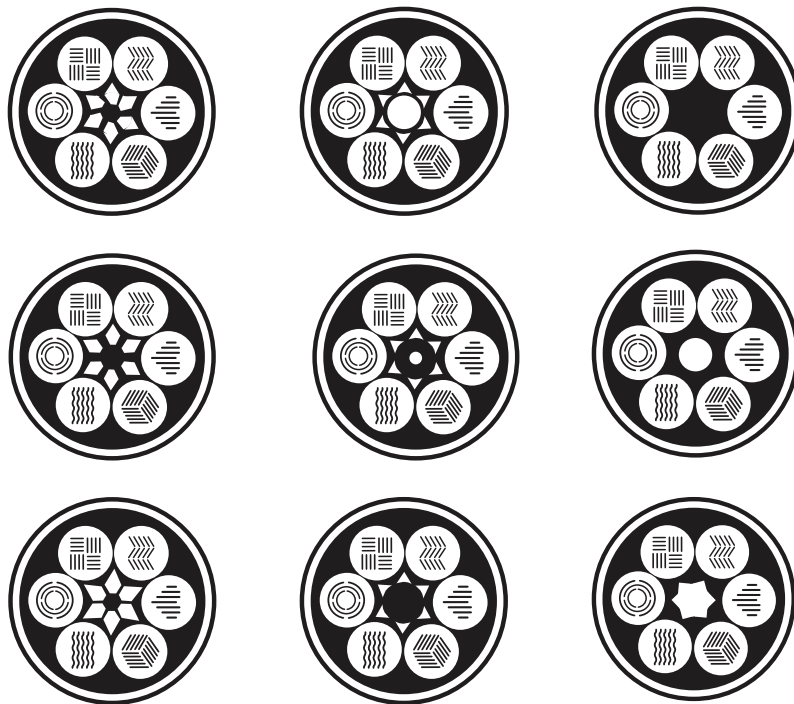
REVISED LOGO SKETCHES

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Color Research

    Researching colors for this brand took some time because colors are very subjective to the viewer. Using research from Sean Adams's book *The Designer's Dictionary of Color (2017)*, I selected colors whose meanings were closely related to a specific tenet's definition. I then created a survey about these colors and used the responses to determine the final brand colors to reflect each tenet.

COLOR MEANING

Adams, 2017

Coral
Is associated with femininity, gentleness, romance, and the tropics

Pink
Communicates romance, compassion, innocence, and fragility

Peach
Is soft, nurturing, warm, and sweet

Yellow
Universally regarded as cheerful, representing happiness, sunlight, optimism, and creativity

Teal
Is the color of communication, self-awareness, and initiative

Green
Communicates nature and the environment

Red
Is extreme, representing passion, energy, fire, violence, and anger; is connected to the idea that energy is life

Blue
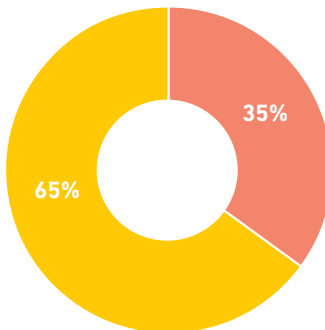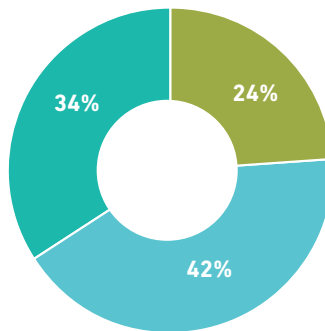Communicates honesty and loyalty; is associated with the sky, water, power, and authority

Orange
Has positive attributes, including heat, energy, youth, and happiness
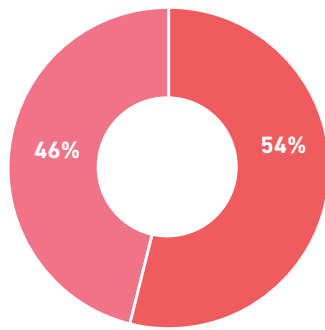
Which color best represents the meaning of Love?

46% 54%

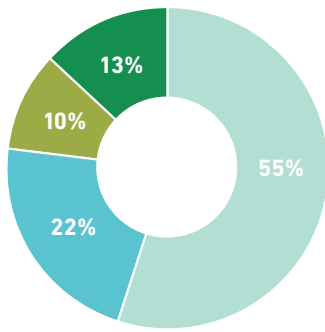**Which color best represents the meaning of Community?**

35% 65%

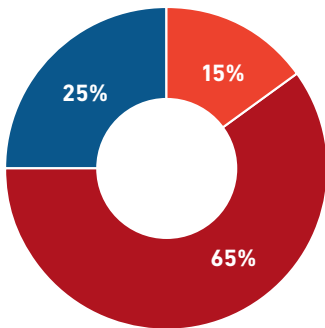**Which color best represents the meaning of Composure?**

34% 24% 42%

COLOR SURVEY SELECTION
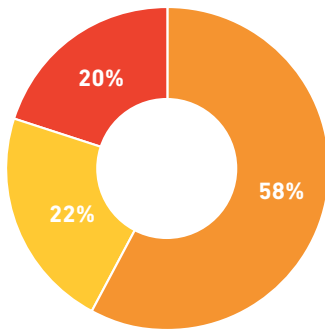*198 total responses were collected for this survey*

Source: "Color Selection Survey" [survey conducted by T.Lytle, November 28, 2018]. Copyright 2019 by T.Lytle.

Which color best represents the meaning of Empathy?

13% 10% 22% 55%

Which color best represents the meaning of Strength?

15% 25% 65%

Which color best represents the meaning of Response and Responsibility?

20% 22% 58%

COLOR SURVEY SELECTION (continued)

198 total responses were collected for this survey

Final

      After finalizing colors from the survey, it was time to apply them to the logo. Applying the colors with the black circle background was getting too involved and complicated. I initially applied the black circle background for the contrast of the tenet icon circles, but now with color, it was no longer needed. The logo now with full color and no black was working well together, but the middle section still seemed complex. This logo is complex already and it needed to be simplified more. In order to give it more breathing room, the shapes in the center were reduced and spaced out more. The new shape of the middle helped with the overall logo because it gave a central focus but also allowed each tenet circle to have its own hierarchal weight without something in the middle competing for it.

FINAL LOGO

47
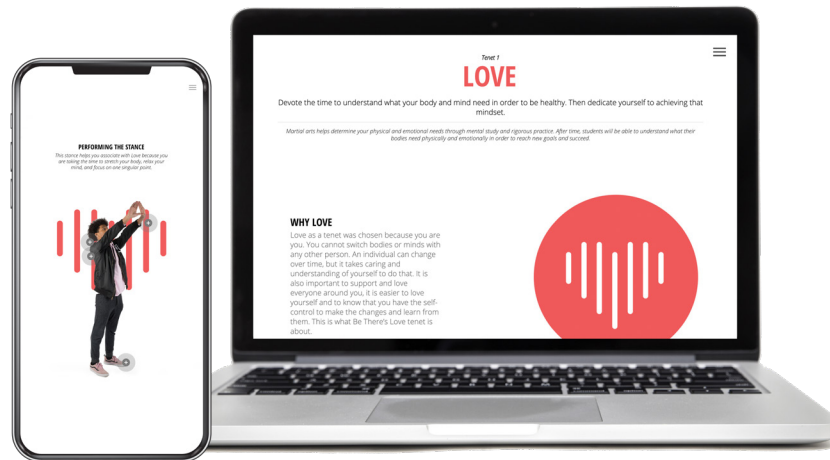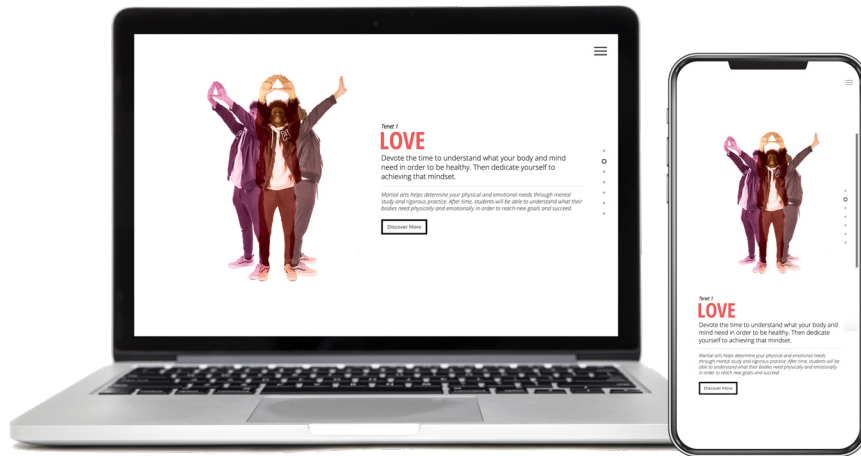
BRANDING COLLATERAL—WEBSITE

BE THERE
AGAINST BULLYING™

Be There is a bullying prevention and awareness campaign that instills martial arts principles and philosophies in kids. The goal is that through love, community, composure, empathy, strength, and response and responsibility, each and every kid will decrease the chances of bullying happening.

For further information, please visit the website:
www.bethereagainstbullying.com

The Six Tenets of Be There

Be There has six tenets that were developed for this campaign: Love, Composure, Empathy, Community, Strength, and Response and Responsibility. Each tenet cultivates martial arts theory and practicality to help the individual deal with bullying.

Each tenet has its own martial arts stance that can help kids reflect about the tenet. Stance information and how to execute the stance can be found on the website. However, the tenets were developed with the notion that an individual does not need a martial arts background and can practice them on their own merits. The goal is to set these tenets as a set of moral principles to follow, which would help with bully prevention and bully awareness.

Scan the QR code for easy mobile website access.

LOVE

Devote the time to understand what your body and mind need in order to be healthy. Then dedicate yourself to achieving that mindset.

COMMUNITY

Create relationships and invite people into your life, such as your family, friends, neighbors, teachers, and club members Relationships are a two-way street of communication and trust. The more you have, the more support you have.

COMPOSURE

Establish calmness within yourself during difficult or stressful situations and don't give in to immediate reactions. Staying calm will help you think about the situation and analyze the consequences of your every action.

EMPATHY

Examine your emotions with honest self-reflection. Listen and see how people are reacting to your choice of actions and words. Examine and recognize other people's feelings, intents, and reactions within their environments or situations.

STRENGTH

Discover your inner strength, which gives you confidence in who you are, and develop awareness of your physical strength and knowledge of what your body can do in different situations.

RESPONSE & RESPONSIBLITY

Recognize the situation and be decisive with your actions with a patient, reflective response. Situations can escalate quickly and need appropriate, proportional responses. Extend your help to others and to yourself. Understand and uphold the consequences that may come with your actions.

For further information about each tenet, please visit the website:
www.bethereagainstbullying.com

BE THERE
AGAINST BULLYING™

6" x 9"

BRANDING COLLATERAL—PROMO CARD

POST REMARKS

Working on this campaign has been an enlightening journey. It has pushed me personally and professionally, as well as in my education both as a student and as a teacher. I have been overwhelmed by the amount of support that has been shown to me for this campaign, but also how humble and active people are about this subject.

Be There's mission is to decrease the amount of bullying happening with teenagers and kids. I truly believe that these tenets based on martial arts principles can help achieve that. This campaign will be left up on public space in digital form to be accessible to anyone who wishes to apply Be There's tenets.

Researching and creating content for this campaign was challenging, but very rewarding. I learned that bullying is still an issue and a very important topic. My personal story is just a drop in the bucket, but it's great to see a wide variety of support systems in place now to help reduce bullying.

Creating the content for the campaign was a challenging task because it doesn't align with the visual discipline that I was trained in. I'm very grateful for the help that I received from numerous people to help solidify, clarify, and verify the tenets as applicable philosophies in bully prevention. Without these, this campaign wouldn't have the foundation to stand on. I'm glad that these tenets came together because Be There's campaign should be out there as a resource.

The graphic design portion for this campaign was exciting and fun. I was able to apply and showcase all my design knowledge in a lot of different facets. I'm very proud of how the logo turned out, and I feel that it encompasses and expresses all that I wanted to with the feeling of Be There. The design of the icons for the tenets were great to explore and work within a minimal design. The application of the imagery and stances were a new exploration for me. The double exposure and

layering effect has been around, but I knew this would be a perfect opportunity to use it. The application of the effect came out better than I expected because of the different photos that were taken in the photoshoot that I held.

This campaign had a lot of moving parts, and taught me a lot art direction, application, content creation, research, management, and logistics. All these experiences massed together help create a strong thesis to be proud of and knowledge that is applicable in the design field.

Earlier I mentioned the question that started this whole campaign: *Graphic design has the power to impact the world; what would you do?* This viewpoint is also known as *design authorship*. Design authorship can be a reaction to a perceived problem or a proactive stance of identifying an opportunity for true social change (McCarthy, 2013). Great examples of design changing the world include Shepard Fairey's Barack Obama "Hope" poster, which came to represent Obama's 2008 presidential campaign, and Lorraine Schneider's 1966 poster titled "War Is Not Healthy for Children and Other Living Things," which has been an iconic antiwar statement for decades. These two designs helped shift popular viewpoints. Be There's campaign does not revolve around a single rallying image to help with bully awareness like the other two examples. Instead, it was created and designed in an overall branding campaign that will establish a friendly, engaging brand with inviting colors and personable imagery. By being designed with that in mind, it will stand above the rest of its competitors and invite people to explore and engage with its content. I believe that Be There's brand, imagery, and message qualify as design authorship under both definitions: reacting to a problem and proactively seeking a solution.

The next time when I get asked that question: I would answer, Yes, design can make an impact on the world, and this is what I did.

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BIOGRAPHY

Thomas K. Lytle received his Associate's Degree in Business Management from Northern Virginia Community College in 2006. He went on to receive his Bachelor of Fine Arts with a concentration in Graphic Design, *magna cum laude*, from George Mason University in 2012. He is employed by a nonprofit company and works for their in-house design firm, having risen from Junior Designer to Associate Art Director.

In 2019, he will obtain his Master of Fine Arts with a concentration Graphic Design from George Mason University. During that time, he has taught one of Mason's design courses, Elements and Principles of Design.