

CHAPTER 7

MAIN OBJECTIVES

Discuss bullying based on dress, appearance and how this reflects classism

Discuss bullies becoming allies

Discuss extreme violence and students wanting to harm their harassers

Explore the effects of bullying, students who reform, and the benefits of not bullying

KIDS IN THIS CHAPTER



JASPER



DA'LAUN



CARLOS

Discussion Starters: THINK-PAIR-SHARE

Bullying based on appearance, class. Why did students make fun of Jasper? Are people judged by how much money they have? Is it important to have the latest clothes or shoes at our school? Does this change your image? Why does money give people more status? How does society reward people who have more money?

Physical Acts. How did you feel when you saw Jasper pushed off his bike? How did you feel about the kids watching? What would you have done if you had been there? What do you wish had happened after he had been pushed off the bike? Was there anything that you could have done had you been nearby?



Note From the Filmmakers

Many people have asked us what happened after Jasper was pushed off his bike. You may need to reiterate that this incident *really did* happen while we were filming. Because our film crew captured the incident on camera, the boy who pushed Jasper was suspended.

Extreme violence. Jasper fantasizes about shooting someone if he had a gun. Why did he say this? What do you think of what he said? Are people who say they are going to hurt someone serious? What should a friend, bystander or adult do if someone says he feels this way? Can bullying someone lead him or her to become violent?

Bullies as allies. Jasper says that if he stood up to the bullies it would just start a cycle of being beaten up again. He says he wishes some bully would stand up for him and say, "You know guys, stop messing with him. We've messed with him enough." How did you feel when you heard this? How could you get a bully to say or do something like this? Why is it important for people who bully others to step in as allies?

KEY VOCABULARY

Classism (n.) the act of putting people down or looking down on them because of how much money or how many possessions they have

THE REAL DEAL:

The Connection Between Bullying and Violence

Harassment and bullying have been linked to 75 percent of school-shooting incidents, including the fatal shootings at Columbine High School near Littleton, Colorado, and Santana High School in Santee, California.

—U.S. Secret Service Report, May 2002

Among boys who said they had bullied others at least once a week in school, more than half had carried a weapon in the past month, 43 percent had carried a weapon *in school*, 39 percent were involved in frequent fighting, and 46 percent reported having been injured in a fight.

—National Institute of Health, 2003

Students who reform. In this segment, a number of students who bullied others realize that what they were doing is wrong or hurtful to others and themselves. Da'Laun says he stopped bullying others. Why? What improved in his life as a result? Why did other students say they stopped bullying others? What are the benefits of not bullying someone else?



Possible Activities & Assignments

Activity: **Systems of Privilege**, p. 86

Assignment: Have students write an essay agreeing or disagreeing with the phrase “Money is Power.” In their essay, students should provide examples of how money does or does not equal power in school and in society. Ask them to conclude by describing ways students can be “powerful” that do not involve money or bullying based on money.





A Closer Look: More About Extreme Violence

Consider asking a school psychologist or counselor to join you in facilitating a discussion about school violence. As with discussion on suicide (see p. 48), unless there are special circumstances, *it is better to discuss extreme violence openly with students rather than avoiding the subject*. Make sure you allow students to “pass.” Let them know that they can talk to you privately if they wish. Pass out a handout giving students information on where to turn to for help within and outside the school district (see pp. 28–30). Find out the symptoms of at-risk young people, but be aware that there are no perfect signs that predict who will become violent under what circumstances.

At-risk students should be provided the opportunity to speak with an empathic adult who will first and foremost listen and try to understand what is going on with the young person. For more information, see Dwyer, K. & Osher, D. (2000) *Safeguarding Our Children: An Action Guide*. Washington, DC: US Depts. of Education and Justice; see also American Institutes for Research and Dwyer, K., Osher, D., and Wagner, C. (1998) *Early Warning, Timely Response: A Guide to Safe Schools*. Washington, DC: US Department of Education.

Follow your school protocol on how to act when students are identified as potential dangers to themselves or others. If your school does not have such a protocol, ask your principal.

One school psychologist suggests beginning a discussion in the following way:

In the film, one of the students, Jasper, says that sometimes he wishes he had a gun so he could shoot someone, not to kill them but just to hurt them. When students feel desperate, hopeless or helpless, sometimes they think about taking on the role of the aggressor. In other words, those who are feeling like they have no way out may think about hurting others. Why do people who are hurt think about hurting others?

It is important to always take such comments seriously. It is important for the safety of all students, and the safety of the student who threatens, that you tell a trusted adult at school what you have heard. If you are feeling that you want to use a weapon to hurt someone else, it is important that you tell a trusted adult.

For a list of school-violence-prevention resources, see:
<http://www.sshs.samhsa.gov/initiative/resources.aspx>

For a guide for crisis planning for schools and communities, see:
<http://www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>

CHAPTER 8

MAIN OBJECTIVES

Discuss what it means to be an ally, how to be an ally, and why to be an ally

Discuss bullying based on weight/appearance

Discuss possible strategies to address bullying

KIDS IN THIS CHAPTER



PAOLA



NATHAN



AMINA



CARNIECE



BRYCE

KEY VOCABULARY

Ally (n.) a person who is on your side or helps you in a situation

Bystander (n.) a person who witnesses an act or an event without participating in it

Discussion Starters: THINK-PAIR-SHARE

Definition of ally, how to be an ally, why to be an ally. What does it mean to be an ally? How can somebody be an ally? What's the difference between being an ally and a bystander?

Who was Paola trying to help out? Why did she step in? Do you think she felt something in common with the target? Why do you think the target was being teased? What did Paola mean by the term *sexist*? Why did Paola think what the person said was sexist?

In what ways did Paola step in as an ally? What did she say? How did Paola feel after she became an ally? Was Paola acting in her own best interest? Would you do what she did? Why or why not? If not, what else could you have done? How is becoming an ally acting in your own best interest?



Keep in Mind

Students may think of inappropriate ways to be an ally such as teasing, humiliating or beating up those who bully their friends. Help them find positive ways to be an ally and avoid strategies that contribute to a hostile or bullying environment.

Bullying based on weight, appearance. Paola stepped in for someone who was teased because of his weight. Why do people tease other people about their weight? Are there stereotypes of people who weigh more than people think they should? Why? How would you feel if people teased you based on how much you weigh or what your body looked like? Are there similarities between the way people are teased based on their weight and other types of bullying?

Strategies to counter bullying. Can you tell me some of the strategies to address bullying that were mentioned in the film?

- Tell a teacher you trust
- Talk to a counselor
- Walk away from someone who is bullying you
- Count to 10
- Conflict mediation
- Have an assembly
- Find an ally
- Be an ally
- Approach an adult as a group

Are there other solutions we can come up with together? Think of what each of these groups can do:

- Targets of bullying
- Bystanders
- Those who bully
- Teachers
- Family members, including parents, guardians or caregivers
- Principals

Whose responsibility is it to change the atmosphere of a school or community? Without naming names, what kinds of things have bothered you about bullying in our school/community? What kinds of things have helped make the school/community climate better? Which solutions that we discussed would work best here?



Possible Activities & Assignments

Activities: **Not Just a Bystander**, p. 91

In the Hot Seat, p. 98

Assignment: Based on what we discussed today, make a poster or drawing to display in our classroom that reminds students why they shouldn't bully others or illustrates your position on a particular type of name-calling and bullying.



CLASSROOM ACTIVITIES

First Reactions

GOALS

To give students quiet time to process the film; to begin to uncover students' feelings about what they just saw

SUGGESTED TIME

15–30 minutes

RESOURCES

Copies of handout on p. 59

1. After students have watched *Let's Get Real*, ask them to write freely about their reactions or thoughts to what they just saw. Alternately, you may ask them to write one sentence beginning with each of the following sentence starters. Write the sentence starters on the board or use the handout on p. 59.

The objective here is not to delve so much into the content of the film but to uncover students' feelings about what they just saw.

Sentence Starters for *Let's Get Real*

I feel...	Maybe...
I know...	I can't really understand...
I wonder...	I began to think of...
I question...	I noticed...
I believe...	If I had been...
I wish...	I was reminded of...
I hope...	I can't believe...

2. Ask students to form pairs or triads and have them discuss their reactions to the film.
3. Ask if anyone would like to share his or her thoughts with the class. If they have trouble getting started, ask the following questions:
 - How did this film make you feel? Why?
 - Did any of you feel sad? Why?
 - Who felt happy? Why?
 - Who felt angry? Why?
 - Who felt hopeful? Why?
 - Who was surprised by something in the film? Why?
 - Who was confused by something in the film? Why?





Let's
Get Real

Sentence Starters

I feel _____.

I know _____.

I wonder _____.

I question _____.

I believe _____.

I wish _____.

I hope _____.

Maybe _____.

I can't really understand _____.

I began to think of _____.

I noticed _____.

I was reminded of _____.

I can't believe _____.

handout

Student Survey

GOALS

To identify common types of bullying at your site

SUGGESTED TIME

10 minutes

RESOURCES

Copies of handout on p. 61

1. Have students fill out the survey on the next page. Tell them the survey is anonymous. When everyone is done, collect the survey and tell them you will tally the results for discussion on the next day or in the future.
2. After you have reviewed the completed surveys, talk about the results with the class. Highlight the types of bullying that seem to be most prevalent. Ask if anyone wants to share an experience reflected in the survey exercise.

Let's Get Real SURVEY: What's Going on at our School?

Place a check (✓) next to the things people get bullied or harassed about at our school.

Put a star (*) next to the ones that you think happen the most or are the most serious at our school.

	✓ OR *
Their race or color (or what someone thought their race was)	
Being a lighter or darker skin tone compared to others	
Being from another country	
Speaking with an accent	
Being new to this city/school	
Their mental or physical disability (or a disability someone thought they had)	
Their religion (or what religion someone thought they were)	
Their clothes	
How much money their family has	
Being in special education	
Getting good grades/doing well in school	
Getting bad grades/not doing well in school	
Being overweight	
Not being popular	
Boys making comments about girls' bodies	
Girls making comments about boys' bodies	
Being a boy who "acts like a girl"	
Being called a bad word related to being gay, lesbian, bisexual or transgender	
Their age (being younger)	
Being smaller or not being good at sports	
Other:	
Other:	

1. Are there different groups of students at our school? (*circle one*) YES NO If so, what are they?
2. Which groups have conflicts with other groups?
3. If you were in charge, what would you do to stop what you have noticed above?

Concentric Circles

GOALS

To familiarize students with young people in the film; to help students tie their personal experiences with the experiences of young people in the film; to begin to encourage students to find something in common with people from whom they feel distant

SUGGESTED TIME

30 minutes

RESOURCES

Copies of handouts on p. 65 and pp. 113–117

1. Pass out the handout with concentric circles on p. 65.
2. Explain that you are going to hand out a chart with photographs of all of the students in *Let's Get Real*. (See pp. 113–117.) The chart also contains each student's name and a brief description of their experiences. Students are not to write on the chart because you need to collect them back at the end of the exercise.

Note: *Collecting charts promptly avoids the possibility that students will write derogatory comments or pictures on them.*

3. Ask students to write their name in the middle of the concentric circles and then to work silently on their own, writing the names of the students from the film in the following categories:

In the inner circle—Students from *Let's Get Real* with whom they have the most in common

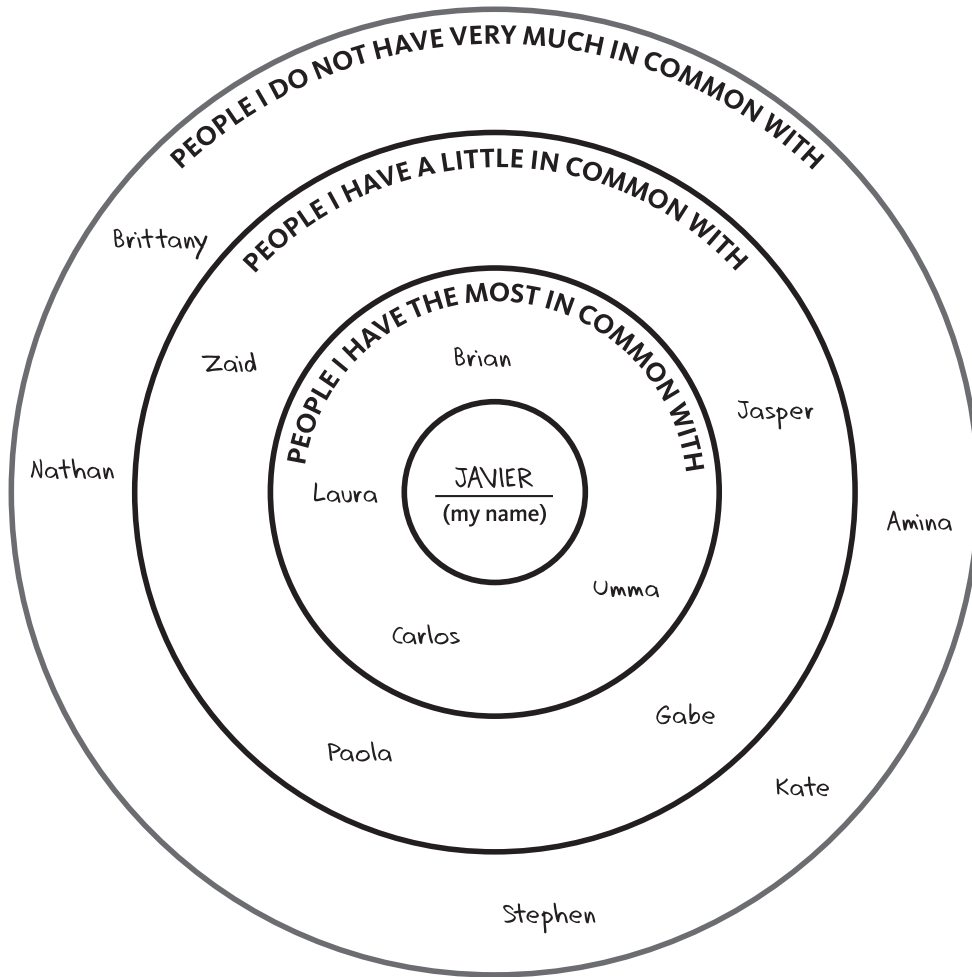
In the middle circle—Students from *Let's Get Real* with whom they have a little in common

In the outer circle—Students from *Let's Get Real* with whom they feel they don't have very much in common

4. When everyone is done, ask students to share which names they placed in each circle. You might ask follow-up questions such as: *Why did you place each person where you did? What is it about that person that you related to or did not relate to? Do you see any similarities among the people who are in your inner circle, your middle circle or your outer circle—and if so, what do you learn from this?*

5. Have students think of one thing they have in common with at least three of the students in their outer circle. You might ask: *Take a look at all the people you placed in your outer circle. Is there anything about that person you did relate to? Write what you have in common next to their name.*

SAMPLE

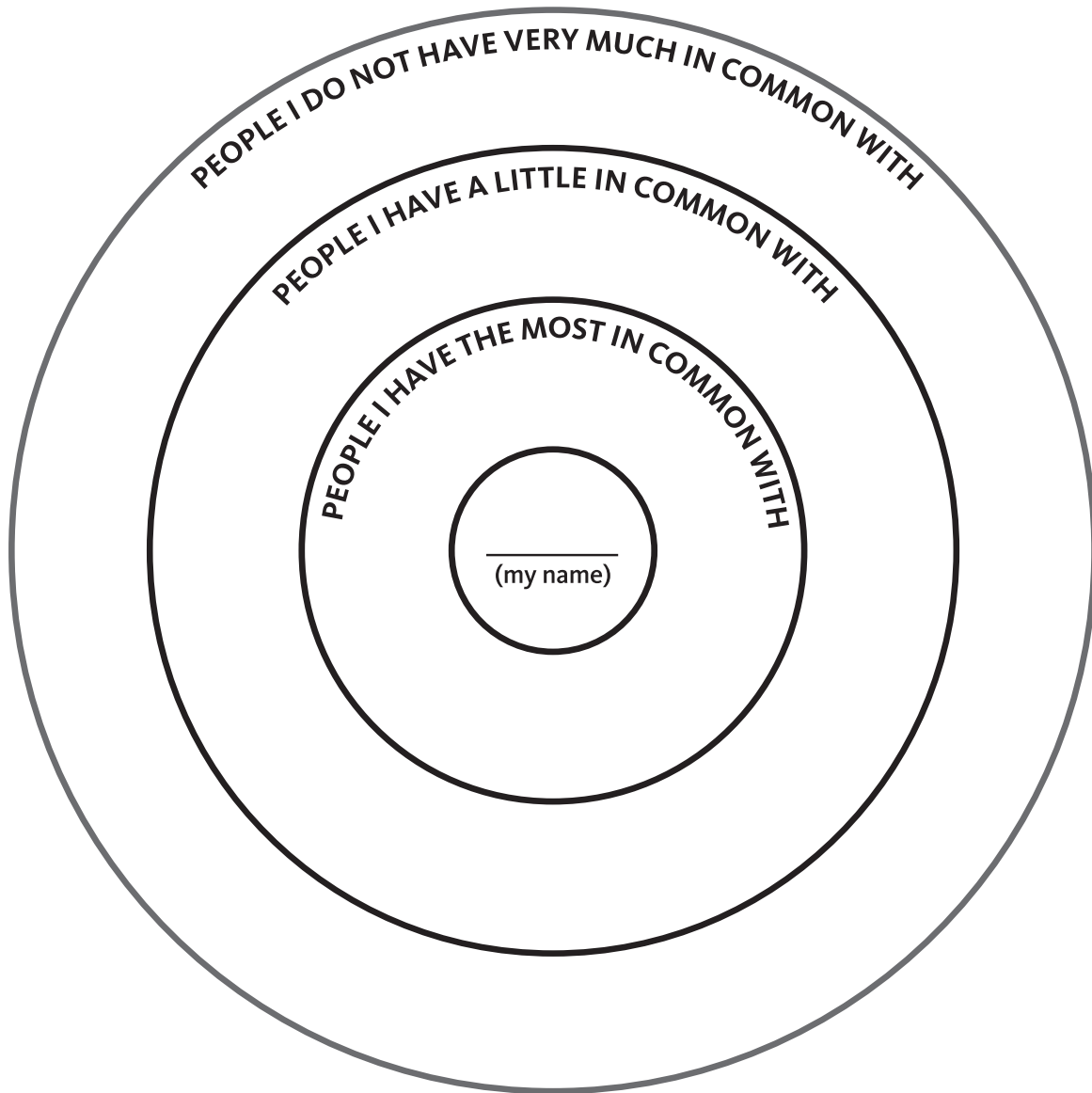




Let's
Get Real

Concentric Circles

Directions: Write your own name in the inside circle. Place the names of students featured in *Let's Get Real* in each circle below.



handout

Think of a Time

GOALS

To help students relate the film to their own life experience; to help students understand how we are all targets, “bullies” and bystanders; to foster empathy for our peers who are in these roles

SUGGESTED TIME

30 minutes

RESOURCES

None

1. Ask students to spend a few minutes writing a description of:

A Time When I was a Target

Explain it could be a time during school, at home or in their neighborhood. You may give students the option to write about an incident they observed if they cannot think of a time in which they were directly involved. Have students focus on these questions:

Where were you?

Who were you with?

What happened?

How did you feel about it?

2. Ask students to form pairs and discuss their answers. Review classroom agreements and pair/triad agreements (see p. 19 and p. 35). Signal when the second person should begin speaking.
3. Ask if anyone would like to share his or her story with the whole class, this time focusing only on what happened and how he or she felt about it. When a student finishes, draw parallels to the film, if there are any. Ask others if they could relate to the student’s account or if it reminded them of their own experiences.

4. If time permits or for homework, ask students to explore other roles:

A Time When I was...

...a Bystander

...an Ally

...a Bully

Ask students to think about whether we all fit in each of these roles at times in our lives. Is anyone simply a target or bystander or bully?

5. Wrap up by explaining that we have just explored how we are all targets, allies, bystanders or bullies at different times. Encourage students to see how having common experiences with others might help them better understand how their peers feel and how they can come together to find common strategies for dealing with bullying. For a possible follow-up to this activity, see “Systems of Privilege” on p. 86.



Racial Slurs

GOALS

To discuss the use, history and impact of racial slurs and epithets

SUGGESTED TIME

Up to one class period

RESOURCES

Copies of handout on p. 71

**Keep in Mind**

Consider the racial composition of your class before you do this activity. Skip it if you think that a student might feel isolated, put on the spot or pressured to become the “authority” for his or her race. Remember that your perception of a student’s racial identity may be different from his or her own, and that some students do not or have yet to identify with any particular race, or may identify with more than one race.

1. Hand out a copy of the worksheet on p. 71 to each student.
2. Ask students to fill out the worksheet silently by themselves. After everyone is done, have the class break into small groups to discuss their responses. Allow sufficient time for all students in the group to discuss. Have one person from each group share what the group discussed.
3. Give a brief history on the origin and use of slurs that are used in your school or community. For example: If you choose to discuss a slur about African-Americans, you may wish to look up some information on the “n” word. For a good account, see *Nigger: The Strange Career of a Troublesome Word* by Randall Kennedy (Pantheon Books, 2002).

4. Consider sharing a piece of poetry or literature with the class that gives them a powerful example of what the slur has meant to people of past generations. For example, if the slur you have chosen is the “n” word, consider this poem:

“Incident”

by Countee Cullen (1903–1946)

Once riding in old Baltimore,
Heart-filled, head-filled with glee,
I saw a Baltimorean
Keep looking straight at me.

Now I was eight and very small,
And he was no whit bigger,
And so I smiled, but he poked out
His tongue, and called me, “Nigger.”

I saw the whole of Baltimore
From May until December;
Of all the things that happened there
That's all that I remember.

5. End the lesson by coming to a clear understanding on the use of slurs in your class. (See p. 10)

Portions of this exercise are adapted with permission from Addressing the “N Word”: A Classroom Discussion Guide by Maia L. Anderson and Lecia J. Brooks for the National Conference for Community and Justice, Los Angeles Region.





Let's
Get Real

Racial Slurs

1. Have you ever heard put-downs or slurs used to describe a person of any race? *(circle one)* YES NO
2. If your answer to No. 1 is yes, how did you react?
3. How did it make you feel?
4. Are there slurs about people of a race you identify with?
5. If your answer to No. 4 is yes, do some people within your race use the slur among themselves? Do you feel comfortable with this? In what situations? Why? Give your opinion about the use of that slur by people outside of your race.

Race Memory

GOALS

To explore the issues of race and race consciousness; to connect racism to bullying; to understand why racism hurts; to learn how to counter racism

SUGGESTED TIME

30 minutes

RESOURCES

None

KEY VOCABULARY

Biracial (adj.) belonging to two different races

Ethnicity (n.) an identity based on a particular cultural or geographical background

Race (n.) a group of people with common physical characteristics or a common identity

Racism (n.) an attitude or behavior based on an inaccurate or disrespectful assumption about a particular race

1. Review the definition of the word *race*. What are examples of race? What is the difference between *race* and *ethnicity*? What does the word *biracial* mean?
2. Discuss the definition of *racism*. What causes racism? Do people of all races experience racism the same way? Why or why not? What historical or societal factors may lead to racism? What examples of racial prejudice or conflicts between racial groups do you notice in our community? For those of you who have lived in other countries or other parts of the United States, was there racism where you lived? How was it similar to or different than racism you see here?
3. Following the **THINK-PAIR-SHARE** format, ask students to think of their earliest memory about race—either when they realized their own racial identity or someone else's, or when they first recognized that race had an impact on a situation or in society. Encourage them to include details such as where they were, who they were with, what happened and how they felt about it.
4. Ask students to reflect on whether their experiences reminded them of the experiences of students in the film. Discuss the reasons race and bullying seem to be so related to each other. Can racism be a form of bullying? Who benefits from a racist society? Who is targeted?
5. Brainstorm ways young people and adults can prevent racism in your community.



Keep in Mind

The goal here is not for students to formulate a hierarchy of who gets hurt the most, but rather to help them consider the various ways that racism may be experienced.

Some students may not be aware that they have a race or distinct cultural identity, or may not choose or be ready to identify with a particular race. Others may come from multiracial backgrounds and are just beginning to explore how that shapes their identity. Although you are helping all students to develop consciousness of race and how it affects behavior, it is not necessary for all students to come to terms with or to define their own racial identity. Affirm that all students come from backgrounds that are unique and valuable, regardless of how they may identify themselves.

What I Want You to Know

GOALS

To foster empathy; to allow students to practice expressing their feelings to those who bully; to model peaceful exchange; to teach ways to reflect on their own behaviors

SUGGESTED TIME

30 minutes

RESOURCES

A hat or box, scissors, copies of student identities from p. 75

1. In a hat or box, put folded pieces of paper with role-playing “identities” for all the students in your class. Use identities on p. 75 or come up with your own examples. Make sure that for each non-bully identity, there will be another student with the same identity. Additionally, there should be at least one bully for each pair of students playing non-bully identities.
2. Tell students they are going to do a role-playing exercise. Pass the hat or box around, and instruct each student to select one identity. Everyone should remain silent until everyone has selected a slip of paper.
3. Read the various identities aloud, assigning everyone with a particular identity to an area within the room. For example, all students who have selected the identity of being teased for making good grades should go to the back of the room; all students who have selected the identity of being teased for a disability should meet in the center of the room; and all students who have selected the identity of bully should come to the front of the room.

Once all students have found their groups, give them five minutes to think about how to respond to the following questions:

- **For students with non-bullying identities**—What would they want students who bully to know about them? What is one example of how students who bully have affected them? What do they wish the students who bully would do differently?
- **For students with bullying identities**—Why do they bully others? Why might they want to change their behaviors? What do they wish other students would understand about them?



Teaching Tip

If students are having trouble identifying with the roles they’ve been assigned, have them think about students from the film who shared feelings about what it is like to be in that role.



4. Set a peaceful atmosphere by explaining to students that they are now in a safe space where people can talk calmly and honestly about the roles they are playing and what they feel without fear.
5. When everyone is ready, have the groups who were teased meet with one of the students who bullied others. Have the students who were targets begin by sharing what they would want students who bully to know about them, one example of how bullying has affected them and what they wished students who bully would do differently.

Have students who bullied respond appropriately. For example, they might want to offer an apology and explain why they acted that way and what they would want to change about their behavior.

6. Have several groups act out scenes in front of the class. Be sure to applaud after each group completes their exchange.
7. At the end, talk with students about how it felt to do the exercise. Ask how it felt to be in their assigned roles and what they learned.



PHOTOCOPY BEFORE CUTTING

You bully other students.

You bully other students.

You bully other students.

You bully other students.

You bully other students.

You bully other students.

You are teased for speaking with an accent.

You are teased for speaking with an accent.

You are teased for making good grades.

You are teased for making good grades.

You are teased for wearing hand-me-down clothes.

You are teased for wearing hand-me-down clothes.

You are teased for being overweight.

You are teased for being overweight.

You are teased because people think you are gay or lesbian.

You are teased because people think you are gay or lesbian.

You are teased for a disability.

You are teased for a disability.

You are teased for being smaller than most of your classmates.

You are teased for being smaller than most of your classmates.

You are teased about your race.

You are teased about your race.

You are teased because you come from another country.

You are teased because you come from another country.

You are teased about your religious beliefs.

You are teased about your religious beliefs.

You are teased for being in special education.

You are teased for being in special education.

Students are spreading rumors about you behind your back.

Students are spreading rumors about you behind your back.

Flirting or Hurting?

GOALS

To learn about the kinds of sexual harassment that take place; to help students discern the line between flirting and sexual harassment

SUGGESTED TIME

Up to one class period

RESOURCES

Poster or transparency and projector for displaying chart

1. Review classroom agreements, including how to refer to inappropriate language.
2. On the blackboard or a transparency, prepare a chart with the following headings and subheadings:

Verbal or Written		Gestures		Physical	
Flirting	Harassment	Flirting	Harassment	Flirting	Harassment

Add as many rows as needed.

3. Ask students to arrange their chairs in a circle, if possible.
4. Read or paraphrase the following:

*We're going to talk about the difference between flirting and sexual harassment. Before we begin, I want to point out that this is not an activity about blaming guys for certain types of behavior. While we may think of several examples of sexual harassment that are usually committed by guys against girls, we're also going to think about how sexual harassment can also be committed by guys against guys, by girls against girls, or by girls against guys. Also, while many of us may never experience sexual harassment, all of us at some point witness sexual harassment. In these ways, sexual harassment **affects us all**. Therefore, this activity is about helping **all of us** figure out when someone's actions may be hurtful so we can learn as bystanders or targets how to speak up.*

All of you see how other students behave whether there are adults around or not—in classrooms, locker rooms, the cafeteria, hallways and so on. In this discussion, let's draw upon what you already know and see. You are the experts about what goes on around you.

Please look at this chart. As you can see, there are three columns representing three types of communication. First, we'll focus on the **verbal or written** things that you observe students saying or writing. Then we'll focus on **gestures** that you observe students making—these are things people communicate without speaking or touching. Finally, we'll consider **physical** ways of communication that involve touching of some sort. For each type of communication, we're going to come up with examples of **flirting** and examples of **harassment**.



Teaching Tip

Before you ask students for examples of flirting and sexual harassment, you may wish to help them come up with a simple definition for each. For example, *flirting* is when someone communicates in a way that is just part of hanging out or trying to get to know someone. *Sexual harassment* is when someone communicates in a way that is unwanted and unwelcome by the target and interferes with that person's life at school.

- Go through each heading and subheading one at a time, asking students for examples of each. Write down examples under the appropriate subheading. Encourage students to give examples they know from a school setting and not to stray to hypothetical out-of-school situations. If one column isn't being addressed, ask students specific questions, such as "Can you give me examples of physical ways students flirt in school?"
- Students will most likely come up with examples of behavior that can be both flirting and harassment, or one or the other depending on the situation. You can indicate *both* or *depends* by drawing an arrow and giving details at the bottom of the page. For example:

Verbal or Written		Gestures		Physical	
Flirting	Harassment	Flirting	Harassment	Flirting	Harassment
"You look nice." ←→		Winking	Grabbing own crotch	Hugging ←→	
"I like your hair today."	"Nice ass."	Blowing a kiss ←→			Grabbing a private part
Depends on: Tone of voice How they look at you Who else is around		Depends on: Friend or stranger? Age In public or private?		Depends on: Friend or stranger? Location How they hug you	

7. Once students have finished giving examples for all three categories, ask the following discussion questions as time permits. You may choose to assign some questions for homework:

- Which of the examples of sexual harassment do you think happens most in our school? Which types of sexual harassment go unnoticed by adults?
- -What is the difference between flirting and harassment? How does being the target of harassment feel different from being the target of flirting?
- How much sexual harassment is guys harassing girls? Are there instances in which guys sexually harass guys? How about girls sexually harassing girls? Girls harassing guys?
- How are these types of harassment the same as or different than when guys harass girls?
- Should we add any examples of sexual harassment to our lists?
- What can we do when we feel that someone is sexually harassing us?
- Why do you think students sexually harass others? How do harassers benefit from their behavior? What do they lose by doing it?
- What have you learned from this exercise?

From Flirting or Hurting: A Teacher's Guide to Student-on-Student Sexual Harassment in Schools, pp. 12–15, by Nan Stein and Lisa Sjoström, copyright 1994. Washington, DC: National Education Association and Wellesley College Center for Research on Women. Adapted and reprinted by permission of the NEA Professional Library and Wellesley College Center for Research on Women.



Stand Up as a Group

GOALS

To explore how group approaches often work better than being alone; to identify commonalities in experiences among students

SUGGESTED TIME

30 minutes

RESOURCES

None

1. Have students break into groups of four or five students. Ask them to try to think about a common way in which they have all been teased, bullied or harassed. Some examples might be bullying based on appearance, dress, being smaller or younger than someone else, or not being popular enough.
2. After they have identified a common theme, ask them to raise their hands to indicate they are ready to move on.
3. Have students discuss how they would either confront a bully as a group or band together to tell a teacher about the harassment. Ask them to highlight the reasons the behavior bothers them and why it should stop.
4. Have students practice scenarios with you (the teacher or adult) in the role of the bully or teacher. React appropriately to what the group is telling you. (*For example, by offering an apology, explanation or assurance of future behavior.*) Afterwards, ask students how it felt.

**Teaching Tip**

If you have time, first ask a few students to act out scenarios where they confront a bully or tell a teacher *alone*. (Again, an adult should always play the role of the bully or teacher.) Then contrast this with scenarios where students act out a group approach. Lead a discussion comparing the two approaches.

Act Like a Guy/Act Like a Girl

GOALS

To explore commonly held ideas about what it means to be a man or a woman in our society; to identify where gender messages come from and what impact they have on us; to build empathy for students who may not satisfy conventional expectations of how boys or girls should appear or behave.

SUGGESTED TIME

Up to one class period

RESOURCES

Copies of handout on p. 85; popular magazines and newspapers; blackboard, flipcharts or transparency projector.

KEY VOCABULARY

Gender (n.) an identity that describes whether someone feels, appears or acts more like a man or a woman (Compare and contrast with the word *sex*, which refers to a person's biological status as a man or a woman)

Gender role (n.) societal or cultural expectations that have developed over time about what it means to be a man or a woman

Gender stereotype (n.) a fixed idea about the way men or women are "supposed" to act, dress or appear; an often inaccurate assumption about how *all* girls or boys "should" be. *For example, "real" girls should wear tight shirts; "real" boys are jocks.*

1. Before class begins, duplicate the charts on pp. 83–84 on the board or a flipchart or photocopy them to a transparency. Give yourself a generous amount of room to write many words on the charts later.
2. Explain that the class is going to do an exercise exploring what it means to "act like a guy" or "act like a girl" and how people may feel pressure to act in certain ways according to their gender.
3. As an opening exercise, ask students to provide a few adjectives that come to mind when thinking of a guy whom others might look up to or respect. Then ask for adjectives that describe a girl whom others might look up to or respect. Write these words on the board.
4. Review the definitions of *gender role* and *gender stereotype*. Explain that the class is going to explore whether girls and guys receive different messages and are treated differently because of the existence of gender stereotypes. Discuss these concepts in relation to some of the adjectives students provided a moment ago, without judging their answers: Are you influenced by gender stereotypes? Are you open to guys or girls acting or dressing differently than the stereotype of how they "should" act or dress?
5. Have students form groups of four or five. Pass out a set of popular magazine photographs and newspaper ads to each group. (It's a good idea to choose from traditional men's, women's and young teen magazines, along with advertisements aimed at middle school–age youth.) Also pass out the student handout on p 85.
6. Ask each group to brainstorm about the messages we receive about gender through the pictures and ads, and how messages about girls/women differ from messages

about boys/men. Students should examine the pictures and ads using the four categories listed on their handouts:

- Dress
- Toys/games
- Appearance/looks
- Activities

Students should look for and write down messages about how guys/men and girls/women or both are supposed to be or act, as well as how they are not supposed to be or act. (You may wish to orient them by looking at the examples provided on the handout together.)

7. Have students read the handout silently, then fill in the boxes, taking turns providing answers. Ask one person in each group to write answers for the group.
8. Have students discuss or journal silently for a few minutes:
 - What do you notice about the lists?
 - What messages are directed at girls and women?
 - What messages are directed at guys and men?
 - What messages are directed at both?
9. Ask a volunteer from each group to read the words the group came up with. As students read their words, write them in the middle boxes of the two charts you have prepared (see pp. 83–84).
10. Describe the center boxes as a picture of how guys and girls are supposed to act, according to what the class has come up with. Ask students if they have any additional words they might put in the center boxes.
11. Now apply the words in the box to students' own lives: With students' input, create lists using the topics at the four corners of the chart.
 - What names do students get called for being outside the box?
(Examples might be *sissy, fag, ugly, a "boy" [to girls], a "girl" [to boys]*)
 - What physical pressures do students face for being outside the box?
(Examples might be *adjusting weight, appearance, clothes, sexual pressure, physical violence*)
 - What's hard about being inside the box?
(Examples might be *not being able to act or look how you want, not feeling able to pursue certain hobbies or sports*)
 - What things might help students resist the pressure to be in the box?
(Examples might be *finding student or adult allies, reading materials about gender non-conforming leaders, understanding how society pressures people to act or dress in particular ways*)

12. Ask students to share thoughts about what they have learned from this exercise.
13. Wrap up by explaining that there are many cues in society that try to tell us how we must act in order to be considered a “man” or a “woman.” In fact, most people act both within and outside stereotypical gender boxes. They should be treated with respect no matter how they choose to express their gender.



Possible Additional Assignments

For additional discussion or homework, have students write or reflect on the following questions:

- Write about a time when you felt pressured to fit inside a gender box.
- Write about a time when someone teased you or called you a name because they thought you were acting outside a gender box or pressured you to stay inside a gender box.
- Write about a time when you might have acted in a way that made someone feel pressured to be in a box or made them feel bad because they were outside the box.
- How might you deal with it when you don't want to be in the box?
- How might you deal with it when other people around you don't want to be in the box?

This exercise was adapted with permission from Making Allies, Making Friends: A Curriculum for Making the Peace in Middle School by Hugh Vasquez, M. Nell Myhand, & Allan Creighton with Todos Institute (Hunter House Publishers, 2003), pp. 124–129.

Act Like a Girl

Names people get called for being outside box

Physical pressures for being outside box

**Girls and Women
ARE or DO:**

What's hard about being in this box

**Girls and Women
ARE NOT or DO NOT:**

What things help resist pressure to be in the box

Act Like a Guy/Act Like a Girl

Directions: Examine magazine and newspaper ads for gender-based messages and pictures—that is, suggestions for how girls and women are and are not “supposed” to look and act, and how guys and men are and are not “supposed” to look and act.

As you look at the ads and pictures, pay attention to the categories listed in the left column of the chart below. Write your observations in the appropriate box. To help you get started, some examples appear in the chart.

WHAT THESE PICTURES AND ADS TELL US	Girls and women are/do:	Girls and women are NOT/do NOT:	Guys and men are/do:	Guys and men are NOT/do NOT:
DRESS (notice clothing, cosmetics, colors, styles)	Example: Do wear skirts			
TOYS & GAMES (notice which ones guys and girls use)				Example: Do not play with dolls
APPEARANCE (notice facial expression, body traits, hair)		Example: Are not fat		
ACTIVITIES (notice sports, work, recreation, chores)			Example: Do work in offices	

Systems of Privilege

GOALS

To introduce the concept of “systems of privilege”; to show how bullying relates to systems of privilege; to help students understand that interrupting bias is in their own best interest

SUGGESTED TIME

One or two class sessions

RESOURCES

None

KEY VOCABULARY

Dominant groups (n.) groups that are given power or privilege without having to do anything to earn it. Being in these groups doesn't mean people in them are better than anyone else, or that they will necessarily use their power over anyone else. Individuals in privileged groups may not have great individual power, but their group still ranks high in the hierarchy

Hierarchy (n.) a structure in which groups of people are ranked from high to low

Privilege (n.) rights or benefits enjoyed by a particular group. Individuals do not necessarily understand that they are privileged

System of privilege (n.) an invisible system whereby some groups are advantaged and others are not

Targeted groups (n.) groups that do not have unearned power or privilege. Individuals in targeted groups may have great individual power, but their group still ranks low in the hierarchy of groups



Keep in Mind

Let's Get Real features students who experience different kinds of prejudice that motivate acts of bullying. Understanding the connection between prejudice and bullying gives students a framework from which to cope with bullying (*Why am I being bullied?*) and to evaluate their own behavior (*Why am I bullying and why should I stop?*).

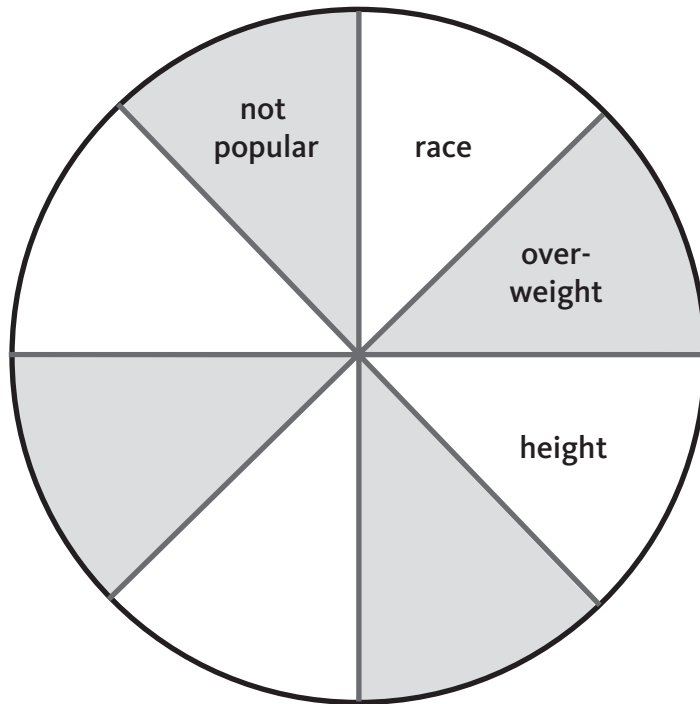
One way to show the relationship between prejudice and bullying is to illuminate how both are influenced by who has power or privilege in our society. While we teach in our formal curricula that “all men are created equal,” many students learn something different through their real-life experiences. Whether from watching television or movies, interacting with adults and family members, absorbing how students of different backgrounds are treated in school, or observing what happens with their peers, students have their own experiences of who really has power and privilege in the world in which we live.

With the above in mind, lead students in the following exercise:

1. Using the **THINK-PAIR-SHARE** format, have students reflect upon and share a time when they were a target of bullying. (For a fuller description of this portion of the activity, see “Think of a Time” on p. 66.) This initial sharing is an important part of this activity because what follows then comes from students' personal experiences rather than being abstract.
2. Using their personal stories as a reference point, ask students to come up with categories for why students are bullied at school. Possible categories might include race, being overweight, not being popular, etc. This list will vary widely from class to class. Draw a pie chart that includes the categories students have mentioned. You may leave

blank spaces for types of bullying that come up later or don't fit neatly into any one category. Their pie chart might look like this:

SAMPLE PIE CHART #1
Ways Students are Bullied at School



Teaching Tip

Sometimes students are bullied or teased in ways that do not fit a hierarchical category that is commonly recognized. It's OK for students to add categories that are particular to them or their own experiences.

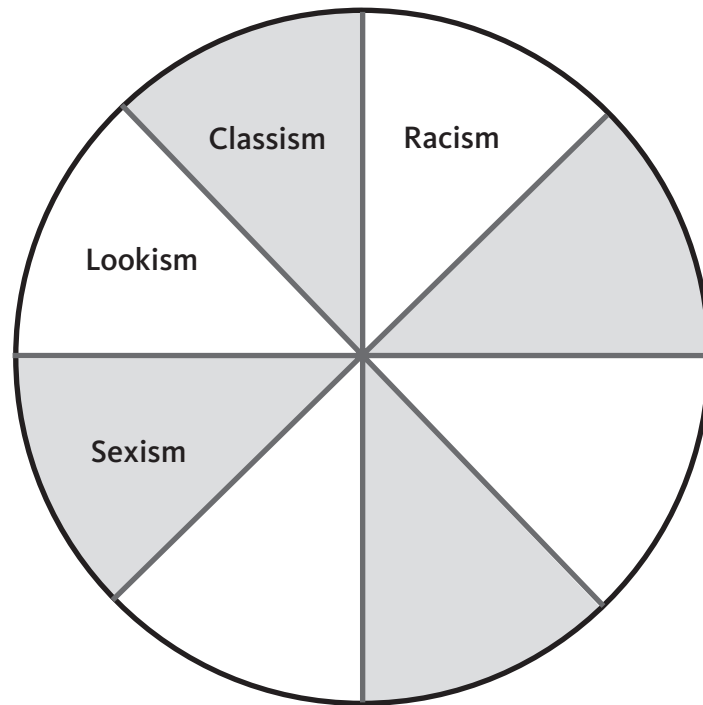
3. Have students study this chart and write in their journal for a few minutes about which categories in the bullying pie chart apply to them (because they are teased or bullied for that reason), and which don't (because they are not teased or bullied for that reason).
4. Next, introduce the concept of "systems of privilege" by saying:

In the film, one of the male students shares how people pick on him because he can't afford the latest style of sneakers. What do we call it when people bully others or make assumptions about them based on how much money they have? We might call it "classism." In your story that you wrote or shared earlier, why were you being targeted? Is there an "ism" involved such as "classism"? Try to name it. You can invent a term if you can't think of an exact word. For example, if someone was bullied for the way he looks, he might decide to

call that “lookism.” Also, it’s OK if there’s not an “ism” involved in your story because not all bullying comes from an “ism.”

5. After students have shared their “isms,” introduce the concept of *dominant* versus *targeted* groups by asking students to identify within each “ism” who has more power (e.g., in the category of classism, it is rich people) versus who has less power (e.g., poor people). Help them identify which group is *dominant* and which is *targeted* in each of the “isms”—which we call *systems of privilege*. Then draw a second pie chart and label each piece of the pie with the various systems of privilege the students have come up with. As with the previous pie chart, you may leave a few spaces blank. For example, their pie chart might look like this:

SAMPLE PIE CHART #2
Systems of Privilege in our Society



Teaching Tip

Note how there is not an exact overlap between the two charts: Bullying can happen for reasons unrelated to a system of privilege, or in ways that sometimes contradict the notion that dominant groups are always “the bullies” and targeted groups are always “the bullied.” Nevertheless, your goal is to draw a connection between bullying and how privilege influences behavior in society.

6. Have students study this chart and write in their journal for a few minutes about the different parts of their own identity. Can they identify different systems of privilege in which they are in the dominant group? Can they identify the ways in which they are in the targeted group? Note how each of us has a combination of ways in which we are members of dominant and targeted groups.
7. Now *compare* the two charts and note how they are similar and different. Ask students whether they can see parallels between bullying and systems of privilege. Discuss why there might be similar categories in the systems of privilege chart and the bullying chart. You might ask: Why are there similarities between the two charts? Are people who are bullied sometimes the same as those who are in the targeted groups in the systems of privilege? Why is this? Can people who are in targeted groups sometimes bully others? Can people in dominant groups sometimes be bullied by others?
8. Ask students who identify as part of one or more dominant groups: How can you be allies to students who are targeted in a system in which you are dominant? For example, if you are a guy, how can you be an ally to a girl? Why would you want to be an ally to someone who is in the targeted group? Think about what you might want from someone who is dominant in the system in which you are targeted.
9. Ask students who identify as part of one or more targeted groups: What does it feel like to be targeted? Are you targeted in all systems of privilege or just some? How does it feel to know that you are in the dominant group in some systems of privilege? Does the concept of “systems of privilege” help you understand why somebody is treating you unfairly and help you not take it as personally? How?
10. Conclude by addressing the following groups:

Potential Allies: *Hopefully this exercise shows how each of us can be in the more dominant role in some situations and in the more targeted role in others. There are many situations where almost everyone in this room has the power to be an ally, and we might get some extra motivation to be allies because we all know what it feels like to be targeted.*

Targets: *When we look at the two pie charts in this exercise, we see that there are real connections between different systems of privilege and different kinds of bullying. Although not always, much bullying happens because somebody is being influenced by a system of privilege, or is acting out because he or she is not privileged. If we are being targeted, this connection may help us understand why somebody is treating us unfairly and help us to see that person’s behavior as part of a societal problem (or perhaps their problem), and not ours.*

Bullies: *For those of us who have bullied others, this exercise makes us think about why we might have behaved in this way—we are exerting power over somebody, possibly because we are in a dominant group or because we’re upset that we’re not. Even though we have power, we are also in the targeted group sometimes. None of us has unearned privilege in all aspects of our identity. The next time we want to pick on somebody, think*

about what it feels like to be targeted. It may help us remember that everyone—even bullies—needs allies.

Ideas and concepts in this exercise are derived from research and materials developed by Peggy McIntosh and the SEED Project. For a deeper look into this topic, see Peggy McIntosh, Male Privilege and White Privilege, Center for Research on Women, Wellesley College, 1988.

Not Just a Bystander!

GOALS

To give students who may be targeted for bullying skills to address name-calling and bullying; to give students interactive skills to become allies, not just bystanders; to allow students to examine and feel the effects of bullying behavior

SUGGESTED TIME

At least 30 minutes; longer if multiple groups perform skits or re-enact them

RESOURCES

Copies of scenarios on pp. 93–96 and handout on p. 97; scissors



Keep in Mind

Role-playing activities are not for every class. To be successful, they must be performed respectfully and not alienate members of the class who may be actual targets of bullying or make those playing targets feel threatened.

Before you begin, discuss what it means to role-play versus actually harming or offending other students. Discourage (or form an agreement on) the use of epithets in this activity. If possible, do not let known targets play targets or known harassers play the bullying role. Some teachers may want to reserve the bullying role for themselves. Make sure it's clear that no physical contact is allowed in the role-playing scenario.

Also, some students may play up the bullying portion of the exercise in inappropriate ways. To avoid this, instruct them to focus their skit on the part that comes after the bullying incident has occurred. Limit each skit to no more than a few minutes in length.

KEY VOCABULARY

Ally (n.) a person who is on your side or helps you in a situation

Bystander (n.) a person who witnesses an act or an event without participating in it

1. Review the definition of *bystander* and *ally*. Ask students the following questions:
 - What is the difference between a bystander and an ally?
 - Is it OK to be a bystander when you witness bullying? When?
 - What are different ways someone can be an ally?
2. Give students the handout titled “Being an Ally” on p. 97. Explain that the handout provides six steps with ideas on how to act or what to say when students witness bullying. There is also room for students to fill in their own ideas about what to do or say. Students should study the handout and find a way to work it into a skit that they will perform later.
3. Divide students into groups of four or five people. Give each group a scenario described on pp. 93–96. Help students figure out who will play what role, and then have them prepare a skit where students role-play responses to a bullying situation.

Because the factual information presented in each scenario is limited, encourage students to flesh out the story on their own with certain details. Encourage them to be *realistic* but *respectful* in their portrayals. You may need to signal when students should move on from rehearsing the situation to rehearsing the responses. Encourage them to run through their skits from beginning to end before concluding.

4. Before reconvening the class, give each group a few minutes to do some silent writing using the questions at the end of each scenario.
5. Ask groups to volunteer to perform their skits. After each group performs, ask the following:

Everyone in this team: How did you feel being in the role to which you were assigned? What felt real about the skit and what didn't?

For the rest of the class: What were your reactions to the skit? Would you have done it the same or differently?

Entire class: What do you think is going on in this skit? Why is the student being teased or bullied? What do you think about it?

For the student playing the target: What thoughts or actions helped you cope with the situation?

For the student playing the bystander: How did you feel when you witnessed the bullying? What actions did you take that helped the target? Did you feel more like a bystander or an ally? Why?

For those in the bullying role: How did you feel playing the bully? What effect did your behavior have on others in the skit? What did you learn from playing this role?

For those playing adults: How was the way you acted the same or different from the way adults usually act in this type of situation? Do you think you helped the target? Why or why not?

6. If there is time, have teams re-enact a portion of their skits using insights or skills they learned from class discussion. Re-enacting skits may help solidify the positive behavior you wish students to experience from this exercise.
7. Conclude the exercise by pointing out the following:

Students are not solely responsible for coming up with strategies to address bullying. Society fuels a lot of our behavior and adults also have a responsibility to help respond.

It is my hope, however, that this activity has helped us

- *To see the impact of our own behavior if we **bully** others and to stop and think when we are tempted to bully someone.*
- *To learn how to handle a situation if we are being **targeted**.*
- *To be more comfortable being an **ally** if we witness bullying.*



TEAM 1

Situation: Two students, Friend 1 and Friend 2, are good friends. One day Friend 1 and Friend 2 both come out of a locker room, talking to each other. At that point a third student starts picking on them, saying they are gay and teasing them about being in the locker room together. A fourth student bystander is watching.

- Two of you are Friend 1 and Friend 2. (You should be two boys or two girls.)
- One of you is bullying the friends.
- One of you is the bystander.
- If there is a fifth person, you are a concerned adult who has not witnessed the event.

Responses: If you are Friend 1 and Friend 2, act out what you think would be a good strategy to deal with the situation. How would you involve the bystander or adult? What would you want the bully to understand about the words he or she used?

If you are the bystander, act out what you would do to help, whether it is saying something to the bully, the targeted friends or the adult.

If you are the adult, act out what you could do or say to help the students (once they let you know what happened).

If you are the bully, think about how you can provide an ending to this skit that would make the situation better.

Act out the situation and the responses respectfully. Help each other with what you are going to say.

If you finish early: On your own, write at least three sentences explaining why people make anti-gay slurs, who is harmed by them and what you think the best response is when you witness anti-gay slurs.



TEAM 2

Situation: One student, Target, has been quite popular in school. One day, outside of Target's presence in the cafeteria, two of Target's "friends" are spreading nasty rumors about Target, saying that they saw Target kissing someone else's boyfriend or girlfriend. Another student is a bystander who overhears the nasty rumor. Later, the bystander tells Target about the rumors.

- One of you is Target.
- Two of you are spreading the nasty rumor.
- One of you is a bystander.
- If there is a fifth person, you are an adult who is not aware of the rumor.

Responses: If you are Target, how would you react to the situation? Act out what you would say to the bystander, the two friends who started the rumor or the adult.

If you are the bystander, act out what you could do to help Target.

If you are the adult, act out what you could do or say to help the students (once you become aware of the rumor).

If you are the two students spreading the rumor, act out what could you do at the end of the skit to make the situation better.

Act out the situation and responses respectfully. Help each other with what you are going to say.

If you finish early: On your own, write at least three sentences explaining why people start rumors, how they affect us and what can be done to minimize rumors and gossip.

TEAM 3

Situation: One student, Target, comes from a family that does not have a lot of money. One day in the hallway a student teases Target, pointing out Target's clothing is ugly, low-class and out of style. Two other students are bystanders looking on.

- One of you is Target.
- One of you is teasing Target.
- Two of you are bystanders.
- If there is a fifth person, you are an adult.

Responses: If you are Target, act out how you would respond to the situation. What would you want the person teasing you to understand about people who don't wear the "latest" clothes?

If you are the bystanders, act out what you would do to help Target.

If you are the adult, act out what you could do or say to help the students (once you became aware of the situation).

If you are the student teasing Target, act out what you could do at the end of the skit to make the situation better.

Act out the situation and responses respectfully. Help each other with what you are going to say.

If you finish early: On your own, write at least three sentences explaining how it might feel to have less than other people, why people and society value those who have greater wealth, and how we can place greater value on other qualities.

TEAM 4

Situation: One day in gym class, a student, Target, is passing through an area where mostly students of a different race than Target hang out. A student starts picking on Target, saying offensive things about Target's race and telling Target to go back to Target's "proper" area. Two bystanders of a race different from both Target and the bully see what is happening.

- One of you is Target.
- One of you is bullying Target.
- Two of you are bystanders.
- If there is a fifth person, you are an adult

Responses: If you are Target, act out what you would do to get the bullying to stop.

If you are bystanders, act out how you could help without becoming a target as well.

If you are the adult, act out how you could help the students.

If you are the one bullying Target, act out what could you do at the end of the skit to make the situation better.

Act out the situation and responses respectfully. Help each other with what you are going to say.

If you finish early: On your own, write at least three sentences on how it feels to be targeted because of your race, why people tease others of a different race, and who benefits from putting down those of a different race.



TEAM 5

Situation: One student, Target, studies a lot, is quick to answer questions in class, and gets good grades and high test scores. One day after class, a student starts to make fun of Target, calling Target names and accusing Target of being a teacher's pet. Two classmates are bystanders.

- One of you is Target.
- One of you is picking on Target.
- Two of you are bystanders.
- If there is a fifth person, you are an adult.

Responses: If you are Target, act out how you would deal with the student who is picking on you.

If you are the bystanders, act out how you would address the situation.

If you are the adult, act out how you could help the students.

If you are the student picking on Target, act out what you could do at the end of the skit to make the situation better.

Act out the situation and responses respectfully. Help each other with what you are going to say.

If you finish early: On your own, write at least three sentences on how students get targeted for their grades or their study habits. Try to explain why students might get teased for doing well in school. Compare this to how students are treated if they do not do as well in school or don't get the highest grades.



TEAM 6

Situation: Two students are girls who tend to keep to themselves and their friends. One day in gym class, a guy starts calling out to them, laughing and making fun of their bodies and asking them to come sit near him. A bystander looks on.

- Two of you are the girls who are targeted.
- One of you is the guy.
- One of you is a bystander.
- If there is a fifth person, you are an adult

Responses: If you are the girls, act out how you would address the situation. Determine if you would act alone or together.

If you are the bystander, act out how you would address the situation.

If you are the adult, act out what you could do or say to help the students.

If you are the guy, act out what you could do at the end of the skit to make the situation better.

Act out the situation and responses respectfully. Help each other with what you are going to say.

If you finish early: On your own, write at least three sentences on why girls get teased or bullied with sexual comments. How does this benefit guys? Are guys also teased or bullied with sexual comments? How is it the same as or different from when girls get teased?

TEAM 7

Situation: One student, Target, has moved to this country recently and is new to the school. One day, a student approaches Target and starts telling Target to go back to the country Target came from and making fun of Target's English. Two of you are bystanders who look on. One bystander came from another country two years ago. Another bystander was born in this country but is new to this school this year.

- One of you is Target.
- One of you is teasing Target.
- Two of you are bystanders.
- If there is a fifth person, you are an adult

Responses: If you are Target, act out how you would try to handle the situation.

If you are the bystanders, act out what you might do to help. How might your own backgrounds help you understand what Target is going through?

If you are an adult, act out what you could do or say to help the students.

If you are the student teasing Target, act out what you might do at the end of the skit to make the situation better.

Act out the situation and responses respectfully. Help each other with what you are going to say.

If you finish early: On your own, write at least three sentences about what it might feel like to be a newcomer to a group, a school, a town or a country. Explain why newcomers are made to feel unwelcome. Who benefits from making newcomers feel unwelcome?





Let's Get Real

Being an Ally

Directions: It is difficult to be an ally when we witness bullying. Sometimes it is scary or risky to help someone else, even if we feel sorry for the target or feel that what is happening is wrong. And even when we do not feel scared, it is difficult to know what to say when we witness bullying.

Following the six steps below may make it easier for us to "get the words out" when we want to be an ally. Read the sample phrases next to each step. Which phrases would you use? Does it depend on the situation? Fill in your own ideas about things you could say.

STEPS/SAMPLE PHRASES

THINGS I MIGHT SAY...

STEP 1: GET THE BULLY'S ATTENTION

Hey, [Name]. Can I talk to you for a second?
I forget your name. What is it?
Yo!
Wave or put both hands up in stop position

STEP 2: KEEP IT CALM

You may not have meant to hurt anybody, but ...
I know a lot of people say that, but ...
I know some people think that's funny, but ...
You might feel angry or pissed off, but ...

STEP 3: CALL IT OUT

That's messed up.
That word is a put-down.
You're bullying that person.
You're spreading a really mean rumor that's not true.

STEP 4: SAY HOW YOU FEEL

It offends me.
It's not OK with me.
What if [name of target] starts believing that about himself/herself?
How would you feel if somebody did that to you?

STEP 5: TELL THEM WHAT YOU WANT

Just please stop using that word.
You need to apologize to that person.
Stop talking behind people's backs.
Please don't joke like that anymore.

STEP 6: PUT A PRICE ON IT

If you keep doing that, we can't be friends anymore.
If you don't stop, I'll make sure people know what you're doing.
If you do that again, I'm going to report it to the principal or a teacher.
If you ever harm that person again, I'm going to call the police/security.

handout

In the Hot Seat

GOALS

To foster empathy among students; to understand how it feels to be a target, an ally, a bystander and someone who bullies

SUGGESTED TIME

30 minutes

RESOURCES

Copies of handout on pp. 113–117; a few extra chairs

1. Ask the class to review the list of students from *Let's Get Real* (see chart, pp. 113–117). Have each person in the class choose a student to “become.” They may choose someone they relate to or someone different from them, whether he or she is a target, a bystander, an ally or someone who bullies.

Note: *If you feel it would be easier or more comfortable for your class, you may provide students with a smaller number of choices on a slip of paper.*



Teaching Tip

Some students may mock the characters they are playing or questioning. Review classroom agreements and encourage respectful portrayals.

2. Select several students to sit up front in the “hot seat.” Ask them to imagine the story of the student they are playing and to share their story with the class. Not everything they mention needs to have been mentioned in the film. Encourage the class to ask questions of the people in the hot seat. More than one person may be in the hot seat at a time.
3. Ask students how it felt to play someone else. Did they learn anything? Did they find it challenging? What felt familiar? What felt different?

Personal Action Plan

GOALS

To encourage students to actualize changes in behavior; to develop peer support systems

SUGGESTED TIME

30 minutes

RESOURCES

None

1. Ask students to spend a few minutes on their own writing answers to the following questions:
 - What is the one thing you would like to change in yourself to help reduce name-calling, bullying or sexual harassment? What would it take for that change to happen?
 - What is one thing you would like to change in our school or group? What would it take for that change to happen?
2. Ask students to find one person to share with. Explain that this person will be their buddy and will help them with their goal throughout the semester.

Note: *You may wish to assign pairs so students will not feel left out or inclined to partner with peers who might be a bad influence on them.*
3. Have students meet with their buddies to discuss how they will help each other meet their goals.
4. After a few minutes, ask who would like to share with the full group.



Teaching Tip

Build in some time throughout the year so buddies can discuss their progress!

Class Action Plan

GOALS

To work together to take all that students have learned from the unit and apply it to the classroom setting to make a safe and respectful environment

SUGGESTED TIME

30 minutes

RESOURCES

Variable according to each plan

Create a class action plan. A class action plan has four components: *a set of goals; perceived obstacles or challenges to those goals; proposed strategies addressing the obstacles; and immediate next steps.*

Ask students to come up with ideas for each component as a group or in pairs.

Some examples might be:

1. Goal

- Improve classroom environment so that all students feel respected

2. Possible Obstacles and Challenges

- Some students won't change or feel they can do whatever they want.
- Students will still bully outside this classroom in the hallways or cafeteria.
- This plan won't last more than a few days or weeks.
- We don't know how each other really feels or what the real problems are.
- Adults are not aware of what is going on.

3. Proposed Strategies

- Identify behavior that we want to stop and agree what we will do when we witness it (*for example, raise our hands, stand up*).
- Create a system or schedule where we agree to be campus allies, watching out for our classmates on a certain day or week outside of the classroom or in other classes. Make cool T-shirts or hats that only those students are allowed to wear.
- Decorate our classroom with anti-bullying posters, poems, essays and artwork that remains in the classroom year-round as a reminder.
- Set up an anonymous question box where we can submit problems or experiences with bullying. Other students can write back or offer support or solutions for extra credit.
- Ask our teacher to meet with parents and guardians to come up with their own ideas about how to foster respect in the classroom.

4. Next Steps

- Establish a calendar for committees to work during class or after school to implement suggestions. Set the first meetings for these committees.



Keep in Mind

While this is a useful exercise for students to empower themselves, bullying is only partially a student-driven problem. It is important to offer yourself and other adults as resources. What strategies can you suggest that involve you, a student aide, a counselor, or a parent or guardian? Consider setting up a separate meeting with adult colleagues, administrators, and parents or guardians to augment the students' class action plan.



School Wide Action Plan

GOALS

To allow students the opportunity to apply what they have learned about name-calling and bullying in the classroom to the entire campus

SUGGESTED TIME

Up to one class period

RESOURCES

Variable according to each plan

Because no class is an island, your students' hard work will only go so far if the school community does not address what's happening in every classroom, as well as in the hallways, the cafeteria, the gym, the practice field and on the bus. How can your students be ambassadors for respect in your school? How can adults set a positive example to support students?

Have students come up with a school-wide or grade-wide action plan. A school or grade action plan may look similar to a class action plan (see p. 100) but will apply to the whole school or grade.

Some examples might be:

1. Goals

- To get teachers to intervene more when they see bullying
- To get students to become allies when they see bullying

2. Possible Obstacles and Challenges

- Teachers don't listen to kids. They're too busy or they don't see where bullying happens.
- Students are scared of being labeled snitches or tattlers. They don't want to draw attention to themselves.

3. Proposed Strategies

- Make a presentation to teachers at an adults-only meeting.
- Draft and distribute a school-wide survey on bullying to teachers so they see the problem.
- Write an article for the school newspaper explaining the problem.
- Research how society or government protects against different forms of harassment or discrimination in schools.
- Put on a school play portraying different acts of bullying that happen all the time.
- Decorate a visible display case or bulletin board with anti-bullying messages.
- Form student-teacher teams to be hall and playground monitors.

- Form committees to investigate and report back to the school on the following topics:
 - Sexual harassment at our school*
 - Racial tensions at our school*
 - Anti-gay tensions at our school*
 - How students from different programs (bilingual, gifted, special education) are treated at our school*
- Raise the topic of bullying at a sponsored parent/guardian night.
- Sponsor a town hall meeting on bullying. Invite students, teachers and family members.
- Form an anti-bullying campaign or ask the student government to form one.
- Wear anti-bullying pins or stickers. Put them on notebooks or lockers.
- Form an anti-bullying or “allies” club.
- Form diversity-awareness clubs celebrating different cultures and backgrounds.

4. Next Steps

- Establish a calendar of meetings to implement solutions. If solutions involve faculty, ask your teacher to provide guidance or speak with other teachers and administrators to seek their input or advice.
- Invite other classes to a presentation to enlist their support in creating a safer school.



Keep in Mind

As with the class action plan, consider facilitating a separate meeting with staff or parents to devise their own school-wide anti-bullying plan. Students’ efforts will be more effective with adult vision, support and role models.

Student Evaluation of "Let's Get Real" Unit

GOALS

To get student feedback on this unit so teachers may make adjustments for next year

SUGGESTED TIME

10 minutes

RESOURCES

Copies of handout on p. 105

1. Pass out copies of the handout on the next page.
2. Explain to students that you want their honest reactions to *Let's Get Real* and the accompanying lessons they have done on name-calling and bullying. Let them know their comments will help you make plans for the rest of this year and in the years to follow. Instruct students to complete all sections of the handout.

**Send Us Your Stories!**

The producers of *Let's Get Real* would love to hear your stories about using *Let's Get Real*. How did your students respond to the film? What were your favorite activities? What inspired you about this work? Drop us a note at info@groundspark.org and you may be featured on our website!



Let's Get Real

Evaluation of Unit

1. I thought the film *Let's Get Real* was (circle one):

Really great

Good

Just OK

Not that good

A waste of time

What did you like most about the film? _____

Was there anything you didn't like about the film? _____

2. I thought the activities we did around *Let's Get Real* were (circle one):

Really great

Good

Just OK

Not that good

A waste of time

Which lesson did you like best? Why? _____

Were there any lessons that you didn't like? Why? _____

3. I thought the amount of time we spent on the topic of name-calling and bullying was (circle one):

Not enough

The right amount

Too much

4. What did you learn that you didn't know before or that surprised you? (Write at least one thing):

5. What do you want to learn more about after this unit on bullying? (Write at least one thing):

6. Do you think you have changed as a result of this unit? (circle one)

A lot

A little

Not at all

Explain: _____

Additional Assignments and Activities by Subject

Feel free to complement or substitute activities or assignments suggested elsewhere in this guide with the activities and assignments below.



Teaching Tip

Education professor Howard Gardner lists eight different types of “intelligences” in people: *linguistic* (skill with words), *logical-mathematical* (skill with numbers and reasoning), *spatial* (skill with images and visuals), *bodily-kinesthetic* (physical skill), *musical* (skill with melody, tone, rhythm), *interpersonal* (skill with understanding others), *intrapersonal* (skill with understanding self), and *naturalistic* (skill with recognizing and categorizing elements of nature or culture).

Different students respond better to different approaches to learning. Review the following activities to see whether they fit your students’ learning type. There is not a one-size-fits-all approach to anti-bullying education!

General Assignments

- Keep a journal and write about incidents of bullying or name-calling. Include plenty of who/what/when/where/how/why details. If you share any journal entry in class, do not write real names of people in your journal.
- Imagine that you are an invisible person who is observing a class where all students feel 100 percent safe and respected. What types of things do you see in that classroom? How do people treat each other? What makes the classroom safe and respectful? Write down your observations.
- Interview an adult at school or at home. Ask them the following questions or think of your own:
 1. What kinds of name-calling and bullying did you experience when you were in middle school?
 2. How did you deal with it?
 3. How was name-calling and bullying when you were in middle school different than it is today?
- Research project to complete in two weeks. Pick a specific type of prejudice in society (such as racism, sexism, homophobia, or views against the disabled, overweight, immigrants, etc.). Write three examples of how that type of prejudice affects people, including one example at your school. Interview one peer and one adult, and ask them what they think causes this prejudice. Read something about what causes this prejudice online or in the library. Research what policies or support groups have been formed to

prevent this type of prejudice, including one example at your school. Write three strategies for preventing this prejudice in your community.

Language Arts

- *Essay*: Write an essay on the problems of name-calling or bullying in your school. State the problem, give examples and provide solutions to the problems discussed.
- *Poetry*: Write a poem on name-calling and bullying. It can describe your own experience, that of someone else or be about the issue generally.
- *Autobiographical incident*: Using specific details, tell about an incident in your life that relates to name-calling or bullying. You may have been the bully, the target, a bystander or an ally. Consider using techniques such as dialogue, revelation of character through action, and the use of sensory language. Describe your feelings and insights gained from the experience.
- *First-hand biographical sketch*: Interview a trusted adult (family member, relative, neighbor, teacher) about a time in his or her life when he or she experienced name-calling or bullying. Describe the person, the incident and your response to this story.
- *Story/Creative Writing*: Create a fictional account of a conflict between two middle or junior high school students. Be specific in your description. Use dialogue and action to reveal character.
- *Evaluative Writing*: Read a film review in a newspaper. Using the same style, write a review of *Let's Get Real*. Be specific in discussing what you liked or didn't like about the film. Give reasons and evidence for your opinions and judgments.
- *Problem/Solution*: Identify a problem at your school related to name-calling or bullying. Offer several possible solutions, telling the positive and negative sides of each. Choose one solution and argue why it is the best response to the problem.
- *Speculation on Cause and Effect*: Choose two different characters from *Let's Get Real*. Describe their attitudes and actions in the film. Speculate what kinds of effects these attitudes and actions might have on their lives. What do you think might happen to them? How is that related to who they are now?
- *Report of Information*: Write a research paper on a subject related to this film. Consider the following subjects: bullying in society, class, race/ethnicity, sexual orientation, national origin/immigration, anti-Semitism or religious intolerance, persons with disabilities, physical appearance, sexual harassment.
- *Observational Writing*: Write a paper observing a specific person, group, performance or event, being particularly sensitive to societal issues such as those raised in *Let's Get Real*.

Art

- Draw a map of your school, marking safe and unsafe zones and hang-out spots for different groups of students. Describe the different groups with a map legend.
- Design anti-bullying posters or bulletin boards. Come up with anti-bullying slogans and give helpful tips or information on how to report bullying or get help.
- Using a cartoon or comic book format, draw a sequence of events that depicts a bullying incident from your life experience.
- Create a brochure for students with pictures or drawings instructing new students on how to survive in your school environment.

Social Studies

- Pick a famous person in US or world history who fought against prejudice or discrimination. Write an essay addressing the following points: What issues did the person you choose fight for and why? What kinds of “societal bullying” or harmful acts was this person trying to prevent? Describe any targets, bullies and allies who were involved in the struggle.

Health

- Research how bullying can affect young people’s physical and emotional health. Write a report on this topic. Be sure to answer the following questions: What are the signs that bullying is an “epidemic” in this country? What are the symptoms of someone who has been bullied frequently? What are the “cures” or strategies to improve the health of a target of bullying?

Math

- Design your own anti-bullying survey and have students fill them out. (For an example of a survey, see p. 61). Construct a chart or graph that shows ways that people get bullied. List percentages of students who are bullied for different reasons. Make a comparative graph that compares local statistics with national statistics on bullying.
- Based on national or school figures, determine the probability that someone in your school will be bullied for different reasons on any given day, week, month and year.
- After surveying your class on different types of bullying, using multiplication and division, determine how to roughly calculate grade-wide and school-wide statistics (assuming that the frequency and type of bullying in your class are roughly equivalent to what occurs in other classes).



Music

- Create an anti-bullying song using your favorite kind of music.
- Bring in a song that is about bullying or hurting someone else and your opinion about the message of the song. Pick a part for everyone to sing together. If the song has words, give your teacher the lyrics beforehand to pass out to the class.




Drama/Movement







- Write a skit or play that explores a name-calling or bullying theme.
- Choreograph a dance with a theme of peace, nonviolence or empathy.









Nature/Culture

- Write an essay or parable about a culture that was in harmony with nature and with other cultures. Write another essay or parable about a culture that did not respect nature or bullied other cultures. Write a concluding paragraph explaining what we can learn from these cultures.









A P P E N D I X

STUDENT	EXPERIENCE WITH NAME-CALLING AND BULLYING	WAYS HE OR SHE HANDLES THE SITUATION
 ALFREDO	He gets teased for getting good grades. Feels pressure from other boys to make comments about girls' bodies.	He finds a teacher he can trust and talks to that person for advice.
 AMINA	Kids tell her, "Go back to Afghanistan."	She's happy that her friend stands up for her, even though the friend isn't Muslim like she is.
 ASHLEY	She has been called a "whore."	
 BRANDON	He thinks spreading rumors contributes to the name-calling problem. Some kids are in gangs.	If someone tells him to fight someone, he refuses—he's smarter than that.
 BRIAN	People use the word <i>gay</i> to put down everything—even pencils! He was called "faggot" all the time; other kids locked him out of the changing room.	He felt so badly, he thought about killing himself.
 BRITTANY	Girls can be bullies, too, by using gossip. She was teased for being Chinese. People made fun of the shape of her eyes. People she thought were friends sent mean e-mails about how her race was "going low." It was like getting stabbed in the back.	
 BRYCE	He gets teased for being overweight.	He hardly has any friends. He's trying to make friends now.
 CARLOS	He used to humiliate other kids in class until they cried. He called other kids "faggot"—because that's what his stepfather calls him if he isn't "manly" at home.	He started to think about how he was making other kids feel and realized that because of him, those kids were getting hurt physically and emotionally.

STUDENT	EXPERIENCE WITH NAME-CALLING AND BULLYING	WAYS HE OR SHE HANDLES THE SITUATION
 CARNEICE	She was teased because of how much she eats.	She goes home and cries so no one at school will see how badly she feels.
 CLAUDIA	She says boys call girls "dogs." It makes her mad that they think it's funny.	When she has a problem, she talks to her counselor.
 DA'LAUN	He bullied other kids because someone did something to him and he wanted to take it out on someone else. He beat other kids up, and called them names.	He realized he didn't have any friends and could end up in jail or even killed. He wanted people to know the person he really is. He wanted to change so he could go to college someday and get a good job. Slowly he's been making friends.
 DARRELL	People have called him "nigger," "retarded," and "a girl."	
 ERIC	He used to call girls "bitch" and slapped them on their behinds. He thought it was funny.	Now he's more respectful to girls. They notice he's changed. He thinks there should be more conflict mediation.
 ESRA	She notices that if a girl is unpopular, boys will make comments about her body—that "she's too fat, too this, too that."	
 GABE	He was called "Jew" as if it were a bad thing. He struggled to understand why someone would say that being Jewish was bad. He also was called "gay" just because he hung out with his best friend, another boy.	He worried that if he told a teacher that the other kids would think he was a "snitch."
 GABY	Other kids make fun of her because she uses a wheelchair.	She just rides away in her wheelchair and tries to ignore them.

STUDENT	EXPERIENCE WITH NAME-CALLING AND BULLYING	WAYS HE OR SHE HANDLES THE SITUATION
 HADEYEH		She thinks people who make fun of other people are the ones who have the problem, not the kids who are being teased.
 IQWAK	He was called "diaper head" because he wears a certain kind of scarf on his head that is part of his religion (Sikh).	He decided to give other kids more information about his religion so that they wouldn't be so ignorant.
 JASPER	He has been teased because his shoes aren't the latest style, and his clothes are hand-me downs. Kids push him off his bike, and have choked him. They say, "That's what you get, white boy." He says a lot of teachers see stuff happening right in front of them and they don't do anything.	He gets so mad that he fantasizes about hurting the kids who harass him. He even imagines shooting them (but he says he never would). He wishes a bully would stand up for him.
 JAZMYNE	Kids make fun of her for being a light-skinned African-American. They call her "yellow banana," "white," or other terms for light-skinned people.	She laughs along with them even though inside she's thinking, "Shut up!" She could call them names, too, but she chooses not to.
 JENN	She hates it when boys make comments about girls' bodies or call them "sluts." She's also been called a lesbian. She wishes that people would get to know her rather than judge her because of her race.	
 JOSEPH	It really bothers him when kids make fun of students who are in "special ed." They "jump in their face and go 'blah, blah blah.'"	He wishes he could do something to help those kids out but he doesn't because "it's all of them versus me."
 KATE	She used to be in the popular crowd. She says girls bully by talking behind each other's backs. She thought she was better than other girls and just ordered them around.	She got a taste of her own medicine when another girl started talking about her behind her back. Now she thinks that spreading rumors or being mean is not the way to be cool.
 KHYBER	He gets made fun of because he is very dark-skinned. They call him "black ass," "chocolate chip." It's mostly kids of his same race who tease him.	He thinks that there should be assemblies at school to learn about different kinds of people.

STUDENT	EXPERIENCE WITH NAME-CALLING AND BULLYING	WAYS HE OR SHE HANDLES THE SITUATION
 LA KEIA	Kids called her "dyke" or "bisexual" because she wore clothes that some people considered masculine.	
 LAURA V.	She gets teased because she is short. It makes her feel like she doesn't belong at her school. It makes the kids who call her names feel stronger, but it makes her feel weaker.	
 LAURA R.	Boys say that making comments about girls' bodies makes them feel cool. One boy made sexual comments to her and slapped her private parts.	She shared her experience with a group of other girls who told her that they had gone through the same thing. They decided to go as a group to a teacher they trusted, and who was able to intervene to get the boy to stop.
 LINDSEY	She thinks everybody bullies someone at some point.	
 MATTHEW	He was called "blackie" by white kids.	He wishes people would realize that he's the same inside as they are.
 NANCY	She says popular kids treat everyone else "like you are nothing."	
 NATALIE	People treat her differently because she is in special ed. Some people have called her a "bitch."	
 NATHAN	At first he was afraid to stand up to kids who were bullying other kids because he was afraid something would happen to him if he did.	When he got to eighth grade, he found the courage to stand up on behalf of a student who was new to the school.

STUDENT	EXPERIENCE WITH NAME-CALLING AND BULLYING	WAYS HE OR SHE HANDLES THE SITUATION
 NICK	<p>He is afraid to stand up to kids who are bullying other kids because he is afraid that the "bullies" would turn against him. He has teased people himself.</p>	<p>He admits that he was the one who started the teasing.</p>
 PAOLA		<p>After another student stood up for her, she was brave enough to stand up for someone who was heavy and was being called a geek and a dork. It made her feel really good to know that she made the kid who was being targeted feel better.</p>
 SHANEKA	<p>She is bothered by boys who make comments about girls being sexually active.</p>	
 SOLOMON	<p>The three groups at his school are "ghetto, weirdoes, and dorks." The most common insult at his school is calling someone "gay," which seems stupid to him because most of the gay people he knows are nice.</p>	
 STEPHEN	<p>He says he is part of the "skaters". He swears at other kids and says things to make them mad. He tries to make it seem like he's a person not to mess with. When he really wants to get to people, he calls them a "fag." He says his big brother beats him up at home so he is mean to kids who are littler than him at school. It's an ongoing cycle.</p>	<p>If people knew the real person inside him, they would find out that he actually doesn't like fighting.</p>
 TINA	<p>People call her names related to being Chinese, like "Ching Chang Chong" or "Bruce Lee's daughter." It makes her so mad that it feels like there's a fire burning inside her.</p>	<p>She wishes she had the courage to tell them to stop teasing her. She knows if it were happening to them, they wouldn't like it either.</p>
 UMMA	<p>Her school is like a map, with students of different racial backgrounds gathering in different areas of the school. When people of one race want to harass students of another race, they make fun of the way they talk. She says the "n" word has been embraced by many African-Americans as a friendly word within their own race. It's a problem if students outside the race use that word.</p>	<p>She doesn't think it's fair that students who aren't African-American can't use the "n" word, while African-American students can. She also thinks that the problems caused by gossip would go away if people just kept things to themselves.</p>
 ZAID	<p>He has been called a "killer" because he comes from the Middle East. He saw a new student from the Middle East who didn't speak English get bullied by other students and it made him mad.</p>	<p>He told the kids who were making fun of the new student to leave him alone and not to tease someone just because they come from another country. He thinks if someone does something to try to make you mad, you should just count to 10 and walk away.</p>

TEN THINGS YOU CAN DO TO PREVENT BULLYING

CLASSROOM

STUDENT

TEACHER/COACH

1. Set classroom agreements and stick to them.
2. Treat each other with empathy and respect.
3. Talk about how we feel with the teacher and each other.
4. Be fair to each other and to ourselves.
5. Make an anonymous suggestion box.
6. Do activities that help us learn more about each other.
7. Try to include everyone in class discussions and activities.
8. Watch out for each other outside of class.
9. Share when we learn about different societies and cultures.
10. Say something nice to a class member we don't often talk to.

1. Talk about it!
2. Become an ally.
3. Report incidents of name-calling and bullying.
4. Don't bully others.
5. Avoid stereotypes.
6. Form a safe-schools club.
7. Put up an anti-bullying display.
8. If you're down or angry, find a safe adult to talk to.
9. Make friends outside your normal group.
10. Organize a Respect Day at your school.

1. Be a good listener.
2. Set clear classroom or locker room ground rules that promote respect.
3. Invest time in anti-bullying curricula, especially those that address prejudice, and find ways to keep the lessons alive throughout the year.
4. Intervene when you witness a disrespectful act; be consistent.
5. Put up anti-bullying signs, posters, pins; celebrate diversity days, months, national holidays.
6. Get to know your students' home life.
7. Support colleagues who are gay/lesbian or outside the racial majority at your school.
8. Treat students in a fair and bias-free manner and set clear and realistic expectations.
9. Form an anti-bullying faculty committee.
10. Be a faculty adviser to a student group formed to promote respect.

ENT NAME-CALLING AND BULLYING

ADMINISTRATOR/ SCHOOL BOARD

1. Update policies and handbooks to ensure that all types of discrimination and harassment are forbidden.
2. Allot time and resources for staff development on bias, harassment, bullying and fostering emotional safety.
3. Schedule student assemblies or programs on bias, harassment and bullying.
4. Adopt anti-bias curricula, especially those that address prejudice, such as *Let's Get Real*.
5. Consider more empathic and counseling approaches to bullying over zero-tolerance approaches.
6. Support teachers when they conduct anti-bullying curricula.
7. Encourage diversity and anti-bias student clubs.
8. Play active role in monitoring and intervening when you witness bullying.
9. Create positive and emotionally safe culture for staff by showing trust, respect and encouragement. Listen and invite input. Be a role model.
10. Foster active relationships between teachers and parents/guardians.

PARENT/GUARDIAN

1. Talk to your child about what's going on at school.
2. Visit your child's classroom. Talk to his or her teacher.
3. Establish a respectful environment at home.
4. Pay attention to your child's need for support and attention at home; it may help your child act respectfully and cope with peer interaction at school.
5. Join a PTA or community support group and show *Let's Get Real*.
6. Advocate for greater "safe schools" training, funding and awareness at a school board meeting.
7. Volunteer time or resources to help foster respect in your child's classroom.
8. Share books with your children that teach them about different cultures or backgrounds.
9. Communicate with teachers or the principal when your child is experiencing harassment or bullying.
10. Find out more about bullying, its causes, and the need for emotional safety among children.

CITY COUNCIL/ GOVERNMENT

1. Declare a Day of Respect.
2. Pass an anti-bullying resolution.
3. Form school/city anti-bullying partnerships.
4. Host a hearing on name-calling, bullying or violence in your community.
5. Give funding to schools to provide anti-bullying training/curricula.
6. Invite guest speakers or experts to discuss bullying at community forums.
7. Screen *Let's Get Real* in your civic auditorium.
8. Pass ordinances forbidding discrimination or harassment.
9. Stock your local library with anti-bias resources.
10. Make school safety a top priority.

*Let's
Get Real*

Sample Letter to Parents, Guardians or Other Family Members:

Date: _____

Dear parent, guardian or other family member:

Our _____ (subject matter) class will begin a unit on name-calling, bullying, teasing and harassment. We will show the video, *Let's Get Real*, where middle and junior high school students speak frankly about their experiences as people who bully, people who are victims of bullying, and people who intervene in the bullying process to become allies for others.

As we spotlight this topic which is not often openly discussed in school, we expect students may have strong emotional responses. This film may remind them of their own personal experiences with name-calling or harassment. The students in the film use their own colloquial language to describe their experiences, which sometimes includes words that would be inappropriate in my classroom if they were used by actual students. The inclusion of these words in the film will facilitate discussion about why those words exist, their impact and how to minimize their use on our campus in the future.

Students in the film also bring up issues of teen suicide and using violence or a weapon to harm their harassers. We will discuss these topics and students will know where they can turn—including to you—if they are dealing with similar feelings in their own lives.

You are invited to come to school on _____ (date, time) in _____ (room) to preview *Let's Get Real* and discuss some of the activities from the curriculum guide. Our unit will include strategies for students as well as parents, guardians and other family members on how to deal with name-calling and bullying.

Your child will have homework in this unit. At home, I encourage you to reinforce the idea that all people should be treated with respect.

You are welcome to visit our class at any time. Don't hesitate to call me at _____ (phone number) if you have any suggestions or questions.

Sincerely,

_____ (your name)

Tailor this letter to your needs. Dates, grade levels and class subject will differ. To edit a version of this document online, visit www.groundspark.org/our-films-and-campaigns/lets-get-real/lgr_curric

Sample Letter to Parents, Guardians or Other Family Members (Spanish Version)

Fecha: _____

Estimados padres, encargado u otro familiar:

Nuestra _____ (materia sujeta) clase comenzará una unidad sobre apodos, intimidación, burlas y acoso. Mostraremos el video, *Veamos la Realidad (Let's Get Real)*, donde los estudiantes de la escuela elemental y del bachillerato hablan francamente sobre sus experiencias como personas que intimidan, personas que son victimas de intimidación, y personas que intervienen en el proceso de intimidación para ser aliados de otros.

Mientras que sacamos este tema a la luz, el cual no es frecuentemente discutido abiertamente en la escuela, esperamos que los estudiantes tengan fuertes respuestas emocionales. Esta película podría recordarles de sus propias experiencias personales de apodos o acoso. Los estudiantes en la película usan su propio lenguaje coloquial para describir sus experiencias, las cuales algunas veces incluyen palabras que serian inadecuadas en mi salón de clase si fuesen usadas por estudiantes actuales. La inclusión de estas palabras en la película facilitará la discusión sobre porque estas palabras existen, su impacto, y como minimizar su uso en el recinto escolar en el futuro.

Los estudiantes en la película también tratarán temas de suicidio en los adolescentes y el uso de violencia o de un arma para hacerle daño a los que lo molestan. Discutiremos estos temas y los estudiantes sabrán donde pueden ir, incluyéndolo a usted, si están pasando por emociones similares en sus propias vidas.

Usted está invitado a venir a la escuela el _____ (fecha, hora) en _____ (salón) para ver primero la película *Veamos la Realidad (Let's Get Real)* y discutir algunas de las actividades de la guía del currículo. Nuestra unidad incluirá estrategias para los estudiantes como también para los padres, encargados, y otro familiar sobre como tratar con los apodos y la intimidación.

Su hijo tendrá tareas sobre esta unidad. En el hogar, lo animo para que fomente la idea que todas las personas deben ser tratadas con respeto.

Usted es bienvenido para que visite nuestra clase en cualquier momento. No tarde en llamarme al _____ (número de teléfono) si tiene alguna sugerencia o pregunta.

Sinceramente,

_____ (su nombre)

Tailor this letter to your needs. Dates, grade levels and class subject will differ. To edit a version of this document online, visit www.groundspeak.org/our-films-and-campaigns/lets-get-real/lgr_curric

Additional Resources on Bullying and Hate-Motivated Violence

ORGANIZATIONS with useful training programs, support, educational networks or curricula:

Anti-Defamation League (ADL)

Originated with focus on anti-Semitism but currently works to address bigotry of all kinds

1100 Connecticut Ave., NW; Suite 1020
Washington, DC 20036
202-452-8510
www.adl.org

Suggested Resources:

A World of Difference Institute Programs,

www.adl.org/education/edu_awod/default_awod.asp

Hate Hurts: How Children Learn and Unlearn Prejudice by Carol Stern LaRosa and Ellen Bettmann (Scholastic, 2000)

Committee for Children

Dedicated to social and emotional learning and violence prevention with programs and prevention curricula focusing on youth violence, bullying, child abuse and personal safety

568 First Ave South, Suite 6000
Seattle, WA 98104
800-634-4449
www.cfchildren.org

Suggested Resources:

Second Step: A Violence Prevention Curriculum (Grades 3–6)

Steps to Respect: A Bullying Prevention Program (Grades Pre-K–9)

Gay, Lesbian and Straight Education Network (GLSEN)

Seeks to create safe schools for lesbian, gay, bisexual and transgender people through local organizing, national advocacy, educating educators and cultivating student empowerment

121 W 27 St., Suite 804
New York, NY 10001
212-727-0135
www.glsen.org

Suggested Resource:

“No Name-Calling Week” campaign

National Education Association Health Information Network

Works to improve the health and safety of school personnel and students by disseminating health information, and developing and implementing health promotion programs, activities and materials

1201 16th Street, NW; Suite 521
Washington DC 20036
202-822-7570
www.neahin.org

Suggested Resource:

Can We Talk About Bullying and Harassment?, www.canwetalk.org

National Mental Health Association (NMHA)

Addresses all aspects of mental health and mental illness; works to improve the mental health of all Americans, especially those with mental disorders, through advocacy, education, research and service

2001 N. Beauregard St., 12th Floor
Alexandria, VA 22311
800-433-5959
www.nmha.org

Suggested Resource:

What Does Gay Mean? How to Talk With Kids About Sexual Orientation and Prejudice,
www.nmha.org/whatdoesgaymean

Partners Against Hate

Offers education and strategies to counteract prejudice for young people and community-based professionals who work and interact with youth, including parents, law enforcement officials, educators and community/business leaders. Joint project of ADL, Leadership Conference on Civil Rights Education Fund, National Center for the Prevention of Hate Violence

202-452-8510
www.partnersagainsthate.org

Suggested Resource:

Program Activity Guide: Helping Children Resist Bias and Hate

Safe Schools Coalition

A public–private partnership to support gay, lesbian, bisexual and transgender youth; helps schools become safe places by providing resources, raising awareness, offering skill-based training and disseminating information

2124 Fourth Ave.
Seattle, WA 98121
206-632-0662
www.safeschoolscoalition.org

Seeking Educational Equity and Diversity (SEED)

A staff-development equity project for educators that addresses making school curricula more gender-fair and multiculturally equitable in all subject areas

Wellesley Centers for Women
Wellesley College
106 Central Street
Wellesley, MA 02481
781-283-2500
www.wcwonline.org/seed



Social Issues Resources Series, Inc.

Information clearing house for print and Internet resources covering a range of issues with specialized sections for teachers and librarians; paying membership required to access most information

PO Box 272348
Boca Raton, FL 33427
800-232-SIRS
www.sirs.com

Suggested Resources:

Volume 1, No. 4, Fall 2002 articles on bullying: *“The Role of the School Administrator in the Implementation of Harassment, Intimidation and Bullying Policy;” “Dealing with Bullies;” “How Girls Hurt;” “Bullies Thrive When Children Do Nothing;” “Creating School Climates That Prevent School Violence.”*

Teaching Tolerance

Support the efforts of educators to promote respect for differences and appreciation of diversity in the classroom; serves as a clearinghouse of information about anti-bias programs and activities being implemented in schools across the country and by producing and distributing free anti-bias materials

c/o Southern Poverty Law Center
400 Washington Ave.
Montgomery, AL 36104
334-264-0286
www.teachingtolerance.org

Suggested Resource:

Responding to Hate At School: A Guide for Teachers, Counselors and Administrators

US Department of Health and Human Services (HHS)

National Bullying Prevention Campaign

HHS–formed national coalition of education, civil rights, religious and civic groups to combat bullying. Work focuses on enabling parents and educators to see warning signs, empowering kids to be allies and training teachers to intervene when witnessing bullying
www.stopbullyingnow.org



Readings for Adults

Aronson, Elliot. *Nobody Left to Hate: Teaching Compassion After Columbine*. (WH Freeman and Company, 2000)

Balik, Dana. "Harassment-Free Hallways: How to Stop Sexual Harassment in Schools." Washington DC: AAUW Educational Foundation Sexual Harassment Task Force, 2002

Bluestein, Jane, PhD. *Creating Emotionally Safe Schools: A Guide for Educators and Parents*. (Health Communications Inc., 2002)

Bochenek, Michael and Brown, A. Widney. "Hatred in the Hallways: Violence and Discrimination Against Lesbian, Gay, Bisexual and Transgender Students in US Schools." New York: Human Rights Watch, 2001

Bowles, Norma and Rosenthal, Mark E. *Cootie Shots: Theatrical Inoculations Against Bigotry for Kids, Parents and Teachers*. (TheatreCommunications Group: New York, 2001)

Coloroso, Barbara. *The Bully, the Bullied and the Bystander: Breaking the Cycle of Violence*. (Harper Collins, 2002)

Compton, Randy and Jones, Tricia S. *Kids Working It Out: Stories and Strategies for Making Peace in our Schools*. (Jossey Bass, 2003)

Creighton, Allan and Kivel, Paul. *Helping Teens Stop Violence: A Practical Guide for Counselors, Educators and Parents*. (Hunter House Publishers, 1992)

Creighton, Allan, Myhand, M. Nell, and Vasquez, Hugh with Todos Institute. *Making Allies, Making Friends: A Curriculum for Making the Peace in Middle School*. (Hunter House Publishers, 2002)

Greene, Michael B. "Counseling and Climate Change as Treatment Modalities for Bullying in Schools." *International Journal for the Advancement of Counseling*, 25 No. 4 (2003): 293-302

"A Guide to Effective Statewide Laws/Policies: Preventing Discrimination Against LGBT Students in K-12." Issued by Lambda Legal Defense & Education Fund and the Gay, Lesbian and Straight Education Network (New York, 2001)

Kennedy, Randall. *Nigger: The Strange Career of a Troublesome Word*. (Pantheon Books, 2002)

Langan, Paul. *Bullying in Schools*. (Townsend Press, 2003)

Levine, David A. *Teaching Empathy: A Social Skills Resource*. (Blue Heron Press, 2000)

“Protecting Students from Harassment and Hate Crime: A Guide for Schools.” Issued by the US Department of Education and the Bias Crimes Task Force of the National Association of Attorneys General Office for Civil Rights (Washington DC, 1999)

Olweus, Dan and Limber, Sue. *The Olweus Bullying Prevention Program*. Center for the Study of Prevention and Violence and US Department of Health and Human Services: Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, 1999

Sjostrom, Lisa and Stein, Nan D. *Flirting or Hurting: A Teacher’s Guide to Student-on-Student Sexual Harassment in Schools*. (National Education Association, 1994)

Young Adult Readings

Cisneros, Sandra. *The House on Mango Street*. (Vintage Books, 1994)
Series of vignettes about a young girl growing up in the Latino section of Chicago

Flake, Sharon G. *The Skin I’m In* (Hyperion Books, 1998)
Portrays the life of a dark-skinned black girl and her transformative relationship with a new teacher at her school

Franco, Betsy, ed. *You Hear Me? Poems and Writings by Teenage Boys*. (Candlewick Press, 2000)
Collection of uncensored poems and essays that address many concerns including identity, love, envy, gratitude, sex and anger

Garden, Nancy. *Holly’s Secret*. (Farrar Straus Giroux, 2000)
Twelve-year-old girl struggles with acceptance for having gay parents

Guy, Rosa. *The Friends*. (Henry Holt & Company, Inc., 1973)
Fourteen-year-old Phyllisia deals with the daily challenges of moving to New York from her native West Indian island

Howe, James. *The Misfits*. (Althenum Books, 2001)
A group of friends who don’t “fit in” challenge the social and political norms in their high school

Jones, Ron. *The Acorn People*. (Bantam Doubleday Dell Publishing Group, 1996)
A young man is transformed by working at a summer camp with youngsters who have severe physical disabilities

Minnesota Humanities Commission Staff and Minnesota Humanities Commission, ed. *Braided Lives: An Anthology of Multicultural American Writing*. (Minnesota Humanities Commission, 1991)
Collection of stories written from the perspectives of various ethnic groups in the United States

Muharrar, Aisha. *More Than a Label: Why What You Wear or Who You're With Doesn't Define Who You Are*. (Free Spirit Publishing, Inc. 2002)

Examines the isolating social barriers that are created in schools, origins of social labels, the feelings of exclusion and ways to challenge social pressures

Myers, Walter Dean. *Scorpions*. (HarperTrophy, 1988)

Story about pressures of gang life for a young boy

Nye, Naomi Shihab. *Habibi*. (Simon and Schuster, 1997)

Fourteen-year-old American girl moves to her father's hometown in Jerusalem and must come to an understanding of her father's culture and her place in it

Patterson, Sandra. *Ben and the Bully*. (FirstBooks Library, 2001)

A fourth-grade boy is teased and bullied by others because of his weight and his inability to read

Velasquez, Gloria. *Ankiza*. (Arte Publico Press, 2001)

Deals with issues of interracial relationships when Ankiza, who is black, starts dating a white boy and is criticized by friends and family

Velasquez, Gloria. *Juanita Fights the School Board*. (Piñata Books, 1994)

Juanita fights discrimination at her high school with the help of a lawyer and school counselor

Velasquez, Gloria. *Tommy Stands Alone*. (Arte Publico Press, 1995)

The story of Tommy, a young Mexican-American teen, who begins to confront that he is gay

Woodson, Jacqueline. *From the Notebook of the Melanin Sun*. (Scholastic, 1997)

Melanin Sun's mother tells him she is in love with a woman, and he is forced to make hard decisions and to confront many levels of prejudice

Yamanaka, Lois-Ann. *Name Me Nobody*. (Hyperion Paperbacks, 1999)

Asian-American teenage girl struggles with being overweight and having estranged parents through the help of her grandma and best friend



Other Films From The Respect for All Project



"...a superb production. *That's a Family!* provides a wealth of material that can encourage hours of productive conversation about the many ways in which people become families."

—Don-David Lusteran, PhD, fellow
Academy of Family Psychology

Designed for use with students in grades K–8, *That's a Family!* takes viewers on a tour of the many kinds of families that exist today. Children introduce their families and speak candidly about what it's like to grow up with parents of different races or religions, divorced parents, single parents, gay or lesbian parents, adoptive parents or grandparents as guardians.

As they tell their stories, the young people in *That's a Family!* not only entertain audiences, but challenge them to reconsider what it means to be a family. In the midst of singing at birthday parties, baking cakes, shopping for groceries, bowling and gardening, the kids in this video make clear what all families have in common, even if they look different on the outside.

That's a Family! makes a great training and classroom resource, and serves as a powerful introduction for young children about the value of "difference."

WINNER!

First Place, National Council on Family Relations Media Awards
CINE Golden Eagle Master Series Award, Non-Broadcast Film

35 minutes • DVD and online streaming • Comes with discussion and teaching guide

It's Elementary

TALKING ABOUT GAY ISSUES IN SCHOOL

"By addressing gay issues, we will prevent violence and foster equality. *It's Elementary* is an extremely moving portrait of how it can be done."

—Carolyn Sheldon, former president
American School Counselor Association

The first film of its kind, *It's Elementary* looks at ways to counter the pervasive anti-gay name-calling that interferes with children doing their best and feeling good about themselves. With growing numbers of parents and educators asking what they can do to teach children not to hate, the film explores concerns about whether and how to address gay issues with kids. Topics include:

- Talking to young students about gay people
- Helping young children make sense of a family with two moms
- Addressing parental concerns and fears about discussing gay issues in school
- Reconciling personal beliefs with a responsibility to prevent anti-gay name-calling and bullying

The children featured in *It's Elementary* remind viewers that young people are already exposed to messages and misinformation about gay people from adults, the media and other kids. With great wisdom and humor, they show what happens when students in kindergarten through eighth-grade talk about lesbian and gay issues in age-appropriate ways.

It's Elementary comes with the retrospective documentary, *It's STILL Elementary*, which follows up on some of the students and teachers in the original film, and tells the fascinating history of why the film was made, its impact, and the questions it raises for today's national safe schools movement.

WINNER!

CINE Golden Eagle, Best Teacher Education Film
Multicultural Media Award, National Association for Multicultural Education
Best Documentary at numerous international film festivals

Full-Length Feature: 78 minutes • Educational Training Version: 37 minutes • DVD and online streaming • Comes with 136 page curriculum and community action guide



To order, call 415-641-4616 or visit www.groundspark.org

STRAIGHTLACED

HOW GENDER'S GOT US ALL TIED UP

"This film breaks down stereotypes we must talk about. A vital tool for classrooms around the country."

—Jennifer Raab, President of Hunter College

A powerful resource for high schools, youth programs, universities, and community settings, *Straightlaced* takes an intimate look at how popular pressures around gender and sexuality are shaping

the lives of American teens. From girls confronting media messages about culture and body image to boys who are sexually active just to prove they aren't gay, *Straightlaced* offers raw, emotional first-person accounts from a diverse array of students about the toll that deeply held stereotypes and rigid gender policing have on all our lives.

With courage and unexpected humor, these young people open their lives to the camera: choosing between "male" and "female" deodorant; deciding whether to go along with anti-gay taunts in the locker room; having the courage to take ballet; the double standard about being sexually active, negotiating family and cultural pressures; avoiding the restroom so they won't get beaten up; or mourning the suicide of a classmate. It quickly becomes clear that just about everything teens do is deeply impacted by our culture's ideas about gender and sexuality.

Their courageous stories model the possibility of dialogue and action, offering both teens and adults a springboard for exploring crucial safety, identity, and equity issues and for helping to build more inclusive and empowering schools and communities.

WINNER!

CINE Golden Eagle Award

Western Psychological Association Film Festival – Audience Award

Best Documentary – Baltimore Women's Film Festival

65 minutes · DVD and online streaming · Comes with a comprehensive 160 page curriculum guide akin to the *Let's Get Real* guide

STILL

It's Elementary

THE MOVIE AND THE MOVEMENT

"As a professor of education, I am always on the look out for new resources that help my student teachers address issues of prejudice. It's STILL Elementary is a thrilling reminder of why we cannot overlook anti-LGBT bias in those efforts."

—Celia Oyler, director, Elementary Inclusive Education Program, Columbia University

It's STILL Elementary discovers the profound impact of using film as a tool for social change.

It examines the incredible impact of *It's Elementary—Talking About Gay Issues in School* over the last decade, and follows up with teachers and students featured in the first film to see how lessons about LGBT people changed their lives.

It's STILL Elementary also documents the story behind the controversial PBS broadcast of *It's Elementary* and the infamous right-wing attacks on the film and its creators. *It's STILL Elementary* is a call to action for parents and educators to continue working for safe, inclusive schools.

The *It's STILL Elementary* DVD includes the original full-length film, *It's Elementary*, and the 37 minute educational training version. It features Spanish subtitles, closed captioning, and comes with an 136 page guide about how to use both films, community organizing, professional development, and K-8 curriculum, and other bonus features.



To order, call 415-641-4616 or visit www.groundspark.org

Professional Development Workshops from The Respect For All Project

The Respect For All Project (RFAP) offers a series of professional development workshops for educators, human service professionals and youth service providers. These workshops highlight innovative and effective strategies for using RFAP films with children, students, parents/guardians and the professional community.

Films in the Respect For All Project include *That's a Family!* (about growing up in different kinds of family structures), *Let's Get Real* (about bullying and bias issues), *Straightlaced—How Gender's Got Us All Tied Up* (about the pressures teens face in relation to gender and sexuality), *It's Elementary—Talking About Gay Issues in Schools*, and *It's STILL Elementary*.

GroundSpark's professional development workshops draw on the power of our Respect For All Project films to support educators, youth and human service providers, and other community leaders in addressing some of the most pressing educational and social issues of our times, including:

- Understanding differences
- Inclusive school climate
- Bias-based bullying
- Gender, race and sexuality issues
- Violence prevention
- Family diversity
- Homophobia
- LGBT inclusive education and community services



Since 2003, we have trained more than 15,000 people from schools, school districts, health service organizations, after school programs, universities, and community initiatives throughout the country. Our workshops are engaging, participatory, and designed to bridge the divide between knowledge and action.

Each training is customized to fit the specific needs of the school, district, organization, conference, and/or community we are working with. To design the best session for your needs, we have a thorough intake and collaboration process.

To learn more please visit

**<http://groundspark.org/respect-for-all/professional-development> or
email us at info@groundspark.org.**

