

## **Middle School Safe Schools Program 2nd Community Time Meeting:**

Show the NBA PSA to students during a Community time using the following guide:

**I.** Introduce the reason we are discussing this topic by sharing a few of the readings/data from the **read around handout**. Choose members of the audience to read statements from middle school students and hear statistics about bullying in schools. (5 mins)

**II.** Show PSA from the NBA twice: (5 mins)

<http://multivu.prnewswire.com/mnr/adccouncil/50081/>

**III.** Discuss reactions to the PSA. How does it get your attention? What is the message of the PSA? This section may be adapted for 30 minutes or 50 minutes with more or less time for questions. Just make sure you leave 15 minutes for “Name it, Claim it, Stop it.” Here are some possible questions for a more extensive conversation:

- Why do some people use “gay” when they mean undesirable or stupid? Where does this expression come from? (Emphasize that the equating of gay with stupid stems from homophobic attitudes.)
- Some people defend the use of this expression by saying that it is not meant as an insult to LGBT people. Do you agree? Why or why not? Regardless of how it is meant, how do you think people who identify as LGBT and those who care about them hear this expression?
- Does the fact that certain expressions are used commonly make them acceptable?
- When most people say “that’s so gay,” do you think they realize what they say?
- What would it take for people to be more aware and to “knock it off”?
- What are some alternatives to expressions like “that’s so gay” and “you’re so gay”?

### **Introduce Name it, Claim it, Stop it: (10 mins)**

This is a quick model that can be used to stop harassment in multiple settings. It is not meant to be educational. However, it is a clear way of intervening in harassment when time is short.

In addition it is a powerful tool to teach to students; a tool that can move them from being a non-responding bystander (implying agreement) to that of an ally. It is a way students can stand up to harassment safely and with integrity. Remind students that they should not

intervene if there is a threat to their personal safety. In those cases they should always keep themselves safe first and be encouraged to notify adults of the situation.

Here are some options:

**Name it:**

That is....

- anti-gay
- homophobic
- mean
- racist
- sexist
- just wrong (inaccurate)
- name calling/harassment
- not cool

**Claim it:**

- I am offended by it (because . . .)
- I'm not okay with that (because . . .)
- We don't accept that here at our school.
- It is hurtful to people I know.
- It makes me and/or my friends feel unsafe.
- I don't like it.
- Rumors/gossip are hurtful to others.

**Stop it:**

- Please don't say/do that anymore.
- I need you to stop.
- Knock it off.
- Cut it out.

**V. Practice "Name It, Claim It, Stop It":**

Using the menu above, the teacher will model one scenario. Then give the groups of three students an opportunity to practice a response to two put-downs that you choose.

Choose from the following (10 mins):

- "That's so gay,"
- "that shirt is retarded,"
- "you run like a girl,"
- "I'm so SPED," or make up your own.

**VI. Evaluate:**

On an index card or piece of paper, answer the following questions:

1. What would change if students interrupted name-calling when they heard it?
2. What new ideas do you have about this topic that you didn't have before?