



NO STICKS. NO STONES.

NO DISSING

NO NAME-CALLING WEEK

January 23-27, 2012



NO NAME-CALLING WEEK

www.nonamecallingweek.org

NO NAME-CALLING WEEK FACTS

- **No Name-Calling Week** is an annual week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and inspiration to launch an on-going dialogue about ways to eliminate bullying in their communities.
- **No Name-Calling Week** was launched in March 2004 as a co-created project of **GLSEN** and **Simon and Schuster Children's Publishing**.
- **No Name-Calling Week** was inspired by a young adult novel entitled "**The Misfits**," by popular author, **James Howe**. The Misfits tells the story of four best friends who grow tired of the constant teasing in their middle school, and decide to run for student council on a "No Name-Calling" platform.
- **No Name-Calling Week** currently boasts over 40 national partnering organizations that work to spread the word about the project, including the **National Education Association**, the **National Association of Secondary School Principals**, the **National Middle School Association**, and the **American School Counselor Association**.
- Participants can purchase the **No Name-Calling Week Resource Kit** to support planning for the event. The kit includes information about organizing and publicizing **No Name-Calling Week** in individual schools, a **Teacher Resource Book** filled with lesson plans and other curricular material, a **27-minute video** about name-calling, as well as **stickers** and **posters**. Each kit costs \$129.95, and can be purchased by visiting www.nonamecallingweek.org.
- Each year, **GLSEN** also hosts a **Creative Expression Contest for Students**, in which students can submit any type of artistic expression that relates to their experiences with or ideas about bullying. Over the years, thousands of students nationwide have submitted a variety of poems, stories, essays, drawings, collages, sculptures, and songs. Examples of previous years' prizewinning entries can be found on www.nonamecallingweek.org.
- **No Name-Calling Week** has spread in scope since its inception. Participants are **teachers, students, guidance counselors, coaches, librarians, administrators**, and **other school staff**. Both middle schools *and* elementary schools take part, and due to the high level of K-5 participation in the 2006 **Creative Expression Contest for Students**, new lesson plans for grades k-5 were developed. In addition, in 2010, Lesson plans and a contest category were added for 9 – 12 students, focusing on anti-LGBT bias in schools. All of these resources, and more, are available for free download in the resource section of www.nonamecallingweek.org
- **GLSEN** maintains a **No Name-Calling Week Listserv** that currently has over **9,500 registrants** signed up to receive information about the project. You can register to join this Listserv by visiting the "Register" section of www.nonamecallingweek.org. Become a fan on Facebook and join more than 5,300 educators who are talking about ending name-calling, bullying and harassment in schools.

10 Simple ways to Celebrate *No Name-Calling Week* in Your School

There are many easy, time-saving ways to share the *No Name-Calling Week* message with your students. Here's a sampler of no-fuss activities, which require little planning and classroom time.

1. Enter the *No Name-Calling Week* Creative Expression Contest.

Use a class period for a creative writing assignment, or encourage students to submit poems, essays, and artwork for extra credit-and for a chance to win exciting prizes. Find out more info at www.nonamecallingweek.org

2. Hold a *No Name Calling Week* poster contest.

Use an art class to create anti-bullying posters, or plan an after-school poster making session. Decorate the hallways with the images and slogans that promote No Name Calling Week and address issues of bullying.

3. Spread the message in your morning announcements.

Remind the school community of the significance of the week by advertising NNCW and sharing essays or poetry during morning announcements.

4. Develop a classroom anti-slur policy

Work with students to outline rules and expectations about classroom language, and display your anti-slur policy prominently.

5. Write an article for the school newspaper.

Encourage journalism enthusiast to cover *No Name-Calling Week* in your school publications and local newspapers.

6. Create a library display.

Ask your school librarian to create an eye-catching display of books that deal with name-calling and bullying. For suggestions you can search BookLink, GLSEN's searchable resource listing for students and educators. <http://www.glsen.org/booklink> .

7. Discuss sportsmanship in physical education classes.

Since so much bullying occurs on the field and in the locker room, ask physical education teachers to take a few minutes to discuss the values of sportsmanship and respect.

8. Screen the *No Name-Calling Week* video.

The 27-minute video available in the *No Name-Calling Week* kit features young people talking about their experiences with name-calling vignettes from the Misfits, name-calling scenarios, and effective anti-bullying strategies from a social worker.

9. Take a Name-Calling survey in your school

Having students take a survey focusing on bullying can create dialogue on the effects of name calling and harassment. Questions can range from "How do you feel when someone teases you or calls you a bad name?" to as simple as "How many times a day do you hear name-calling at school?". Both are sure to get their minds thinking about the effects of name-calling and possibly change their behavior.

10. Wear *No Name-Calling Week* stickers, buttons and shirts.

Faculty, administrators, and support staff can all show their dedication to ending verbal bullying by wearing or displaying *No Name-Calling Week* stickers. Downloadable versions are available in the Resources section of the website. You can also purchase stickers, buttons and shirts at the GLSEN store, www.glsenstore.org.

Learning about Labels

Activity 3: Suggested by Margaret LaDue from Paulsboro High School in New Jersey:

Activity Name:

Grade Level: 7 – 12

Objectives:

- Students will gain an understanding labels and attached stereotypes
- Students will gain an understanding of seeing someone as a whole person
- Students will agree to abstain from labeling one another

Materials: Index Cards, Markers, Tape, 2011 Creative Expression Contest 1st place Winning Video (<http://www.nonamecallingweek.org/cgi-bin/iowa/all/news/record/227.html>)

Preparation:

- Before conducting this activity, make up a series of labels for students using the index cards and the labels Bully, Geek, Nerd, Air-Head and Emo (or other labels you see in your school). These are the labels students will explore during the activity.

Note: *Before conducting this activity, decide whether it would be best for your class to watch one group role-play, or have several smaller groups role-playing at once.*

Activity: Begin by leading the students in a brief discussion about the affects of labels using the following questions:

- What are labels? Are they good or bad?
- What happens when we generalize based on labels, and use stereotypes. (i.e. nerds, who are often very smart, are always bad at sports)
- How does it make you feel when you are given a label you don't like?
- How does it make you feel when people react differently to you because of a label that has been placed on you?

Let the students know they will be doing a role-play during this activity, and ask them to remain respectful, and to refrain from using any offensive language during this activity.

One Group:

Ask the class for five volunteers. Give each of the volunteers a label and tape it to their foreheads in such a way that they do not know what their label is. Include one blank label. Ask the rest of the class to remain silent while the volunteers participate. Ask the five volunteers to now engage in a brief conversation about a relevant topic (such as the importance of a healthy lunch, school uniforms or a topic related to their studies. Ask the volunteers to respond to the other volunteers as their label, to show how engagement with each other differs by our labels and the stereotypes attached. Let the volunteers act this out for few minutes. Then ask them to guess what their own labels were, based on how the other volunteers engaged with them. Ask them how they felt to "wear" their label.

Many Groups:

Divide the class into several groups of five students each. Ask the students to now engage in a brief conversation about a relevant topic (such as the importance of a healthy lunch, school uniforms or a topic related to their



studies). Ask the students to respond to the other volunteers as their label, to show how engagement with each other differs by our labels and the stereotypes attached. Let the students act this out for few minutes while you walk around and observe each group. Then ask them to guess what their own labels were, based on how the other volunteers engaged with them.

After students have role-played with labels, let them watch the 2011 Creative Expression Contest Winner video about labeling students. Let them know that this is a student made video and they should watch the video in silence, and process their own thoughts around labeling and name-calling.

After students have watched the video, lead them in a discussion using these questions:

- What did you notice about the way the volunteers interacted with each other? How do you think the labels affected the conversation?
- What did you learn from the video?
- Do you see labeling and this kind of resulting treatment of those labeled in our school?
- How does it make you feel when someone acts differently to you, based on stereotypes associated with a label that may have been placed upon you?
- How can we change this in our school?
- Can we all agree to be models for the school, and lose our preconceptions about people based on labels?

Shirts of Empowerment

Activity 4: *Suggested by Christina Bischoff from the University of Arizona in Arizona*

Grade Level: 7 - 12

Objectives:

- Students will gain an understanding of name-calling's magnitude and impact on students
- Students will develop empathy for those being name-called

Materials: Shirts, (may be torn, stained or in any condition) markers, paint, tape.

Activity: Invite students to decorate the shirts with a name that they have been called, or have heard other students being called. Students may choose words such as "nerd," "geek," "gay," "stupid," "retard" and other offensive names. Ask them to be conscious of the effects these words may have on other students.

** Be sure to support students and make sure they are using these words to express their dislike for being called names, and not to further bully other students.*

Once the shirts have been decorated, students can wear them for the day or you can display them in a public setting such as the school library or cafeteria. Let students know that although you may not see it normally on students, others may make them wear these labels daily when they are name-called or bullied.

Note: If you are using new shirts, students may tape signs on their shirts so they may be reused or donated to a local charity after NNCW.

Suggested Follow-Up: After students have worn or displayed the shirts, lead them in a discussion using the following questions:

- What did you learn about name-calling and bullying from this activity?
- How did it feel to wear the shirts?
- Do you think it's easy for students to get rid of labels after they have been name-called?

Lights, Camera, Action: Using Film to End Anti-LGBT Name-Calling, Bullying, and Harassment

A lesson created by GLSEN and Stories of Us (USA)

This lesson draws on the Stories of Us *Promoting Positive Peer Relationships (P3R)* bullying prevention program and GLSEN activities. *P3R* is composed of a unique series of film-based resources for supporting students, educators, and the broader community in addressing the problem of bullying in schools. The film component of this lesson presents selected scenes from one of the films at the heart of the *P3R* program. For more information about *P3R* visit www.storiesofus.com.

GLSEN, the Gay, Lesbian and Straight Education Network, is the leading national education organization focused on ensuring safe schools for all, regardless of sexual orientation, gender identity, or gender expression. For information on GLSEN's research, educational resources, public policy advocacy, student organizing programs, and training initiatives, visit www.glsen.org.

For those interested in a more extensive project, Stories of Us and GLSEN have jointly developed a version of the *P3R* Make-Your-Own-Film curriculum focused on bullying and harassment due to sexual orientation, gender identity, or gender expression that can be used to guide students and educators through the process of creating their own film. For more information about the Make-Your-Own-Film curriculum visit www.storiesofus.com/glsen. For more information about No Name-Calling Week and the Creative Expression Contest, visit www.nonamecallingweek.org.

Overview:

This lesson is designed to help draw students' attention to name-calling, bullying, and harassment that targets sexual orientation, gender identity, and gender expression, specifically name-calling, bullying, and harassment that is anti-lesbian, gay, bisexual, or transgender (anti-LGBT). Students will engage in discussion and activity focused on the prevalence of anti-LGBT name-calling, bullying, and harassment in schools (including their own), consider how anti-LGBT bias in schools hurts all students, and begin to think about how they might address these issues through the creation of their own anti-bullying film.

Objectives:

- To expose students to student-made media on the topic of name-calling, bullying, and harassment.
- To help students recognize name-calling, bullying, and harassment that is based on some aspect of an individual's identity and how this might differ from other types of name-calling, bullying, and harassment.
- To familiarize students with basic LGBT terminology.
- To increase students' awareness of the prevalence of anti-LGBT name-calling, bullying, and harassment in schools nationwide.

- To help students identify what anti-LGBT name-calling, bullying, and harassment look like and sound like in their own school.
- To increase students' awareness of ways in which anti-LGBT name-calling, bullying, and harassment have a negative impact on all people.
- To motivate students to further explore issues of anti-LGBT name-calling, bullying, and harassment by engaging in projects such as creating and submitting their own film to the No Name-Calling Week Creative Expression Contest.

Grade Level: Grades 9-12

Time: 1-2 class sessions, 40-50 minutes each

Materials:

- Internet-ready computer (with speakers) and LCD projector
- White board or chart paper and markers
- Copies of *LGBT Terminology 101* handout, one per student (optional)
- Copies of *Anti-LGBT Name-Calling, Bullying, and Harassment At My School...* handout, one per student
- Copy of *Anti-LGBT Bias Hurts Us All* scenarios, one scenario per group

Procedure:

Part 1 – Film Clip and Discussion (15-20 minutes)

Note: It is recommended that teachers preview online film material before using it in class in order to become familiar with the specific issues raised by the student-made film.

Let students know that they will begin by watching a 5-minute film clip that represent a preview of a longer film about name-calling, bullying, and harassment. Let students know that the film was created by a group of students who developed the script based upon their collective experience and that they perform all roles in the film. Emphasize that every word of dialogue is the students' own, and that every detail of the film has been approved by the students.

Prior to playing the film clip, ask students to think about the following questions while watching:

- What are some of the different types of name-calling, bullying, and harassment that are portrayed in the film?
- What seem to be some reasons (if there are any) that students in the film are targets of the name-calling, bullying, and harassment?
- What role do students other than those being targeted and those doing the name-calling, bullying, and harassment play in the scenarios portrayed in the film?

Play film clip for class using the following link: www.storiesofus.com/glsen/lessonfilm

Ask students to share their reactions to the film clip, and facilitate discussion in regards to the questions they were asked to consider while watching the clip. If possible, keep a visual record of students' ideas on white board or chart paper.

Part 2 – Think-Pair-Share and Discussion (15-20 minutes)

Point out to students that as illustrated by the film clip, sometimes it is possible to determine why a person has become the target of name-calling, bullying, and harassment, and sometimes it is not. Ask students to pair up and spend about five minutes brainstorming with their partner about some of the most common reasons someone becomes the target of name-calling, bullying, and harassment (for example, because they do not wear the “right” clothes, because of their height/weight, etc.).

When students have had the chance to discuss in pairs, bring the group back together to share ideas and generate a list of reasons individuals might become the target of name-calling, bullying, and harassment. If sexual orientation, gender identity, and gender expression do not appear on the list in some form, ask students to consider whether they have noticed these as reasons why individuals are the target of name-calling, bullying, and harassment.

Highlight for students all items on the list that relate to some aspect of an individual's *identity* (race, class, religion, etc.), be sure to include sexual orientation and gender identity, and pose the following questions for discussion:

- How might name-calling, bullying, and harassment based on some aspect of a person's identity look or feel different to the individual being targeted?
- How might the motivations for identity-based name-calling, bullying, and harassment be different?

Explain that now you are going to talk about a specific type of name-calling, bullying, and harassment, one that targets people based on sexual orientation, gender identity, or gender expression. Sometimes this is referred to as anti-lesbian, gay, bisexual and transgender (anti-LGBT) name-calling, bullying, and harassment.

Part 3 (optional) – LGBT Terminology 101 (10-15 minutes)

Note: Teachers may choose to skip this section of the lesson if they feel that students are adequately familiar with relevant terminology, though it is recommended that some discussion is facilitated that helps students distinguish between terms referring to LGBT identities with respect versus more pejorative words.

Have students break into groups of 4-5 and distribute copies of the *LGBT Terminology 101* handout to each group, ideally such that every student has a copy. Ask students to spend about five minutes reading and reviewing the terms in their group, and then have each group write down one or two questions they have about the terminology on a piece of paper.

Collect students' questions, bring students back together as a large group, and read each question out loud (without revealing which group asked which question). Facilitate discussion of the questions, encouraging students as much as possible to answer each other's questions. Emphasize that it is not wrong to not to know everything about another person's identity, and that asking respectful questions is often the best (or only) way to find this information out.

Part 4 – Statistics and Looks like/Sounds like Activity (15-20 minutes)

Share the following statistical information with students, either verbally or visually (on white board/chart paper) -

According to recent nationwide surveys of middle and high school students¹:

- Students indicate that, second only to physical appearance, sexual orientation, and gender expression were the most common reasons students were bullied or harassed at school.
- Nearly three quarters (74%) of LGBT students hear homophobic remarks in school (e.g., “dyke” or “faggot”) often or frequently.
- 86% of LGBT students were verbally harassed at school because of their sexual orientation, nearly half (44%) were physically harassed and a quarter (25%) physically assaulted for this reason.
- Two thirds (67%) of LGBT students were verbally harassed at school because of their gender expression, almost a third (30%) were physically harassed and 22% physically assaulted for this reason.


¹ Reports from both surveys can be found at www.glsen.org/research:

- Harris Interactive & GLSEN. (2005). *From Teasing to Torment: School climate in American, A survey of teachers and students*. New York: Gay, Lesbian and Straight Education Network.
[*From Teasing to Torment* is a national survey of secondary school students and teachers, which explores students' and teachers' experiences with bullying and harassment and their attitudes about this problem in U.S. schools.]
- Kosciw, J. G., Diaz, E. M., & Greytak, E.A. (2008). *2007 National School Climate Survey: The experiences of lesbian, gay, bisexual, and transgender youth in our nation's schools*. New York: GLSEN
[First conducted in 1999, the *National School Climate Survey* is a biennial national survey of LGBT students about their experiences in U.S. middle and high schools.]

Encourage students to share their reactions to these statistics by posing the following questions:

- Do these statistics regarding the frequency of anti-LGBT name-calling, bullying, and harassment surprise you? Why or why not?
- How do you think your school compares with the national statistics when it comes to LGBT students' experiences of name-calling, bullying, and harassment?

Help students to think more about the climate their school creates for LGBT students by distributing the *Anti-LGBT Name-Calling, Bullying, and Harassment At My School...* handout to



students and asking that they take a few minutes to write down their ideas about what anti-LGBT name-calling, bullying, and harassment at their school looks like and sounds like. If needed, provide students with a few examples:

- Anti-LGBT name-calling *sounds* like students calling each other “faggot” in the Hallway.
- Anti-LGBT bullying *looks* like students refusing to let a classmate participate in a game of soccer after school simply because he is gay.

Ask students to share some of their ideas with the class, highlighting and recording what seem like the most common forms of anti-LGBT name-calling, bullying, and harassment that students observe happening at their school.

Part 5 – Discussion and Scenarios (15-20 minutes)

Ask students to think about the ways in which anti-LGBT name-calling, bullying, and harassment at their school might have an impact on *all* students by posing the following questions for discussion:


- Have you ever been witness to an incident of anti-LGBT name-calling, bullying, and harassment that made you uncomfortable or feel bad about some aspect of yourself?
- Have you ever decided either to do something you did not want to or not to do something you did want to because you were afraid of being targeted by anti-LGBT name-calling, bullying, and harassment, even if you aren’t LGBT yourself?

Have students break into four groups and give each group one of the scenarios from the *Anti-LGBT Bias Hurts Us All* handout. Ask students to carefully read their scenario and discuss as a group the ways in which the situation described could affect not just LGBT students, but *all* students. Ask each group to jot down their ideas, and then bring the class back together so that each group may share their scenario and how they feel it represents the impact that anti-LGBT bias has on everyone. Help students make the connections between the thoughts they came up with and broader concepts regarding the damaging effects of anti-LGBT bias on all people. For more information, see the attached *Teacher Resource: How Anti-LGBT Bias Hurts Us All*.

Part 6 – Wrap-up (5 minutes)

Highlight for students that the ideas about anti-LGBT name-calling, bullying, and harassment that they’ve shared throughout the course of the lesson are not unlike the ideas that led the students they saw earlier in the clips to go through the process of planning and making short films that deal with these issues. Inform students that the activities they just participated in represent the first stage of developing a film.

The Stories of Us Make-Your-Own-Film curriculum with the GLSEN addendum can be used to continue this project in class. Films produced by students using this curriculum will be featured during No Name-Calling Week and can also be submitted for the *21st Century Skills Bullying Prevention Film Competition*. Visit www.storiesofus.com/glsen for more information.



If additional class time will not be devoted to this process, be sure to let students know what they can do if they are interested in finding out more about creating their own film and submitting it to the annual No Name-Calling Week Creative Expression Contest. Information about the film component of the Creative Expression Contest can be found at www.nonamecallingweek.org.

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The Stories of Us films and associated materials are protected by copyright, and are incorporated into this lesson with permission of the copyright owners: Stories of Us (USA) LLC, Randy Ng & Kristen Joiner, Readymade Productions Pty Ltd, Brian & Laurel Joiner, James Ng, Millard & Barbara Susman, Mark Paperno & Miriam Nunberg, Dorothy L. Espelage, Susan M. Swearer, and Shane R. Jimerson.

LGBT Terminology 101

Bisexual: A sexual orientation and/or identity of a person who is sexually, erotically and emotionally attracted to some males and some females.

Biological Sex or Sex: This can be considered our “packaging” and is determined by our chromosomes (such as XX or XY), our hormones (e.g., estrogen, progesterone, testosterone) and our internal and external genitalia (e.g., vulva, clitoris, vagina, ovaries, penis, testicles). Typically, we are assigned the sex of male or female at birth.

Coming Out: Declaring one’s identity, specifically, being lesbian, gay, bisexual or transgender, whether to a person in private or a group of people. To be “in the closet” means to hide one’s identity. Many LGBT people are “out” in some situations and “closeted” in others.

Gay: A sexual orientation and/or identity of a person who is sexually, erotically and emotionally attracted to some members of the same sex. Although gay can refer to both gay males and gay females, many gay females prefer the term “lesbian.”

Gender Expression: Refers to an individual’s physical characteristics, behaviors and presentation that are linked, traditionally, to either masculinity or femininity, such as: appearance, dress, mannerisms, speech patterns and social interactions.

Gender Identity: This is how we identify ourselves in terms of our gender. Identities may be: male, female, androgynous, bigender, transgender, genderqueer and others.

Heterosexism: Applies to attitudes, bias and discrimination in favor of heterosexual sexuality and relationships. It includes the presumption that everyone is heterosexual or that male/female attractions and relationships are the norm and therefore superior. It is the belief that everyone is or should be straight.

Heterosexual: A sexual orientation and/or identity of a person who is sexually, erotically and emotionally attracted to some members of another sex (specifically, a male who is attracted to some females or a female who is attracted to some males). Often referred to as “straight.”

Homophobia: An irrational fear of, aversion to or discrimination against homosexuality or lesbian, gay and bisexual people.

Lesbian: A sexual orientation and/or identity of a person who is female-identified and who is sexually, erotically and emotionally attracted to some other females.

Transgender: An identity of a person whose gender identity is not aligned with their sex assigned at birth and/or whose gender expression is non-conforming.

Transphobia: An irrational fear and/or hatred of those who are perceived to break or blur societal norms regarding gender identity or gender expression. Usually directed at those who identify as transgender or defy stereotypical gender norms, regardless of their actual gender identity or sexual orientation.



Anti-LGBT Name-Calling, Bullying, and Harassment at My School...

LOOKS LIKE

SOUNDS LIKE

Anti-LGBT Bias Hurts Us All

Scenario #1: During his junior year of high school, Marcus became increasingly involved in the drama club and appeared in several school and community productions throughout the year. After seeing him on stage in his first leading role, Marcus' father proclaimed that when he was seventeen, he was out playing football and dating girls. In his senior year, Marcus' drama teacher encouraged him to apply to a local college reputed to have an excellent drama program, noting that Marcus had real talent and a bright future ahead of him. At the dinner table that night, Marcus' father made it clear that he would not contribute his "hard earned money" so that Marcus could "prance around on stage" for four years. Unless Marcus chose a more serious career path, his father indicated, he would be financially on his own after high school.

Scenario #2: As the new semester began, Maria and her friends grew more excited about the upcoming senior prom and talked constantly about the boys they hoped would invite them. At lunch one day, Maria admitted she had a crush on Marc and fantasized about the two of them going to the prom together. "Are you crazy?," commented one of her friends, "He's never gonna ask you. You're too..." "Brainy," another girl chimed in. "It's all those classes you take—AP Chemistry and AP Calculus and all the others—it's like you want to be a man or something." "Yeah," agreed the first girl. "Marc even told me that he thinks you're a dyke." The next day Maria transferred out of advanced placement calculus, a class that she and Marc were in together. When Maria's advisor inquired about the switch, Maria explained that the higher level math was getting too confusing and thought she'd be more comfortable in a regular class.

Scenario #3: Throughout high school, Hector was the victim of verbal and physical assault because of his choice to wear nail polish and make-up to school. It was common for teachers to look the other way as yells of "queer," "freak," and "faggot" were hurled at Hector throughout the school corridors. In the bathroom one day, a group of boys cornered Hector and pushed him to the ground. Alex, one of the boys, watched as his peers repeatedly kicked Hector and screamed obscenities at him. Noticing that Alex wasn't joining in, one of the boys moved over to make room and motioned for Alex to participate in the beating. When Alex hesitated, the boy commented, "What's the matter? You feel sorry for the faggot?" Alex reluctantly walked over and began kicking Hector.

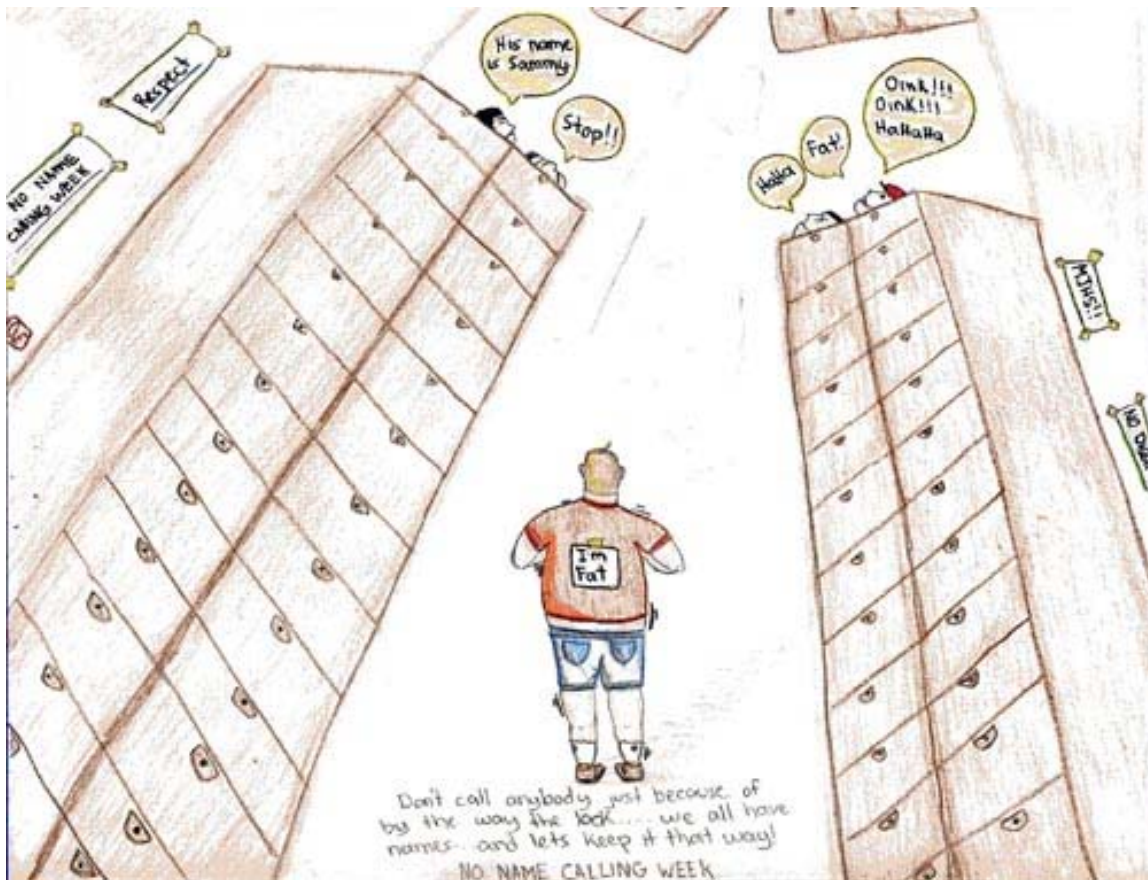
Scenario #4: Jill is a 16-year-old junior who plays the flute in her high school band. Though things with her boyfriend, Troy, had been great for the first few months, a growing conflict began to concern Jill. Troy accused her one night of caring more about her flute than she did about him, and exerted pressure on Jill to have sex. Jill assured Troy that she cared for him, but said she needed more time. Later that week, Jill's friend, Althea, confided that Troy told her boyfriend how "frigid" Jill was and that he wasn't even sure if she liked boys. Althea advised Jill to do something before she lost Troy for good. That night Jill went to the drugstore and bought a pack of condoms.

TEACHER RESOURCE

How Anti-LGBT Bias Hurts us All

1. Anti-LGBT bias locks all people into rigid gender-based roles that inhibit creativity, self-expression and freedom.
2. Anti-LGBT bias compromises the integrity of heterosexual people by pressuring them to treat others badly, actions contrary to their basic humanity.
3. Anti-LGBT bias inhibits one's ability to form close friendships with members of their own gender. It puts an unrealistic pressure to remain in rigid gender roles and expression.
4. Anti-LGBT bias generally restricts communications with a significant portion of the population and, more specifically, limits family relationships.
5. Anti-LGBT bias prevents some lesbian, gay, bisexual, and transgender people from developing an authentic self- identity: believing in the stereotypes and myths.
6. Anti-LGBT bias is one cause of premature sexual involvement, which increases the chances of teen pregnancy and the spread of sexually transmitted diseases (STDs). Young people, of *all* sexual identities, are often pressured to become *heterosexually* active to prove to themselves and others that they are "normal."
7. Anti-LGBT bias, combined with sex-phobia (fear and revulsion of sex), results in the elimination of any discussion of the lives and sexuality of LGBT people as part of school-based sex education and general education programs, keeping vital information from all students.
8. Anti-LGBT bias can be used to stigmatize, silence, and, on occasion, target people who are perceived or defined by others as lesbian, gay, or bisexual, but who are, in actuality, heterosexual.
9. Anti-LGBT bias prevents heterosexuals and non-transgender people from accepting the benefits and gifts offered by LGBT people: theoretical insights, social and spiritual visions and options, contributions in the arts and culture, to religion, to family life, indeed, to all facets of society.
10. Anti-LGBT bias, along with racism, sexism, classism, and all forms of oppression, affect all people, regardless of sexual orientation or gender identity, by derailing our constitutional promises of equality, fairness and freedom for all people.
11. Anti-LGBT bias inhibits appreciation of other types of diversity, making it unsafe for everyone because each person has unique traits not considered mainstream or dominant. Therefore, we are *all* diminished when any one of us is demeaned.

Art Lesson Plans



This set includes three art lesson plans that could be used during *No Name-Calling Week*. The lessons will lead educators step by step in engaging their students in thought, dialogue and creative expression around name-calling and bullying in their schools. The lessons are meant to stand alone or to be used in conjunction with other *No Name-Calling Week Lessons*, both Middle and Elementary Level. All three lessons will bring students through a creative process to create art pieces expressing their feelings about to name-calling. Educators are encouraged to submit these pieces to the *No Name-Calling Week Creative Expression Contest*.

LESSON ONE

The No Name-Calling Poster

Age/Grade Level: Grades K-5

Time: 35-60 minutes (1-2 class sessions)

Materials: poster board, blank paper (both standard and large), construction paper, pencils, paint, markers, crayons, scissors, glue.

Optional: NNCW Lessons, Elementary Lesson 5 and Middle Lesson 4

Overview:

This lesson is designed to help students work together to create no name-calling messages. Students will discuss various types of name-calling situations and develop messages to discourage such language. Students then work alone or in groups to create posters displaying these messages. Posters will be placed in the classroom or throughout the school.

Objectives:

- Students will develop an awareness of name-calling and bullying in school.
- Students will engage in a creative process of creating no name-calling posters.
- Students will be encouraged each other to foster an atmosphere free of name-calling.

Procedure:

Part 1 – Introduction/ Discussion (5-10 Minutes)

Goal: Students will be introduced to the lesson and begin discussing name-calling.

Preparation: Have students sit in a comfortable group setting such as a circle or half circle. If class already has ground rules, review them or quickly create some, e.g. respect each other, speak one at a time and so on.

Activity: Begin by letting students know that during this lesson they will create a no name-calling poster to be displayed in the classroom or school. Lead students in a guided discussion around name-calling in their schools.

Suggested questions and possible answers:

- What is name-calling?
 - o Calling someone names with the intention to hurt, offend or isolate them

- Where in school does this happen?
 - o The classroom, hallways, gym, lunchroom

- What are some ways you could stop name-calling?
 - o What could you say to someone who is name-calling?

Part 2 – Individual/Group Planning (10–15 Minutes)

Goal: Students will develop their no name-calling messages and brainstorm poster ideas.

Activity: Have students either individually or in small groups (3 – 5), brainstorm messages that would prevent students from name-calling and write their ideas on paper. Ask students to think about what they just discussed as a class about name-calling while brainstorming.

After students have their messages, have them plan what their posters will look like by sketching out some ideas.

Part 3 – Implementation (15-25 Minutes)

Goal: Students will create their no name-calling posters.

Activity: Have students either individually or in small groups create their no name-calling posters. Suggest to them that posters could be area specific and could display where name-calling takes place. How would a message/poster differ for the lunchroom than the classroom? Students can use area-specific scenery in their posters, claiming this space as a name-calling free zone. Encourage students to be creative with their posters, using a variety of colors, mediums and visuals. Posters should draw other students' attention while at the same time, being clear and easy to understand.

Part 4 – Closing (5-10 Minutes)

Goal: Students will share their posters with the class and posters will be displayed.

Activity: Display student's posters in the classroom or other parts of the school. If time allows, ask students to stand up in front of the class and show their poster. Have them explain why they chose their message and what the imagery means. Ask them to say how they think their poster could have an impact on name-calling in their school. If possible, at the end of the week, submit student's posters to the NNCW Creative Expression Contest.

LESSON TWO

Poetic Reactions

Age/Grade Level: Grades 4-9

Time: 35-65 minutes (1-2 class sessions)

Materials: flip chart paper, 8 ½ X 11 paper, pencils, sample poems (included in this lesson plan)

Overview:

This lesson is designed for students to express their feelings regarding name-calling using an artistic form of poetry. Students will have the opportunity to reflect on personal experiences regarding name-calling. In addition, students will engage in discussions about the effects of name-calling on their school and emotions connected with name-calling.

Objectives:

- Students will develop an awareness of name-calling in school.
- Students will develop empathy for those targeted by name-calling.
- Students will be able to identify and express their emotions around name-calling.

Procedure:

Part 1 – Introduction/Individual brainstorming (5-10 Minutes)

Goal: Students will be introduced to the activity and sample poems.

Preparation: Have students sit in a comfortable group setting such as a circle or half circle. If class already has ground rules, review them or quickly create some, e.g. respect each other, speak one at a time and so on.

Activity: Begin the activity by having students read two or more of the poems included in this lesson. Let students know that these are poems from previous NNCW Creative Expression Contests, submitted by students from across the country. After the poems have been read, inform students that they will create a poem that expresses their thoughts about name-calling.

Part 2 – Individual Reflection (5-10 Minutes)

Goal: Students will engage in individual reflection regarding name-calling and begin to transform their ideas into poems.

Preparation: Provide students with paper to respond to the questions posed in the activity.

Activity: Inform students that you will be asking them a series of questions and that they should write down words that come to mind. Express to the students that the responses don't need to be full sentences, but can be phrases or words that allow them to creatively respond. There are no wrong answers, as these are their personal feelings.

Explain that there will be a group reflection later on but for now they should keep their work to themselves and work alone.

Suggested questions: Allow students time to write their responses after each question

- What is name-calling?
- What are the first three words that come to mind when you hear the phrase name-calling?
- Name three reasons why you think name-calling happens.
- Imagine you were being called a mean name or someone made fun of you, what are the first feelings that come to mind?
- Imagine you were the one calling someone a mean name or making fun of someone, what are the first words that come to mind that describe how you are feeling?
- What do you think our school would look like if there were no name-calling?

Part 3 –Group Reflection (5-10 Minutes)

Goal: Students will engage in group reflection about name-calling.


Activity: Have students share some of their responses to the prior activity. In order to explore similarities in responses, have students raise their hands whenever someone reads a word or phrase that they also wrote down. Record the common words and phrases on flip chart paper for students to see.

After students' responses have been shared, ask students to read the words and phrases recorded on the flip chart paper and encourage them to use these during the next activity.

Part 4 – Creative Expression (10-20 Minutes)

Goal: Students will express themselves through poetry.

Preparation: Students should have access to their personal and group reflections, as well as copies of the short poems accompanying this lesson plan.



Activity: Have students sit where they can write comfortably. Provide time for students to quietly review their personal and the group responses. Then ask students to think about what name-calling means to them and what are some of the things they would do to stop name-calling. Instruct students to begin writing a poem that expresses these thoughts.

Let students know that there is no right way to write poetry and that they should not be scared to be creative and really express themselves. Let students sit in quiet writing for at least 10 minutes. If students are reluctant to write a poem, provide them with an option to draw a picture that is accompanied with a description of what is occurring in the drawing.

Part 5 –Closing (10-15 Minutes)

Goal: Students will share their poems with the rest of the class.

Activity: Ask students if they would like to share their poem with the class. Have students one by one read their poem aloud either from their seat or in front of the class. Once students are done sharing, ask if any would like their pieces to be hung around the classroom. If possible, at the end of the week, submit the poems to the Creative Expression Contest.



Title: No Name Calling Poem
By David B.
2008 Creative Expression Contest

No Name Calling

My name is Daniel, not wimp or brat; it is not nice to call me that.
Don't call anyone dumb, weak or lame; instead, call them by their
given name.

The result for being mean and nasty is to be excluded, but being
kind and friendly is rewarded by being included.

Don't give names to others because they're big, small, short or
tall, remember the rule, if you have nothing nice to say, don't say
anything at all.

Love has no shape, height, color or race, love is kindness, dignity,
beauty and grace.

Title: No Name-Calling. It Hurts, Poem
By Olivia H.
2008 Creative Expression Contest

**No Name Calling
It Hurts**

Name calling.
It's wrong and hurtful.
It's a shame, but who's to blame?
Come on school bullies it's not a game.
Why do we name call?
Is it to gain fame?
People get hurt and they feel like dirt.
They get put down and have a frown.
So why name call all around
Let's just get along when
we're on the playground.

LESSON THREE

Situation (Re)creation

Age/Grade Level: Grades 4-8

Time: 40-70 minutes (1-2 class sessions)

Materials: shoe sized boxes, construction paper, scissors, glue, tape, clay, string, glitter, paper clips, paint, markers, crayons, color pencils.

Optional: NNCW Middle Level Lesson 6, Instant Replay

Overview:

This lesson is designed for students to reflect on a name-calling experience, why it happened and how it could have ended differently. Students will engage in discussions around safe ways to end a name-calling situation and develop an alternate ending to a real life name-calling situation. Students will be given the opportunity to create a diorama representing their alternate scenario.

Objectives:

- Students will reflect on a name-calling situation they have experienced.
- Students will engage in discussion around possible safe endings to a name-calling situation.
- Students will gain an understanding of what a scene without name-calling can look like.
- Students will create dioramas expressing their alternate ending to name-calling.

Procedure:

Part 1 – Introduction (5-10 Minutes)

Goal: Students will be introduced to the activity and begin reflecting on a name-calling experience.

Preparation: Have copies of the *Staying Safe* handout and sample diorama that are included in this lesson plan. Have students sit in a comfortable community setting, such as a circle or half circle. If class already has ground rules, review them or quickly create some, e.g. Respect each other, speak one at a time and so on.

Activity: Introduce the students to the activity and explain the different components. Explain to the students that they will be reflecting on a name-calling experience and creating a diorama showing an alternate scene. Handout and review with the students the *Staying Safe* handout and sample dioramas

Part 2 - Reflections (5-10 Minutes)

Goal: Students will engage in individual reflection of a name-calling situation in which they were involved.

Preparations: Have students sit where they can write comfortably

Activity: Ask students to think of a time they were either involved in or witnessed a name-calling situation. Ask students to write down as many details about the scenario as they can remember while you engage them in thought.

Suggested questions:

- When did this situation happen?
- Where did it happen?
- Who else was there?
- How did it end?
- How did you want it to end?
- What could have been done differently?
- What is a safe way to end a name-calling situation?

Part 3 –Scenario building (5-10 Minutes)

Goal: Students will sketch the alternate endings for their scenario.

Preparations: Have pencils and paper accessible to students. Provide space for students to work comfortably.

Activity: Students should reflect on the previous writing activity and begin to create a visual representation of their safe ending. They should draw what the alternate ending will look like. Let students know that they should keep in mind that they will be transforming this sketch into a diorama.

Part 4 – Creative Expression (15-25 Minutes)

Goal: Students will create dioramas from their sketches.

Preparations: Provide space for students to work comfortably. Provide students with art materials for this project. If possible, cover work areas with newspaper.

Activity: Have students use the available materials to create their safe ending scenarios in their dioramas. Have students follow these steps:

1. Where is this scene taking place? *Suggestion:* Use markers, color pencils, paint, or construction paper to create the background for the diorama.

2. What does the scene look like? Are there trees, buildings or other objects in the background? *Suggestion:* Use construction paper and clay, along with other items such as paper clips, sticks and so on to add items to the background and the scene.
3. Who is involved in your scene? *Suggestion:* Use construction paper or clay to create the people who are in the scene. For construction paper, use tape and glue sticks to make them stay in place. For clay, push the clay down on a dry surface to make them stay in place.
4. What are they saying? Students may choose to include dialogue in their scene. *Suggestion:* Write out the dialogue on a paper to stick on the side of the box, or create text bubbles and hang them with string/thread from the top of the diorama.

As students are creating their dioramas, engage them in thought about their scenes and why they chose to use certain words or phrases. Students can work alone or together in small groups.

Part 5 –Closing (10-15 Minutes)

Goal: Students’ dioramas will be displayed and students will share their dioramas.

Activity: Display students’ dioramas in the classroom or school. If time allows, ask students if they would like to share their Dioramas with the class. Have students present and explain their scene. If possible, enter the dioramas in the Creative Expression Contest.

Title: No Name-Calling
By Andrew B.
2007 Creative Expression Contest



Ideas for Celebrating No Name-Calling Week (from participants in NNCW 2007)

Are you curious to know what schools all over the country did this year to celebrate No Name-Calling Week? Are you thinking of planning some No Name-Calling Week events for next year, but aren't sure where to start? Well, read on for a comprehensive listing of creative, hands-on, and ready-to-use ideas for ways your learning community can take part in eliminating name-calling and bullying of all kinds in schools.

- Have students create posters in art class. Display posters on bulletin boards, in the hallways, or in the cafeteria.
- Make or purchase buttons with the No Name-Calling Week slogan for all teachers to wear daily.
- Get the Student Council involved.
- Read a "Positive Behavior" poem followed by a daily message that corresponds to a dress-up theme for the day. For example, "Be a good sport" means students wear sporty clothes and the poem is about sportsmanship.
- Have music classes perform a well-known melody with rewritten lyrics that fit in with anti-bullying themes.
- Include anti-bullying messages in the morning announcements throughout the week.
- Create a banner to hang in the cafeteria not just during No Name-Calling Week, but all year.
- Run an essay/poetry contest for students, and post entries on a bulletin board near the front office.
- Host a "Mix-It-Up Day" lunch for students. Have older students or Peer Leaders organize the "mixed up" seating and facilitate discussion with the diverse group of their peers seated at the tables. Follow up with a student survey to see how the activities went.
- Encourage Peer Leaders to lead workshops about diversity and peer relationships.
- Play the song "Don't Laugh At Me, Don't Call Me Names."
- Have students and teachers wear heart stickers that remind them to "Be Kind."
- Give students a word search that is filled with polite and supportive words.

- Ask students to create name-tags with their given name to remind everyone to call people what they ask to be called, not by other names.
- Create a club students can join (ex The Paper Clip Club) that focuses on teaching and promoting tolerance. Have the club sponsor a poster contest and distribute No Name-Calling Week tags that students can wear in school.
- Encourage groups of students such as the “Peer Mediators” to help facilitate the week’s events with their classmates. Allow this group to present an assembly or visit classes to do role-playing activities and skits.
- Assign each day of the week as a theme day for one of the “Pillars of Character.” Encourage students to wear the color of the day, and read inspirational quotes during each morning’s announcements.
- Create and distribute “No Dissing” stickers to each homeroom for students to wear.
- Place a giant cardboard t-shirt outside the school gym or cafeteria that reads, “Sign here if you’ve ever been bullied,” and ask students to sign throughout the week.
- Read the book “Don’t Laugh At Me” and show the video “But Names Will Never Hurt Me.”
- Use monthly or weekly “team meeting” time to discuss issues of bullying and name-calling in the school. Read a different bullying-themed book at each meeting.
- Make bracelets to represent a commitment to not call names.
- Show the film “Let’s Get Real” in mixed-grade groups with facilitated discussion afterwards. Ask students to brainstorm their reactions to the film.
- Have rotating members of the school community make the morning announcements each day and include a few words about why No Name-Calling Week is important to them or the group they represent (SADD club participants, school counselor, etc.).
- Create “Kindness Chains” to string around the building.
- Encourage school librarians to put up book displays that go along with the themes of No Name-Calling Week.
- Ask Physical Education teachers to discuss sportsmanship in their classes.
- Distribute bullying surveys to students and share the results with the school.

- Hang posters in the halls that encourage students to report bullying when they witness it, and provide a “hotline” number for people to call if bullying has occurred.
- Provide teachers with a couple of one-page handouts that describe how they can address teasing and name-calling when they see/hear it.
- Involve parents by informing them of No Name-Calling Week and encouraging them to share their own ideas with their children about how people should treat each other.
- Show the “Words Count” video, ask students to take notes, and discuss afterwards.
- Have older students read the book “Say Something” by Peggy Moss to younger students and follow the book with a discussion about the power of bystanders.
- Allow a group such as the Student Council to sponsor a “Hat Day” – everyone is allowed to wear a hat to school, but if they call someone a name or put someone down they must take it off.
- Make posters of kind and peaceful quotes from throughout history, and read one quote each day before the Pledge of Allegiance.
- Create a banner that says, “We the students of ____ School pledge to make our school put-down free.” Ask students to sign the banner at lunchtime and then display it in the cafeteria.
- Have older students make buttons that say “No Name-Calling Week” to distribute to younger students to wear throughout the week.
- Let students produce and star in skits, poems, stories and puppet shows for a No Name-Calling Week assembly that is presented to the entire school.
- Ask older students to be role models for students in younger grades.
- Ask students interested in drama to write skits on the topic of name-calling and to perform them for a panel of judges who select one to be performed for other members of the school community.
- Allow students identified as “Peer Mediators” to undergo an intensive training on name-calling and bullying that will prepare them to lead a follow-up discussion to a skit performance that all students will see.
- Do “Civil Rights” presentations that focus on the rights of others.
- Highlight No Name-Calling Week on the school or district calendar for the year, in the parent newsletter, and in daily announcements.

- Have students write any names they've been called that made them feel bad on paper, and then together shred those papers and dispose of them. Follow up by asking students to cover a large cut-out of a person with post-it notes that list names that make people feel good or that people like to be called.
- Expand the idea of No Name-Calling Week into the creation of a "No Name-Calling, No Dissing Policy" for the school.
- Introduce students to the idea of "Nonviolent Communication."
- Simplify the ideas behind No Name-Calling Week into easy-to-use phrases such as "We don't say that," or "We don't do that." Model using these phrases when name-calling or bullying occurs so that they become entrenched in the school culture.

APPENDIX 1

Student Survey: Name-Calling & Verbal Bullying

INSTRUCTIONS:

Please help to make your school a safer place by answering the following questions about bullying. There are no right or wrong answers. We want to know what you really think about the way things are at your school. Your answers will be kept confidential—no one will know your name or how you have answered the questions below.

This survey is mostly about name-calling and verbal bullying, which refers to unwanted and hurtful words. Name-calling and verbal bullying is often done on purpose, but in some cases may be unintentional. The survey also asks some questions about bullying in general, which includes name-calling as well as other types of unwanted behavior, such as inappropriate touching, hitting, and threats. The survey asks about your experiences at school, which includes what happens on the way to and from school.

ABOUT YOU

Age: _____ Grade: _____

Sex: Male Female Other: _____

Race/Ethnicity: _____

Religion: _____

Do you have a disability? (If so, describe): _____

BULLYING AT SCHOOL

1. What is your experience with name-calling or verbal bullying at school (during any school year)?

I have experienced bullying: frequently sometimes hardly ever never

I have witnessed bullying: frequently sometimes hardly ever never

I have carried out bullying: frequently sometimes hardly ever never

2. During which grade(s) or school year(s) has name-calling or verbal bullying been the greatest problem (check all that apply)?

4th Grade 5th Grade 6th Grade

7th Grade 8th Grade 9th Grade

3. What has your experience been with teasing or name-calling at school in the past month?

I have experienced it: never 1-2 times 3-4 times more than 4 times

I have witnessed it: never 1-2 times 3-4 times more than 4 times

I have carried it out: never 1-2 times 3-4 times more than 4 times

APPENDIX 1 Student Survey: Name-Calling & Verbal Bullying

4. How often has someone said something cruel to others at school in the past month?

I have experienced it: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times
I have witnessed it: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times
I have carried it out: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times

5. How often has someone been threatened or verbally intimidated at school in the past month?

I have experienced it: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times
I have witnessed it: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times
I have carried it out: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times

6. How often have negative rumors, gossip or secrets been told about someone at school in the past month?

I have experienced it: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times
I have witnessed it: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times
I have carried it out: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times

7. If name-calling or verbal bullying has taken place, check each item below that reflects the type of comment you heard.

- Names based on race or ethnicity
 - Names based on religion
 - Names based on sexual orientation
 - Names based on how "masculine" or feminine" students appear or behave
 - Names based on body size or shape (height, weight, etc.)
 - Names based on clothing worn
 - Names based on level of physical attractiveness
 - Names based on intelligence
 - Names based on physical ability
 - Names based on who one's friends are or how someone "fits in" socially
 - Names based on family structure or about family members
 - Curses and other generally hostile or mean comments
 - Other (please list): _____
-

8. How often has name-calling been accompanied or followed by being touched in an inappropriate way at school in the past month?

I have experienced it: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times
I have witnessed it: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times
I have carried it out: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times

9. How often has name-calling been accompanied or followed by physical bullying (being hit, kicked, punched, tripped, etc.) at school in the past month?

I have experienced it: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times
I have witnessed it: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times
I have carried it out: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times

APPENDIX 1 Student Survey: Name-Calling & Verbal Bullying

10. How often has someone been left out of activities or have others refused to play/socialize with someone at school in the past month?

I have experienced it: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times
 I have witnessed it: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times
 I have carried it out: ___ never ___ 1-2 times ___ 3-4 times ___ more than 4 times

11. Who has carried out the bullying that you have described above? (Check all that apply).

	The bullying I experienced was carried out by:	The bullying I witnessed was carried out by:	The bullying I carried out was done to:
Boys			
Girls			
Younger Students			
Older Students			
Students the same age			
Larger/stronger students			
Smaller/weaker students			
Students the same size			
Students of the same race/ethnicity			
Students of a different race/ethnicity			
No bullying took place			

12. In the past month, name-calling or verbal bullying has taken place in the following places (Check all that apply):

	I experienced bullying...	I witnessed bullying...	I carried out bullying...
In the playground			
In the classroom			
In the lunchroom			
In the hallways			
In the gym/locker room			
Walking/traveling to or from school			
Other places (please list):			
1.			
2.			
3.			

RESPONSE TO BULLYING

13. When name-calling or bullying occurred, what was the student's response (check all that apply)?

	When I experienced bullying, I...	When I witnessed bullying, the person who was bullied...
Ignored the bullying		
Tried to avoid the situation		
Walked away from or left the situation		
Verbally told the person who bullied to stop		
Used insulting or teasing words back at the person who bullied		
Hit or physically reacted to the person who bullied		
Cried or expressed fear in another way		
Got support from a friend		
Told a teacher or adult at school		
Told a parent or family member		
Told no one or did nothing		
Other (please list):		
1.		
2.		
3.		

14. If bullying took place, how well did the adults at school handle it?

- Poorly Okay Well Bullying was ignored or not dealt with at all
 Adults did not know about the bullying No bullying took place
 Other:
-

15. What did the adults at school do in response to bullying (check all that apply)?

- Put a stop to the bullying
 Reprimanded or scolded the person who bullied
 Punished the person who bullied
 Contacted the parents or family of the person who bullied
 Provided support or comfort to the person who was bullied
 Helped the person who was bullied to avoid or respond to future bullying situations
 Contacted the parents or family of the person who was bullied
 Talked to the class or taught lessons about bullying
 Adults ignored or did nothing about bullying
 Adults did not know about the bullying
 No bullying took place
 Other:
-

16. Overall, how would you rate the efforts of adults at your school to prevent students from picking on one another?

___ very good ___ good ___ poor ___ don't know

17. Overall, how would you rate the efforts of adults to make your school a safe place in which to learn?

___ very good ___ good ___ poor ___ don't know

18. Overall, I believe there is a problem with bullying at my school.

___ agree very much ___ agree ___ disagree ___ disagree very much

ATTITUDES ABOUT BULLYING

19. Most teasing I see is done in fun, not to hurt people.

___ agree very much ___ agree ___ disagree ___ disagree very much

20. Most students who get bullied bring it on themselves.

___ agree very much ___ agree ___ disagree ___ disagree very much

21. Bullying helps people by teaching them what is important to the group.

___ agree very much ___ agree ___ disagree ___ disagree very much

22. Bullying helps people by making them tougher.

___ agree very much ___ agree ___ disagree ___ disagree very much

23. Some things that I would like to see adults in my school do about bullying:

24. Some things that I would like to see other students do (or stop doing):

APPENDIX 2 For Parents and Families: What to do if a Child is Being Bullied

25. Other things I have to say about bullying at school:

ORGANIZING A NO NAME-CALLING WEEK IN YOUR SCHOOL

ORGANIZING A *NO NAME-CALLING WEEK* IN YOUR SCHOOL

Because most bullying happens outside of classrooms, *No Name-Calling Week* is most effective as a school wide project. Though classroom activities are at the heart of the program, making your entire school—instead of an individual classroom—a name-calling free zone will strengthen the program message and dramatically increase the safety and well-being of students.

A school wide *No Name-Calling Week* means school wide involvement—from students, administrators, teachers, family members and staff. The next few pages will take you step by step through the process of engaging and involving your entire school community in planning a fun and effective *No Name-Calling Week* at your school.

GAINING SUPPORT

CONSIDER YOUR VISION

If you are a teacher or guidance counselor, you will probably need support from your school's administration and/or another leadership body in order to move forward with a school wide *No Name-Calling Week*. School leaders will likely want to support a program aimed at improving school health and safety for all students. Still, they might have some concerns about whether the program will detract from required curriculum, how much work it will require from faculty and staff, and whether an anti-bullying program is even necessary at your school. Before meeting with your school principal or other leaders, you should give some thought to your vision of *No Name-Calling Week* at your school. What exactly will take place? Below is a brief list of ideas for your school's week, all of which are elaborated on within the next few pages. Maybe you'll have enough support and resources to organize all or most of them, or maybe you'll pick a few doable favorites. Consider what seems realistic, and share these ideas—and others of your own—when you speak with administrators and colleagues.

- Class lessons and activities about name-calling and bullying
- Essay and poster contest
- School newspaper article
- School assembly
- Library display
- Peer education program (students educate and support younger children; see, for example, "Using The Misfits to Promote Service Learning" on page ___)
- Discussion/ support group (guidance staff lead small groups of students in an exploration of feelings and ideas about verbal bullying)
- Support staff training (cafeteria, security, transportation, and recreation staff is trained in bullying intervention)
- Family event (a speaker or panelists inform family members about the effects of bullying and ways to cope with and end it)

PREPARING A PRESENTATION

When you approach your school administration and colleagues for support, your request should demonstrate a need for *No Name-Calling Week*, while showing that it will promote school goals rather than detract from them. Follow these steps in order to encourage a productive discussion and garner enthusiastic support for a *No Name-Calling Week* in your school.

1. *Gather data.* Use the statistics listed in the introduction, or consult some of the complete studies to get additional facts about the epidemic of name-calling and other forms of bullying, and their effects on young people. School guidance staff may have additional literature to share. Presenting data from reliable sources demonstrates how verbal bullying is a concern for students, educators, and parents everywhere.
2. *Gather anecdotal evidence.* You have probably witnessed verbal bullying among students in your school, or may have heard about incidents of name-calling from teachers, parents, staff, or students. Record these stories (keeping individual identities anonymous) and share them when you seek support, as they demonstrate a need for anti-bullying education in your particular school. (See Appendix 1—Student Survey: Name-Calling and Verbal Bullying)
3. *Anticipate concerns.* There are a few key reservations that may come up during your conversations with administrators and colleagues. Being prepared with statistical and anecdotal information will go a long way towards assuaging doubts about the necessity of education on this issue. In addition, consider these common concerns and possible responses to them.
 - *School is for academics.* School is undoubtedly the place for academics, but those who experience bullying or live in fear of being the next target are frequently distracted from their academic work. There is a strong correlation between bullying and poor academic achievement for both the targets of bullying and the bullies themselves. Share the statistics that demonstrate this with your colleagues, and emphasize that a program that discourages bullying may result in improved achievement among students. In addition, encourage colleagues to peruse the *No Name-Calling Week* curriculum, which is heavily grounded in reading, writing, and critical thinking experiences that can be integrated into a variety of subject areas.
 - *There's no time for a No Name-Calling Week.* Again, refer to your statistics. Bullying results in high absenteeism among those who experience it and reducing incidents of name-calling in school means more instructional hours for those students. In addition, time spent in the short term increasing empathy and effective ally behavior among students will save everyone time in the long run as disciplinary problems, fights, guidance interventions, classroom management issues, and other problems diminish. *No Name-Calling Week* is a great first step in opening a dialogue that can eventually change a school's climate, and taking that first step now can save valuable time later.
 - *We don't have a name-calling problem in our school.* Collect and share specific anecdotal information with administrators and colleagues to demonstrate the reality at your school (see Appendix 1—Student Survey: Name-Calling and Verbal Bullying). Remind them that most bullying occurs outside the classroom and away from the watchful eyes of adults. It happens in the hallways, the cafeteria, the schoolyard, the locker room, and on the bus. Often, this bullying goes unreported because of fear, embarrassment, or pressure not to "tattle." Though many teachers and staff members are able to effectively stop bullying in the classroom, they have little control over what happens when the bell rings. Meanwhile, students suffer the effects of being bullied, including lowered academic performance, heightened absenteeism, and emotional problems.
4. *Know the bottom line.* Be prepared to brief your administration and colleagues on the anticipated costs of the program, both in dollars and labor. If there will be significant costs, suggest fundraising or donor possibilities.

BUILDING INVOLVEMENT ACROSS THE SCHOOL COMMUNITY

Once you have support for *No Name-Calling Week*, it's time to get the school community involved in planning. Creating a team of active participants across different groups—teachers, staff, students, families, and mental health professionals—is essential to the success of your program.

INVOLVING CLASSROOM TEACHERS

It is critical that teachers play a leading role in *No Name-Calling Week*, as the program relies on classroom experiences to get its message across. But how do you convince your school's teachers—with their already overburdened schedules—to participate in this weeklong project?

First, make it clear to teachers that involvement in *No Name-Calling Week* need not be a full-time commitment. They can participate by simply displaying posters in their classrooms, wearing stickers, and reminding students of the week's no name-calling message. In addition, they can make a commitment to read about ways to support students who experience bullying and intervene proactively when name-calling and bullying occur in their presence (see Appendix 4—For School Personnel: Providing Support to Children who are Bullied). Teachers with limited planning time may also want to consider screening the *No Name-Calling* video or reading excerpts from *The Misfits*, which are included in the *No Name-Calling Week* Education Kit and require little preparation time. Teachers who wish to be more involved can implement lessons from this resource guide, develop supplementary materials that they can use in class, and get involved in the planning of school wide events.

The curricular experiences in this guide are easiest to incorporate into English, Language Arts, and Social Studies classes. However, name-calling is an issue that impacts students in every classroom, so teachers in all subject areas are encouraged to set aside at least one class period for discussions and instructional work around name-calling. Ideally, teams of educators that teach particular grades or clusters of students will work together to coordinate lessons and experiences so that students are hearing consistent messages as they move from class to class. Consider including math, science, social studies, language arts, health, physical education, arts education, special education, and foreign language teachers in your planning. Encourage colleagues in all departments to submit their ideas for subject specific lessons and activities about name-calling and bullying to www.NoNameCallingWeek.org and to check this website periodically for new resources from partner organizations and other educators across the country. *No Name-Calling Week* is a national movement, so ideas for integrating this topic into all subjects and facets of school life will grow as more school communities become involved and share their successes.

In order to build teacher involvement, you must of course get the word out. Consider distributing informational flyers in staff mailboxes, writing an article for the faculty newsletter, and sending electronic updates and announcements to staff. The most direct and effective way to communicate information about *No Name-Calling Week* is by presenting at a faculty meeting or voluntary session during lunch or after-school. Your presentation should be brief and should give faculty an idea of what will be expected of them as participants, as well as the expected impact of the program. Consider sharing the following information with your school's faculty:

- Statistics on verbal bullying and its effects
- Brief testimony by students about verbal bullying at your school
- A synopsis of *The Misfits* by James Howe
- A brief clip of the *No Name-Calling* video
- Several activities from the "Lesson Plans" section of this guide
- A rundown of your ideas for school wide *No Name-Calling Week* activities
- Suggestions on what they can do to participate

It might also be helpful to enlist grade or department leaders who can take responsibility for passing materials and information along as the planning process continues, or to choose an area for posting *No Name-Calling Week* information and updates in the faculty lounge.

INVOLVING STUDENTS

Since *No Name-Calling Week* is intended to impact student attitude and behavior, youth should be involved in the planning process. Depending on the age and abilities of students, there are plenty of ways for students to be involved and to make *No Name-Calling Week* an experience that resonates with young people. Asking for volunteers is a great way to initially involve students, as those who have been affected by verbal bullying might want to do something proactive about it. Make a morning announcement, ask teachers to make individual classroom pitches, and distribute information via student government and extracurricular clubs to inform students about the project and invite them to a planning session. At the meeting, be sure to work with students as equal partners and to incorporate their ideas rather than telling them what is going to happen. Allow students to choose the tasks with which they wish to assist and to form working groups with peers and adults. Students may be interested in working on one or more of the following projects:

- Creating posters and slogans to decorate hallways and classrooms
- Conducting a student survey about name-calling and bullying (see Appendix 1)
- Helping to develop an anti-slur policy for the school and/or educating others about it
- Participating in student reading or discussion groups about bullying
- Making announcements about upcoming *No Name-Calling Week* events
- Participating in or judging *No Name-Calling Week* essay and poster contests
- Writing an article about *No Name-Calling Week* for the school newspaper
- Creating and performing dramatic pieces about bullying for performance during a school assembly, or for use during a peer education session
- Participating in peer education by sharing stories or role-plays with students in younger grades (see, for example, *Using The Misfits to Promote Service Learning on page ___*)

INVOLVING GUIDANCE STAFF

Your school's guidance staff has experience and expertise in dealing with bullying and its effects, so take advantage of their knowledge. Guidance staff can play a pivotal role in educating members of your school community. Ask them to provide support at faculty presentations and to conduct trainings for security, health, transportation, custodial and cafeteria staff in order to improve their ability to intervene in bullying. Counselors can also be of service by facilitating an informational session for parents and family members.

Guidance staff will be best prepared to work with students on bullying issues during *No Name-Calling Week*. If counselors run discussion or support groups for students, you might suggest that they consider name-calling as a topic for this week and beyond. Counseling staff can be encouraged to make classroom visits to discuss bullying from a psychological angle, and can display *No Name-Calling Week* posters in their offices to mark them as safe spaces for discussion about bullying. Remember to share this resource guide with guidance staff, who might benefit from accessing some of the studies cited, and make sure they receive a copy of Appendix 6, which includes bullying prevention and intervention information for health and safety professionals.

In order to implement all of the above, guidance staff can consider inviting outside mental health professionals to participate in *No Name-Calling Week* events. The following organizations are all *No Name-Calling Week* partners and your guidance staff may want to contact local affiliates for resources and support with your school's efforts to address bullying: American Counseling Association, American School Counselor Association, American School Health Association, Council for Children with Behavioral Disorders, National Association of School Nurses, National Association of School Psychologists, National Association of Social Workers, National Mental Health Association, and School Social Work Association of America.

INVOLVING SUPPORT STAFF

It's important to consider the role school support staff plays in ending name-calling, and to strengthen that role during *No Name-Calling Week*. Most bullying occurs outside the classroom, in places where support staff is often present—the hallways, cafeteria, schoolyard, locker room and school bus. Security, cafeteria, transportation, custodial and recreational staff are likely to witness and be called upon by students to intervene in bullying on a daily basis. *No Name-Calling Week* provides a great opportunity to train school support staff to recognize the problems caused by verbal bullying, and to act as positive agents in ending name-calling. As suggested earlier, you might ask a guidance counselor or outside mental health professional to provide support staff with training on bullying and intervention techniques. If this is not possible, share the fact sheet for school personnel (see Appendix 4) and talk with support staff about effective ways to support students. Encouraging support staff to wear *No Name-Calling Week stickers* is another way to involve the full staff and to remind students that all of the adults at school are concerned about bullying and prepared to intervene to protect them.

INVOLVING LIBRARY STAFF

Students often turn to their school libraries for information when faced with problems or challenges. How well is your library serving those students who are coping with or are witnesses to bullying? *No Name-Calling Week* is a great time to update the school's media collection with resources that offer insight and healthy strategies for coping with and undoing this problem.

Bullying is a recurrent theme in children's and young adult literature, but unfortunately, authors often pose unrealistic or unhealthy solutions to a very real problem. *No Name-Calling Week* is the perfect occasion to revisit your school's collection of literature to see how it treats this topic. Encourage library staff to order materials from the bibliography included in this guide, which includes a number of books that handle the subject of bullying realistically and open opportunities for thought and discussion. Ask library staff to make class sets of these and other resources available so they can be used in the classroom and library for literature circles and reading groups.

Ask library staff to support *No Name-Calling Week* by wearing stickers, displaying posters, and creating eye-catching displays of titles that deal with bullying. The chosen resources should depict positive resolutions to bullying (for example, talking to a teacher or finding comfort with friends versus physically fighting or plotting revenge). Health resources that teach coping skills or offer studies on bullying would also be ideal for display. If the library runs a book club or any other sort of structured reading activity, ask that books that deal with verbal bullying be utilized during the week. If the library includes a computer station, encourage staff to feature student friendly websites that provide age appropriate and positive information about bullying.

INVOLVING PHYSICAL EDUCATION STAFF

Much verbal bullying occurs in the locker room and on the playing field, where children are often judged by their peers on the basis of physical appearance or ability. *No Name-Calling Week* is a time for athletic staff to explore the concept of sportsmanship with their students, and to promote sport and exercise as an opportunity to build community and improve health, rather than as a way to brand students as "winners" and "losers."

During *No Name-Calling Week*, ask athletic staff to plan noncompetitive, cooperative activities for their classes that encourage team building and group cohesion. Encourage teachers and coaches to spend a few minutes discussing sportsmanship with their classes, and to prominently display and reinforce rules of conduct that promote positive behavior. A special emphasis can be placed on prohibiting names that are used reflexively to disparage students who are not athletically inclined (e.g., fag, spaz, you throw like a girl). Teachers and coaches can discuss this language before it surfaces, role-play more appropriate expressions of frustration with students, and introduce rituals and language that build rather than diminish self-esteem (e.g., high fives and "nice try").

Physical education department heads can also work with the school guidance department to create an intervention strategies worksheet that they can share with physical education teachers and coaches, who likely face more challenges around bullying than other teachers in your school. Guidance staff may also be willing to facilitate a lunchtime or after school discussion for athletic staff, with the intent of bringing educators together to share tips and brainstorm solutions.

INCORPORATING THE ARTS

Artistic expression can be a powerful vehicle through which to explore name-calling and bullying, and can be healing for many students. Involve the music, art, drama and other arts education staff in your *No Name-Calling Week* planning. These teachers may want to plan specific in-class activities, and will also be instrumental in helping to make assemblies and school wide events lively and engaging. In collaboration with art educators, students can listen to, perform and compose music about social issues. They can express their experiences with bullying through painting, drawing and other visual arts. They can explore their feelings about social cruelty and practice intervention strategies through role-play, movement, and dramatic performance. Arts educators can also work with students to publicize *No Name-Calling Week* by developing flyers, posters, rap songs, and traveling skits or commercials that are informative and inspire others to get involved.

INVOLVING FAMILIES

Family members play an integral part in shaping children's attitudes towards name-calling and other forms of bullying, so it's only natural that they take part in *No Name-Calling Week*. Many family members will be happy to learn more about verbal bullying and how to address it, as most parents and guardians have dried the tears of a teased child at one time or another. There are many ways in which family members can help you make *No Name-Calling Week* a success, as well as benefit from educational opportunities. Consider incorporating some of the following strategies for engaging family members in your week:

- Plan a homework activity that requires the involvement of family members. For example, you can ask students to interview a family member about their feelings and experiences about verbal bullying, or ask family members to read and discuss literature that addresses bullying with their children.
- Send a copy of the bibliography included in this guide to family members, and encourage them to borrow books from the school or local library to share with their children. If your class will be reading *The Misfits*, select chapters to be read with family members for homework.
- Ask the Parent Teacher Association to do fundraising for the week's events. If you are inviting a speaker, or plan to hold a reception after an event, the PTA's help can be invaluable.
- Ask for volunteers to run a poster-making workshop for students after school.
- Plan an event for adult family members. Invite a guidance counselor or other mental health professional to speak about verbal bullying. Intersperse the lecture with interactive activities, like small-group discussions or role-plays that explore how to support children who are bullied or intervene when bullying occurs.
- Find out if there are any family members who are mental health professionals. Perhaps they would be willing to assist the guidance counselors in planning or facilitating family and staff trainings.
- Share the resources for families in Appendices 2 and 3, which include information about what to do if a child is being bullied and how to talk with educators about bullying.

Outreach to family members should start with a note from the principal or a guidance counselor introducing them to the *No Name-Calling Week* program and suggesting ways in which they can be involved. We offer a template on the following page, which you can adapt to suit your school community's needs.

SAMPLE LETTER TO FAMILIES ABOUT NO NAME-CALLING WEEK

Dear Family Members,

I am writing to tell you about an exciting program that will be launched for the first time this year at Lowell Middle School. *No Name-Calling Week* was inspired by a young adult novel entitled *The Misfits* by popular author James Howe. The book tells the story of a group of friends trying to survive the seventh grade in the face of all too frequent taunts based on their weight, height, intelligence, sexual orientation, and gender expression. Motivated by the inequities they see around them, the “Gang of Five” (as they are known) creates a new political party during student council elections and runs on a platform aimed at wiping out name-calling of all kinds. They win the support of the school’s principal for their cause and their idea for a “No Name Day” at school.

Motivated by this simple yet powerful idea, a coalition of over forty education, youth advocacy, and mental health organizations have partnered to organize an actual *No Name-Calling Week* in schools across the nation annually. The project seeks to focus national attention on the problem of name-calling in schools, and to provide students and educators with the tools and inspiration to launch an ongoing dialogue about ways to eliminate name-calling in their communities.

At Lowell, we recognize the importance of building empathy and teaching respect to our students, and note the impact words can have on their well-being. A recent survey conducted by the U.S. Department of Health and Human Services reports that students aged 9 to 13 consider name-calling the worst kind of verbal bullying, and that threatening words or taunting based on race or appearance have as much negative impact as does physical bullying. According to the study, students who regularly experience verbal and non-verbal forms of bullying report hurt feelings, low self-esteem, depression, living in fear and torment, poor academic achievement, physical abuse, and suicide. *No Name-Calling Week* is one way in which we are responding to these upsetting statistics.

No Name-Calling Week will take place during the week of March 1st through 5th. Students will work on a variety of activities that will help them realize the impact of verbal bullying, and teach them strategies for coping with and putting an end to name-calling, including reading and writing assignments, a poster and essay contest, a school assembly, and discussion groups. In addition, we’ll provide training opportunities to our school staff on appropriate responses to verbal bullying. We encourage families to join us in our effort to educate by initiating conversations about language and empathy with their children, and by attending a special *No Name-Calling Week* family event. Guidance staff and other speakers will be on hand to discuss the effects of name-calling, as well as simple things you can do in your home to help your child cope with bullying and treat others with respect. We will send further notices detailing the date and time of the family event, as well as other ways you can be involved in Lowell Middle School’s *No Name-Calling Week*. Please find attached an information sheet for families, which we hope will help you support your child(ren)’s emotional health, growth, and success in school.

We hope that No Name-Calling Week will help all students consider the weight of the words they use, and make school a safer, healthier place for all of our children. We enthusiastically encourage your participation.

Sincerely,
Principal Smith

GETTING THE WORD OUT

After you've enlisted the support and involvement of people from all parts of the school community, it's time to get the word out about the project. In an elementary or middle school setting, the ways of publicizing any event are simple, and most of them have already been listed earlier in this section. Here's a quick list of things you can do to build momentum as you approach *No Name-Calling Week*.

- *Email*. At schools where students and faculty have accounts, send out reminders about upcoming events (family night, assembly, contests, etc). Write to family members and the PTA to introduce them to *No Name-Calling Week* and to let them know how they can participate.
- *Use newspapers and public announcements*. Take advantage of the school's media. Ask a student to write an article about *No Name-Calling Week*—why it's necessary, what the program plans to accomplish, and how others can get involved. Or ask for a spot during morning announcements to get students and teachers excited and to brief them on happenings.
- *Make posters and flyers*. Encourage students to create posters and flyers. These can be made as an art class assignment, as a contest, or as an after-school activity led by your student team. Or sponsor a poster contest with a small prize for the winner. Display the artwork in high traffic areas a week before *No Name-Calling Week* starts to get students talking.
- *Essay Contest*. Sponsor an essay contest with a small prize to get students thinking and writing about verbal bullying. Pick a topic like "Imagining Our School Without Name-Calling."
- *Spruce up the library*. Set up a display of books—from fiction to mental health resources—that deal with name-calling and other forms of bullying.
- *Write to family members*. Send a letter home with students to let family members know about the week and how they can get involved.
- *Bulletin Board*. Ask your school administration to designate a bulletin board or other display space in a high traffic area as the *No Name-Calling Week* board, and post announcements, student writing, artwork and other project information.

If you've assigned department, grade or student leaders to pass news along to others, remind them of plans and deadlines regularly. Posting updates in the faculty lounge and student spaces is another way to disseminate information.

PLANNING SCHOOL WIDE EVENTS

Events such as school assemblies, family and staff trainings, and peer education programs take extra planning. Choosing a point person for each event will save you time and spread responsibility. Here are some tips to consider when getting ready.

SCHOOL ASSEMBLY

To engage students, stay away from a lecture format. A successful assembly might combine some words from a guidance counselor, a reading of a winning contest essay, plus a performance of a dramatic piece or screening of an appropriate film (check out the film resources listed in the bibliography).

STAFF TRAINING

Keep the training fairly brief (an hour to an hour and a half) to encourage higher attendance. Offer light refreshments as an incentive to participate. Combine a lecture format with opportunities for staff members to share their experiences with bullying and discuss intervention strategies. You might show clips of the bullying scenarios in the *No Name-Calling* video and ask how staff members might intervene in the situations shown. Hand out copies of the resource entitled, "For School Personnel: Providing Support to Children who are Bullied" (see Appendix 4).

FAMILY EVENT

The format of this event can be similar to the one planned for staff members. Combine talk from guidance staff or outside mental health professionals with role-playing, small-group discussions, and opportunities for asking questions and sharing ideas. Distribute copies of the resources entitled, “For Parents and Families: What to do if a Child is Being Bullied” and “For Parents and Families: How to Talk with Educators at Your Child’s School About Bullying” (see Appendices 2 and 3).

PEER EDUCATION

Have students bring the *No Name-Calling Week* message to their younger peers. Students can write and illustrate stories to share—or read any of the great picture books included in the bibliography—and then facilitate discussions about them. Similarly, students can perform skits for younger students, or engage them in interactive drama activities. The *Director’s Cut* and *Using The Misfits to Promote Service Learning* activities beginning on page ___ provide some useful ideas for role-play and peer education with younger students.

WRAPPING IT UP AND PLANNING AHEAD

As your *No Name-Calling Week* activities come to a close, make sure to celebrate the hard work and accomplishments of students and staff. Hold an assembly or other culminating event at which students discuss their experiences, share work they have produced, and receive certificates that recognize participation in or special contributions to the week. At this time, it is also important to consider how your school will carry the message of empathy and respect throughout the rest of the year and beyond. Consider the following suggestions as you continue your work to end name-calling in your school:

- Ask students to write an article for the school newspaper about how the school’s climate was impacted by No Name-Calling Week.
- Conduct a report-back session with school support staff to find out how their experiences with student bullying have changed since the staff training, and to share new ideas and insights.
- Follow-up and educate around new or existing anti-slur and bullying policies.
- Ask student volunteers to conduct periodic surveys about name-calling to measure changes in student attitude and behavior.
- Continue peer education efforts with younger students.
- Continue name-calling discussion groups.
- Add new resources on bullying to the school library whenever they become available.
- Hold periodic staff development and family education sessions.

LESSON THREE

STAYING SAFE

If you are being called names or bullied, remember the four ways to stay **SAFE**:

Say what you feel

Ask for help

Find a friend

Exit the area

What does **SAFE** mean?

1. Say what you feel

Telling a person who is teasing you or calling you names the way that their words or actions make you feel can be a great way to let that person know that you don't like what they are doing. You can start your sentence by saying something like "When you say/do _____ to me, it makes me feel _____." Being angry or sad when someone is bullying you is ok, and it is ok to let that person (or someone else) know what you are going through.

2. Ask for help

Sometimes you can handle name-calling and bullying yourself (possibly by using one of the other SAFE strategies). But sometimes you need to ask for help, and that's ok. If a person who is calling you names is making you feel scared that you might get hurt, you can talk to a teacher or other adult about what is going on. Asking for help is not about tattling – it's about taking care of yourself and staying safe.

3. Find a friend

Some people who call names or bully others like to pick times and places when no one else is around because it makes them feel safer. That's why sometimes you can end a bullying situation just by finding another person or people to be around or spend time with. Hanging out with people who make you feel good about yourself is important, and the person calling names might think twice before picking on you when you're with your friends.

4. Exit the area

While it might feel like you aren't doing anything at all, sometimes walking away from someone who is picking on you is the best way to end things. Some people who tease want you to get upset, and while it's perfectly normal to feel hurt, angry or sad if you are being called names, sticking around the person hurting you may just make things worse. So, if you can, find a way to exit the area where the teasing is happening.

TAKE A STAND AND LEND A HAND

Name-calling and bullying are problems that everyone must help to solve. It may not be your fault that some students bully, but if you ignore it, laugh at it, or do nothing in response to bullying that you witness, you may be a part of the problem. Being an ally or a friend to someone who is being picked on may feel uncomfortable or scary, but there are safe ways in which we can all “Take a Stand and Lend a Hand.”

WHAT DO YOU DO WHEN YOU SEE SOMEONE BEING BULLIED AT SCHOOL?

Ask yourself, “Is it my job to help?” Think about how YOU might feel if the bullying was happening to you. You and other students can lend a hand, even when you aren’t close friends with the people being bullied. Your school will be a better place if you help stop bullying. And making your school a better place is EVERYONE’S job!

WHAT CAN I DO?

Lots of things! Think about what may work for you:

- Don’t just stand there...SAY SOMETHING!
- People who bully may think they’re being funny or “cool.” If you feel safe, tell the person to STOP the bullying behavior. Say you don’t like it and that it isn’t funny.
- DON’T BULLY BACK! It won’t help if you use mean names or actions. And it could make things worse.

BUT WHAT IF I DON’T FEEL SAFE TELLING STUDENTS WHO BULLY TO STOP?

That’s OK. No one should put himself or herself in an unsafe situation. How ELSE can you lend a hand when bullying happens?

- Say kind words to the person who is being bullied, such as “I’m sorry about what happened,” and “I don’t like it!” Help them understand that it’s not their fault. Be a friend. Invite that student to do things with you, like sitting together at lunch or working together on a project. EVERYONE NEEDS A FRIEND!
- Tell that student to talk to someone about what happened. Offer to help by going along.
- Pay attention to the other students who see the bullying. (These people are called, “bystanders.”) Are any of them laughing, or joining in with the bullying? These people are part of the problem. Let those bystanders know that they’re not helping! DON’T be one of them!
- *Tell an adult.* (This is IMPORTANT!!) Chances are, the person who is being bullied needs help from an adult. AND the student who is doing the bullying probably does, too. Often, the bullying does not get reported. Think about who you could tell in your school—a teacher, counselor, cafeteria or playground aid, principal, bus driver, or other adults you feel comfortable telling. If you need help telling, take a friend along.

WHY DON'T SOME STUDENTS TELL WHEN THEY SEE BULLYING?

- They may not want others to think they are “tattling.” They may be afraid that the students who bully will pick on them next.
- They may think their friends will make fun of them for trying to help.
- Telling is very important! Reporting that someone is getting bullied or hurt in some other way is NOT “tattling.” Adults at school can help. Ask them to help keep you safe after telling. Explain to your friends that bullying is NOT fair and encourage them to join in helping!

WHAT IF THE BULLYING DOESN'T HAPPEN AT SCHOOL?

- If there is an adult around, report the bullying to an adult (your youth group leader, sports coach, etc.)
- No matter where the bullying happens, you should talk to your parents about bullying that you see or know about. Ask them for their ideas about how to help. We ALL must do our part! People who are bullied deserve to feel safe and welcome at school and in their neighborhoods. Everyone does!

This fact sheet reprinted with permission from Take a Stand, Lend a Hand, Stop Bullying Now, a project of the Health, Resources and Services Administration of the U.S. Department of Health and Human Services at <http://www.stopbullyingnow.org>

