

C-1

September Lesson Plan
Burnet and Kawameeh
Anti-Bullying Program

Goal

Students will be able to define the different types of bullying, and identify what they are seeing, feeling, hearing and experiencing.

Objective

Specifically define four types of bullying and how to report incidences of bullying in school.

Materials

Butcher paper, markers

Activities

- Teach the class the four types of bullying
 - Verbal – can be heard
 - Physical – leaves physical marks
 - Social – heard by others
 - Intimidation – look, gesture, or comment

- Divide the class into 4 groups
 - Each group defines one type of bullying
 - What does it look like, feel like and sound like?
 - Give examples
 - Brainstorm and generate list on butcher paper

- Class discussion
 - Discuss the definitions and provide missing terms and clarification
 - Verbal and physical bullying may be easy to understand, but what about social bullying and intimidation?
 - Are these precursors to verbal and physical bullying?
 - Where does cyberbullying fit in?
 - “Just kidding” comments are a way of making bullying acceptable – “You are such an idiot...just kidding.” – this is STILL bullying!

How to report bullying:

- Brainstorm ways that students would feel comfortable reporting bullying to an adult in the building.
- Discuss the responsibility that students have to report what they see, and reinforce the responsibility that teachers have to investigate incidences of bullying that are reported to them.
- Identify resources in the building for students who are victims of, or witnesses to, bullying.
- Provide information regarding the website to report bullying and the forms that are available for students to use.

Summarization

- Knowing how to identify bullying behavior can make it easier to know when to report.
- Students must know who they are able to report bullying to, and how to do so.
- Bullying is a situation where students need adult assistance and that is okay!

PRQ interpretation:

This questionnaire contains 3 sub-scales and several filler items. The scoring of the scales is as follows:

Never =1
Once in a while = 2
Pretty often = 3
Very often = 4

Items belonging to the scales are these:

Bully scale: 4,9,11,14,16,17

Victim scale: 3, 8 ,12, 18, 19

Pro-Social scale: 5,10,15,20

Taken from the *Journal of Social Psychology*, 133 (1), 33-42

The PRQ for Students

Show how often the following statements are true of you. To do this, circle one of the answers underneath each statement.

1. I like playing sports

never once in a while pretty often very often

2. I get good marks in class

never once in a while pretty often very often

3. I get called names by others

never once in a while pretty often very often

4. I give other kids a hard time

never once in a while pretty often very often

5. I like to make new friends

never once in a while pretty often very often

6. I fool around in class

never once in a while pretty often very often

7. I feel I can't trust others

never once in a while pretty often very often

8. I get picked on by others

never once in a while pretty often very often

9. I am part of a group that will tease others

never once in a while pretty often very often

10. I like to help other people who are being bothered and harassed

never once in a while pretty often very often

11. I like to make others fear me

never once in a while pretty often very often

12. Others leave me out of things on purpose

- | | never | once in a while | pretty often | very often |
|---|-------|-----------------|--------------|------------|
| 13. I get into fights at school | | | | |
| | never | once in a while | pretty often | very often |
| 14. I like to show others that I'm in charge | | | | |
| | never | once in a while | pretty often | very often |
| 15. I share things with others | | | | |
| | never | once in a while | pretty often | very often |
| 16. I enjoy upsetting weak, wimpy students | | | | |
| | never | once in a while | pretty often | very often |
| 17. I like to get into a fight with someone I can easily beat | | | | |
| | never | once in a while | pretty often | very often |
| 18. Others make fun of me | | | | |
| | never | once in a while | pretty often | very often |
| 19. I get pushed and shoved around by others | | | | |
| | never | once in a while | pretty often | very often |
| 20. I enjoy helping others | | | | |
| | never | once in a while | pretty often | very often |

What is Bullying?

GOALS

To establish a common understanding of bullying; to address disrespectful behavior more generally; to begin private reflection on students' own experiences with bullying

SUGGESTED TIME

20 minutes

RESOURCES

None

FOR THE INSTRUCTOR:

Before discussing with students, familiarize yourself with the definition of the word *bullying*.

Bullying Defined

Most experts define *bullying* as unprovoked, repeated, and aggressive actions or threats of action by one or more persons who have (or are perceived to have) more power or status than their victim in order to cause fear, distress or harm. Bullying can be physical, verbal, psychological or a combination of these three. Specific examples include name-calling, taunting, teasing and put-downs, saying or writing inappropriate things about a person, deliberately excluding a person from activities or conversation, threatening a person with bodily harm, hitting, kicking, tripping, shoving or otherwise inappropriately touching a person, taking or damaging a person's belongings, and making a person do things he or she does not want to do. Bullying can also occur through electronic means via Web postings, e-mails, chat rooms and text messaging.

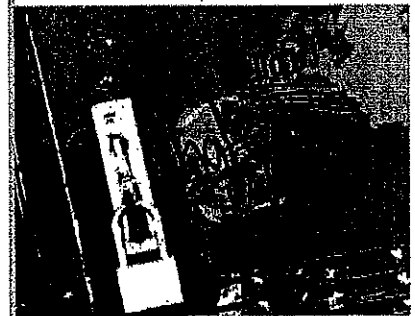
The above definition can be broken into four key components. Bullying involves:

- Unprovoked actions or threats
- Motivated by an intent to cause fear, distress or harm
- Repeated and aggressive acts
- Against someone with less power

Think of some examples of bullying involving:

- Physical acts
- Verbal acts
- Emotional or psychological acts

Some experts include other components or types of bullying in their definition of bullying. Most distinguish bullying from isolated acts or teasing that does not involve intentional, aggressive behavior or a power differential between the target and perpetrator. Whatever definition of bullying you decide to work with, keep the definition and examples of bullying handy as you conduct this activity.



WITH STUDENTS:

1. Explain to students that, as an introduction to this unit, you want them to think about this question:

What is bullying?

You may wish to start off as a group, or to have them first think about this question alone and/or in pairs or triads. (See discussion on **THINK-PAIR-SHARE** on p. 35.) Encourage students to come up with examples of bullying by thinking about what they have seen, heard or experienced. Explain that they should not reveal names of real people involved in acts of bullying, and they do not have to share personal experiences at this point. Ask them to think of at least five examples of bullying.

2. Ask for volunteers to come up with a list of examples of bullying. You may wish to highlight the kind of bullying involved (physical, verbal, emotional). Ask follow-up questions to elicit a full range of bullying that students witness or experience.
3. After all examples are written down, ask:

What is the difference between bullying and teasing?

What is the difference between bullying and disrespectful behavior?

Keeping in mind the components of bullying on p. 21, help students see that while not all acts are bullying, they may still be disrespectful, or intentionally or unintentionally hurtful. You may wish to review the students' examples as a group to see whether they represent bullying or something else.

4. Write down a definition of bullying on the board with input from the class. Then discuss how disrespectful behavior, though it might not be defined as bullying in every instance, may lead to an environment where bullying or hostile behavior is accepted.
5. Conclude by stating that the goal of this unit is to examine our feelings about bullying AND about promoting respect in the classroom. Help students understand the place of bullying within the larger context of disrespectful behavior and name-calling.



Vocabulary Exercise

GOALS

To develop a common understanding of terms that are used in the film or discussion; to introduce diversity-related words and concepts, relating them to students' own life experiences

SUGGESTED TIME

20 minutes

RESOURCES

Copies of handout on p. 25

1. Give one copy of the vocabulary sheet on p. 25 to each student. Divide the room into three sections and assign a column of words to each section. Ask students to silently think about what each word in their assigned column means. Tell them it's OK not to know the meaning of many of the words. Say that you want them to take a few minutes to think of an example of how the word might be used based on their own experience (what they have seen or heard or felt or read).
2. Have students turn to someone in their section and take turns discussing:
 - What words they knew
 - How they would use that word based on their own experience
 - What words they did not know and what they might mean

Help students keep time, and signal when the next part of this discussion should begin.

3. Starting with Column A of the handout, lead a discussion on the first word by asking if anyone assigned to that column is willing to share his or her definition. If someone would like, he or she may also give an example of how to use the word based on personal experience. You will want to cover some words quickly. For others, you may wish to ask a few students to help define the word.

As you hear terms that help define the word, write them on the board or an overhead projector. Recite a definition of the word that emerges from all the students' responses.

Move on to the first word in Column B, and then to the first word in Column C, and so on. Alternate columns.

Note: It's OK if the students' definitions are not exact replicas of the definitions we've provided below, as long as they fairly reflect the meaning of the words. Your goal is to encourage students to come up with workable definitions that derive from their own language and experiences.



Teaching Tip

Compare and contrast words. For example, ask students what the difference is between *tolerance* and *respect*. Between *prejudice* and *discrimination*? Are these words synonyms or not?

4. Discuss the words in each column that no one was familiar with. You might first give students an example of or a context for how the word might be used and ask students to come up with the meaning.
5. Consider typing up the "class definitions" of the words and passing them out the next day for students to keep.



Assignment: This guide includes dozens of vocabulary words in this exercise and in the pages that follow. For homework, have students choose five words that they are not familiar with. For each word, have students do the following:

- Write the word five times.
- Define the word.
- Use the word in a sentence.

Sample Definitions of Vocabulary for Teachers and Adults



Teaching Tip

If you need to save time, you may wish to display the sample definitions below and refer back to them during the unit.

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

Bully (v.) to threaten or try to scare someone with words or actions even though that person did nothing to provoke this behavior

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

Discrimination (n.) the act of treating one or more people differently or worse because of a category they belong to (often by someone who has more power such as a boss, a company or a government)

Diversity (n.) a combination of people of different backgrounds

Empathy (n.) a feeling of knowing and appreciating what another person is feeling

Harass (v.) to bother or upset someone repeatedly through words and actions

Hate crime (n.) a threatening, often physical attack on someone that is motivated by prejudice

Humiliate (v.) to deeply embarrass or ridicule someone to make him or her feel lower as a person

Prejudice (n.) an opinion (often negative) about people that is made without an adequate basis, before you even know them

Respect (v.) to appreciate or admire someone and express that through positive words or behavior

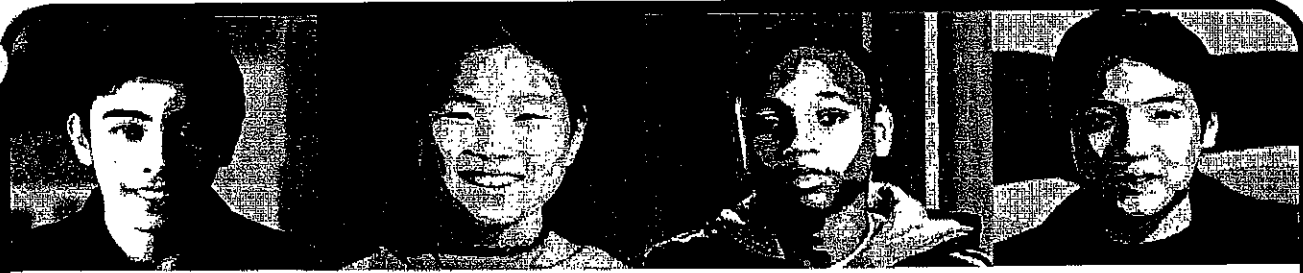
Slur (n.) a disrespectful and inappropriate word or term that is intended to put someone down

Stereotype (n.) a description of someone that is based on an often inaccurate assumption about a whole category of people; **(v.)** to make such an assumption

Target (n.) a person or place that others aim to reach or hit; a person picked on or bullied by others

Tolerate (v.) to let someone be different from you; to not upset or bother someone for being different





**Let's
Get Real**

Vocabulary

Column A

Ally
Bully
Empathy
Harass
Discrimination

Column B

Bystander
Tolerate
Diversity
Humiliate
Prejudice

Column C

Target
Respect
Stereotype
Hate crime
Slur

handout

Follow up Activities
September
Anti-bullying program

We are providing several extension activities for teachers to use with their classes following the first September assembly and lesson.

Some of the ideas included are a "Contract of Commitment" – a sort of anti-bullying contract for students, information on how to keep a bully log to document incidences of bullying which will assist when reporting, a fact sheet about bullying, a web giving examples of bullying, and a worksheet on bullying definition. Please feel free to copy, change, adapt, or personalize these activities in any meaningful way you see fit to address the needs of your class. If additional information is needed, please do not hesitate to contact a member of the School Safety Team or one of the counselors who will be happy to assist you!

BACK TO SCHOOL

CONTRACT OF COMMITMENT

**I will no longer give bullies power over me.
I'm ready to take control of my life.**

I will:

Select the techniques I feel most comfortable using.

Pick strategies that fit my bullying situation.

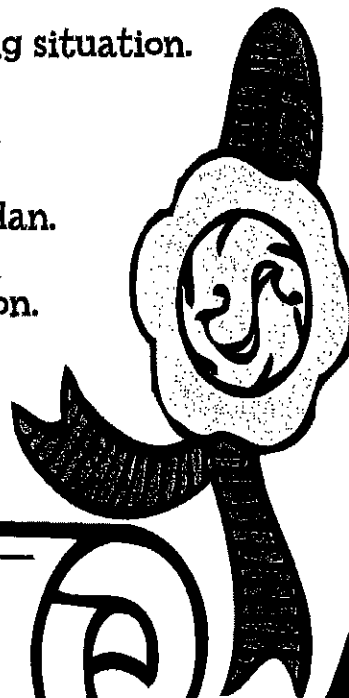
Practice my new skills.

Create an anti-bullying plan.

Set my program in motion.

Date _____

Signature _____



DOCUMENTING BULLYING INCIDENTS



Keep a BULLYING LOG.

A bullying log is a written account of bullying incidents. In it, you write:

- the date and time
- what happened
- who bullied you
- what you did
- any injuries or damage
- the location
- bystanders' names
- any action taken

The bully will deny bullying you. The log is evidence. It doesn't rely on memory.

Other ways to document bullying include:

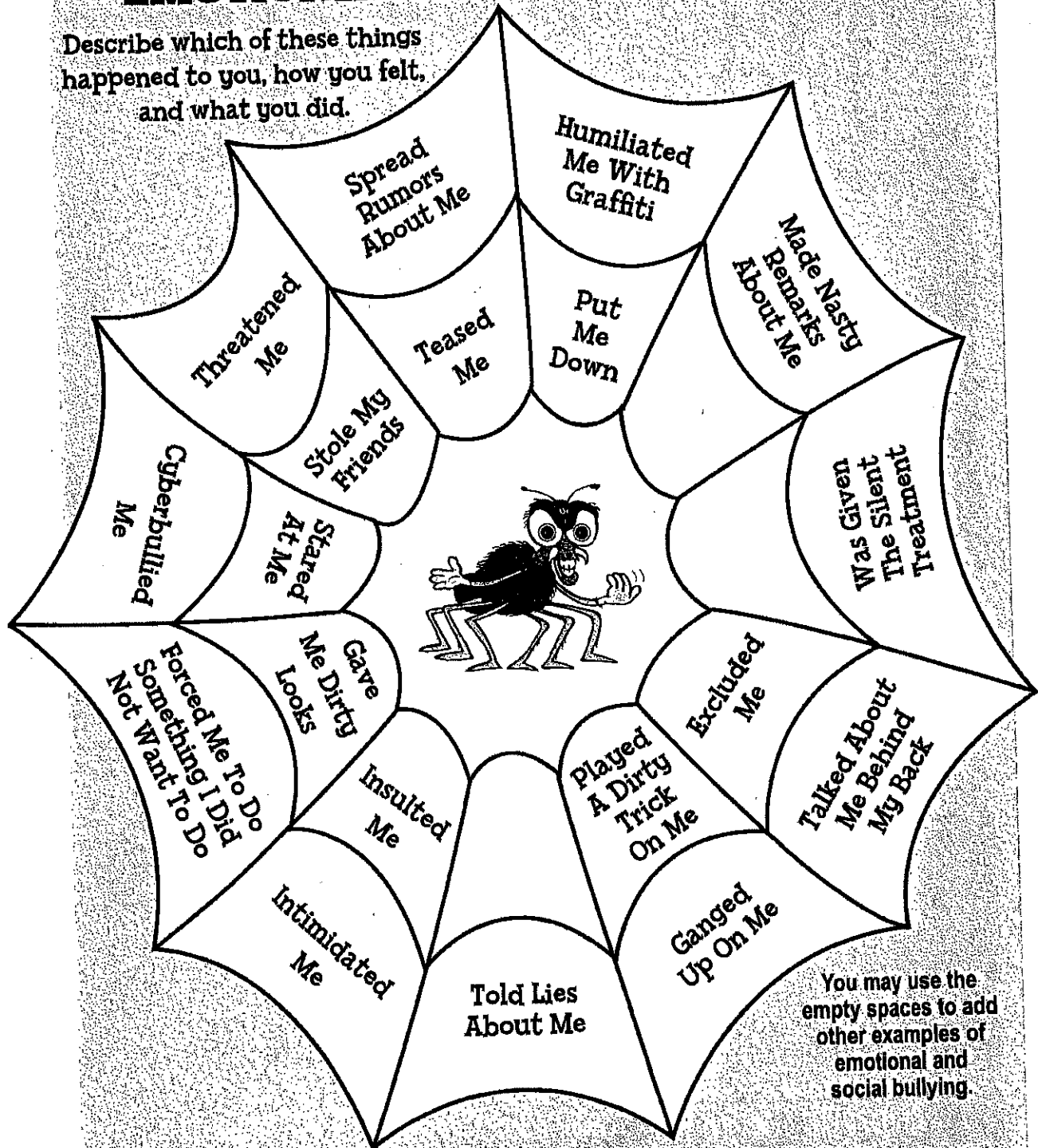
- photographing injuries
- saving damaged items
- saving the doctor's report if medical attention was needed
- writing the date, time, and whom you/your parents spoke with and what was said about the bullying
- keeping copies of letters you/your parents wrote about the bullying
- recording actions you/your parents took because of the bullying

BULLYING LOG

	DATE: _____ TIME: _____	DATE: _____ TIME: _____	DATE: _____ TIME: _____
WHEN WERE YOU BULLIED?			
WHAT HAPPENED?			
WHO BULLIED YOU?			
WHAT DID YOU DO?			
WERE YOU HURT?			
WAS ANYTHING DAMAGED?			
WHERE DID THIS HAPPEN?			
WHO SAW IT?			
WHAT DID OTHERS DO?			

EXAMPLES OF EMOTIONAL and SOCIAL BULLYING

Describe which of these things happened to you, how you felt, and what you did.



Threatened Me

Spread Rumors About Me

Humiliated Me With Graffiti

Made Nasty Remarks About Me

Put Me Down

Teased Me

Stole My Friends

Was Given The Silent Treatment

Cyberbullied Me

Stared At Me

Gave Me Dirty Looks

Excluded Me

Talked About Me Behind My Back

Played A Dirty Trick On Me

Insulted Me

Ganged Up On Me

Forced Me To Do Something I Did Not Want To Do

Intimidated Me

Told Lies About Me

You may use the empty spaces to add other examples of emotional and social bullying.

Don't get trapped in the bully's web of harm.

Take a **BITE** Out of Bullying NEWSLETTER

Do the statistics reflect what you've seen at your school? _____

How often does bullying occur in your school? _____

What do you think about so many students being involved in bullying? _____

Who has intervened when you've seen someone being bullied? _____

How often have you seen someone intervene? _____

BULLYING FACTS QUESTIONS

In which grade have you been bullied the most? _____

At your school, is bullying more of a problem than alcohol, drugs, and AIDS? _____

What kinds of bullying have you experienced? _____

CONSEQUENCES OF BULLYING QUESTIONS

Have you ever missed school because of bullying? _____

If yes, how many days did you miss and what did you fear? _____

DRAW A PICTURE OF BULLYING AT YOUR SCHOOL



Take a **BITE** Out of Bullying

NEWSLETTER

BULLY FACTS

Bullying occurs in elementary school, peaks in middle school, and declines during high school (Banks, 1997).

Name-calling, hitting, threats, and spreading rumors are the most common forms of bullying (Salmon et al, 1998).

One survey found that kids between the ages of 8 and 15 considered bullying and teasing bigger problems than alcohol, drugs, and AIDS (Kaiser Foundation, 2001).



BULLYING STATISTICS

Thirty percent of all students are bullies, victims, or both (Nansel et al, 2001).

Bullying occurs every seven minutes on school playgrounds and every 25 minutes in classrooms. An average bullying incident lasts 32 seconds (Atlas and Pepler, 1998; Craig and Pepler, 1997).

Peers witnessed 85% of bullying incidents but intervened only 11% of the time. School staff acted in only 4% of these instances, according to one study (Craig and Pepler, 1997).

CONSEQUENCES OF BULLYING

An amazing 160,000 students miss school each day because they're afraid of being bullied (National Education Association).

Sixty percent of 6th-9th graders who bullied had criminal records by age 24; 35-40% had been convicted of three or more crimes (Olweus, 1993).

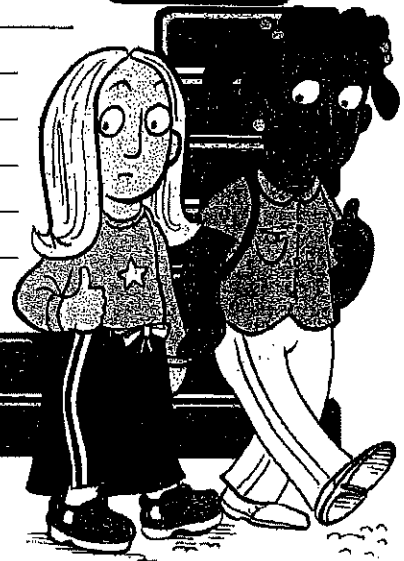
WHAT IS BULLYING?

What kind(s) of bullying have you experienced or seen?

Describe one incident.

How did you feel?

Maybe you couldn't stop the bullying then. What do you now think might be helpful?





Module 1: SELF RESPECT

CONTENTS

Page		self respect
1		general approach to the concept
3	topic one	teacher's notes – winners and losers
5		worksheet 1 – Why respect?
6		worksheet 2 – TV interview
7	topic two	teacher's notes – physical appearance
9		worksheet 3 – Recognising people
10		worksheet 4 – My nose is too big
11		worksheet 5 – The person behind the face
12		worksheet 6 – Quiz
13	topic three	teacher's notes – substance abuse and addiction
14		worksheet 7 – Does it really help?
16		worksheet 8 – Smoking puzzle
17		worksheet 9 – Belonging
18		resource sheet 1 – My name is John. I am an alcoholic
19		resource sheet 2 – An Indian experience
20	topic four	teacher's notes – a way of life
22		worksheet 10 – Hello light
23		worksheet 11 – People can change
25		resource sheet 3 – I'd never done anything about it
26		resource sheet 4 – Twelve steps of Alcoholics Anonymous



Module 1: SELF RESPECT

general approach to the concept of respect

Respect is included as one of the other 3Rs because it is considered to be an integral part of good citizenship.

Pupils may think of respect in terms of the attitude that parents and teachers demand of them, but the approach should be shown to embrace more than that. Where we have respect, we avoid degrading, insulting or injuring, and we treat with consideration. Respect is therefore one of the most important elements in creating a responsible society.

In order to make the concept a reality, respect should be the context in which the modules in this section are approached. Therefore, the class will not just be faced with theory but will be continually challenged to put it into practice.

The teacher's role is crucial, particularly in terms of the respect he or she shows to the class. Being willing to listen to pupils' ideas and, where appropriate, letting them make their own decisions will demonstrate that they are valued as individuals. It will also make it possible for them to understand that, with mutual respect, each person can be given their true value.

As pupils listen quietly to each other, show respect for views with which they disagree and speak in a non-threatening way, opportunities will emerge for them to recognise not only their own skills and abilities, but others' as well. This can lead to a greater sense of responsibility for themselves and for the choices they make. It should also help them create open, trusting relationships with fellow-members of the community.

respect for the individual

Everyone wishes to be respected and needs the dignity of being considered of worth. Such self-esteem often comes from being accepted by the group with which one has chosen to identify.

It is also true that

- even if our values and lifestyle differ from those of other group-members, they will respect us if they see that we are benefitting from our chosen way of life.
- self-respect grows when the choices made between right and wrong bring an inner sense of well-being - a clear conscience.

respect for property

This is closely linked with respect for the individual. It is important to recognise that, if I want others to value what is mine, I must also respect and value what is theirs, whether the owners are known to me or not.

Disrespect is often shown to property belonging to someone unknown to, or otherwise distanced from, the perpetrators of the damage.

respect for life

The doctor who fights for the life of a patient against all odds, regardless of who that person is or whether he/she has been living a life worthy of respect, is saying something about the absolute value of every human life.

respect for the sacred

To some children this will be a closed book - they will have no idea what others understand by sacred. Everyone, however, has some experience of particular places and things meaning a great deal to them for some reason. Such a sense can help in understanding the sacred.

If we are to live peacefully as citizens of a multi-cultural society, it is essential that we respect those things which others regard sacred. Indeed, sacred things are as precious to some people as life itself. Respect for the sacred is often a pre-requisite for winning the trust and friendship of someone whose religion/faith is different from our own.



Module 1: SELF RESPECT

topic one – winners and losers

teacher's notes - general approach

This topic lays the foundation for you and the class to create a community of mutual respect in the classroom, so that this becomes the normal context within which any topic in these three modules is approached. To achieve this, it will be helpful to create some means of monitoring progress. The suggested activities can build towards the setting up of such a system.

As most pupils will instinctively think of respect only as it relates to authority figures, we suggest that the concept might better be approached through the idea of life's winners and losers.

It is important that each person in the class has the chance to be a winner sometimes and that no one is condemned to be a loser all the time. Ways will need to be found to make this possible. Once the pupils' interest is engaged, they will have ideas on how this can best be done. You can help the process by not pre-judging the pupils and by acting respectfully in all your dealings with them.

strategy

A selection of newspapers and magazines is needed from which can be cut pictures of people whom the class can identify either as life's "winners" or "losers".

activity one

This activity uses **worksheet 2** page 6 **TV interview**.

Divide the class into groups of up to six people.

Some of these groups should be given the newspapers and magazines so that they can cut out pictures of people, some of whom they consider to be life's "winners" and others life's "losers". It may be best if the group starts by deciding what makes someone a "winner" or a "loser" so that they know what they are looking for. These pictures might form part of the chart to be designed later. Each person in the group should think out and write down the reasons for one of their choices.

While this activity is going on, the teacher could prepare the role play exercises on **worksheet 2 page 6 TV Interview** with others. These activities could be another way of understanding the attitudes which make winners and losers. The scenes could be presented to the class and discussed with the findings of the other groups.

Issues which could arise from the role play are:

- ways in which others can help us gain self-respect
- how our own behaviour can increase our self-respect
- how the way in which you win can affect how much people respect you,

activity two

This activity uses **worksheet 1 page 5 Why respect?**

The class needs to be divided into four groups. Use **worksheet 1 page 5**. Cut along the lines and give **box one** to group one, **box two** to group two and **box three** to group three. Each of these groups should discuss and write down its answers to the question(s) on their paper.

Explain to **group four** that, while the others are performing the above task, they will unobtrusively observe how the members of those groups are working with each other. **Box four** gives them questions to consider as they watch. Then, as a class, exchange ideas on how well the pupils think they have done in showing mutual respect.

Using the results of these two activities, decide with the class how you are all going to monitor the growth of mutual respect within the community of the classroom. This could be in the form of a chart, entitled: "We DO this and We DON'T do this". In deciding what to put on the chart, the class may want to consider how to

- encourage each other to make a positive contribution
- identify actions and attitudes which are needed to give support to others
- identify actions and attitudes which make others feel small
- decide how the class might deal with situations where people damage the self-respect of others
- encourage class-members to do their best (which brings dignity and self-respect) and consider how to recognise and reward this.

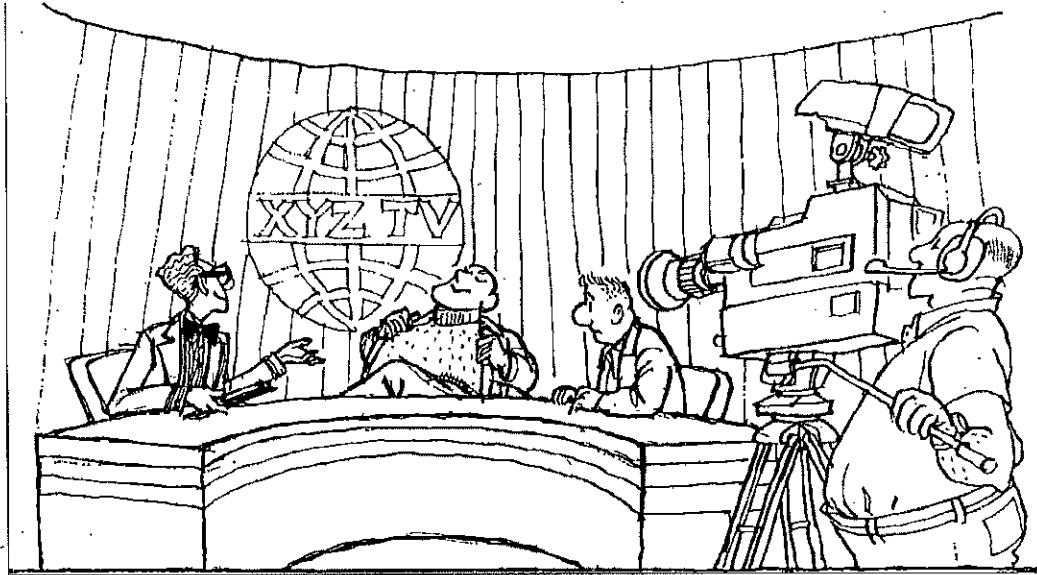
WHY RESPECT?

R3-M1-worksheet 1

<p>1</p> <p>We like to be treated</p>	<p>2</p> <p>We do not like to be treated</p> <p style="text-align: right;">4</p>
<p>3</p> <p>We usually treat old people</p> <p>We usually treat young people</p> <p>We usually treat each other</p>	<p>4</p> <p>Is everyone being given a fair chance to give ideas?</p> <p>When ideas are given are they listened to?</p> <p>Has one person taken on leadership? Is he/she helping others to say what they think?</p> <p>Is anyone being left out?</p>

TV INTERVIEW

R3-M1-worksheet 2



There has been a sports match or tournament. The winners and losers are being interviewed together in the studio. Choose someone to be the interviewer.

take one

The winner ignores the loser and boasts about how it feels to have won. How does the loser cope with this?

take two

The winner is obviously delighted to have won but mentions and praises what the loser did well. What difference does this make to the loser's attitude?

take three

The interviewer shows little respect for the winner because of the way in which the match was won, but shows respect for the loser. Who gains in self-respect when this happens? Why?



Module 1: SELF RESPECT

topic two – physical appearance

teacher's notes - general approach

Individuals are often unaware of their own gifts and the aspects of their character which others value. It is often easier to see others' annoying or negative characteristics than to appreciate their good points. This topic tries to encourage pupils to value each other and to realise that each person is unique.

physical self

Although human beings are made up of similar components, each individual is totally unique. One way into the exploration of self-respect could be through the physical. **Activity one** illustrates how looking different is part of what makes an individual special.

However, we are sometimes dissatisfied with the very things which are unique about us (cf. **worksheet 3** page 10, **My nose is too big**). If the reasons for such thinking can be identified, it may assume less importance.

What is regarded as beautiful can differ widely between cultures. If members of the class come from more than one culture, these differences could be explored together or, if not, research could be done.

Inner self

"Beauty is in the eye of the beholder" takes these ideas one step further. It starts the process of realising that "beauty" can be independent of physical appearance and that the way a person looks is therefore not the best guide to knowing what he or she is really like.

Stories that could be used as resources here are, **The Hunchback of Notre Dame**, the film **The Elephant Man**, the musical **Phantom of the Opera** (or the original book by Gaston Leroux) and **Walking Tall** by Simon Weston.

strategy

There are **worksheets** on pages 9, 10, 11, and 12 with ideas for various activities which explore the meaning of self-respect. Decide with the class which activities they think will be most helpful in discovering how they can gain self-respect and how they can also help others to do so.

physical self

worksheets 3 & 4 pages 9 and 10 contain:

- an activity based on how people are recognised
- an exercise using voices as the means of recognition
- use of exaggeration in cartoons; cartoonists deliberately exaggerate people's features yet the people they draw are instantly recognisable; such use of humour could help some not to take themselves too seriously; there are also some questions that can be discussed.

inner self

worksheets 5 & 6 pages 11 and 12 suggest

- writing a play or story or holding a debate on "Beauty is in the eye of the beholder". (Resource stories suggested in the **general approach** could be used here.)
- a group activity; it should be made quite clear that this is a way that pupils can help build each other's self-confidence and self-respect; the activity must be done in this spirit
- a quiz which looks at self-respect in terms of the individuals' actions which can determine their respect for themselves; it is important that, having done this quiz, pupils realise that the choice of the way they want to go is theirs alone and that they can do something about it.

an alternative class activity (not on the worksheet)

The following has been found to be a very successful way of helping people to value themselves and each other in a new way. However, it is important that you know the class well enough to be confident that it will be done supportively and sensibly.

Ask the pupils in turn to tell the others one thing they like about themselves and one thing they dislike. After each person has done this, ask the rest of the class to describe any other good qualities, abilities etc. that person has.

When all have had the opportunity to do this they should have been made aware of their own strengths as seen by others. These can be re-inforced in the future.

RECOGNISING PEOPLE

R3-M1-worksheet 3



activity one

One person goes somewhere out of sight of the rest of the class. Everyone else describes her/him on paper. The person is called back and the other pupils' descriptions are compared with the real person.

activity two

Divide into groups and work together to write a description of the facial features of one person in your group as if she/he were a missing person.

When this is completed, each group in turn should read out their description while another group draws a picture of the person being described on the board or on a sheet of paper. Can the rest of the class identify who the missing person is?

activity three

Voices - The class should be divided into two groups.

Group A should stand facing the wall.

Group B should change their positions in the classroom.

An individual member of **group B** should greet a member of **group A** by name. The **group A** person who is named should try to identify the person who greeted her/him. This can be done as many times as necessary to see how easy/difficult it is to recognise people by their voices. Some people could try to disguise their voices.

Were the voices recognised whether disguised or not? How? Why?

Discover together what you have to do to disguise your voice. This will give you some ideas what makes each voice unique.

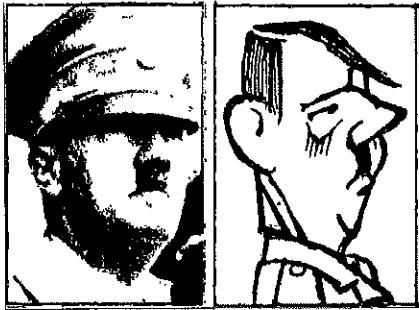
activity four

There is a worksheet which looks at how cartoons are drawn and how they exaggerate people's distinctive features. How much more interesting life is because everyone looks different!



MY NOSE IS TOO BIG

R3-M1-worksheet 4



Draw below a cartoon of a famous person

Think through

What makes us think things like: "My eyes are too small" or "My nose is too big"?

What are "good" looks? What is the "right" sized nose, the "right" height, etc.?

With whom are we comparing ourselves? Why do we do this?

What is more important than having "good" looks?

THE PERSON BEHIND THE FACE

R3-M1-worksheet 5

activity five

Write a play or story, or hold a debate, to explore the importance of the personality behind a person's looks. You may be able to find true stories about wonderful people who have had to face the prejudice of others; for example, people who have been in serious accidents or have been badly burnt.

organising the debate

Find two volunteers who will each make a speech saying why they agree with the proposition that beauty is in the eye of the beholder and find two others who will make a speech saying why they disagree. All speakers should give reasons for their beliefs.

While they are preparing their speeches, the others can discuss the proposition in groups.

Appoint a chairperson. Give each of the four speakers the same amount of time to speak without interruption.

Take a vote to see which side's argument has been more persuasive.

activity six

Form small groups and sit in circles. Each group-member needs a sheet of paper on the top of which he/she should write his/her name. When this has been done, pass the sheet to the person on your left. When a sheet of paper comes to you, write, at the bottom of the sheet, something you value or respect about the person whose name is on the paper. Then fold the sheet, so that the next person cannot see what you have written, and pass it on. When your paper gets back to you, you will have been given some reasons for self-respect and self-confidence and you will have helped others by doing the same for them.



activity seven

A quiz on your own actions and what you can do to increase your own self-respect.

QUIZ

R3-M1-worksheet 6



We can increase our self-respect by

- doing those things which, deep in our hearts, we know to be right
- avoiding those things which make us feel uncomfortable inside
- putting right the wrongs we have done.

Try answering these questions by putting **A, B, C or D** into the box at the end of each one.

A never **B** rarely **C** sometimes **D** often

- 1 Have you taken things from shops without paying?
- 2 Have you physically hurt someone?
- 3 Have you betrayed a friend's secret?
- 4 Have you broken a promise?
- 5 Have you talked unkindly about people behind their backs?
- 6 Have you copied your homework from someone else?
- 7 Have you come home at night later than you said you would?
- 8 Have you lied to get out of trouble?
- 9 Have you broken the school rules?
- 10 Have you borrowed things from people without their permission?

Count up your answers A.....B.....C.....D....

How you behave is **your** choice.

What can you do or stop doing to increase your own self-respect, and to become a person others can trust and respect? You may well think of things that are not covered by the questions above.



Module 1: SELF RESPECT

topic three – substance abuse and addiction

teacher's notes - general approach

Everyone is aware of the many young people today whose lives are dominated by the abuse of alcohol, cigarettes, drugs and/or solvents. Such habits often lead to a lack of self-respect.

The aim of this topic is to help pupils discover what inner needs people are seeking to satisfy by smoking, taking drugs or drinking alcohol, and how such needs might be better met in other ways. For example, some people's need for a sense of belonging will cause them to identify strongly with a gang or group, and the collective behaviour of such a group may well profoundly affect the direction which such people's lives take. This is a good opportunity for pupils to consider whether the direction their lives are taking now is the way they want to continue to go and, if not, to consider changing that direction.

This topic will help the class to question whether substance abuse can answer any needs in the long term. The topic does not deal with substances in detail, but if you wish to do so, much material is available from the organisations which deal with addiction.

strategy

On **worksheet 7** pages 14 and 15 there is a choice of activities. **Resource sheets 1 & 2** on pages 18 and 19 may also be needed.

Discuss and decide with the class which activities will help them best understand the effects of substance abuse and possible alternatives to such behaviour. Groups could choose different activities and then pool their findings.

activity one

If you can invite a recovering addict/alcoholic to talk about his/her experiences to the class, pupils should prepare questions before the visit. The other activities are explained fully on the **worksheet 7** (page 14) **Does it really help?** Activities two and three will need the stories on **resource sheets 1 & 2** on pages 18 and 19 **My name is John. I am an alcoholic** and **An Indian experience** or similar ones of your own.

activity five

A smoking quiz on page 16 (**worksheet 8**) and the work on peer pressure on page 17 (**worksheet 9**) **Belonging**.

Answers to quiz: 1 yellow 2 cancer 3 nicotine 4 tar 5 oxygen 6 smell
7 taste 8 expensive 9 unborn 10 smoke 11 tobacco 12 cough

When the activities chosen are completed, it is important for the class to assess what they have learnt, in particular how these things affect their self-respect. There is a space on the worksheet for them to write their conclusions.

You might find useful additional or follow-up material in previous modules, e.g. R1 M3 lesson four on **Where do I belong?** or R1 M3 lesson five on **Goals and aims**. Also R2 M2 lesson 6 **Walk Tall** may be applicable.

DOES IT REALLY HELP?

R3-M1-worksheet 7



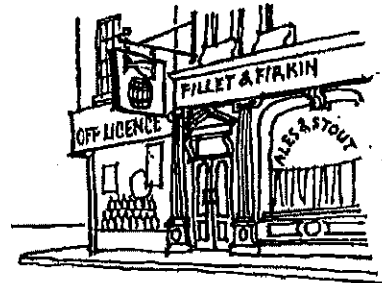
Decide with the rest of the class which of the following activities will help you to understand why people turn to substance abuse and to identify possible alternatives.

activity one

If your teacher is going to invite a visitor who has faced some of the challenges of addiction to speak to you, you will need to prepare questions to ask him/her before their visit.

activity two

Discuss in pairs or small groups the topic on the **worksheet Discussion topics** and write down your conclusions. There is a resource sheet which may help your discussion.



activity three

Read the stories on the resource sheet. Work out and perform a role play, interviewing them about their lives. Include in this any experiences you have had yourselves in this area.

activity four

Draw a comic strip showing how someone gets involved in substance abuse and the result of doing so. Then illustrate the best way out of such dependency and the things which make people want to find a cure.

activity five

Do the Smoking Quiz. Answer the question below it and complete the worksheet **Belonging**.

When you have finished the activities you have chosen, complete the box below.

I have learnt through these activities that greater self-respect comes through:

activity two

Discussion topics

Discuss and write down a list of possible reasons for people becoming alcoholics and drug addicts. What does such dependency have to do with self respect? If you think people come to depend on different things for different reasons, list the reasons under appropriate headings

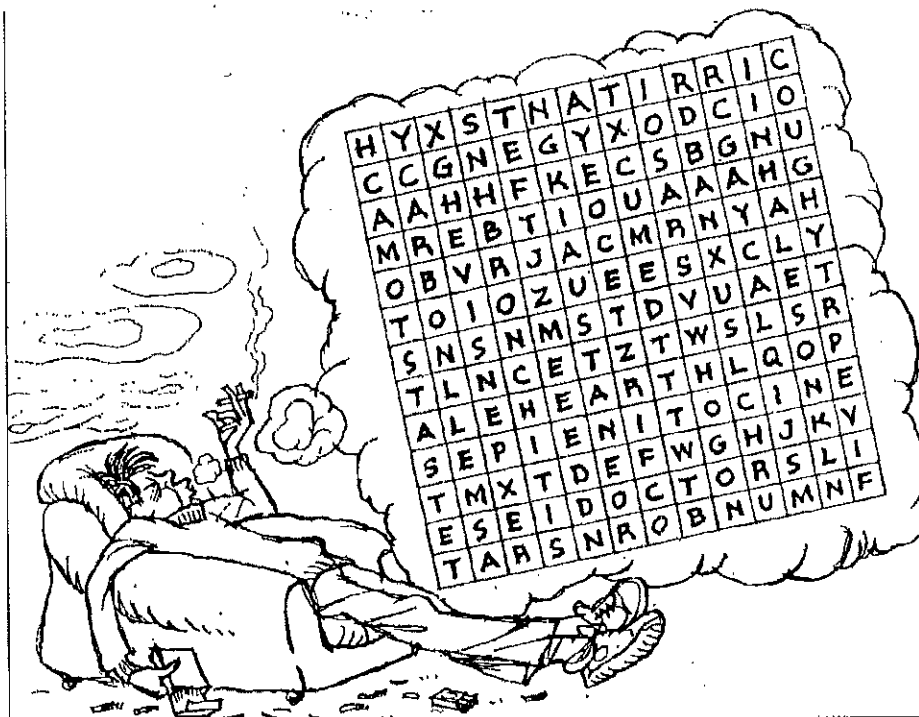
What do you suggest people could do instead of these things? Use the experience of members of your group while thinking out the answer. Write down your suggestions.

SMOKING PUZZLE

R3-M1-worksheet 8

Answer the following questions and then find the words in the letter grid. The number in brackets after each clue is the number of letters in the word. The words have been written across, up, down and diagonally.

- 1 The fingers and tongue of a smoker turn this colour (6)
- 2 This is the disease most people link with smoking (6)
- 3 This is the drug in tobacco (8)
- 4 This is the black material which collects in the lungs (3)
- 5 The body of a smoker does not get enough of this gas which it needs to work properly. (6)
- 6 Smoking makes people unpleasant (5)
- 7 Smoking kills your sense of so you don't enjoy your food as much as you did (5)
- 8 Smoking costs a lot of money - it is(9)
- 9 An baby may be affected if the mother smokes (6)
- 10 This causes a nasty smell which clings to the hair and clothes (5)
- 11 This is what people smoke (7)
- 12 The air passages produce this to protect themselves. (5)



Having considered the answers to this puzzle, write down your opinion of smoking.

BELONGING

R3-M1-worksheet 9



This is Alan the alien, who has yellow spots.

He feels different from everyone else because they have green spots.

Because he is different, they won't invite him to any of their parties or let him join in with any of their activities.



One day he wanted to go to their barbecue so he got some blue paint with which he painted his yellow spots so they turned green. Now he was the same as everyone else.

However, it started to rain. You can probably guess what happened. Yes, all the paint began to come off, revealing his yellow spots. But the funny thing was that many of the other aliens had yellow spots underneath too!

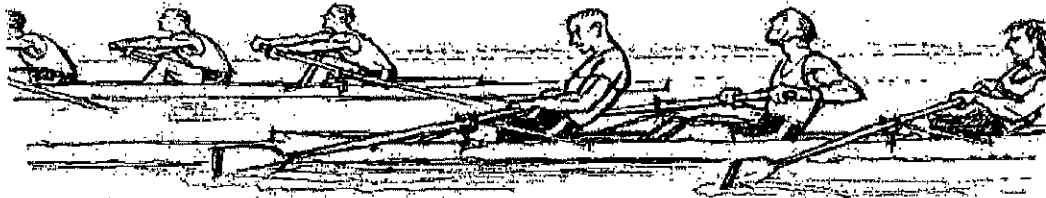


The spots can be coloured in by you.

What does someone have to do or be to belong to your group? Describe or draw this.

What is the best way of treating people who are not in your group if you want to create co-operation in the community?

MY NAME IS JOHN. I AM AN ALCOHOLIC...



I had the good fortune to win a gold medal as an oarsman in the 1960 Rome Olympics. For ten years after leaving college I did not drink, but then I started on beer and wine. I moved on to whisky and my consumption grew. In time it became obvious to my family that my drinking was a problem, although I would not acknowledge that it was affecting my life and work.

Things came to a head when a business venture collapsed and we lost several hundred thousand dollars. I began drinking even more heavily, and became critical and verbally abusive. One day in May 1985, after I'd drunk a bottle of whisky, my wife confronted me. I flew into a blind rage and threw dishes at her. My 25 year-old son intervened and, although I threatened to kill him he overpowered me.

My wife tried to phone a friend, but got the operator instead, who heard what was going on and called the police. By the time they arrived I had cooled down, but the next thing I knew was I was handcuffed in the back of a police car. Soon I was in a filthy cell with 30 to 40 others - car thieves, drug-pushers and other drunks. I was angry at my own humiliation, but also blamed my family's over-reaction to my drinking. This was typical drunk thinking, blaming someone else. It was a long way down from the Olympic victory podium in Rome.

When I was released the next morning. My wife greeted me coolly and said: "I've found a treatment centre that can take you today. Will you go?" My mind was clear enough to realise that, unless I chose to go for treatment, I would lose my family for ever. Two days later I entered a recovery centre for a 28-day course, whose basic philosophy was the Alcoholics Anonymous Twelve Step Programme. You admit you are an alcoholic and are powerless to change; and you turn your life over to God as you understand him. It also means taking a fearless look at your life, putting right things where you can. This simple programme not only lets you deal with alcohol, it also lays out a method of living that can guide you throughout the rest of your life.

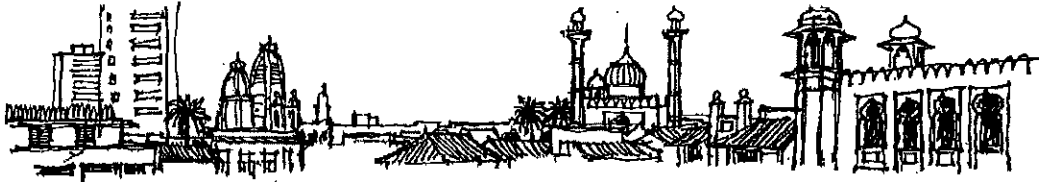
As I began to get honest with myself and my family, amazing things began to happen. My eldest daughter who had left home at fifteen, and had been deeply into drugs and alcohol for several years, came to see me at the centre. My change affected her and she realised how much trouble she too was in. A few days after I had left the centre, she and her boyfriend went in.

I owe my life, my family and my sanity to Alcoholics Anonymous.

Abridged from *For a Change* magazine

AN INDIAN EXPERIENCE

R3-M1-resource sheet 2



This was the first time he had felt free from fear. After he had been persuaded to try the drug, an overwhelming sense of relief and deep happiness had come over him. He could not remember any time in his life when he had felt so free.

But the drug wore off and the fears came back. He could remember the awful day when he'd had to go up to the stage to fetch one prize after another. The hall had been packed with parents and school friends. He always had to do well. It was what his parents expected. He was their only son and their greatest pleasure was showing him off to relatives and friends. He was going to take on part of his father's business and was told he'd make a great success of that too. But what if he failed?

Again the fear gripped him. He was not going to become an addict. He could stop whenever he wanted to, but it was one way to freedom. Soon he needed to increase the amount he took to get the same effect. Then he tried other types of drug. But this all had to be kept secret from his parents.

On leaving college they encouraged him to accept a girl in marriage. Quite soon there was a baby to think about and care for. With this came fears that he would fail as a father. Eventually the drugs affected the way he ran the business and it collapsed. His parents disowned him and his wife threw him out.

Months went by until the pain of taking drugs was as great as the pain he was trying to avoid. At last he reached the point when he had to admit that he needed and wanted help.

He dragged himself to a drug rehabilitation centre. He slept on the floor but remembered feeling more comfortable than he had been for months. He was given simple practical tasks to do and regular discipline began to come back into his life. He began to talk and people understood. They didn't judge. They accepted him and cared. He started to follow the twelve steps suggested by Alcoholics Anonymous, as others there were doing. He decided to trust God as he understood him.

There was plenty that needed to change in his life. The three people closest to him had been deeply hurt. He went to them so that they could see the change in him. He admitted the wrongs he had done and asked for their forgiveness. Within two years he was back with his wife, they were expecting another baby and he was helping others find the freedom he had always longed for and had now found.



Module 1: SELF RESPECT

topic four – a way of life

teacher's notes - general approach

Through the previous topics, some pupils may have come to a realization that there are things which they want to change in their lives in order to gain more self-respect. However, this can be very difficult. The aim of this topic is to give some help to those who want to make the first step in such changes. Also, since personal change is one way that everyone can attain inner growth and maturity, other members of the class should be encouraged to try it too.

Self respect involves being "comfortable with oneself" - having a clear conscience. This comes from being honest about one's mistakes and then deciding to put things right, thus beginning the process of change. The poem *Hello Light* comes from the experience of turning one's back on the past. This needs to be followed by a consideration of how to keep on the newly-chosen path.

The approach is one of experimentation with new ideas and, perhaps for some, a new way of life. The resource sheets for this and the previous topic are true case studies on which the class can draw. There is also a simplified version of the *Twelve Steps of Alcoholics Anonymous* which actually sets out a method of living for the whole of one's life.

For this work it is important that no one feels that their privacy is threatened. It may even be right to suggest that the work on **worksheet 11** pages 23 and 24 goes home with them and does not appear on their file unless they wish it to. There may also be those who want further help along this path, and sensitivity will be needed.

A visit from someone who is recovering from addiction and has found a faith through the experience would also be a chance for the class to ask questions that arise in their minds.

strategy

For this topic **worksheets 10 & 11** pages 22, 23 and 24 will be needed as well as **resource sheets 3 & 4** on pages 25 and 26.

task one

Give everyone a copy of **Hello Light** on **worksheet 10** page 22 and have it read aloud to the class. Let them do some art work or some original writing, or act out what this poem evokes for them.

task two

Each person will need **worksheet 11** pages 23 and 24 **People can change** and **resource sheets 3 and 4** on pages 25 and 26 **I'd never done anything about it** and **Twelve Steps of Alcoholics Anonymous** on which to work individually. Such work may need to be done in two stages:

- studying the story
- writing down where they want to change things.

You may then wish the whole class to study AA's Twelve Steps before finishing the second part of the worksheet.

It should be stressed that this work is to be confidential, unless the pupils wish it to be otherwise. In some cases it has been helpful to tell others of one's decisions, because friends can help to give courage to carry them out. Pupils can also gain a great deal from each other's understanding of God, provided they are prepared to share such impressions.

Issues which might arise from this work include:

- the existence and nature of God
- God's power to help people through difficulties
- why you need to put things right
- how situations and people can change
- how to maintain changes which have been made

HELLO LIGHT

R3-M1-worksheet 10

Hello light
I call from the darkest night
Running towards the sight of the dawn of day.

Bright the sky
I wave all my dreams good-bye
Better to live than die
Welcome the day.

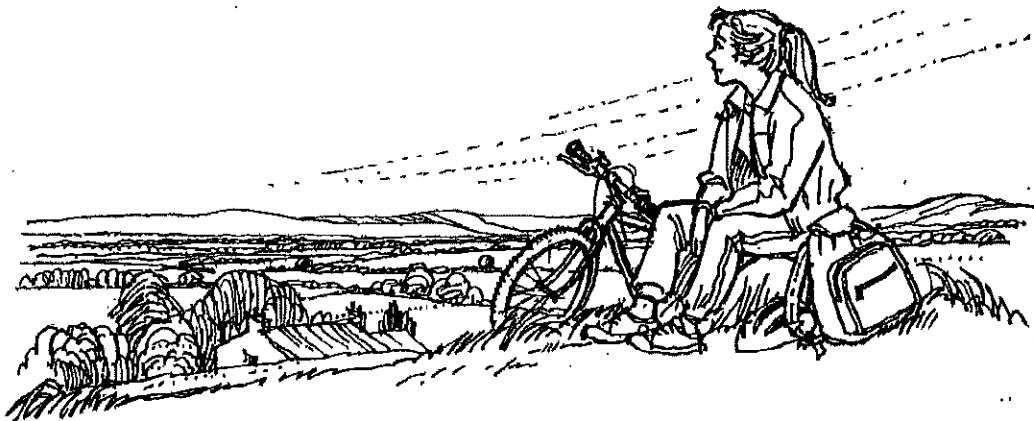
Gone the chains of my slavery
Gone the depths of my misery
God how could you be so good to me?
After pain it's fresh as the summer rain
Now I can feel again, all that I touch is new.

Hello light
I call from the darkest night
Running towards the sight of the dawn.

Now I choose
I've got nothing more to lose
Your love I can't refuse
Lord show me how to live.

Hello light
I call from the darkest night
Running towards the sight of the dawn.

*Hugh Williams
Penelope Thwaites*



Draw or paint, write or act out, what this poem means to you.

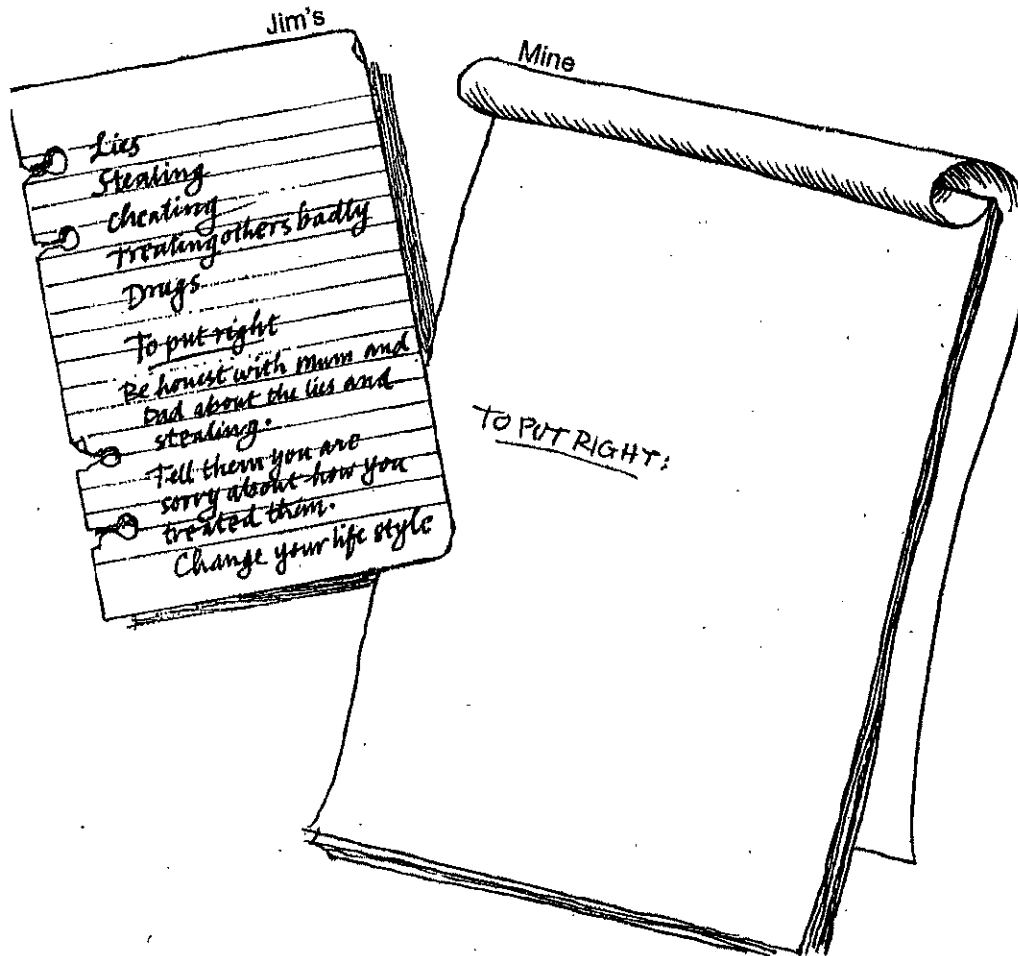
PEOPLE CAN CHANGE

R3-M1-worksheet 11

All that you write down here is totally private. No one else will see it unless you want them to.

Read Jim's story I'd never done anything about it.

He had some big things which needed to change, but he started by being honest about some small ones. Below is a sheet of paper as Jim might have filled it in. On the other sheet under **Mine** write down the things which need to change in your life. Under **TO PUT RIGHT** write down what you can do about them in order to start again with a clean slate.



Making changes is difficult. We need a motive to keep us going. What would be the most helpful motive(s) for you?

You are not alone. Look at the Twelve Steps of Alcoholics Anonymous. It says there that "a power greater than yourself exists that is much more capable of running your daily life than you are. It gives no particular idea of God. In the stories on the resource sheet the drug addict is a Hindu. John, the alcoholic, is a Christian. They both trusted themselves to "God as we understood him".

Write a description of "God as I understand him".

What could happen in your life if you decided to trust in "God as I understand him"?

There comes a time in the life of a decision when it has to be made. When will that be for you?

I'D NEVER DONE ANYTHING ABOUT IT

Jim was the eldest of eight. He was brought up in a close family but there were rows too. One day he left home and went to another city to join a pop group. He also became part of the drug scene.

One day his father turned up where he lived unexpectedly. He had come to say that he was sorry if his stubborn attitudes had driven Jim away from home because he did love him. Jim was amazed and wanted to know more. They talked and talked.

After his father had left, Jim wrote to his parents and this is part of the letter:

I only discovered today what the true meaning of life is. Sure, in the past I knew that absolute truth and honesty was the true meaning of living, but I'd never done anything about it - never done anything about all the untruths and greed I'd collected inside me.

That's why I couldn't understand your wanting to apologise to me for past injustices - no one can understand until they are free themselves. And today I was freed - I prayed and suddenly I knew what had to be done. I'd known it all along, but I couldn't accept it.

I find myself wanting to tell you all how badly I've treated you - how I stole money from Dad when you were a newsagent and later when I worked with you in the business - I'm truly sorry. And Mum, how I stole money from your purse, even in the bad times when there were only a few coins in it. Again I am truly sorry...

I know now that the only way to repay all these things is to admit them and then to do everything in my power to lead an honest and selfless life.

I will be home soon on your birthday, Mum, so see you then.

Love

Jim

From *Listen to the Children*
by Annejet Campbell



TWELVE STEPS OF ALCOHOLICS ANONYMOUS

The following twelve points are set out in a book called *Alcoholics Anonymous* which was written and based on the experience of the first 100 members of that movement in America.

- 1 We admitted that we were powerless over alcohol and that we could not manage our own lives.
- 2 We came to believe that a Power greater than ourselves could make us sane again.
- 3 We decided to turn our wills and our lives over to the care of God as *we understood him*.
- 4 We made a true and detailed list of the sort of people we really were.
- 5 We admitted to ourselves, to God and to another trusted person where exactly things had gone wrong in our lives.
- 6 We were ready to let God remove all these wrong things.
- 7 We asked Him to remove all the bad things in our characters.
- 8 We made a list of all the people we had done bad things to and became willing to put things right with all these people.
- 9 We put things right with these people, except where it would hurt them or others.
- 10 Continued to keep a detailed list of what we did and quickly admitted when we were wrong.
- 11 Tried through prayer and quietness to increase our contact with God as *we understood him*, to know what he wanted us to do and for the power to do it.
- 12 We tried to carry this message to other alcoholics and to carry out these principles in everything we did.

RESPECT Lesson Plan

Grade Level: Variations included for Elementary to Upper Grade Levels

Character Trait(s): Respect

Time Needed: Varies and can take more than one class period for follow-up/extension of knowledge

Materials/Resources Needed: Chalkboard, Index Cards, Magazine, Newspaper, Poster Board, Glue, Blank drawing paper, markers/color pencils/crayons, scissors, internet access

Definition: Treat people and things with kindness and care

Key Words: Respect, compliments, kindness, care, cooperation, honor

Objective(s):

- Become familiar with way to show kindness toward others
- Generate examples and non-example of respect
- Identify actions that help others feel welcome, cooperative, and cared for
- To encourage and reinforce positive behaviors
- To have students see respect as a valued trait
- Compare how respect may look differently across different cultures

Procedures/Activities:

Focus/Guided Practice:

- 1.) Introduce the meaning of respect. Emphasize how the meaning of respect is influenced by our experiences, such as in our families and community. Respect means more than one thing, and depends greatly in the context. Acknowledge how within the school context students are expected to act respectfully, but that without their help misunderstanding can occur and feelings can be hurt/people can get defensive.
- 2.) Begin by asking students to discuss the Golden Rule: Treat others the way you would like to be treated. What does this mean to you? Tell students that when they follow the Golden Rule, they are being respectful and considerate of others and themselves. Have the students generate examples of ways they show respect IN SCHOOL. Write their responses on the board.
- 3.) Create another list, by asking students how their families show respect to each other AT HOME. Write student responses on the board.

After students have generated examples of ways they can show respect in school and at home, have the students come up with one non-example for every example on the board. Write the non-examples next to the example on the board.

Examples	Non-Examples
1. Listen to others when they speak	1. Have side conversations that are not related to topic/lesson/activity
2. Listen to instructor while they provide directions	2. Write notes to your friend instead of listening to teacher
3. Ask before touching things that belong to others	3. Take and keep things that do not belong to you
4. Leave things as you found them	4. Lose a library book/Use and then lose classroom materials
5. Apologize when you make a mistake	5. Deny responsibility and blame others
6. Call people by their names	6. Create nicknames that poke fun at people
7. Use kind and caring words	7. Calling people by mean names
8. Use "I messages."	8. Use language that makes people angry
9. Follow directions from adults	9. Disagree with adults and choose to complete another activity

Addition of discussion for Middle to Upper grade levels:

Ask students to compare the behaviors of respect at school versus at home. Are there any differences? Discuss why differences may emerge between the two lists (i.e., is it due to culture? Is it due to context? etc.) Identify which behaviors are acceptable in school and which may be misunderstood.

Enhance Concept Development

Have students create and then share through role-play examples to help others understand what respect looks like and how to act respectful in certain situations. Emphasize the interest to focus on the school context. Use examples from previous activity.

Role Play Procedure:

- Organize students into small groups. Give each group an index card with a situation written on it. (The situations can be from the examples above.)
- Tell students that members of each group will work together to act out the scene on the card.
- Give students a few minutes to brainstorm ideas for the scene (4-5 minutes). Have each group act out the situation.
- Let the class discuss the scenes and outcomes. Write students' responses on the board or on a chart.

Variations:

- Have each group present each situation, stopping the action just before the end. Let the class predict possible endings and outcomes for each scene.
- For younger students, have class members work together to develop and dramatize one situation.

Check Understanding:

Elementary/Middle School

- Have each student cut pictures from catalogs, magazines, and store circulars that depict different people participating in a variety of activities that show respect. Then have the students glue their pictures to poster board. Mount the posters under the heading "Ways We Show Respect"
- Have each student select one example of respectful behavior. Direct students to draw a picture or write a short story about how someone can show respectful behavior in a desired location such as the classroom/hallway/cafeteria, etc.

Middle to Upper grade levels:

- Have students divide up into small groups of three. Direct them to use online resources and media to identify images, news articles, or other forms of media that display respectful behavior. Remind students to think about how they show respect in other contexts. Have each group present them to the class and discuss their relevancy to the lesson and how respect may differ in different contexts.
- Show short film and have students identify the different examples of behaviors that display respect. Have students identify non-examples.

Extend Concept Development

1.) Have students write journal entries related to the concept.

- "Ways my friends show respect."
- "Ways I show respect toward others."
- "Things I do that demonstrate respect for my school, parents, myself."

2.) After story time or shared reading time, ask students to talk about specific actions from a character or certain main characters that either demonstrated or did not demonstrate respect. Ask students to pay attention to people of different cultures, such as gender, religion, race, age etc. Have students identify the differences and why some behaviors worked for the characters or why some behaviors may have been problematic/misunderstood for the character.

3.) Ask students to keep track of the number of times they see an example or a non-example of respect from a television show they watched the night before or from any social interactions they experience or observe. Have the students share both their examples and non-examples during the next circle time or at the start of the next day. For every non-example, ask students to generate what the person might have done instead.

4) Ask students to observe their families at home or in the community and identify the different ways that people show respect to each other. Identify differences for people of different groups (i.e., parents, grandparents, siblings, community members, etc.).

Lesson Plan: Respect

Key Concepts:

Respect
Disrespect
Intolerance
Prejudice
Discrimination

Materials:

- White board, chalkboard, overhead projector or easel with chart paper
- Downloadable testimony clips:
Testimony - Respect
- TV and DVD player and/or a computer with a broadband connection is recommended for viewing directly from the online resource *Creating Character*
- Student Handouts:
Sentence Starters – Respect
Viewing Guide – Respect
Independent Practice – Respect
(Possible alternative: use a transparency of the above student handouts in lieu of individual copies.)

Time Required:

1-2 Class Periods

Objectives:

- Students will develop an understanding of the concept of respect.
- Students will identify respectful behaviors and the impact of such behaviors.
- Students will work with visual history testimony.
- Students will use visual history testimony to identify examples of respect and disrespect by evaluating the actions of others.
- Students will evaluate their own beliefs regarding respect.

Procedures:

1. Distribute the Student Handout; *Sentence Starters – Respect* to each student. Ask students to individually think about the idea and the word “respect” as they complete the handout.
2. Allow a few minutes for students to record their responses. Divide the class into pairs. In this “Pair-Share” exchange, each student should choose four or more completed sentences to share with his or her partner. Inform students that following the “Pair-Share” each student will briefly share with the whole class one of the ideas generated by his or her partner.
3. After student pairs have completed sharing their ideas, quickly allow students to share with the whole class one idea about respect that their partner generated.
4. Conduct a large class discussion based on student responses to the sentence starters using some or all of the following questions as a guide:
 - Why is outwardly demonstrating respect important?
 - In any given situation, who is affected by respect? Is the person demonstrating respect more affected than the person being respected?
 - How are others who witness these events affected? For whom is demonstrating respect most important — those involved or those who witness an incident?
 - What is the difference between respecting someone or something and fearing someone or something? Does this difference affect your behavior?
 - When have you felt like someone disrespected you, someone you care about, or something you care about? What were the circumstances involved? What were the effects it had on you and the other people involved?

Lesson Plan: Respect

5. Inform students that they are about to watch testimony clips taken from testimonies given by Holocaust survivors and witnesses. Explain to students that the following clips are brief excerpts from longer interviews.

*NOTE: Some background knowledge of the Holocaust is necessary for students to understand the context of the visual history testimony clips. Some general resources are available on the USC Shoah Foundation Institute website at www.usc.edu/ohi or in the bibliography listed in the Additional Resources section. In addition, comprehensive classroom lessons that provide historical context on the Holocaust are included in **Echoes and Reflections – a multimedia curriculum on the Holocaust**, available at www.echoesandreflections.org.*

6. Distribute copies of the Student Handout: *Viewing Guide - Respect*.

*ALTERNATIVE: You may want to display a transparency of the **Viewing Guide** using the overhead projector and allow students to create their own replica.*

7. Play testimony clips: *Testimony - Respect*.

8. Inform students that as they are watching the video, they should look for demonstrations of respect or disrespect as described by each interviewee. Students should write these demonstrations in the “demonstrations” column.

Note: For clarification, you may want to pause the video after playing each testimony clip or play the clips more than once.

9. After viewing the three testimony clips, students should write what the interviewee’s viewpoint is concerning the respectful or disrespectful behavior. Students should record their answers in the “viewpoint” column.

10. Conduct a large class discussion using some or all of the following questions as a guide:

- Felix Spark’s message is “Let everybody live their own life.” Do you agree or disagree with this statement? Explain.
- Why do you believe Michael Abend becomes emotional during his testimony?
- Sarah Friedman says she couldn’t imagine treating another human being the way she was treated. Have you ever purposely been hurtful to another human being? If yes, how do you feel about the incident now?
- Are there some people, ideas, or things that are respected universally in various places and times? If so, what are they?
- Are any of these examples cited by the interviewees in the testimony clips?
- Are some people, ideas, or things respected as a function of a specific culture or a particular time period? Explain.
- How do you define disrespect? Give some examples.
- What is intolerance and how does disrespect contribute to it?

Lesson Plan: Respect

11. In the last column of the *Viewing Guide*, students will explain whether they agree or disagree with the viewpoints of respect the interviewees express in their testimony.
12. For homework or independent practice, assign one or more of the following activities:

ALTERNATIVE: Have students choose the activity they would like to do for homework or practice.

- Distribute the Student Handout: *Independent Practice - Respect*. Respond to each question by writing a few sentences that explain why you agree or disagree with each of the given statements.
- Write a journal entry or reflection defining respect. You may want to consider the following questions as you begin to craft your response:
 - What does the word "respect" mean to you?
 - How do you exemplify respect in your life?
 - How does respect differ from tolerance?
 - How do disrespect, intolerance, prejudice, and discrimination differ from one another?
 - Why is respect important in our world today?
 - Who deserves respect but often does not receive it? Why is this the case?
- Choose one of the following quotes and write a response to its author that explains why you either agree or disagree with the quote. In your response, reference your own experiences, the experiences exemplified in the testimony clips viewed, and/or the outcomes and insights garnered from class activities and class discussions of respect.
 - **No one can make you feel inferior without your consent.**
— *Eleanor Roosevelt (Former First Lady)*
 - **We hate someone because we do not know them; and will not know them because we hate them.**
— *Charles Caleb Colton (English writer)*

Lesson Plan: Respect

Extension Activities:

1. In groups of three to five students, identify a campus problem caused by a lack of respect. Research the causes of the problem, the extent of the problem, and the impact of the problem. How many people does this problem affect? How are people affected? Does this problem cost the school money each year? How much? Why should people care about this problem?

Brainstorm possible solutions to the problem. Who can solve this problem? What can students do to aid in this solution? Evaluate the alternatives discussed. Is there a solution that can be implemented?

As a group, select the best alternative and propose a plan to combat this problem. Create a presentation describing the impact of the problem, the proposed solution, and the action plan for implementing the solution. Make sure to concentrate on investigating who needs to approve this action plan. Elect a set of student representatives to make a presentation to the appropriate governing body. Upon approval of the plan, create and implement a new program to improve respect on campus.

2. Have students write a letter to a person whom they respect and admire. The letters should reference why the student respects this person, the impact the person has had on the student, and the way in which the student would like to honor this person, if they could. Share the letters with the class. If possible, have students send the letter to the person. As a class, track reactions and responses to the letter campaign.
3. In small groups, create a "How to Respect" educational display or pamphlet for use either at school, with younger children, or in the community. Possible topics could include "How to Respect: the Environment, School Property, Parents and Family Members, School, the Public Library, etc."

Sentence Starters: Respect

Name _____

Complete the sentences below by filling in the blanks and finishing the sentences.

1. The person I respect most is _____ because ...
2. My parents taught me to respect _____
I show respect to this person/place/thing/idea by doing ...
Respecting this person/place/thing/idea is important because ...
3. I demonstrate respect for my parents when I ...
4. I demonstrate respect for myself when I ...
5. I demonstrate respect for my heritage when I ...
6. I demonstrate respect for my country when I ...
7. I demonstrate respect for my religion when I ...
8. I will teach my children to respect _____
I will teach them to show their respect by ...
It is important for children to show their respect because...
9. I wish people were more respectful of _____ because ...
10. When people do not respect _____ I feel _____ because ...
11. The character trait I respect most in a person is _____ because ...

Viewing Guide: Respect

Name _____

As the testimony clips for *Respect* are viewed, complete the three columns below:

Interviewee	Demonstration of respect OR disrespect	Viewpoint of respectful OR disrespectful behavior	Agree OR disagree with interviewee's viewpoint
Felix Sparks			
Michael Abend			
Sarah Friedman			

Viewing Guide: Respect

Teacher's Answer Key

Name _____

As the testimony clips for *Respect* are viewed, complete the three columns below:

Interviewee	Demonstration of respect OR disrespect	Viewpoint of respectful OR disrespectful behavior	Agree OR disagree with interviewee's viewpoint
<p>Felix Sparks</p>	<p>Respect: Felix is not going to criticize others for their beliefs, even if he disagrees with them.</p> <p>His message is "Let everybody live their own life."</p>	<p>Felix believes the world has made some strides but is far from perfect with regards to tolerance.</p>	<p><i>Students' answers will vary.</i></p>
<p>Michael Abend</p>	<p>Disrespect: Michael's refined teacher was forced to do "something private" in his presence.</p> <p>Respect: Michael and others stood around her to try and protect her privacy.</p>	<p>It upsets him emotionally to recall how demeaning the incident was for his teacher.</p>	<p><i>Students' answers will vary.</i></p>
<p>Sarah Friedman</p>	<p>Disrespect: When Sarah and the other Jews were marched along, young kids would stick out their tongue or throw things at them.</p>	<p>She couldn't imagine ever treating another human being that way.</p> <p>Getting revenge on these kids never occurred to her.</p>	<p><i>Students' answers will vary.</i></p>

Independent Practice: Respect

Name _____

Respond to each statement by writing an explanation as to why you agree or disagree.

1. It is important to respect people who are older than you are.

I agree/disagree because:

2. When you do not respect your family heritage, you do not respect yourself.

I agree/disagree because:

3. It is important to respect your community.

I agree/disagree because:

4. Respecting yourself is more important than respecting others.

I agree/disagree because:

5. Students at this school are respectful.

I agree/disagree because:

Appendix C

January Lesson Plan Burnet/Kawameeh Anti-Bullying Program

Goal – Grade 6

Students will understand what cyber bullying is, and what it is not, and the technologies used to cyber bully.

Objectives

Students will be able to define cyber bullying, identify the technologies used in cyber bullying and identify cyber bullying situations.

Materials

Journal entries handouts, real-life story handout, Is it or isn't it? Game board, game cards and peer leader instructions, dice, pawns, extension materials.

Activities

Hand out Journal Entries to the class. Read the journal entries aloud or have students read them aloud as the rest of the class follow along. After the journal entries have been read, divide the class into peer led small groups and have them report to a designated area in the classroom. Assign one of the journal entries to each group making sure each group. If there are more than 4 small groups, two groups can work on the journal entry of the same character.

Allow 7 minutes for small groups to discuss the questions for the characters they were assigned.

On the board, write "Cyber bullying is..."

When the students report back, fill in the characteristics and examples of cyber bullying on the board. Then, as the peer leader to read aloud to the class their groups' answers to the questions.

Next, the students will be given the opportunity to play "Is it or isn't it" so that they can learn to differentiate between cyber bullying and online exchanges or jokes.

Explain the directions to the game:

Each small group will get a game board, pawns, a die, and game cards. Each group's leader will have the game directions. Each player will shake the die and move the number of spaces shown on the die. The player will then do whatever

it says on the space where the pawn lands. If the player lands on a space that reads "Is it or isn't it?" the leader will draw a card and read a situation to the player. The player will give two reasons they think the situation is or isn't cyber bullying. The leader will then read the answer from the bottom of the card. If the player is correct, he or she will move ahead two spaces. If incorrect, the player will not move. If the player gives an answer that isn't included on the card, the group can vote on the appropriateness of the answer. When it is the leader's turn, another player will be asked to read the card and the answer.

It's true that some situations might not be cyber bullying. But keep in mind that if someone sends you a message and you're not sure how to take it because you can't see the person's face, you need to clarify the message with that person to find out what was really meant.

The winner is the player who reaches the finish line first.

Extension materials are self-explanatory and may be used at your discretion.

Allie's Journal Entry

Today was actually kind of interesting. Mr. Martinez talked about what cyber bullying is. It can be a lot of things. I didn't even realize that. It can be sending nasty emails to someone over and over or texting the person a lot saying rude things. It seems like people do that stuff a lot, but I guess it's not over and over like bullying. Now that I think about it—I can't really believe it, but I think it's actually happening to me!

I haven't told anybody, but ever since J.T. and I have been hanging out, I've been getting emails from someone and I don't know who it is. They've been saying mean things like, "You're ugly!" and "Nobody would want to be your boyfriend." And just today someone asked me when I was moving—he said he read it in an email, but didn't know who it was from. I'm not moving!

This is making me feel really bad. I've just been trying to ignore it, but now this class has really made me think about it. I don't even like checking my email any more. Serena knows what's going on with everybody—maybe I'll ask her if she knows who's sending these messages.



Discussion Questions:

1. Name five ways that someone could be cyber bullied.
2. What makes what is happening to Allie seem as though she is being cyber bullied?
3. How is cyber bullying the same as traditional bullying?
How is it different?

Okay, journal time. The story Mr. Martinez told today about the boy that got all these emails from kids saying he was a nerd and that they were going to beat him up and stuff seemed like it was out of a movie, but I guess it really happened. Someone even took his picture and made a Web site where people wrote in about how much they hated the guy. He was a high school kid and he ended up trying to commit suicide.



It's freaky. I mean someone could be doing something like that and you wouldn't even know it. It could be someone who sits right next to you or someone who's just doing it and doesn't even know the guy. I guess this is pretty important stuff. I guess some people feel like they can do anything if nobody knows who they are. At least with that guy in the story the police were able to trace who started it.

Allie's been writing weird stuff on my MySpace page — like telling me that all the girls think I'm really disgusting and my clothes look really stupid—things I never thought she would say. Maybe she feels like she can do that because I can't see her. I guess she doesn't really like me very much. And then someone told me she was moving — and she's never even said anything to me about it!

Discussion Questions:

1. Name some of the ways the boy in the story Mr. Martinez told was being cyber bullied.

2. Why do you think people would send mean emails or post mean messages on a Web site like the one J.T. mentioned?

3. How is cyber bullying the same as traditional bullying? How is it different?

Serena's Journal Entry

Okay, I'm kind of getting into this journal thing, but I think we're making too much of this cyber bullying thing. I think there are extreme cases like the guy who tried to kill himself because he was cyber bullied, but mostly I think kids just do stuff to each other and that's just what they do. I mean we're going to get mad at each other online just like we do in real life, and we're going to say nasty things to each other just like we do in real life. I don't think that's bullying.



My cousin told me about a girl at her school that all the kids cut from their buddy lists so she couldn't IM with anybody and she didn't know what was going on and she missed out on a lot of stuff. The girl felt really bad and no one wanted to sit with her at lunch or anything and then she started not coming to school. I guess it went on for a really long time. Now you wouldn't say that all those kids were bullying, would you?

(I think J.T. is really cute. I think he's starting to like me. I'm sure he's going to dump Allie.)

Discussion Questions:

1. Do you agree with Serena's statement that "kids just do stuff to each other and that's just what they do"? Why or why not?
2. What is the difference between being mad at someone online and cyber bullying?
3. How is cyber bullying the same as traditional bullying? How is it different?

Aaron's Journal Entry

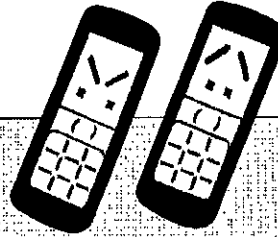
I can't believe it. Just when we're learning about this cyber bullying stuff, Zach showed me a Web page that somebody made about Mrs. Vargo, our Language Arts teacher. It has pictures of her head on these other bodies and it's really bad. You can even comment on it. I mean I don't really like Mrs. Vargo, but I think whoever did it could get in a lot of trouble. I think if Mrs. Vargo ever saw it, she would be really mad.



Zach said we could add to it and nobody would know, and as long as we didn't start it, we really weren't responsible for it. But I don't know. I don't think I want to. He said he wrote something in because someone dared him to, but now he feels bad about it. He said he didn't think teachers really cared about this stuff. He thinks it happens at most schools. But I think it's pretty bad.

Discussion Questions:

1. How are people who join in on a cyber bullying situation responsible, even if they didn't start it? Are the people who look at a Web page, like the one about Mrs. Vargo, part of the cyber bullying?
2. Name two ways that Mrs. Vargo is being cyber bullied.
3. How is cyber bullying the same as traditional bullying? How is it different?



SESSION 2

Real-Life Story

Being Excluded Online

At a conference on cyber bullying today in Jackson County, one high school student spoke up about her experience being cyber bullied. "I didn't know how or why it happened," Sarah said. "One day, I was IMing with my friends online, and the next, they were silent. I wasn't even on any of their Friends lists anymore. They didn't even respond when I texted them on my cell phone. I don't think I did anything to make them mad at me. I was so confused because they were all still talking to me at school. But it was like I didn't exist in cyberspace."

Zoe

OMG! Sarah is so funny! She doesn't know that I wanted

us to try a little "experiment" on her. She's been really annoying online and with her texting lately. She's been constantly asking dumb questions and talking about dumb things, like the new color of polish she found for her toes. I mean, who cares?!

So when I suggested that we not talk to her online for a while or answer any of her texts, everyone was totally up for it. Maybe she'll get it and not IM such dumb things. I mean, it's not like we're cutting her off completely. We're still hanging out with her at school. No big deal.

Megan

I really like Sarah, and I was never really annoyed by her in any way. I think that Zoe

was just jealous that we were IMing and texting Sarah a bit more than her and that Sarah has more friends online. So she told us not to IM or text her for a while. Well, ordered us is more like it.

Zoe can't handle anyone who might be more popular than her. This one time, Max was sitting next to Sarah and flirting with her at the football game, and Zoe got so angry that she made Sarah go get her a Diet Coke, and when Sarah got back, Zoe had taken her seat and was flirting with Max. I don't even think she liked Max. But it didn't matter. She didn't want Sarah getting all the attention.

I'm sick of Zoe's jealousy of Sarah. I just texted Sarah. We're going to IM tonight.

Discussion Questions:

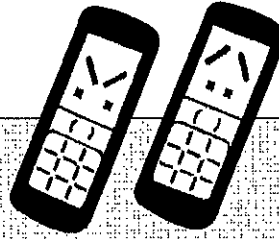
1. Do you think this is an example of cyber bullying? Why or why not?

2. How does the Bullying Circle apply to this situation?

3. What would you do if you found out one of your friends was doing to you what Zoe did to Sarah?

4. Have you ever been jealous of someone? Would you have done or did you do anything like Zoe did?

5. How is cyber bullying the same as traditional bullying? How is it different?



Is It or Isn't It? Game

Peer Leader Directions

Place the game board in the middle of your group.

Give each player a game pawn or have players write their names on a small piece of paper.

Read the directions to the game:

Have each player shake the die to determine who goes first and begin the game.

Each player will take turns rolling the die and moving the number of spaces shown on the die. The player will then do whatever it says on the space where the pawn lands.

If the player lands on a space that reads, "Is It or Isn't It?" the peer leader will draw a card and read a situation to the player. The player will give two reasons why they think that situation is or isn't cyber bullying.

The peer leader will then read the answer from the bottom of the card. If the player is correct, he or she will move ahead two spaces. If incorrect, the player will not move. If the player gives an answer that isn't included on the card, the group can vote on the appropriateness of the answer. When it is the peer leader's turn, the peer leader will ask another player to read the card and the answer.

The winner is the first one to reach the finish line.

Situation: One of the girls in Sara's group of friends is having a party. She sends an email invitation to everyone and leaves Sara out on purpose. She continues to send emails to Sara about the party, even though Sara isn't invited.

It is cyber bullying.

Reason 1: Sara is left out on purpose and everyone knows because they get the emails.

Reason 2: The bullying is repeated by sending more messages about the party to Sara.

Situation: Nora is very shy around boys. Eduardo thinks it would be funny if he would send her a text message saying he would meet her by the video store after school. He doesn't show up but has his friends take a picture of her waiting for him. He puts the photo with a mean caption about Nora on his MySpace profile.

It is cyber bullying.

Reason 1: Eduardo is using technology to embarrass and humiliate someone.

Reason 2: He continues to humiliate her by posting the photo so it could be seen over and over again.

Situation: Sharnice is missing her cell phone. Jessica sends an email to their whole class saying that Ethan took it, even though she knows he didn't.

It is cyber bullying.

Reason 1: Jessica is spreading a rumor that will hurt Ethan's reputation and get him in trouble.

Reason 2: The rumor is sent one time, but is repeated over and over as each person in the whole class reads it.

Situation: Laura tells all her friends to take Katy off their buddy lists over winter vacation, because Laura doesn't like her anymore.

It is cyber bullying.

Reason 1: Katy is purposely left out of the group.

Reason 2: The message is repeated by sending it to many people.

Situation: Alicia sends a text message to Tina telling her that she has a crush on a boy in her math class but not to tell anyone. Tina shows the message to the boy and sends it to everyone else in the class.

It is cyber bullying.

Reason 1: Tina shares personal information that Alicia sends to her and does not want shared.

Reason 2: It is embarrassing and, even though the message is sent one time, it really happens over and over every time someone else receives and reads the message.

Situation: Daniel is IMing with his girlfriend. She is angry with him and says some pretty nasty things to him online.

It is not cyber bullying.

Reason 1: The messages are not repeated.

Reason 2: The messages are not sent to anyone else.

Situation: Mike sends links to inappropriate adult Web sites to Sophie through email several times over a few months, even though she keeps asking him to stop.

It is cyber bullying.

Reason 1: Mike is using technology to harass her.

Reason 2: Mike continues to do it even though Sophie has asked him to stop.

Note: Sophie should tell an adult immediately!
Sexual harassment is against the law!

Situation: Tony is overweight. Someone posts a picture of Tony's head on the body of an elephant and emails it to all the students in his class.

It is cyber bullying.

Reason 1: This is embarrassing and humiliating for Tony.

Reason 2: The message is repeated over and over because it is sent to the whole class.

Situation: Ellie and Jill used to be friends but don't hang around together any more. When they were friends, they told each other their IM passwords. Ellie is using Jill's password to send rude and inappropriate messages to people.

It is cyber bullying.

Reason 1: Ellie is using the technology to be mean and hurtful.

Reason 2: Ellie is doing it over and over again. This could ruin friendships and Jill's reputation.

Situation: Nahlee receives several text messages calling her racist names. She tries calling the number back, but no one answers.

It is cyber bullying.

Reason 1: Someone is using technology to be mean and harass her.

Reason 2: The messages happen several times.

Note: Nahlee should tell an adult immediately! Racial harassment is against the law and can be reported to the police!

Situation: Annie keeps sending Jack emails that talk a lot about sex. Jack tells Annie to stop, but she continues.

It is cyber bullying.

Reason 1: Annie is sexually harassing Jack, and she told him to stop.

Reason 2: Annie does this over and over.

Note: Jack should tell an adult immediately! Sexual harassment is against the law!

Situation: Lilly discovers her name is on a Web page where people could make mean comments about her.

It is cyber bullying.

Reason 1: Posting her name and such comments is mean and hurtful behavior.

Reason 2: The bullying happens every time someone looks at the Web page, and Lilly can't defend herself.

Situation: Eric fails his math class. He sends email "hate messages" to his math teacher from an anonymous email address.

It is cyber bullying.

Reason 1: Eric is using email to harass his teacher.

Reason 2: He sends more than one message.

Situation: A group of boys jump Luke when he is walking home. One of them takes photos with a cell phone of Luke lying on the ground hurt and crying. The photos are emailed to other students at school.

It is cyber bullying.

Reason 1: This is a cruel way to use a cell phone and could be considered a crime, such as assault.

Reason 2: Luke is embarrassed, hurt, and humiliated all over again every time someone sees the photo.

Note: Luke should tell an adult immediately! Assault is against the law!

Situation: Sierra is mad at Jasmine so she uses a different screen name and spreads rumors about Jasmine to all her friends.

It is cyber bullying.

Reason 1: Sierra uses technology to be mean and try to ruin Jasmine's reputation.

Reason 2: It happens repeatedly, every time someone gets a message or comment about Jasmine.

Situation: Micah gets a group of her friends to send text messages to Liz making fun of her weight.

It is cyber bullying.

Reason 1: Micah uses text messages to insult Liz.

Reason 2: Micah asks other people to send messages too.

Situation: Lucy and her best friend are IMing about the boy Lucy has a crush on. Her friend says she is going to tell the boy in school the next day and finishes the message with "just kidding."

It is *not* cyber bullying.

Reason 1: There is nothing negative texted repeatedly.

Reason 2: Lucy's friend lets her know that she is only kidding about what she says.

Situation: Matt is chatting with a friend online and telling him all about the vacation he'd just taken to Hawaii. Matt's friend replies, "It must be nice to be you. But I think you stink."

It is *not* cyber bullying.

Reason 1: Matt's friend is expressing his jealousy as a typical teen would.

Reason 2: Matt isn't repeatedly comparing his "better" life to his friend's. He's just telling him about one vacation he took.

Situation: Sophie isn't very popular. Elena and her friends get together and send text messages to Sophie saying different boys like her, when this isn't true.

It is cyber bullying.

Reason 1: This is mean and embarrassing. Sophie is less powerful socially than Elena and her friends.

Reason 2: With several people sending text messages, it happens over and over.

Situation: Elise has a party, but doesn't invite Paul. For fun, everyone at the party sends emails and text messages to Paul telling him they are having a great time because he isn't there.

It is cyber bullying.

Reason 1: Paul is left out on purpose and the messages and texts are sent to be hurtful.

Reason 2: The Internet and texting allow the kids at the party to send hurtful messages many times that night.

Situation: Patrick hoped to be captain of the basketball team but Isaac is chosen. Patrick uses a new email address and sends a message to the coach and the rest of the team saying Isaac was drinking alcohol on Saturday night when he really wasn't.

It is cyber bullying.

Reason 1: Patrick uses technology to spread a rumor and hurt Isaac.

Reason 2: By sending it to many people, he does it over and over.

Situation: Jordan is not well-liked at school, and Adam often bullies him in the locker room. To get back at Adam, Jordan sends emails to all his teachers telling them that Adam is selling marijuana in school.

It is cyber bullying.

Reason 1: Jordan is using emails to try to get Adam in trouble and ruin his reputation.

Reason 2: By sending it to all the teachers, it is happening multiple times.

Note: Jordan needs to realize there are better ways to deal with Adam's bullying, like telling an adult at school and at home.

Situation: Michael is jealous of how much money Seth's family has. While he is at Seth's house, he uses Seth's MySpace password to send insulting comments to other kids.

It is cyber bullying.

Reason 1: Michael uses the technology to pretend he is Seth. He could ruin Seth's reputation and friendships.

Reason 2: By commenting on other profiles, he does this over and over. And when other people read his comments it happens again.

Situation: Sam had eye surgery and has to wear a patch over his eye. He and several of his friends alter his Facebook page and picture to make him look like a pirate.

It is *not* cyber bullying.

Reason 1: This is a way Sam could make fun of himself so the eye patch wouldn't seem like such a big deal.

Reason 2: His friends have Sam's permission to do this.

Cyber Bullying News

Grades 6-12 Session 2

Homework Assignment 2

Dear Parent/Guardian,

Many new inventions make our lives easier. Computer technology and the Internet let us talk a lot, buy a lot, and learn a lot without leaving our homes. Unfortunately, this technology has also given children and teens a new way to bully and humiliate each other. Using technology in a negative way like this is called *cyber bullying*.

Children and teens have found many ways to cyber bully one another. Cyber bullying may involve any of the following situations:

- sending mean or offensive messages repeatedly through emails, instant messaging, text messages, cell phone messages, or posting messages in chat rooms or on social-networking sites
- playing an online game and ruining the game for others on purpose
- sending put-downs and insults through emails or text messages
- humiliating people through technology, such as posting information that is not true, changing photos in an offensive way, or making fun of someone through statements, photos, or songs
- creating Web sites designed to humiliate or embarrass others, such as “slam books,” which are Web sites that list student’s names for other students to make mean comments about
- sending messages as though they were from someone else. This usually happens by using the targeted student’s password and sending mean, offensive, or inappropriate messages or comments so the receiver thinks the targeted student sent them

- sharing personal, often embarrassing, information about someone that the person would not want shared, by forwarding an email or a photo to others
- tricking someone into sharing personal information and then telling others about it through emails or text messaging
- leaving someone out of a group by taking them off buddy lists or leaving them out of password-protected sites
- hitting or hurting someone while photographing or videotaping them, usually with a cell phone, and then sending the photos or videos to others for amusement
- sending threats to harm someone or encouraging them to commit suicide—which should be reported to an adult immediately

(Kowalski, Limber, and Agatston 2008)

Like many parents, after hearing about all of the terrible ways that teens can treat each other using technology, you are probably wondering whether your child has seen, heard, or been a part of any of this. One of the most upsetting things about cyber bullying is that so many people can be involved with just the push of a button or the click of a mouse.

You might remember that bullying is about behaviors that happen over and over again. Cyber bullying can happen over and over again by sending something to hundreds of people or posting a Web site that can be seen by anyone in the world—all in an instant—and the person who is doing the bullying might still be unknown.

Traditional bullying is usually about an imbalance of power. People who bully others pick on people who can't defend themselves or who are weaker in some way. People who cyber bully can hide behind a screen name or an email address so they don't have to be more powerful than the person they are targeting. They don't have to see the reaction of the person they are cyber bullying or how devastating their actions can be.

In the following weeks, you and your child will learn what to do if cyber bullying happens to your child or someone he or she knows. Keep in mind that the solution is not to ban our children from using technology, because they need these tools to succeed in life, but to communicate with our children regularly about how they and their friends are using these technologies.

Take a Minute, Talk a Minute

Adults and Students: Take the following True or False? quiz to see whether you are up to speed with the latest techno terms and check out your techno-history. Decide whether each statement is true or false. Write your answers individually on separate pieces of paper and then go through the answers together. (Answers are on the next page.)

True or False?

1. A rotary telephone is a telephone that is run by a motor.
2. An emoticon is a robot that can show emotions.
3. A social-networking site is an online Web site where users can create profiles with information about themselves and can form networks that connect them to other users.
4. A chat room is a room where people talk.
5. A telegraph is a device that sends signals through wires.
6. LOL stands for live on line.
7. A typewriter is a computer that prints newspapers.
8. Instant messaging is a way to communicate person to person in real time.
9. A ditto machine is a copy machine.
10. A video-sharing site is a Web site where you can rent videos.
11. *Blog* is short for *Web log* where entries are written and can be used as a commentary or diary. It can also include a place for comments.
12. POS stands for post office stamps.

Answers:

1. False. A rotary phone is a dial phone.
2. False. An emoticon is a symbol used to express emotions in electronic communications.
3. True.
4. False. A chat room is a Web site or online space, usually organized around specific topics or interests, where people can communicate in real time.
5. True.
6. False. LOL stands for "lots of laughs" or "laughing out loud" in text messaging and instant messaging.
7. False. A typewriter is a machine that prints type on paper by pushing down lettered keys that push against an ink ribbon.
8. True.
9. True.
10. False. A video-sharing site allows users to upload and share videos that users have created or found. Users can often comment or rate the videos.
11. True.
12. False. POS stands for "parent over shoulder" in text messaging or instant messaging.

Who got more right? What can you learn from each other from this quiz?

Please fill out the form below, cut it out at the line above, and return this form to class.

We want to help prevent cyber bullying! We did these activities:

- An adult read the information.
- We took the True or False? quiz.

Adult signature

Student signature

Reference

Kowalski, R. M., S. P. Limber, and P. W. Agatston. 2008. *Cyber bullying: Bullying in the digital age*. Malden, MA: Blackwell Publishing.

Noticias sobre la ciberintimidación

Grados 6 al 12

Sesión 2

Actividad 2

Estimado padre/tutor,

Nuestras vidas se hacen más fáciles debido a muchas invenciones modernas. La tecnología de la computadora y el Internet nos permiten hablar, comprar y aprender mucho sin dejar nuestros hogares. Desgraciadamente, esta tecnología también ha brindado a los niños y a los adolescentes una nueva manera de intimidar y humillar. Usar la tecnología de esta forma negativa se llama *ciber-intimidación*.

Los niños y los adolescentes han encontrado muchas maneras de ciber-intimidarse entre sí. La ciber-intimidación puede incluir las siguientes situaciones:

- enviar repetidamente mensajes crueles u ofensivos por correo electrónico, mensajes instantáneos, mensajes de texto, mensajes por teléfonos celulares, o publicar mensajes en “chat rooms” o en sitios de redes sociales
- jugar un juego en línea y estropear a propósito el juego para los demás
- enviar humillaciones e insultos por correo electrónico o mensajes de texto
- humillar a personas a través de la tecnología como publicar información falsa, alterar fotografías de forma ofensiva, burlarse de alguien a través de comentarios, fotografías o canciones
- crear sitios Web diseñados para humillar o avergonzar a otros como “slam books” que son sitios Web con los nombres de estudiantes para que otros estudiantes hagan malos comentarios; de ellos
- enviar mensajes como si fueran de otras personas. Generalmente, esto ocurre cuando se usa la contraseña de la persona objeto de la intimidación para enviar mensajes maliciosos, ofensivos, indebidos o comentarios para que el receptor piense que la persona objeto de la intimidación se los envió

- compartir información personal, a menudo embarazosa, sobre alguien que ella no quiere que se comparta con los demás tanto sea por correo electrónico o con una foto
- engañar a alguien de compartir información personal y luego contárselo a otras personas a través de correos electrónico o mensaje de texto
- excluir a alguien de un grupo borrándolo de la lista de amigos o no darle la contraseña para entrar a sitios protegidos
- pegar o lesionar a alguien mientras les toma fotos o los graba en video, generalmente con un teléfono celular. Luego, esas fotos y videos se envían a otras personas para divertirse
- enviar amenazas para perjudicar a alguien o incitándola a que cometa suicidio— estas amenazas deben informarse inmediatamente a una persona adulta

(Kowalski, Limber, and Agatston 2008).

Como muchos otros padres que han oído hablar de las formas terribles de tratarse entre si de los adolescentes usando la tecnología, usted probablemente se preguntará si su hijo(a) ha visto, oído, o sido parte de cualquiera de esas formas. Una de las cosas más alarmantes sobre la ciber-intimidación es que muchas personas pueden participar con solo oprimir una tecla o pulsando el botón de un ratón.

Usted debe recordar que intimidar se trata de conductas que ocurren una y otra vez. La ciber-intimidación sucede con frecuencia al enviar algo a cientos de personas o publicar en un sitio Web que puede ser visto por cualquiera en el mundo - todo en un instante- y la persona que perpetra la intimidación puede permanecer anónima.

Normalmente el abuso tradicional se trata de un desequilibrio de poder. Los adolescentes que intimidan a otros escogen a los que no pueden defenderse o que son más débiles de alguna manera. Los adolescentes que ciber-intimidan pueden ampararse detrás de un nombre de pantalla o una dirección de correo electrónico, de manera que no tienen que ser más poderosos que el adolescente quien es el blanco de la intimidación. Ellos no tienen que ver la reacción de la persona a quien ciber-intimidan o lo devastador que sus actos pueden ser.

En las próximas semanas, usted y su adolescente aprenderán lo que deben hacer si su hijo(a) es víctima de la ciber-intimidación o es alguien que él o ella conozca. Recuerde, la solución no es prohibir a nuestros hijos de usar la tecnología, dado que necesitan esas herramientas para tener éxito en la vida, pero comunicarse regularmente con nuestros hijos sobre cómo ellos y sus amigos están usando esas tecnologías.

Tómese un minuto para hablar un minuto

Adultos y estudiantes: Respondan ¿Cierto o Falso? en el siguiente cuestionario para ver si está al día con la última terminología técnica y verifiquen su experiencia con la tecnología. Decida si cada enunciado es cierto o falso. Escriba sus respuestas individualmente en hojas separadas de papel y luego repasen las respuestas juntos. (Las respuestas se encuentran en la página siguiente.)

¿Cierto o Falso?

1. Un teléfono de disco es un teléfono que funciona con un motor.
2. Un "emoticon" es un robot que muestra sentimientos.
3. Un sitio de red social es un sitio Web donde los usuarios pueden crear sus propios perfiles personales, y pueden formar redes que los conectan con otros usuarios.
4. Un "chat room" es una sala donde la gente puede charlar.
5. Un telégrafo es un aparato que envía señales por los cables.
6. LOL significa en vivo, en línea.
7. Una máquina de escribir es una computadora que imprime periódicos.
8. Los mensajes instantáneos son formas de comunicarse de persona a persona en tiempo real.
9. Un mimeógrafo es una máquina copidora.
10. Un sitio para compartir videos es un sitio Web donde se pueden alquilar videos.
11. *Blog* es la abreviatura de *Web log* donde se ingresa la información y se puede usar como forma de comentario o de un diario. Además puede incluir un lugar para comentarios.
12. POS significa estampillas de correos.

Respuestas:

1. Falso. Un teléfono a disco es un teléfono con dial.
2. Falso. Un "emoticon" es un símbolo para expresar emociones en las comunicaciones electrónicas.
3. Cierto.
4. Falso. Un "chat room" es un sitio Web o un espacio en línea, generalmente organizado por tópicos o intereses específicos, donde la gente se comunica en tiempo real.
5. Cierto.
6. Falso. LOL significa "lots of laughs" (muchas risas) o "laughing out loud" (reirse en voz alta) en mensajería de texto y mensajería instantánea.
7. Falso. Una máquina de escribir es una máquina que imprime texto sobre papel oprimiendo teclas que golpean una cinta entintada.
8. Cierto.
9. Cierto.
10. Falso. Un video para compartir videos que permite a los usuarios de cargar y descargar videos que han creado o encontrado. Los usuarios pueden comentar o evaluar los videos.
11. Cierto.
12. Falso. POS significa "parent over shoulder" (padres mirando por encima del hombro) en mensajería de texto y mensajería instantánea.

¿Quién acertó mas respuestas? ¿Qué pueden aprender entre ustedes de este cuestionario?

Por favor, complete el formulario siguiente, córtelo en la línea punteada, y envíelo a la clase.

Queremos ayudar a prevenir la ciber-intimidación. Realizamos estas actividades:

- Un adulto leyó la información.
- Completamos el cuestionario de Cierto o Falso?

Firma del adulto

Firma del estudiante

Referencia

Kowalski, R. M., S. P. Limber, y P. W. Agatston. 2008. *Cyber bullying: Bullying in the digital age*. Malden, MA: Blackwell Publishing.

January Lesson Plan
Burnet/Kawameeh
Anti-Bullying Program

Grade 7 – Goals

Students will recognize the serious effects of cyber bullying, and will develop a positive text-message language to use technology in a positive way.

Objectives

Students will be able to identify the effects of cyber bullying of the student who is bullied, on bystanders, and on the students who bully; and will identify how to use technology in a positive way.

Materials

<http://www.youtube.com/watch?v=bdQBurXQOeQ&feature=related>
journal entries, text talk worksheet, poster board, newspapers and magazines

Activities

Prior to lesson, teacher will look through magazines and newspapers to find and cut out pictures of the following: a person (could be famous person), a group of friends, a school, someone laughing, a key and a house. Lightly glue the picture of the person in the middle of the poster board and glue the rest of the pictures around the person. Label the pictures this way:

Image	Label
Person	Self-esteem
Group of Friends	friends
School	school/learning
Laughing person	happiness
Key	safety
House	home/family

Hand out the Journal entries to the class. Read the journal entries or have students read them aloud as the rest of the class follows.

Divide the class into small groups with a leader and have them report to designated areas in the classroom. Assign journal entry characters to each small group, making sure each group has a different character than the one it work on last time. If there are more than four small groups, two groups can work on the journal entry of the same character. Allow 7 minutes for groups to discuss the questions for the characters they are assigned. Have the group leaders read

aloud to the class their groups' answers to the questions. Be sure to guide or reframe their answers to correct misconceptions if they arise.

When this task is complete, display the poster board and ask the questions below to get students thinking about how all these things would be affected if they were cyber bullied. Ask at least three questions from each category. As the students talk about the negative effects, gradually tear that image off the poster. At the end of the discussion, there should be nothing left of the pictures – only the labels should remain,

Self-esteem questions:

- How might being cyber bullied affect how you feel about yourself?
- How would you feel about yourself if someone you knew were sending you mean messages?
- How would you feel if you were getting hurtful emails or text messages and you didn't know who sent them?

Friends questions:

- How would you feel about your friends if they were sending nasty emails about you?
- How would you feel about your friends if they were excluding you? Have you ever excluded a friend from anything?
- What would you do if your friends were sharing personal information about you?
- How would you feel about your friends if you didn't know who was bullying you?
- Is it worse when the person bullying you is a friend?

School/learning

- What would happen if everyone at school saw a website that made fun of you? What would that feel like to you?
- How would it feel if someone sent an embarrassing or insulting picture of you electronically to the entire school?
- How would you feel about going to school if your name were on a web page where people made mean comments about you?
- Why could being cyber bullied affect someone's grades and how well the person does in school?

Happiness

- How might being cyber bullied affect your level of happiness?
- Why might people who are cyber bullied feel depressed?
- Why might people who are cyber bullied feel anxious or nervous? Do the people who are cyber bullies feel anxious or nervous?

Safety

- How safe would you feel if you kept getting text messages making fun of your appearance? Your weight or height or some other aspect of how you look?
- How much could you trust people at school if you didn't know who was pretending to be you and making comments on other people's profiles?
- How might someone react who was receiving hate messages referring to their sexuality?
- How would you feel to receive hate messages referring to your race?

Home/Family

- How would your interaction with your family members be affected if you were being cyber bullied and were afraid to or didn't want to tell them?
- How would your family react if you were moody and depressed or sad?
- How would it make your family feel to see a web site with negative or nasty comments posted about you on the site?

After all the pictures have been ripped off the poster board, explain:

Many students who are cyber bullied would like to disappear, just like the pictures did. They feel so bad that they don't want to go to school or be with other teens because their reputations have been damaged.

Ask the students if they know what the word "empathy" means. Allow them to try to explain the definition.

Then summarize their suggestions and provide this definition:

Empathy means understanding how someone else feels in a certain situation. If you can empathize, as you just did in the exercise, then you can understand how harmful cyber bullying can be. Even if you think it's just a joke, think about how the other person will feel first.

Allie's Journal Entry

This journal stuff is helping me get out some of my feelings. I keep getting emails from someone and text messages from people I don't even know. And someone is putting up comments on J.T.'s MySpace page from me, but the comments aren't from me! Now he doesn't even want to talk to me!

I told him the comments weren't from me, but he doesn't believe someone would send comments using my screen name, even though we know people do stuff like that. And it's ruining my reputation. Someone is sending out emails and text messages that make it sound like I drink and get in trouble all the time.

I talked to Serena and she said she doesn't think anybody is taking it seriously, that it's probably just a joke, but I think people are. I think people believe it and I think J.T. believes it too. It feels like my life is being ruined. I'm having a hard time doing my schoolwork. My mom keeps asking what's wrong. If I tell her, she'll probably take my computer away and then I really won't have any friends!



Discussion Questions:

1. How has the cyber bullying affected Allie?
2. How do you think people who are being cyber bullied feel?
3. How would you feel if this were happening to you?

At least this class is helping me try to figure out what's going on with Allie. She says that someone is writing mean stuff on my MySpace page from her, only it's not from her. I'm not sure how that could even happen.

Then she told me she's been getting really mean emails from people she doesn't even know. I don't know why someone would do that to her unless she's not really who she seems to be. She's so upset about it—it seems like she's really out of it in school and she doesn't seem happy like she used to be.



It doesn't make sense that anyone would do something like that to her. But I guess if someone was doing that to me, then I would feel pretty bad myself. She isn't very much fun to be with because of it.

Discussion Questions:

1. How is J.T. affected by the cyber bullying happening to Allie?
2. What would you do if you were J.T.? Why?
3. What would you do if what was happening to Allie were happening to one of your friends?

Serena's Journal Entry

Mr. Martinez talked about how people who bully other kids get in other kinds of trouble too. And he said if they keep doing it, sometimes they don't have such a great future. Some of them commit crimes and end up in jail and stuff like that. I think that might just be if you beat someone up or something like that.

He said even kids who cyber bully can get caught, everything you ever wrote on your computer is in there somewhere, there are people who know how to find it, and then they tell your parents. He said people have gotten sued and kids have gotten in a lot of trouble for doing it.

I guess if you did something REALLY bad that would happen. I still think it's probably pretty hard to figure out who did stuff when it's online.

The posters for the dance went up today. I hope J.T. asks me to go.



Discussion Questions:

1. Why do you think some people who bully others and get away with it might end up committing crimes later in life?
2. Should people have a legal right to sue someone if they have been cyber bullied? Why or why not?
3. If you were a parent and other parents called you to say that your teenager was cyber bullying their child, what would you do?

Aaron's Journal Entry

Mr. Martinez was talking about the Bullying Circle and the parts that everybody plays in bullying situations. Mrs. Vargo was absent all week. We've had a sub. I didn't like her any more than I like Mrs. Vargo.

Eddie knows someone who goes to Rollings School and I guess Mrs. Vargo's kids go there. Eddie said she's not in school because of the Web site some kids did about her, and she's really upset and called the police. I didn't write anything so I'm okay, and I think it's really the person who started it who's at fault.

But it's kind of bothering me because I didn't do anything to stop it either. I mean I don't know what I could have done about it, but I did look at it, and I told some of my friends about it. So I keep wondering if that means I did something wrong. I don't know what I could have done to stop it.



Discussion Questions:

1. Do you think Aaron had any responsibility for the Web site about Mrs. Vargo?
2. Do you think people who looked at the Web site or told others about it were part of the cyber bullying? Why or why not?
3. What could Aaron have done to stop the cyber bullying of Mrs. Vargo?

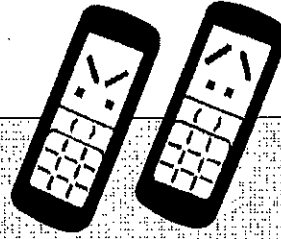
Text Talk

Your group is being challenged to come up with at least five new positive text messages. Write each text message in the left-hand column and its meaning in the right-hand column.

Text Message	Meaning
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

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CYBER BULLYING HURTS



SESSION 3

Real-Life Story

Hip-Hop Dancing Girl

The video she made was supposed to be private. Maria, a sixteen-year-old from Texas, was a huge fan of the movie *Step Up*. She made a home video of herself dancing hip-hop to some of the songs from the soundtrack and even tried out some of the dance moves in slow motion. But somehow, someone from her high school got the video and posted it online. The word spread, and soon millions of people from around the world had downloaded and watched her video. She is now known as Hip-Hop Dancing Girl.

Pete

Lisa and I thought it would be a funny joke. When we found the video, we laughed out loud! Maria was so funny and dorky trying to dance hip-hop in slo-mo! So we did what anyone would do—we posted it on YouTube and emailed our friends the link. How were we supposed to know

it would take off like that? I mean, people from all over the world have watched it!

Lisa

Poor Maria. We posted that video on YouTube as a joke. Pete and I thought it was just too funny! I can't believe how popular Maria's video has become. There have even been news stories about the Hip-Hop Dancing Girl. It's one of the most popular videos ever on YouTube. People have even made new videos, putting her in dancing scenes from *Center Stage* and *Dirty Dancing*. The girl's famous now. How many people can say *that* about a little video they made of themselves?

Random Internet User

So I was forwarded this email with a link to a video on YouTube. Something about a Hip-Hop Dancing Girl. Whoa! This video was hilarious! I don't think I've seen some-

thing that was so dumb but funny at the same time. I immediately forwarded the link to all of my friends. They *had* to see this!

Maria

I made this video of myself hip-hop dancing to songs from my favorite movie, *Step Up*. Yeah, it's dorky, but I was bored that day. So I figured, why not? And it didn't look that bad, so I showed it to a couple of my friends. I have no idea who got a hold of it or who posted it on YouTube. But suddenly at my high school people were laughing at me. And after a little while, people around town were calling me Hip-Hop Dancing Girl. Huh? I had no idea what was happening. It wasn't until one of my friends saw my video on YouTube that I found out. By that time there had been more than 200,000 views of my video.

Continued on page A4

Continued from page A3

I was so embarrassed! I can't go anywhere without people laughing at me. People I see who I don't even know shout, "Hey, it's Hip-Hop Dancing Girl!" and stuff like

that. There's no escape. I don't leave my house very often. I rarely go online. You can bet that I haven't made another video. I've been depressed, and my parents thought it would be

a good idea for me to see a psychologist. So I've been going once a week for almost a year now. That video has ruined my life.

Discussion Questions:

1. No one created a Web site that said derogatory comments about Maria. No one excluded her from an online group. No one has been cruel by saying mean things about Maria online. So how is what happened to Maria cyber bullying?
2. Are Pete and Lisa guilty of cyber bullying? If so, what roles from the Bullying Circle did they play?
3. Are the millions of people who have viewed the video also responsible in some way? What about the people who also forwarded it? If so, what roles in the Bullying Circle did these people play?
4. How has this affected Maria?
5. If this happened to you, how do you think it would affect you?

January Lesson Plan
Burnet/Kawameeh
Anti-Bullying Program

Grade 8 – Goals

Students will recognize the serious effects of cyber bullying and the potential consequences of engaging in this behavior.

Objectives

Students will be able to analyze online behaviors that could be considered cyber bullying, and will generate multiple solutions for dealing with a cyber bullying situation.

Materials

“Not a pretty picture” handout

Optional - <http://www.youtube.com/watch?v=S03Br1dwJR8> for students to view.

There is a “home connection” extension paper as well if wanted.

Activities

If viewing the short video, do so at the beginning of the lesson and allow for discussion.

Introduce – ask – What are all the reasons and ways kids communicate with cell phones and computers?

Then distribute the handout. Have the students read the scenario about Jaleesa and Kim. Have students answer the questions in a “think-pair-share” format. Look for responses that show empathy for the distress, embarrassment and anger that Kim felt. Look for understanding that the kids who received the message may have been confused, amused, or outraged and that they could have chosen to delete, save, or forward the message to other kids or to an adult in authority.

Have students read the “Think about it” section of their activity sheet. Point out that because so much of kids’ socializing takes place online or on cell phones, it is not unexpected that they get involved in cyber bullying. Invite students to share their own stories. Ask if they have ever experienced a similar situation of friends bullying others using electronic networks.

Divide the class into groups of 3 students. Have each student take one of the roles: Kim, Jaleesa, or a 3rd student. Suggest that boys may choose to change

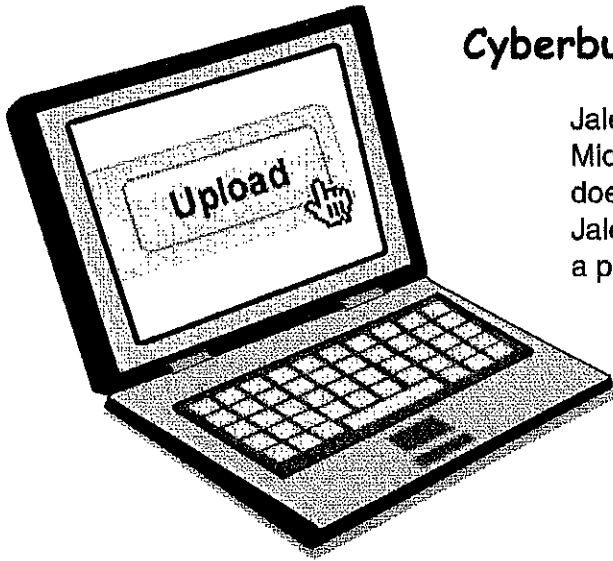
the names to boys' names and change the circumstances as they see fit. Ask students to prepare a role play and be prepared to present them to the class.

Extension – there are quite a few web sites that list text messaging abbreviations. It is not recommended that students look at these sites, but you may wish to check some of them out and teach some of the abbreviations that will reduce cyber bullying or misunderstandings on line and with cell phones.



Name _____

Date _____



Cyberbullying: Not a Pretty Picture

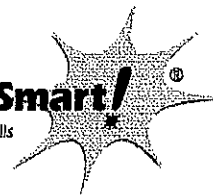
Jaleesa and Kim are friends at Jefferson Middle School. Kim tells Jaleesa that she doesn't want to hang out with her any more. Jaleesa is angry and upset. She uploads a photo of Kim from her cell phone that was taken at a slumber party two weeks earlier. Jaleesa sends the photo to everyone on her buddy list with a message attached: "Kim is such a ****."

What's the Problem? How do you think Kim felt?

What might the kids who received the e-mail think or do?

Think About It One day you like someone. The next day you don't. Angry, you say something or post something online. It gets passed around quickly and easily. So now, everybody knows about it and everybody talks about it in school. While maybe you are mean only once, when you do it online your posting or message is repeated again and again as it gets passed around. Meanness multiplies.

When kids are intentionally and repeatedly mean to one another using cell phones or the Internet, it's called *cyberbullying*. Sometimes kids can handle cyberbullying and not get too upset. Other times, it can make kids feel angry, frustrated, sad, or afraid.



Name _____ Date _____

Find Solutions What should Kim do? How would you advise her? Write some ideas below. Then role-play the best solutions, playing Jaleesa, Kim, and some other kids who received the messages.

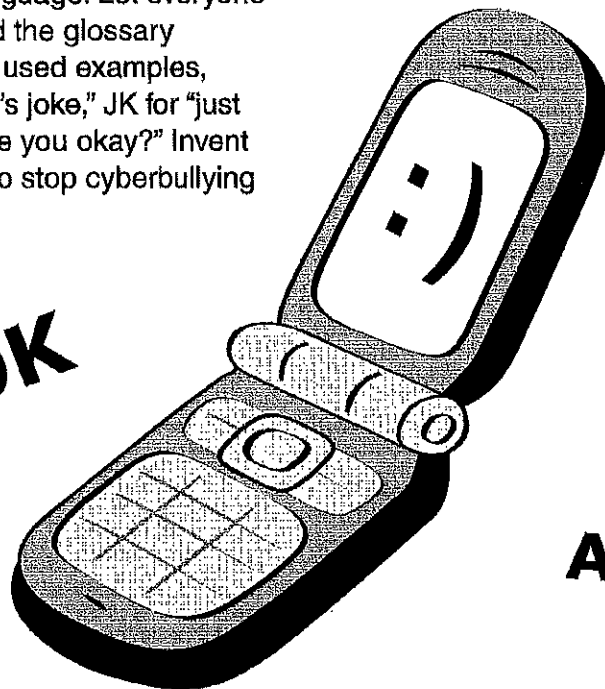
Be CyberSmart!

Everyone has a right not to be bullied and the responsibility to treat others fairly.

- Save copies of bullying IMs, e-mails, or text messages.
- Don't share or allow photos of yourself that could be used to embarrass you.
- Show the evidence of cyberbullying to a trusted adult who can help you.

Take Action: Publish a Glossary Create a glossary of abbreviations that can help diffuse easy-to-misunderstand language. Let everyone in class know where to find the glossary posted. Include commonly used examples, such as AFJ for "April Fool's joke," JK for "just kidding," and RUOK for "are you okay?" Invent your own, including ways to stop cyberbullying once it starts.

RUOK

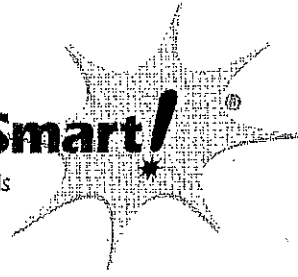


JK

AFJ

GETTING STARTED WITH CYBERBULLYING PREVENTION

CyberSmart!
21st century skills
for education

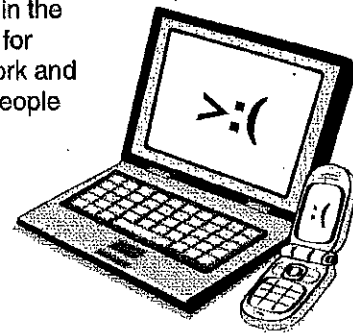


Your son or daughter is taking part in classroom lessons from the CyberSmart! Student Curriculum to begin a dialogue about cyberbullying prevention. CyberSmart!'s approach is standards- and research-based. We focus on adopting best practices from face-to-face bullying prevention, school violence prevention, character education, and cyber security education.

CyberSmart! believes that students should have access to and instruction in the use of the Internet and other information and communication technologies for learning, for socialization, and for preparing for college and 21st century work and citizenship. Filters and other technological solutions for protecting young people online are not a substitute for teaching them how to stay safe online.

What is cyberbullying?

The formal definition of *cyberbullying* is intentional and repeated use of computer and cell phone networks by kids and teens to cause harm or distress to other kids and teens.



Here's what we teach sixth through eighth graders about cyberbullying:

- It's not unusual for students in middle school to be friendly one minute and fighting the next.
- Since so much of their socializing takes place online or on cell phones, it is not unexpected that disagreements between friends are common. Because intent in text-based messages can be hard to decipher, youths should try to cue their intent with abbreviations such as *JK* ("just kidding").
- Sometimes students are not upset by cyberbullying behavior, and other times it can make them feel angry, frustrated, sad, or afraid.
- Bystanders, or witnesses, to cyberbullying can have a positive effect on reducing bullying behaviors in others.
- Even if a student posts a single mean comment or embarrassing picture only once in anger, it quickly gets passed around online, sometimes creating a cyberbullying situation.
- Everyone has a right to be treated fairly and a responsibility to treat others fairly.
- Threatening messages are taken very seriously by schools, parents, and the police and should be reported immediately.
- Students should know when it is time to ask a trusted adult for help with a cyberbullying situation.

Here's what families can do:

- Start a conversation with your children about cyberbullying. Ask them to tell you what they know about it. Tell them that you know that the middle school years are when most cyberbullying takes place.
- Talk with your children about positive roles they can take when they witness cyberbullying, such as supporting the target and letting the bully know that the behavior is not acceptable.
- Talk about ways to handle these incidents when your child is the target of cyberbullying. Emphasize that when they get angry with other kids, it's best to stop what they are doing, get offline, and calm down. Brainstorm ways to cool their anger, such as taking slow, deep breaths.
- Tell your children that you understand that cyberbullying is just as serious as face-to-face bullying. In fact, because it can take place when your children are home at night or on weekends, it can often be more intrusive and upsetting than schoolyard bullying.
- Talk with your children about what they do online. Discuss their social network profiles, blogs, and favorite game sites. Talk about who is on their buddy lists and the language they use to communicate by texting and IM-ing.

Chapter 9: What Are Stereotypes and Gender Roles?

Objectives:

- ✓ To learn what stereotypes, prejudice, and discrimination mean
- ✓ To examine stereotypes about gender and learn how stereotyping affects relationships
- ✓ To practice critical thinking about media messages
- ✓ To learn about, meet, and develop empathy for a variety of people
- ✓ To discuss personal experiences with discrimination

Activities**Page Number**

Introduction to Stereotypes (30-40 minutes)	261
A-B-C Diversity (30-40 minutes)	263
Gender Advantages and Disadvantages (40-50 minutes)	266
Gender Roles and Relationships (40-50 minutes)	268
Hunting for Diversity (Session 1: 15 minutes; Session 2: 30-45 minutes)	270
The Dangers of Discrimination (20-30 minutes)	273
Dealing with Discrimination (Session 1: 40-50 minutes; Session 2: 40-50 minutes)	276
Media Messages and Stereotypes (Session 1: 15 minutes; Session 2: 30-40 minutes)	278
Nontraditional Workers Panel (Session 1: 15-20 minutes; Session 2: 45-55 minutes)	282

Introduction to Stereotypes

Materials: Newsprint and markers or board and chalk; paper; pens/pencils

Time: 30-40 minutes

Planning Notes:

- ✓ Begin this introductory activity without explanation.
- ✓ From the list below, focus on four to six groups. Choose at least two groups that some participants can identify with because you want several teens to be affected by the activity. Feel free to add groups not listed here, if they would be appropriate for your group.

Purpose: To define stereotypes and related terms

- | | |
|-------------------|----------------------------|
| Men | Jews |
| Women | Moslems |
| Whites | Dropouts |
| African-Americans | Lesbians/gay men/bisexuals |
| Asian-Americans | Teenage parents |
| Hispanics | People with AIDS |
| Catholics | IV drug users |
| | Bikers |

- ✓ Be sure to include at least two racial or ethnic groups, so it does not appear as if you have singled out one group.
- ✓ Include "lesbians and gay men" as one group.

Procedure:

1. Write "old people," on the first sheet of newsprint. Tell the group to call out words and phrases used to describe "old people." Explain that you are not looking for other names, like "senior citizens" but, rather, descriptive phrases like "gray hair," "bad vision" or "retired." Without comment, list their responses on the newsprint under the title.
2. Then write the name of another group you have chosen. Again, ask teens to call out the words they have heard used to describe these people. Keep the pace lively: list their responses and move on.
3. Repeat the procedure with three or four additional groups.
4. Tape the lists around the room. Ask teens to spend a few minutes looking over the lists and then complete the following sentences:
"When I look at these lists, I feel..."
"When I look at these lists, I realize that..."
5. After about five minutes, ask for volunteers to share what they have written. If no one speaks up, ask someone who identifies with one of the groups to share how she or he feels. After participants have commented, add your conclusions, summarizing the lists, which are likely to be negative terms, hurtful words, slang and so on.
6. Choose one of the lists that seems especially negative and ask the group, "How many of these words or phrases actually apply to everyone who is a _____?" With input from the group, circle traits that are true characteristics of most members of the group (for example, "can give birth" for women, "have textured hair" for African Americans, "celebrate Passover" for Jews) and draw a line through all the words and phrases that cannot possibly be true of all members of the group (for example, "sensitive" for women, "poor" for African Americans, "stingy" for Jews).

-
7. Write the word "stereotype" on the board or newsprint and ask for a definition similar to the one below:

Stereotype: the idea or expectation that all members of a group (people who share the same age, race or gender and so on) are very similar, with no individual differences.

Explain that the word "stereotype" comes from old-style printing presses and refers to a process that uses a mold to print the same exact pattern over and over again.

8. Point out that most of the words and phrases you wrote down, which the teens said they have heard used to describe certain groups of people, are stereotypes: the descriptions lump everyone together and treat them as if they were the same. Explain that the next several activities focus on stereotypes and the problems they cause.
9. Conclude the activity using the Discussion Points.

Discussion Points:

1. How did you feel when you called out descriptive words and phrases? Was it hard or easy to come up with things and say them out loud? Why or why not?
2. Where do we learn stereotypes about different groups?
3. If someone believes stereotypes are true, how might those beliefs influence a person's behavior? Give an example. (Answer: Someone might behave a certain way; expect those people to behave a certain way; think she or he is better, or worse, than those people; do things to please, or hurt, those people)
4. Do you believe a stereotype about a group you belong to? What is that like?
5. What if a stereotype seems to be true for one member of a group? (Answer: It means that individual has a particular trait or characteristic; it does not mean that every member of the group will have that same characteristic.)

A-B-C-Diversity

Materials: Newsprint and markers or board and chalk; one index card for each participant; container (such as a paper sack, shoebox or hat); pens/pencils

Time: 30-40 minutes

Planning Notes:

Purpose: To understand the implications of stereotyped thinking

- ✓ Consider the fact that most, if not all, people have participated in prejudice and/or discrimination. Most of us have disliked some group because of qualities or characteristics we believed it possessed. Some of us have treated people unfairly because of prejudices we hold. At the very least, we have told, laughed at or listened to a joke that made fun of one group or another.
- ✓ Because racism is a volatile topic, group leaders may focus on one of the other "isms," such as sexism, ageism or heterosexism. If issues regarding racism do not surface, do not feel like you must bring them up. Be open to teens' experiences and perceptions and allow the discussion to go in the direction it needs. If teens want to discuss experiences of racism, be prepared to help them articulate their feelings in a constructive way.
- ✓ On two pieces of newsprint or the board, prepare a very large illustration, like the one below. You will need room inside the boxes to write responses:

Names I've been called	Names I've called others
Time when I was treated unfairly	Time when I was unfair to others

- ✓ For Step 10, create a poster of the A-B-C's of diversity as outlined below:

A = attitude (prejudice)

B = behavior (discrimination)

C = consequences (physical, emotional or economic injury)

Procedure:

1. Remind teens that stereotyped thinking forces group members into a mold and ignores the fact that everyone is first an individual and second a member of a group. Explain that this activity will demonstrate the harm of stereotypes.
2. Distribute index cards and display the illustration you have drawn. Have teens draw horizontal and vertical lines on their index cards so they look like your illustration.
3. Review the four boxes on the illustration and explain that you will collect the cards and read responses anonymously, so no one will see what anyone wrote. Emphasize that honesty is important. Encourage them to write down real experiences even if they are angry or embarrassed about them.

Adapted with permission from *Teen Outreach: Youth Development Through Service and Learning*, Association of Junior Leagues International, New York, N.Y., in press.

After each instruction, allow time for teens to write responses:

- In the upper left-hand box, write names you have been called because of your age, racial or ethnic background, physical characteristics, religion, presumed sexual orientation or any other characteristic.
 - In the upper right-hand box, write names you have called other people for similar reasons.
 - In the lower left-hand box, describe a time when you were treated unfairly because of a particular characteristic such as race, religion, age and so on.
 - In the lower right-hand box, describe a time when you treated someone unfairly for a similar reason.
4. Allow time for everyone to finish, then collect the cards and put them in your container.
 5. Draw cards at random and read aloud the responses. Write responses on the large illustration. If you run out of room, read quickly through the remaining cards so everyone can hear the names people in the group have been called. Do not comment on the names at this point.
 6. Repeat the process for boxes 2, 3 and 4, without comment. Abbreviate the "unfair treatment" in boxes 3 and 4 by just writing the behaviors (for example, spit on, laugh at, tease, beat up) on the board.
 7. Ask the group to look at the large list of names and examples of unfair treatment. Ask for volunteers who have been called names or treated unfairly to talk about their experiences. Help them to focus on the feelings they had when being discriminated against. Then encourage others to talk about name-calling or unfair treatment they have been responsible for.
 8. Write the term "prejudice" on newsprint or the board and ask for a definition. Work toward a definition consistent with the following:

Prejudice: a certain attitude, usually negative, toward a particular group or member of that group. Prejudice is usually toward strangers, who may have a certain appearance. The word comes from Latin words meaning "prejudge."

Prejudice happens whenever we prejudge others because of race, religion, age, gender, physical size or appearance, occupation, social class, sexual orientation and so on. We decide how we feel about them before we know them.
 9. Write the term "discrimination" on newsprint or the board and ask for a definition like the following:

Discrimination: different, usually unfair, treatment of a group or member of that group, because of prejudiced feelings about them. The word comes from the Latin word for "divide."

Discrimination happens whenever we divide or separate people into groups (physically or in our minds) and treat one group unfairly or unequally because of our prejudices about their race, religion, age, gender, physical size or appearance, occupation, social class, sexual orientation and so on.

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10. Display the A-B-Cs of diversity poster. Clarify what each letter represents. Ask the group for examples of prejudiced attitudes, unfair behaviors and negative consequences they have observed or experienced. Emphasize that there are always consequences when a person is treated with prejudice or discrimination. The consequences can be emotional, such as hurt feelings or anger, or they can be physical, such as giving up on a job or punching someone.
 11. Conclude the activity using the Discussion Points.

Discussion Points:

1. How does it feel to talk about prejudice? Discrimination?
2. Look back at the names people said they have been called. How might they have felt when called those names?
3. What about people who name-call or treat others unfairly? Do the people who feel prejudice and discriminate against others experience any consequences? If so, what? (Answer: Today there are laws against discrimination and anyone accused of discriminating against others in the workplace can be prosecuted. There are, however, no laws against feeling prejudice.)
4. What is the difference between prejudice and discrimination? (Answer: Prejudice is having an attitude about someone; discrimination is behaving a certain way toward someone.)
5. You can look at what we have written and tell if people in this group have suffered from prejudice and discrimination. What could you do to make up for some of that? (Answers may include: Apologize to each other; don't let it happen again; get to know one another better; don't tolerate prejudice or discrimination when it happens.)

Gender Advantages and Disadvantages

Materials: Newsprint and markers or board and chalk; masking tape

Time: 40-50 minutes

Planning Notes:

- ✓ Think about what terms to use for males and females in your group as you conduct activities that explore gender issues. Strive for consistency and equality: do not pair "girls" with "young men" or "young women" with "gentlemen."
- ✓ Keep in mind that many teenagers feel their gender limits present-day decisions and future options. Both girls and boys feel pressured to conform to traditional notions of what is acceptable to think, do and say.
- ✓ Help teens become aware of, and more comfortable with, changing gender roles in families and the workplace. It is important, however, to respect cultural differences. If you have teens in your group whose family and cultural values reinforce traditional roles and reject change, make it clear that they do not need to adopt changing roles, but they do need to be aware of them.

Purpose: To increase awareness of gender stereotyping.

Procedure:

1. Write "male" and "female" on newsprint or the board and mention that some of the most damaging stereotypes are related to gender. Ask participants for examples and list them on the board or newsprint. Add any of the following if they are omitted:

Males may believe that to be masculine they should:

- Be in control and appear unemotional
- Be the dominant partner in a relationship
- Exert pressure or force on their sexual partners
- Become sexually active early and have many partners
- Work in careers that are mechanical or analytical
- Assume responsibility as the "breadwinner"
- Achieve status by earning lots of money
- Take risks to prove their manhood
- Resolve conflicts with violence
- Avoid traditionally "female" work in the arts or human services

Females may believe that to be feminine they should:

- Be emotionally sensitive and vulnerable
- Submit to the wishes and demands of a sexual partner
- Have children, regardless of personal wishes
- Meet the needs of others before their own
- Choose careers in the "helping" professions
- Be physically attractive, by someone else's standards
- Tolerate sexually harassing behavior without complaint
- Assume responsibility for sexual assault or rape
- Avoid nontraditional careers in math or the sciences

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2. A first step in overcoming stereotyped thinking is to be aware of what stereotypes people hold.
 3. Go over instructions for the activity:
 - You will form small groups with others of the same gender.
 - Each group will receive newsprint and markers or chalk.
 - Brainstorm the advantages and disadvantages of being a member of the other gender.
 4. Form same-gender groups (with no more than two groups of each gender). Distribute newsprint and two markers or chalk to each group. Allow five minutes for brainstorming what may be some advantages about being the other gender.
 5. After five minutes, have groups brainstorm the disadvantages of being the other gender.
 6. Allow another five minutes, then bring the groups together and ask each to tape their newsprint sheets to the walls, keeping sheets about one gender together.
 7. Direct everyone's attention to the advantages and disadvantages of being female, as listed by the male groups. Ask the girls to add to the lists. Then ask the entire group to recall the definition of a stereotype. (Answer: the idea or belief that all members of a certain group are very similar, leaving no room for individual differences.) Do the lists have **stereotypes**, or are they true characteristics of all women? Draw a line through any the group concludes are stereotypes.
 8. Repeat the process with the lists of advantages and disadvantages of being male.
 9. Conclude the activity using the Discussion Points.

Discussion Points:

1. Are there negative consequences for a young woman who limits herself to traditionally female roles? Of a young man limiting himself to traditionally male roles?
2. Which gender has the most advantages? Disadvantages? Why?
3. What happens when a woman behaves in ways traditionally thought of as "male?" What about a man who behaves in ways traditionally thought of as "female?"
4. Men's and women's roles are culturally determined. Can you give examples of cultures in which male and female roles are different than they are in the U.S.?
5. Give examples of religious or spiritual, legal, social or political teachings that limit gender-roles for women or men.
6. What are examples of ways men have been discriminated against? Women?
7. What message would you give to a younger girl about being female today? To a younger boy?

Gender Roles and Relationships

Materials: Leader's Resource, "Gender Role Case Studies"

Time: 40-50 minutes

Planning Notes:

- ✓ Choose case studies on the Leader's Resource or substitute your own if they are more appropriate.

Purpose: To examine how gender roles affect relationships.

Procedure:

1. Tell teens that stereotypes about gender roles can affect our relationships. Explain that this activity will explore situations where gender roles and stereotypes could affect goals, decisions and relationships for teens.
2. Divide participants into small groups and go over instructions for the activity:
 - Each small group will receive a case study involving issues of gender roles.
 - Work to resolve your case study, then prepare to present your solution. You will have 10 minutes.
 - When you present your solution, others can challenge it while you defend it. Be sure to have arguments to back up your solution.
3. When time is up, ask for a volunteer to present the case study and solution. Then invite any challenges. Arguments are okay as long as the group maintains ground rules. Allow the "debate" to go on for two or three minutes, assisting either side as appropriate, before moving on to a new group. Repeat the process until the group discusses and debates all case studies.
4. Conclude the activity using the Discussion Points.

Discussion Points:

1. Is it easy or hard to look at male and female roles in a new and nontraditional way?
2. How do men or women accept the changes in gender roles? Why?
3. What are some of the ways changing gender roles have affected relationships between men and women (a) in social settings, (b) in families and (c) in the workplace?
4. Would your parents reach the same, or different, solutions?
5. Which case study was the most difficult? Why?
6. If you could make one change in men's gender roles, what would it be? In women's gender roles?

Leader's Resource

Gender Role Case Studies

1. Leo is about to ask Gloria out for the first time when she walks over to him and says, "Leo, there's a new movie in town and I really want to see it. I was hoping you would go with me. Are you busy Saturday night?" Leo has no plans and he was hoping to take Gloria to the movie, but he wants to do the asking. He's thinking he'll say he's busy. What should he do?
2. Charlene has been offered a special grant to apprentice with a master plumber after graduation. She's excited and she rushes to tell Lloyd. They've been planning to get married in the fall and this way, she'll be able to start earning some good money. Lloyd is very quiet after Charlene tells him, then finally says, "I don't think I could marry a plumber Charlene. You're going to have to make a choice." What should she do?
3. Sam wants to buy a doll for his nephew's birthday but his buddy Jay says, "No way!" Sam explains that dolls help teach little boys to take care of someone and be loving, but Jay argues that they just teach boys to be sissies. Sam knows he is right, but he's concerned about what Jay might say to their friends. What should Sam do?
4. Susan and Fred have been going out for months and things have been good. Her parents approve of him and the word is out at school that she is his girl. But lately Fred has been putting a lot of pressure on Susan to fool around more than she wants to. When she says "no," he says it's her place as a woman to please him. What can she say to him?
5. Shaundra and Malcolm are arguing about their sister, Patricia, and her husband, Robert. Shaundra has noticed lots of bruises on Patricia's arms and shoulders lately, and this weekend she had a swollen eye. Malcolm says Patricia has been too "uppity" lately and their brother-in-law Robert is just trying to show her who's boss. Shaundra looks at Malcolm and shakes her head; she doesn't think that violence is the answer to anything. What should Shaundra say?
6. Keisha has decided to have sexual intercourse with her boyfriend Tony. She says they really love each other. She stops at the drugstore to buy condoms, but her friend Tanya, says, "Girls can't buy condoms! That's the guy's business." What should Keisha say and do?
7. Kaye and Michael have been going together for almost a year. Michael always pays for everything and makes most of the decisions about where to go and what to do. In Kaye's health class they talked about girls paying for dates and having more input into a couple's plans. Both Kaye and Michael have part-time jobs and earn very little money, so pooling it seems to make sense to Kaye, but Michael is furious at the idea. He says she doesn't think he is man enough to pay for her. What should Kaye say to Michael?

Hunting for Diversity

Materials: Copies of the handout, "Diversity Scavenger Hunt," for each participant; newsprint and marker or board and chalk

Time: *Session 1:* 15 minutes; *Session 2:* 30-45 minutes

Planning Notes:

- ✓ You will ask teens to go home and ask questions about diversity topics. Stress that they will need to explain why they are asking the questions and remind them to be very respectful when they do.

Purpose: To meet and learn about people from diverse backgrounds.

Procedure:

Session 1

1. Write the following saying on newsprint or the board:
"Ignorance is the parent of fear.... Fear is the parent of hatred."
Ask someone to explain the saying. Make sure everyone understands that when people know each other and understand each other's differences, it is more difficult to fear or hate each other.
2. Ask participants to name groups of people who are either feared or hated, in this country or around the world. (If no one acknowledges racism and homophobia [fear/hatred of homosexuals] in the U.S., be sure to do so.) Point out that when males and females believe stereotypes about the other gender, the mistaken beliefs can lead to difficulties in relationships, but men and women do not usually hate one another.
3. Ask a volunteer to explain what a scavenger hunt is. (If necessary, clarify that it is a game in which contestants try to find certain items on a list.) Explain that in this activity participants will look for certain people, not items. Hand out the "Diversity Scavenger Hunt" sheet, and go over instructions for the activity:
 - On your handout is a list of people who represent many different types of groups.
 - Find people in the community who meet the descriptions on the list. When you find someone, ask if she or he will talk with you, for a few minutes, about her or his teenage years, difficulties she or he has faced and special moments in the person's life.
 - Take brief notes, and have the person sign your handout next to the matching description.
 - Get as many signatures as you can.
4. Give participants a date to complete the activity. Encourage them to ask their parents, neighbors and friends for help in finding people to interview.

Session 2

1. When teens have returned with their completed handouts, ask volunteers to share what they learned about people they interviewed.
2. Conclude the activity using the Discussion Points.

Discussion Points:

1. Was it easy or difficult to find people who matched the descriptions on your handouts? How diverse would you say your circle of friends and family members is?
2. What was the most interesting thing you learned from your interviews?
3. Describe someone who met your expectations. Then describe someone who was very different than you expected.
4. Has this activity changed your feelings and attitudes about people you did not know before?

Handout

Diversity Scavenger Hunt

Find an adult who:

Signatures

1. Grew up with a grandparent instead of a parent _____
2. Speaks another language at home _____
3. Doesn't celebrate Christmas _____
4. Dresses according to religious traditions _____
5. Uses a wheelchair _____
6. Knows someone who is gay or lesbian _____
7. Is married, but does not plan to have children _____
8. Has a family member who is mentally disabled _____
9. Is a recovering alcoholic or drug addict _____
10. Grew up in a poor neighborhood _____
11. Has been discriminated against for racial/ethnic background _____
12. Was born in another country and immigrated to the U.S. _____
13. Was adopted _____
14. Worships in a religion other than Christianity _____



The Dangers of Discrimination

Materials: Newsprint and markers or board and chalk; Leader's Resource, "You Have to Live in Somebody Else's Country to Understand;" paper; pens/pencils

Time: 20-30 minutes

Planning Notes:

- ✓ If you have immigrants in your group, ask several of them to prepare presentations about their culture of origin, to follow this activity. They could bring photographs, music, clothing and/or food to help the group understand something about their culture.

Purpose: To understand how discrimination feels

Procedure:

1. Begin by going over what is meant by the word "immigrant": a person from another country or culture. Remind the group that the United States is a country created by immigrants, with the exception of Native Americans. Ask teens if they know the countries their relatives and ancestors came from, and list those on newsprint or the board.
2. Point out that a new immigrant to the U.S. will usually look, dress or speak differently than others in school or the neighborhood. Being different can cause a person to be treated badly — discriminated against — especially if people in the school or neighborhood are prejudiced. Remind the group of the definitions of prejudice and discrimination from previous activities.
3. Explain that you are going to read a poem by a teenage girl who immigrated to the U.S. When you read it, pause for dramatic effect.
4. Then ask teens to write their reactions to the poem. After 5 to 10 minutes, they should form small groups of three to talk about what they have written.
5. Allow about 10 minutes of discussion, then call everyone back to the large group and conclude the activity using the Discussion Points.

Optional Activity:

Have participants consider what might have happened after Noy Chou wrote this poem. Ask them to write poems to her as if they were in her class.

Discussion Points:

1. Why do you think this girl, Noy Chou, wrote her poem?
2. What did you think about the poem?
3. Has anyone ever treated you this badly? How did you feel? what did you do?
4. How were Noy Chou's classmates and teacher discriminating against her?
5. If you were Noy Chou, what would you have said or done to make others accept you?
6. If Noy Chou was in your class and you saw these things happening, what would you do?
7. Why are people often afraid to speak out against acts of prejudice and discrimination?
8. What negative consequences might happen as a result of this discrimination? To her? To her family? To classmates?

Leader's Resource

You Have to Live in Somebody Else's Country to Understand

A Poem

What is it like to be an outsider?

What is it like to sit in the class where everyone has blond hair or brown hair and you have black hair?

What is it like when the teacher says, "Whoever wasn't born here, raise your hand." And you are the only one.

Then, when you raise your hand, everybody looks at you and makes fun of you.

You have to live in somebody else's country to understand.

What is it like when the teacher treats you like you've been here all your life?

What is it like when the teacher speaks too fast and you are the only one who can't understand what he is saying, and you try to tell him to slow down?

Then when you do, everybody says, "If you don't understand, go to a lower class or get lost."

You have to live in somebody else's country to understand.

What is it like when you are an oppositer?

What is it like when you wear the clothes of your country and they think you are crazy to wear these clothes and you think they are pretty.

You have to live in somebody else's country to understand.

What is it like when you are always a loser?

What is it like when somebody bothers you when you do nothing to them?

You tell them to stop but they tell you that they didn't do anything to you.

Then, when they keep doing it until you can't stand it any longer, you go up to the teacher and tell him to tell them to stop bothering you.

They say they didn't do anything to bother you.

Then the teacher asks the person sitting next to you:

He says, "Yes, she didn't do anything to her," and you have no witness to turn to.

So the teacher thinks you are a liar.

You have to live in somebody else's country to understand.

What is it like when you try to talk and don't pronounce the words right?

They don't understand you.

They laugh at you but you don't know that they are laughing at you, and you start to laugh with them.

They say, "Are you crazy, laughing at yourself?"

Go get lost, girl."

You have to live in somebody else's country without a language to understand.

What is it like when you walk in the street and everybody turns around to look at you?

Then, when you find out, you want to hide your face but you don't know where to hide because they are everywhere.

You have to live in somebody else's country to feel it.

— Noy Chou

Dealing with Discrimination

Materials: Newsprint and markers or board and chalk; masking tape

Time: *Session 1:* 40-50 minutes; *Session 2:* 40-50 minutes

Planning Notes:

- ✓ Write the questions for Step 2 on newsprint or the board.

Purpose: To learn how discrimination feels and to identify strategies for combating it.

Procedure:

Session 1

1. Remind everyone that discrimination takes many forms. Ask teens to brainstorm about examples of discrimination. List answers on newsprint or the board. Include any ones of the following they omit: teasing, name calling, excluding from activities, ignoring, denying requests, making fun or laughing at, attacking verbally or physically, treating unequally in education or the workplace and public places.
2. Ask teens to think of a time when they, or someone close to them, were treated unfairly or unequally because they were members of a particular group. Ask volunteers to share experiences and to answer the questions displayed on the newsprint or the board:
 - Have you, or has someone close to you, ever been discriminated against? If so, what happened?
 - Did anyone help? If so, how?
 - If not, what would you have wanted someone to do?
3. Record the main idea of each experience on a single sheet of newsprint. (You will use these in Session 2.) If teens are hesitant to start the discussion, describe a situation in which you were discriminated against, or one you witnessed. Ask participants to identify what would have helped the situation. Then encourage others to share their stories.
4. Once teens have given their stories, post the newsprint sheets on the wall and solicit comments, asking how teens feel about these incidents. Could they have helped if they had witnessed the discrimination? Continue the discussion until the session ends. Tell teens you will come back to their stories at the next session.

Session 2

1. Review the situations from the last session. Have teens recall the feelings people shared about being the subject of discrimination. Ask what strategies and techniques they could use to confront and combat similar discrimination, if it occurred today. Help them identify effective techniques, including the following, and list them on the board:
 - Speak up, use "I" language to point out the discrimination and say it is wrong. (For example, "I don't like it when you kick the girls out. I think it's wrong.")
 - Give information when someone is discriminating against a person or group. (For example, "It's dumb to refuse to be friends with Jeremy because he has AIDS. You can't get infected from just hanging around with him.")
 - Refuse to participate in discriminatory behavior and say why. (For example, "Those jokes about being fat make some people feel bad. I won't stay here and listen to them. They aren't funny.")

Adapted with permission from *Teen Outreach: Youth Development Through Service and Learning*, Association of Junior Leagues International, New York, N.Y., in press.

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- Take action to remedy discrimination. (For example, "It isn't fair that Silvia can't use the public telephone in the lobby just because she's in a wheelchair. We need to make the school install a new phone that she can reach.")
 2. Explain that the group will work on ways of confronting and combatting the discrimination they have experienced. Divide into groups of four or five and assign each group one of the posted discrimination situations. If necessary, add one or more situations of your own.
 3. Go over instructions for the activity:
 - Decide as a group what an appropriate response would have been to the discrimination in your situation.
 - Practice role-playing that demonstrates your response.
 - Be prepared to perform role-play for the rest of the group.
 4. When groups have finished, have them present their role-play. Invite other teens to make additional suggestions for confronting and combatting discrimination, and add your input as necessary.
 5. Conclude the activity using the Discussion Points.

Discussion Points:

1. Have you discriminated against an individual or group of people, knowingly or unknowingly? How do you feel about it now?
2. Can you think of a situation involving you or someone you know where discrimination is happening currently? What will you do about it?
3. Is it easy or difficult to speak up when your friends are discriminating against someone and you are present? Why?

Media Messages and Stereotypes

Materials: Copies of the handout, "Messages in the Media," for each participant; newsprint and markers or board and chalk; Leader's Resource, "Addresses of Television Companies" (optional)

Time: Session 1: 15 minutes to introduce;
Session 2: 30-40 minutes

Planning Notes:

Purpose: To explore media messages about diverse groups of people.

- ✓ You will divide the group into six teams to do this activity. To prepare handouts for each small group, make six copies of the handout and label them with one of the following:
 - Women
 - Old people
 - African Americans
 - Latinos and Latinas
 - People with disabilities
 - Lesbian, gay and bisexual people
- ✓ Then, make enough copies of each labeled handout so each team member has the same handout.
- ✓ For Step 4 you will need examples of media messages to help teens understand what to look for when they look critically at the media. Two weeks or so before you plan to begin the activity, look for both print and electronic media images. Watch television shows and movies popular with your group, and clip sample images from teen magazines and newspapers. (For example, you might share several contrasting visual images of women in the print media or your observations about the portrayal of African Americans in popular sitcoms or movies.)
- ✓ Some populations – lesbian, gay and bisexual people and people with disabilities – are largely absent from the popular media. Groups assigned those populations will have a more difficult task. In Session 2, discuss which groups are not represented.

Procedure:

1. Ask teens for examples of popular television shows (both network and cable), movies and magazines. List them on newsprint or the board, by category. Ask teens how they would rate the portrayals – on a scale from 0 (very negative) to 10 (very positive) for their representation and treatment of diverse groups of people. Explain that by "diversity" you mean people of color, women, old people, people with disabilities and lesbian, gay and bisexual people.

Take a quick assessment of the group's rankings and write them on the board or newsprint, under the following headings:

- Network television
- Cable television
- Movies
- Magazines

-
2. Tell participants to evaluate how the media portrays different groups of people that are discriminated against. Go over instructions for the activity:
 - You will work in six teams and each team will be assigned one group of people to research in the media. The groups we will research are:
 - Women
 - Old people
 - African Americans
 - Latinos and Latinas
 - People with disabilities
 - Lesbian, gay and bisexual people
 - Find at least two examples of how your group of people is portrayed in these four media: network and cable television, film and magazines.
 - Review television programs, movies and magazines. Find examples and take notes on your handouts.
 - Bring your completed handouts and be prepared to share your findings with the whole group at the next session.
 3. Divide participants into six groups and distribute to each the handouts you have prepared.
 4. Provide several examples of media messages to help the groups get started. Use different, contrasting types of images and discuss them briefly to be sure everyone understands what to do with their assignments.

Session 2

1. Invite the teams to make their presentations. Ask for a group to volunteer to go first. Ask for their overall rating of how each medium treats their category of people and record it on the board or newsprint.
2. Repeat the process until all six groups have presented, then remind the group of the ratings they gave at the beginning of this activity. Have them adjust their media ratings up or down, according to their research.
3. Conclude the activity using the Discussion Points.

Optional Activity:

Participants can write letters to network or cable channels to make their views known, both positive and negative. Have them include examples gathered during their research for this activity. Use the Leader's Resource for addresses.

Discussion Points:

1. Overall, which medium does the best job of portraying diversity positively? Give examples of positive portrayals.
2. Which does the worst job? Give examples of offensive portrayals.
3. Do other media (such as newspapers, popular books, comic books, music videos, popular radio shows) portray diversity in a positive or negative light? Are particular groups portrayed better or worse than others?
4. What television show would you encourage a younger brother or sister to watch for a positive view of diversity? A negative view?

Handout

Messages in the Media

TEAM 1:

Your Team will research how _____ are portrayed in the media.
Complete your research and record your examples in the spaces below.

Network Television

Name of show(s) _____

Network/station(s) _____

Date(s)/time(s) _____

1.

2.

Cable Television

Name of show(s) _____

Network/station(s) _____

Date(s)/time(s) _____

1.

2.

Movies

Title of movie(s) _____

1.

2.

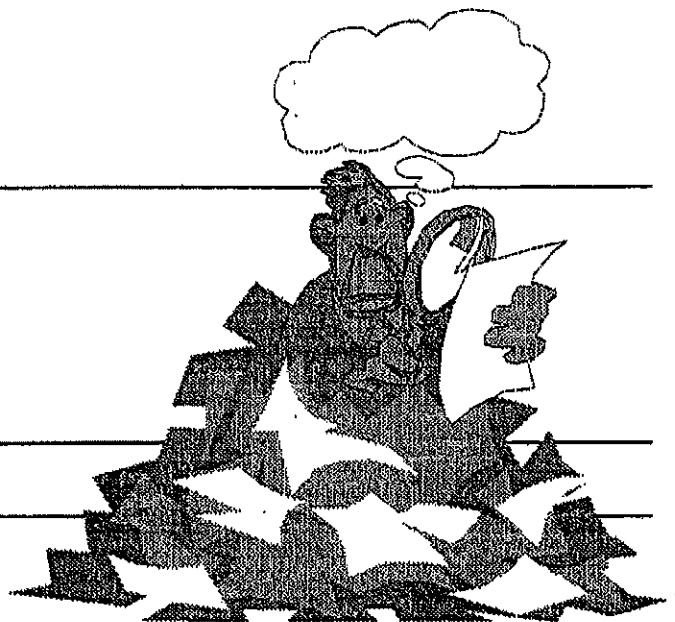
Magazines

Name of magazine(s) _____

Issue date(s) _____

1.

2.



Leader's Resource

Addresses of Television Companies

The entertainment industry welcomes and notices viewers' letters. Feedback from viewers helps improve programming. Use these addresses to make sure letters reach the appropriate decision makers at television networks. The envelope should be addressed to the name of the show, followed by the network or cable station's address.

ABC

2040 Avenue of the Stars
Los Angeles, CA 90067

CBS

7800 Beverly Blvd.
Los Angeles, CA 90036

The Disney Channel

3800 West Alameda Avenue
Burbank, CA 91505

Fox

10201 West Pico Blvd.
Los Angeles, CA 90035

HBO

1100 Avenue of the Americas
New York, NY 10036

MTV

1515 Broadway
New York, NY 10036

NBC

3000 West Alameda Boulevard
Burbank, CA 91523

Nickelodeon

1515 Broadway, 20th Floor
New York, NY 10036

PBS

1320 Braddock Place
Alexandria, VA 22314

Showtime Network

10 Universal City Plaza, 31st Floor
Universal City, CA 91608

Nontraditional Workers' Panel

Materials: Paper; Leader's Resource, "Questions for Panel;" guest speakers from nontraditional occupations

Time: *Session 1:* 15-20 minutes; *Session 2:* 45-55 minutes

Planning Notes:

- ✓ If necessary, obtain permission from your school or agency to bring guest speakers to meet with your group.
- ✓ This is a good opportunity for young people to shape the program. Explain what nontraditional occupations are (see definitions in Step 2) and ask what kinds of nontraditional workers the teens would like to meet. Ask for help to locate speakers from among family members, friends or neighbors who work in nontraditional occupations and would be willing to talk to the group.
- ✓ If you have difficulty finding speakers, call local businesses, hospitals and other work places to find women and men, working in nontraditional jobs, who would like to speak to teens.
- ✓ Prepare guest speakers by describing your program and what your group is like. Ask them to prepare a five-minute talk on their job, how they got the job and what it is like to be a man or women in that field. Let them know they will be part of a panel of people who have nontraditional jobs. Tell them the teens will prepare questions in advance.
- ✓ After Session 1, prepare a list of the questions teens want to ask and make copies for use in Session 2.

Purpose: To learn about nontraditional occupations for women and men.

Procedure:

Session 1

1. Remind the group that one of the most damaging results of stereotypes is the false belief that women and men should only have jobs in certain fields.
2. Ask if anyone knows someone who works in a nontraditional career. Define the term:
Nontraditional career: any job that a man or woman does that is usually done by someone of the other gender. The official government definition of "nontraditional career" is one in which 75 percent of all workers are of the other gender.
Ask for examples of nontraditional jobs for men (nursing, elementary school teaching, hairdressing or child care) and women (construction, utility repair, house painting or policing).
3. Explain that you have invited (or will invite) men and women who have nontraditional careers to talk with the group. Tell the teens when the visitors will come.
4. Brainstorm with the group questions they will want to ask panel members. List their potential questions on newsprint or the board. Use the Leader's Resource to help the group come up with appropriate questions.
5. When finished, ask the group to select four or five questions they most want to have asked. Circle those and tell teens you will prepare a list of questions for the panel, with the priority questions listed first.

Session 2

1. Introduce each member of the panel to the group. Distribute the questions generated in the previous session.
2. Have panelists each give a five-minute summary of the work she or he does and how the person chose that work, then open the floor to questions.
3. Conclude the activity using the Discussion Points.

Discussion Points:

1. What are the advantages and disadvantages of women working in a nontraditional career? If you are a young woman, have you thought about a nontraditional career? Why or why not?
2. What are the advantages and disadvantages of men working in a nontraditional career? If you are a young man, have you thought about a nontraditional career? Why or why not?
3. What do you think is the biggest barrier to women working in nontraditional areas?
4. What do you think is the biggest barrier to men working in nontraditional areas?

Leader's Resource

Questions for Panel

1. How did you choose your job?
2. How old were you when you decided that you wanted to work in a nontraditional area?
3. Did anyone encourage you to go into this type of work? What were their reasons?
4. Did anyone discourage you from this type of work? What were their reasons?
5. How have your friends, family and romantic partners reacted to your job?
6. What is it like for you on the job? How would things be different if you were male (or female)?
7. What is your salary like in this work? Benefits?
8. What type of post secondary education and/or training did you need for this job?
9. What would you say if we were interested in this job area?
10. What will be the most difficult thing about this nontraditional work?