

C-2

February Lesson Plan  
Burnet and Kawameeh  
Anti-Bullying Program

*Grades 6, 7, 8 Goal*

Students will discuss snitching and advocating, and will be able to differentiate between the two.

*Objective*

Through discussion and role play, students will examine various scenarios and alternate choices that could have been made by the various characters involved. Students will further their understanding regarding the seriousness of persecuting behavior and reflect on the responsibility they have to respond to it.

*Materials*

Group scenarios, quotes for discussion, poster paper, crayons, pencils

*Activities*

Whose responsibility is it?

Warm up – have students respond to the following prompt:

Think about a time in your life when something happened and...

1. ...someone stood up for you.
  - What were the circumstances of the situation?
  - In what way did the person stand up for you?
  - How did it make you feel to be supported in that way?

OR

2. ...you wished someone would have stood up for you.
  - What were the circumstances of the situation?
  - Why did no one stand up for you?
  - How did it make you feel to be left alone to defend yourself?

After students have had some time to write, pose the following questions for discussion:

- Is it your responsibility to stand up for a classmate who is being mistreated? Explain.
- Should you risk your own popularity to help someone who is being bullied or teased? Why or why not?
- If you were being targeted, would you want someone to step in and assist you? (imagine you are sitting alone at lunch, feeling humiliated as

students at the next table throw food at you and make rude comments. Would you feel better if a friend sat down with you?)

- What does it say about someone who does not stand up for someone in need of assistance?

Quote exploration:

Tell students that you want to explore this further by looking at what some famous people have had to say about standing up for others. Either in pairs or small groups, give one of the attached quotes to each pair/group for exploration. Instruct students to discuss their quote using the questions provided. Let students know that they will be sharing their quotes and their thoughts on the quote with the class. You may ask students to create a visual, cartoon, drawing, etc. of the idea of their quotation.

When reporting out, they should be able to respond to the following questions:

- What is the meaning of this quote? In what ways does it connect to bullying?
- What types of things prevent people from standing up for someone else or doing what they know is right?
- Are there examples from your own life, or examples you have witnessed in school when someone has not stood up for something or someone? Explain – tell what they, or you, could have done differently.

Grade 6 quotations:

- "To sin by silence when they should protest makes cowards of men." - Abraham Lincoln
- "...a civilization is not destroyed by wicked people; it is not necessary that people be wicked, but only that they be spineless." – James Baldwin
- "The world is too dangerous to live in, not because of the people who do evil, but because of the people who sit and let it happen." – Albert Einstein
- "The only thing necessary for evil to triumph is for good men to do nothing." – Edmund Burke

Grade 7 quotations:

- "Thou shalt not be a victim. Thou shalt not be an oppressor. But most of all, thou shalt not be a bystander." – Yehuda Bauer

- "We are all different; because of that, each of us has something different and special to offer and each and every one of us can make a difference by not being indifferent." – Henry Friedman
- "Everything can be taken from us but one thing, which is the last of human freedoms- to choose one's attitude in any given set of circumstances, to choose one's own way." – Viktor Frankl
- "It is not for your to complete the task but neither are you free to abstain from it." – the Talmud

Grade 8 quotations:

- "Be kind, for everyone you meet is fighting a hard battle." – Plato
- "It takes a great deal of courage to stand up to your enemies, but a great deal more to stand up to your friends." – JK Rowling, *Harry Potter and the Sorcerer's Stone*
- "If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has his foot on the tail of a mouse, and you say you are neutral, the mouse will not appreciate your neutrality." – Desmond Tutu
- "The ultimate measure of a person is not where they stand at times of comfort or convenience, but where they stand at times of challenge and controversy." – Martin Luther King, Jr.

Extension activities:

Allow students to read over the attached scenarios to further explore bullying and advocacy. You are also encouraged to create your own scenarios. Divide the class into groups, and assign each group one of the scenarios. Students will create a 2-3 minute skit based upon the information provided. The goal is to present a realistic portrayal of the scenario provided. Review the skits before students present to the class.

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## Group Scenarios

### The Cafeteria

1. Every day in the cafeteria, Billy, who never bothers anyone, sits by himself. There is a group of students who sometimes yells insults at him across the cafeteria, teasing him for often wearing the same clothes to school and for getting "free lunch." Billy always sits silently with his eyes on his food. On some days, the students will throw pieces of food at Billy and snicker as corn ends up in his hair or juice on his shirt. A group of students at another table notices this happening quite often, but they decide they don't want to get involved.



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### New Girl

2. Seena is a new girl in school who is dedicated to her religion. Because of this, she wears a hijab to school each day (a head covering) which is her way of honoring her religious beliefs. Throughout her first week, no one has introduced themselves to her or shown interest in being her friend. She even notices many students whispering about her. One day, a group of students confronts her in the hall, making fun of her head covering. A few other people who are standing around in the hall laugh at the teasing. She runs away from them in tears.



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### To Shop or Not to Shop

3. It's summer time and a group of teens has been playing sports in the school's field. Someone suggests they take a break and walk to the convenience store across the street for cold drinks. One of the teens, Derrick, protests and says no one should shop in that store, since the owner is "Middle Eastern" and thus a "terrorist." The rest of the teens say they don't know what he's talking about; they just want something cold to drink. Derrick goes on to lecture the group that they should remember what happened on September 11<sup>th</sup> and that it's un-American to buy from anyone who isn't from America. Derrick tells his friends that if the store owner wants to run a business, it should be in Afghanistan...not in America. Derrick's friends are just thirsty, so rather than fight about it, they agree to go to another store further down the street.



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### Wheel Chair Bound

4. Marisol's parents have raised her to believe that she can be anything she wants to be and do anything in life that she wants to do, even though she is wheelchair bound. Since the new school year started however, she's been having a hard time feeling that she is just like everyone else. Her new classmates don't like to work with her during group activities and no one will speak to her. In the hall, it seems like people stare as she passes. Yesterday, she dropped her books on the floor and rather than help her pick them up, a classmate pretended to not see and hurried away, afraid to be seen with Marisol.



### **Gym Class**

5. Every day during gym class, LaTonya and Cindy feel uncomfortable. There are several guys in class who always whistle and then snicker at them when they walk by. Recently, when Cindy was leaving the locker room, two of the guys were waiting in the hall and blocked her way from entering the gym where everyone else was. When she kept trying to pass them, they became intimidating and said, "What, do you think you are too pretty to talk to us?" They called her "Stuck-up" and then pushed her. When she told her friend LaTonya about it, LaTonya advised her to not tell the teacher: "You don't want to be a tattler or a snitch," she said. "Besides, they whistle at me too. I don't like it either, but that's just how guys are. The best thing to do is just try and stay out of their way."



### **Language Barrier**

6. Raul's parents moved to the United States earlier this year, but he has been having a hard time at school. Even though Raul speaks English well, his classmates make fun of him due to his accent and darker skin. In the lunch line, he didn't understand what the server was asking him because it was very loud and she was speaking really fast. Raul turned to Sarah, who was standing beside him, and asked her if she could help him. Sarah rolled her eyes and walked away, afraid that some of her friends further back in the line would see her speaking to him. Finally, the lunch server just shoved a plate at him and the kids at the back of the line yelled at him to "learn to speak English or go home." Raul, feeling more and more lonely by the day, wishes more than anything he could do exactly that – but his parents decide which country they live in, not him.



### **Trying Out for Cheerleading**

7. Laurie, Maria, and Tawanna decided to try out for the cheerleading team together. Though out tryouts, they've assured one another they will make it. Ellen, another girl in their class, is also trying out. When she approaches Laurie, Maria, and Tawanna to tell them good luck, Maria snickers and tells Ellen they don't need luck – she is sure they will make the team. Then Laurie tells Ellen that she might as well give it up, since girls who are fat like she is never make the team. As Ellen walks away, Laurie and Maria make "oinking" sounds. When Ellen turns back with tears in her eyes, Laurie and Maria laugh at her and walk away. Tawanna remains behind and tells Ellen not to worry about them, explaining that they can just be mean when they are under a lot of stress. Tawanna then walks over to join Laurie and Maria as they practice a cheer, leaving Ellen alone.



### **Math Class**

8. Hunter has a really hard time in math class. Since he was in elementary school, he's never quite been able to learn to do well at it. Even though he gets special help from a tutor at school and even with his teacher sometimes giving him easier problems than the rest of the class, Hunter still struggles. One day in math class the teacher calls on him for an answer to a fairly simple problem. When Hunter gives the wrong answer, several boys in class begin to laugh at him. Jimmy, who sits behind him, asks him how it feels to be "retarded," which makes the rest of the class laugh even more. The bell rings and on the way out of the class, Jimmy, Levi, and Tyrone continue to make mean comments to Hunter. Ignoring them, Hunter tries to walk away and they knock his books out of his hand. When he bends to pick them up, Levi kicks the books further down the hall and tells Hunter he should "go back to elementary school." As Jimmy, Tyrone, and Levi leave laughing, they yell down the hall, "If anyone needs help with their 1<sup>st</sup> grade math, don't ask Hunter, the retard. He's an idiot!"





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### **Best Friends**

9. Jerry and Maurice have been best friends since elementary school. They enjoy the same things (reading, science, and computers) and just spent the past month of after school time working on a science fair project together. Their science teacher just informed them last week that their project won first place and will be competing in regional's! Even though most of the other guys in their class spend their afterschool time on the football or basketball team, Jerry and Maurice are happy working on their project – they hope to make it all the way to nationals. One day, Jerry and Maurice are leaving an after school work session with their science teacher when they run into several boys (Sawyer, Jack, and Andrew) leaving football practice. Jerry and Maurice say hi and try to pass, but Sawyer, Jack and Andrew won't let them pass through the hall. They begin to tease Jerry and Maurice, taunting them for being "boyfriends" and calling them "queer" and "gay." They tell Jerry and Maurice that if they see them together again, they'll beat them up.



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### **FaceBook**

10. Leena, Ashley, and Teresa have been best friends since the beginning of the year. However, this week at lunch Teresa has been sitting with Jason instead of Leena and Ashley. She claims she was helping him with his reading homework, but Leena and Ashley think that Jason and Teresa like each other. Ashley shares a secret with Leena – she has a crush on Jason – and she wants to embarrass Teresa in front of him. She convinces Leena that they need to also get back at Teresa for "ditching them." At first, Leena and Ashley stop talking to Teresa. When Teresa tries to talk to them and explain that she really was just trying to help Jason, they won't listen to her. Last night, Teresa went onto FaceBook and saw that Leena and Ashley had written cruel things about her on the Internet. She's shocked and hurt. The next day in school, as soon as she walks into class, everyone is pointing at Teresa and whispering.



March Lesson Plan  
Burnet and Kawameeh  
Anti-Bullying Program

*Grade 6 – Goal*

Students will be able to make recognize the ways that bullying demonstrates disrespect.

*Objective*

Students will be able to list respectful behaviors and explain why self-respect is an important component when combating bullying behavior.

*Materials*

Recording of Aretha Franklin's *Respect*; Large cut outs of the letters R-E-S-P-E-C-T; copies of quotes on respect

*Activities*

When students enter the room, play *Respect* – ask students what they think it means to show respect. List responses on the board.

Post several quotations about respect around the room. Ask students to reflect quietly for just a few minutes on what they are reading. Hold up the large letter R. Ask students to name some ways that they can show respect that start with the letter R. Record their answers on the letter R. Continue to record student responses on their respective letters.

Conclude with a discussion on why bullying is disrespectful, and the value of always responding in a respectful way.

## Quotes on Respect

"Respect your fellow human beings, treat them fairly, disagree with them honestly, enjoy their friendship, explore your thoughts about one another candidly, work together for a common goal and help one another achieve it."  
---Bill Bradley

"There is overwhelming evidence that the higher the level of self-esteem, the more likely one will be to treat others with respect, kindness, and generosity."  
---Nathaniel Branded

"Every human being, of whatever origin, or whatever station, deserves respect, We must respect others even as we respect ourselves."  
---U Thant

"No one is happy unless he respects himself."  
---Jean Jacques Rousseau

"Every action in company ought to be with some sign of respect to those present."  
---Rules of Civility

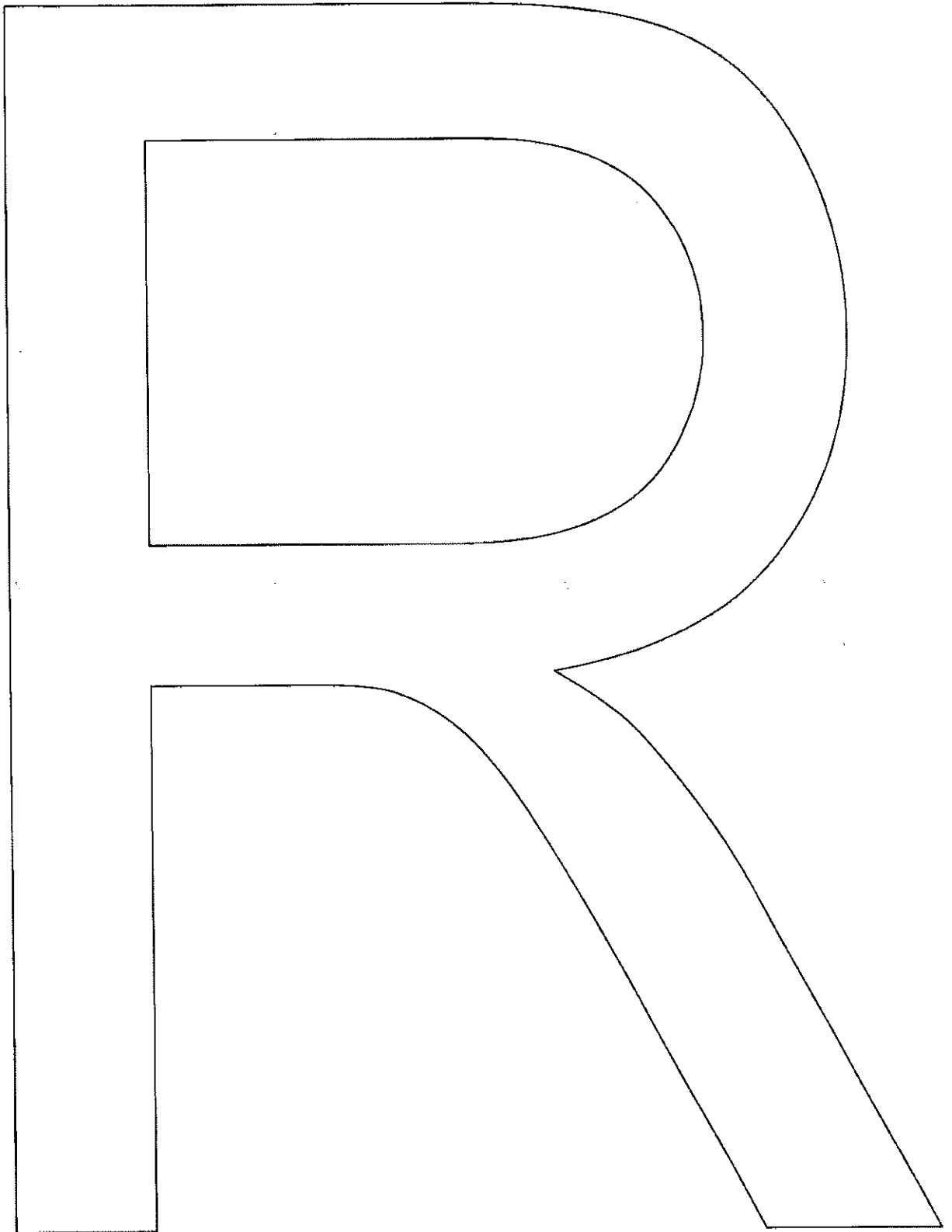
"For those who are always courteous and respectful of elders, four things increase: life, beauty, happiness and strength."  
---Buddha, the Dhammapada

"Neither we, nor any other people, will ever be respected till we respect ourselves and we will never respect ourselves till we have the means to live respectfully."  
---Frederick Douglas

"No one can make you feel inferior without your consent."  
---Eleanor Roosevelt

"We must all learn to live as brothers. Or we will all perish as fools."  
---Martin Luther King Jr.

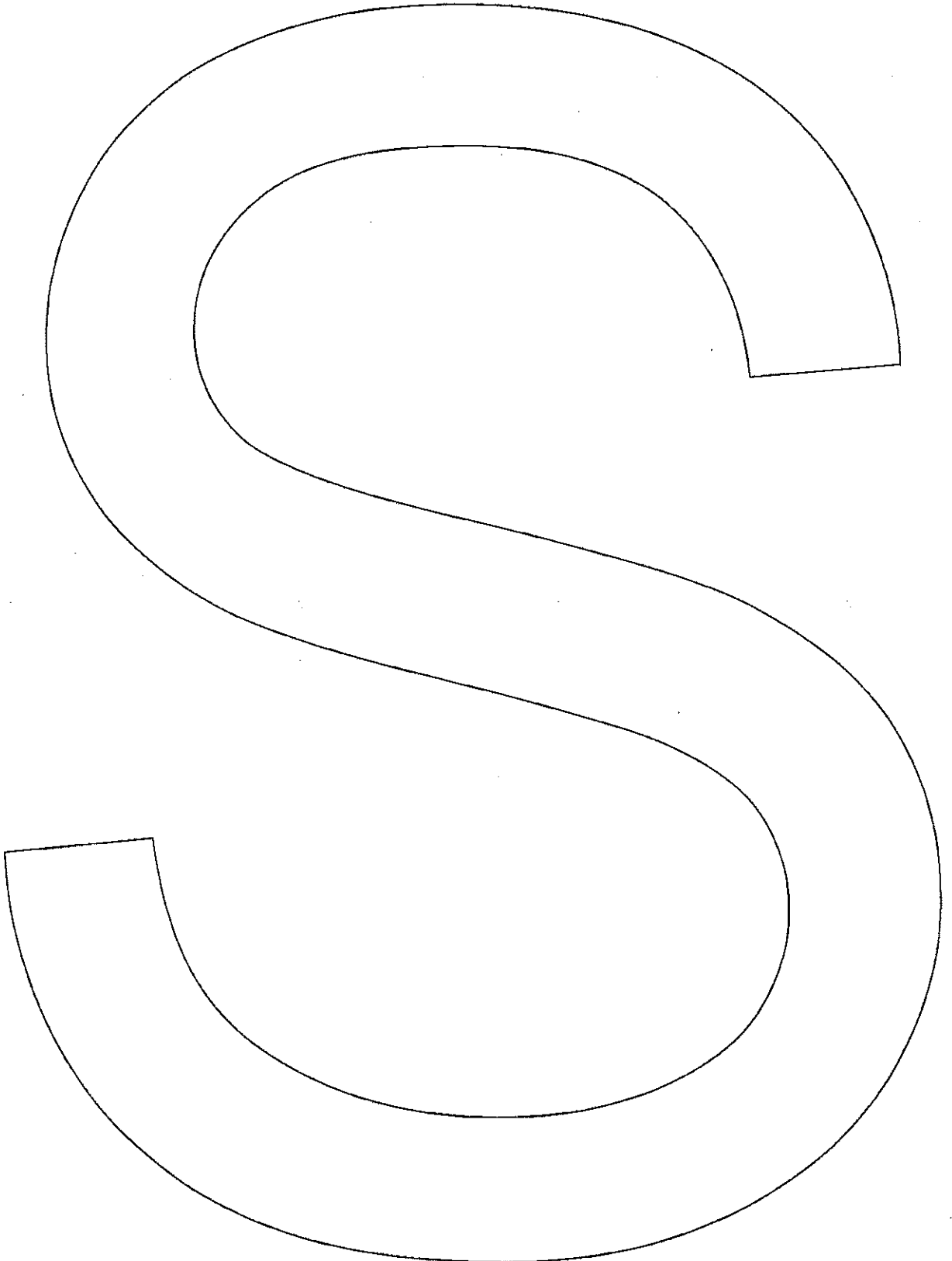




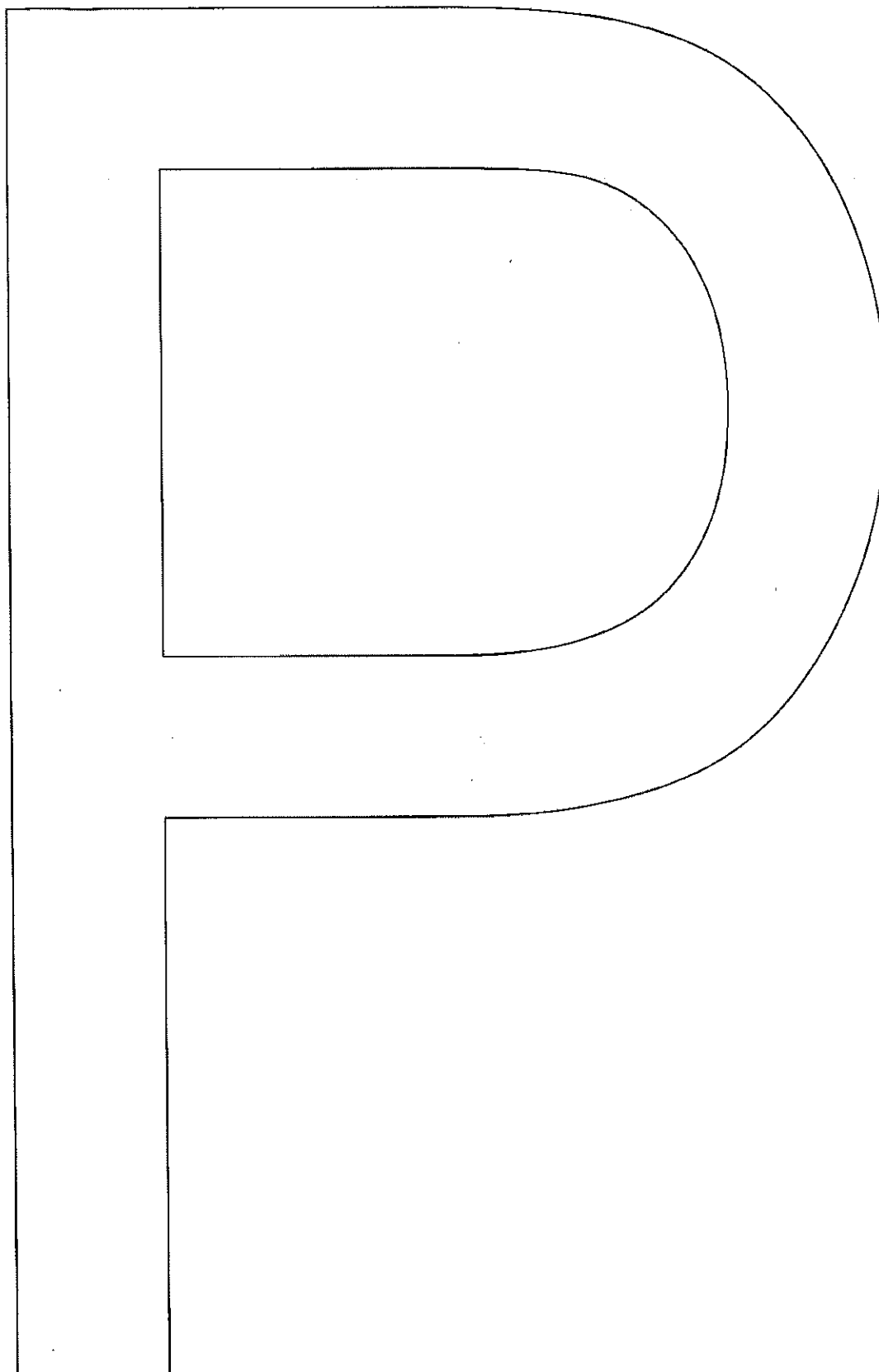
[riffy@charter.net](mailto:riffy@charter.net) or 404-675-8038 if you have any questions about this lesson plan. Feel free to make it your own.

A large, empty rectangular box with a stepped right edge, intended for a lesson plan. The box is composed of four horizontal sections of varying lengths, all aligned to the left. The top section is the shortest, followed by a longer section, then a section of similar length to the top one, and finally the longest section at the bottom. The entire structure is enclosed within a larger rectangular frame.

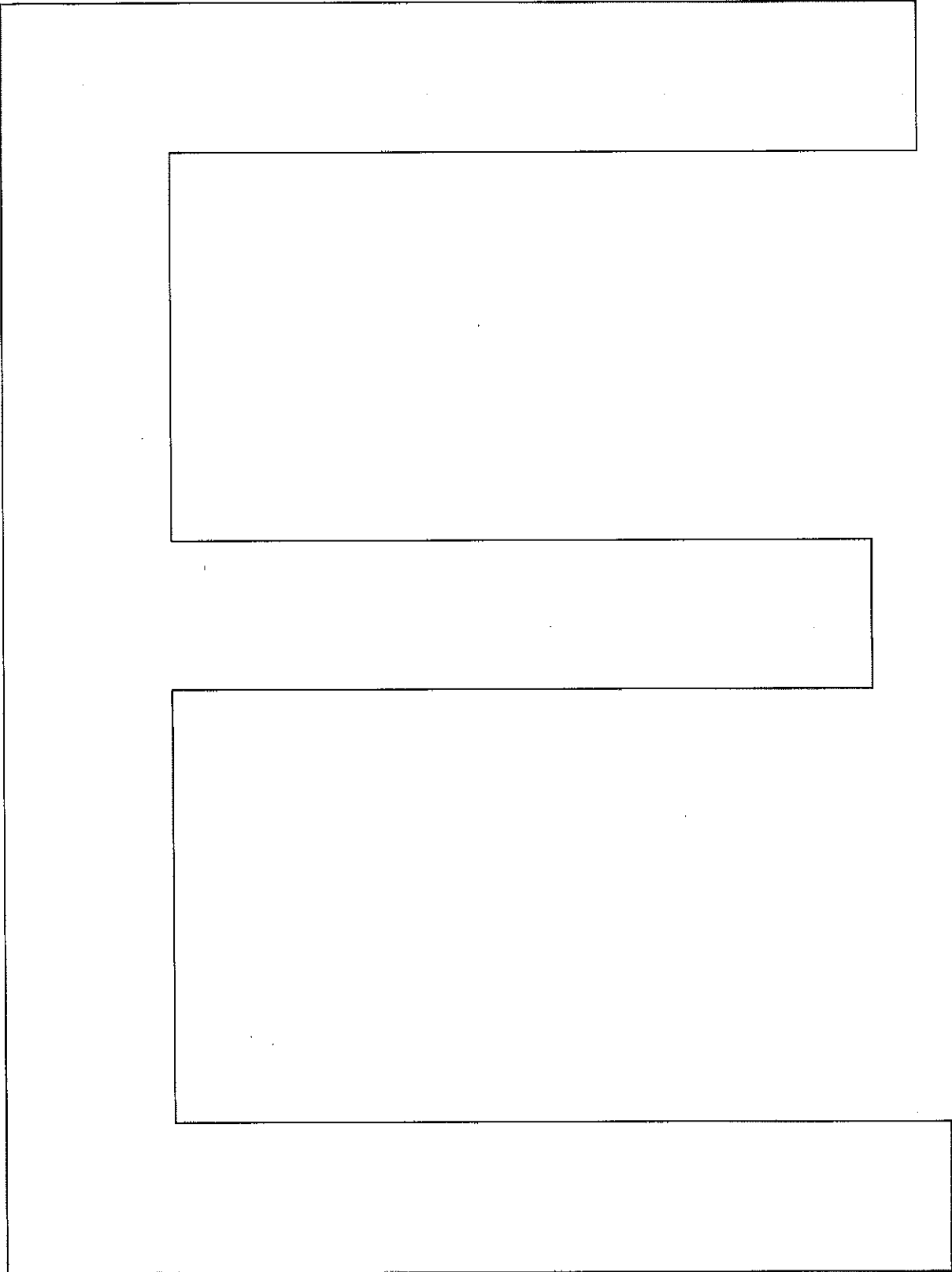
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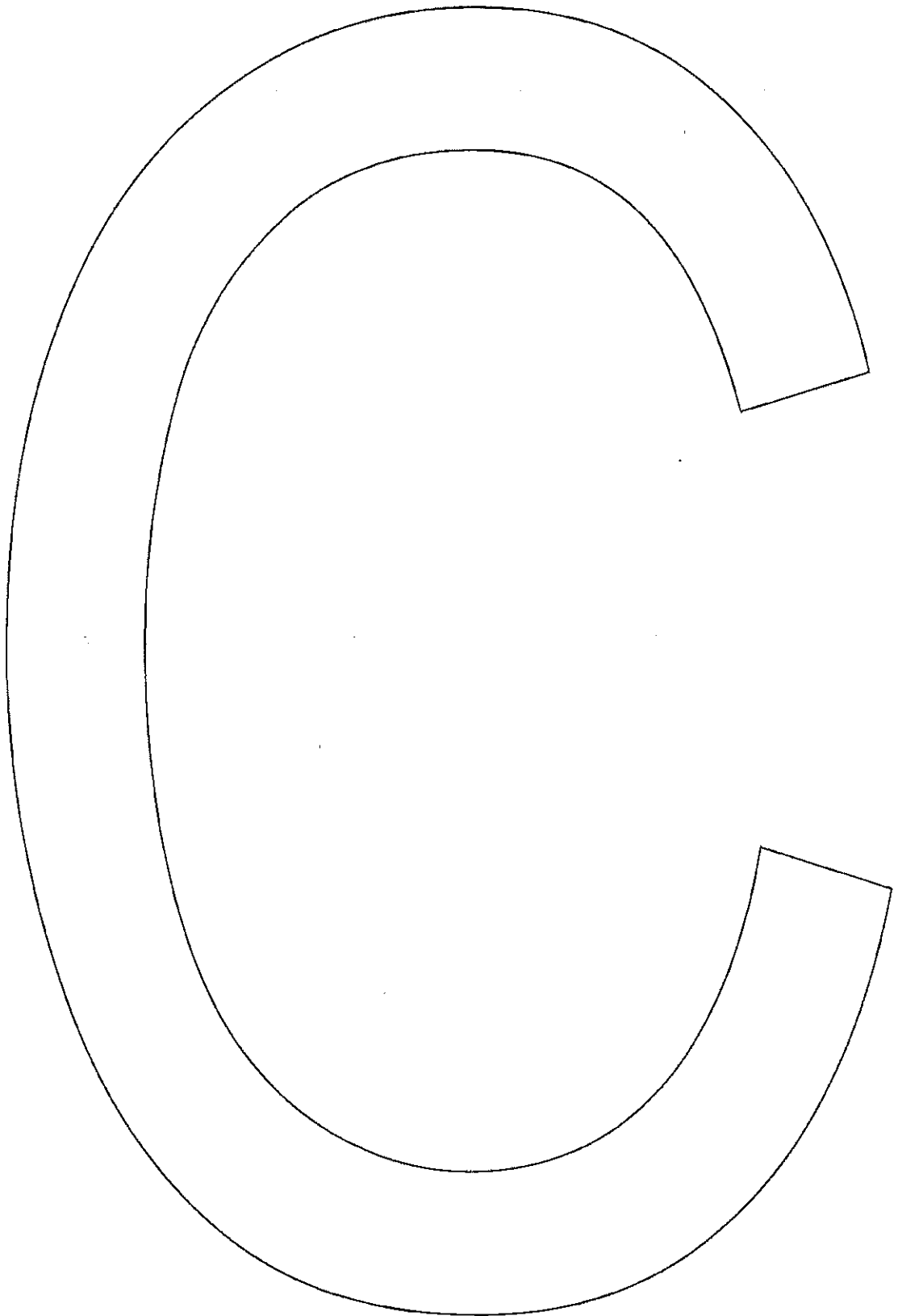
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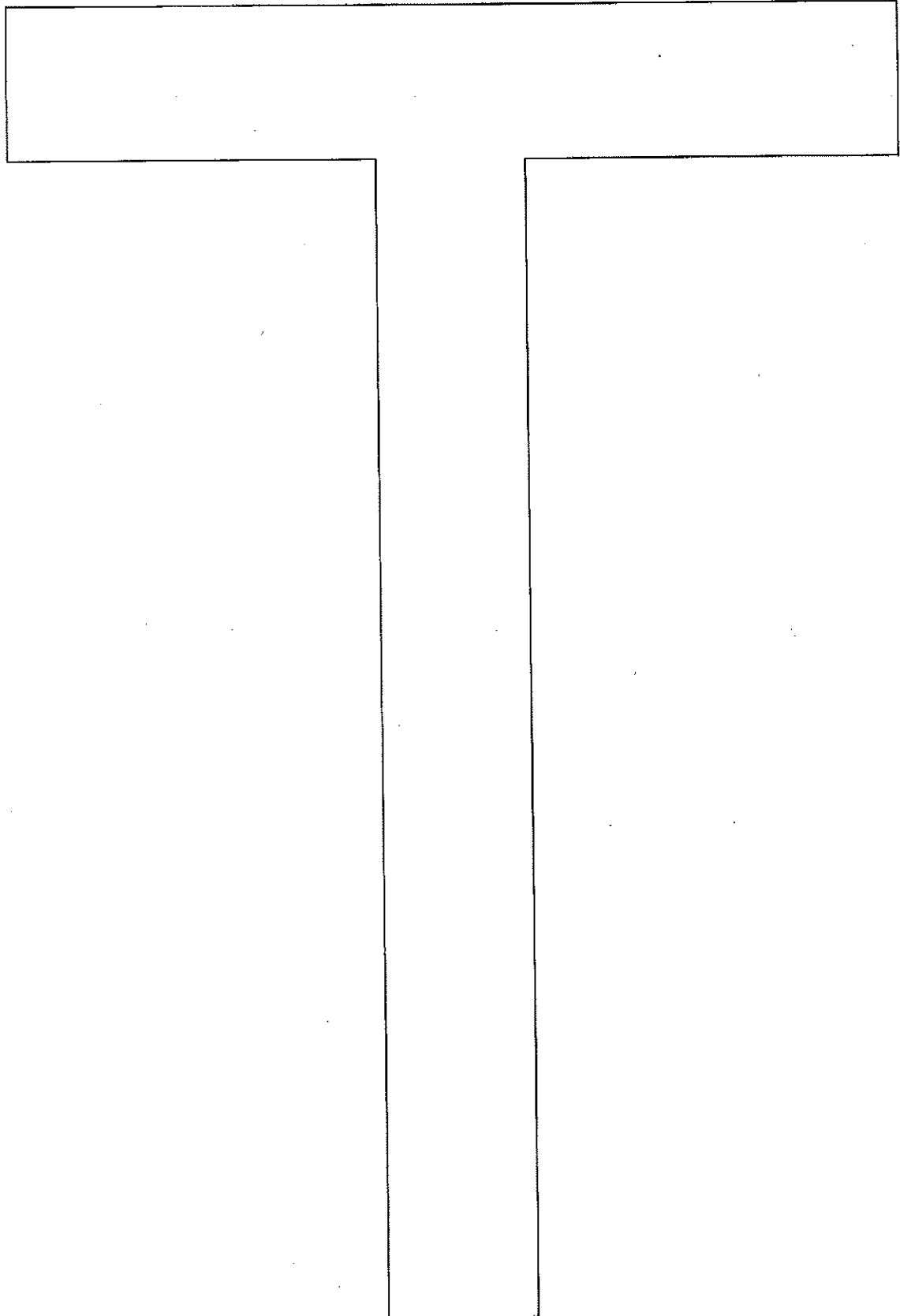
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March Lesson Plan  
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*Grade 7 – Goal*

Students will recognize disrespectful bullying behavior, and will identify protective factors that illustrate self-respect.

*Objective*

Students will be able to list alternative responses to bullying behavior that will demonstrate respect.

*Materials*

Situation Charts, index cards, markers, colored pencils, crayons

*Activities*

Discuss/review/brainstorm definitions for respect; and have the class reach consensus for a definition.

Divide the class into 3 groups. Tell students that they will read/act out situations that occur in school, on the bus, or in their neighborhoods that present the opportunity to curtail bullying and boost their self-respect. Discuss that even the most difficult situations present options on how to respond. Sometimes the first option most people think of has to do with revenge or making someone feel as badly as they feel, but that usually winds up lowering their self-respect. There is always a more positive, productive choice that may also help reduce the incidences of bullying.

Pass out one situation chart to each group. Explain that for each situation there are 2 options. The 1<sup>st</sup> option will make them feel good, but will lower their self-respect in the long run. The 2<sup>nd</sup> option will make them feel good and boost their feelings of self-respect. Give examples – If someone says something mean, you could say something mean back – that will make you feel bad later because you realize how mean you were, or you could tell the person that their remark was not appreciated- in that case, you stuck up for yourself when you felt someone wasn't treating you fairly.

Use the de-briefing form to assess how the lesson went, and if there are any additional questions that need to be answered.



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**Self-Feedback Form  
Respect Lesson**

The Anti-Bullying Committee would like your feedback on how today's lesson went. We welcome your input on the lesson, and any suggestions you have to help us improve the anti-bullying lessons being presented in Advisory.

Thanks in advance!

What went well in today's lesson?

What do you have concerns about?

Questions/comments/suggestions?

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School

You're forced to partner with others for a project. Each team is to receive a grade, not each individual. You're doing all the work because you're the only one who apparently cares about your grade.

What options do you have?

Option 1: Will make you feel better, but will **lower** your self-respect.

Option 2: Will make you feel better and will **boost** your self-respect.

You ask someone if help is needed. This person snaps at you and tells you to mind your own business.

What options do you have?

Create your own situation in school where you will have the option to boost or lower your self-respect. The write your options.

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Option 1: Will make you feel better, but will **lower** your self-respect.

Option 2: Will make you feel better and will **boost** your self-respect.

You study really hard to get an A on a math test, but still only get a C. It's frustrating.

What options do you have?

Option 1: Will make you feel better, but will **lower** your self-respect.

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Option 2: Will make you feel better and will **boost** your self-respect.

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Option 1: Will make you feel better, but will **lower** your self-respect.

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Option 2: Will make you feel better and will **boost** your self-respect.

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**Bus**

The bus is crowded and you see someone that you sat next to last week has an open seat next to them. As you move closer they put their book bag on the seat and tell you they are saving it. The driver closes the doors and tells you to find a seat fast. What options do you have?

Option 1: Will make you feel better, but will **lower** your self-respect.

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Option 2: Will make you feel better and will **boost** your self-respect.

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Create your own situation on the bus where you will have the option to boost or lower your self-respect. Then write your options.

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Option 1: Will make you feel better, but will **lower** your self-respect.

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Option 2: Will make you feel better and will **boost** your self-respect.

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You hear a friend a few seats back call

You're riding the bus and someone starts

someone "fat." Both your friend and the kid laugh. You happen to know that kid is trying very hard to lose weight and is actually pretty hurt about the comment.

What options do you have?

Option 1: Will make you feel better, but will **lower** your self-respect.

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Option 2: Will make you feel better and will **boost** your self-respect.

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kicking your seat.

What options do you have?

Option 1: Will make you feel better, but will **lower** your self-respect.

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Option 2: Will make you feel better and will **boost** your self-respect.

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### In the Community or your Neighborhood

Someone says something very hurtful to you, then tacks on "I was just kidding."

What options do you have?

Option 1: Will make you feel better, but will **lower** your self-respect.

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Option 2: Will make you feel better and will **boost** your self-respect.

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Create your own situation outside of school where you will have the option to boost or lower your self-respect. Then write your options.

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Option 1: Will make you feel better, but will **lower** your self-respect.

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Option 2: Will make you feel better and will

	<p><b>boost your self-respect.</b></p> <hr/> <hr/> <hr/>
<p>Someone is spreading a nasty rumor about you that is a severely twisted form of the truth. You don't know where or how it began, but you feel you're hearing it whispered everywhere you go.          What options do you have:</p> <p>Option 1: Will make you feel better, but will <b>lower</b> your self-respect.</p> <hr/> <hr/> <p>Option 2: Will make you feel better and will <b>boost</b> your self-respect.</p> <hr/> <hr/>	<p>Someone twists something you said and it comes back to you through another person. What options do you have?</p> <p>Option 1: Will make you feel better, but will <b>lower</b> your self-respect.</p> <hr/> <hr/> <hr/> <p>Option 2: Will make you feel better and will <b>boost</b> your self-respect.</p> <hr/> <hr/> <hr/>

March Lesson Plan  
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Anti-Bullying Program

*Grade 8 – Goal*

Students will discuss the disrespectful behaviors of students and adults who bully, and will recognize that our responses to those behaviors can also be seen as disrespectful.

*Objective*

Students will be able to define respect and give examples of how self-respect is a protective factor against bullying. Students will be able to make positive choices about how we treat ourselves and others, and how we take responsibility for our actions.

*Materials*

Post it notes; chart/poster paper

*Activity*

Students will be given 2 post it notes each. Ask them to write one example of disrespectful behavior by student bullies and one example of disrespectful adult bully behavior.

Divide the chart paper in half; one side labeled student, one side labeled adult.

Have students put their completed post it notes on the chart paper on the correct half.

Lead a class discussion on the information that was shared. Have students come up with ways to turn the negative behavior posted into positive behavior.

Based on the discussion, ask students to generate a definition for respect in their own words. (this can be done in groups) Write their definitions on the board and then write Dr. King's definition: "Showing consideration and appreciation for yourself, others and the environment."

Now that students have a definition, they are going to give examples of what it looks like. Explain how carousel brainstorming works. Have students work in groups of four and spend approximately 4 minutes on each chart. There should be a chart for each of the categories:

Student/Verbal Respect; Adult/Verbal Respect; Student/ Non-Verbal Respect; Adult Non-Verbal Respect.

Lead a discussion on what students wrote on the chart paper. If there is any extra time, have students work in groups to come up with skits to role play how to turn disrespectful behavior into respectful behavior.

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**Extension information – month of March**

## **RESPECT**

By Will S. Bunin

You don't know me  
So don't judge what you can't see  
Don't smudge me out  
Don't begrudge my Intel  
Just don't hold a grudge  
Against my style  
Of all black  
Or hate the idea  
Of a keychain  
On the front of my back

Don't belittle what's different  
About this kid  
Don't whittle my soul  
Down to its core  
Because that's what bullies are for  
That's what you're doing to my life

So don't just stab me in the back  
With a rugged old knife  
This is not some surgery  
So stop being the jury  
And stop your misery  
Stop your condescending low heartedness  
You gruesome crow

You might make fun of me  
Or ask me to calm down,  
But not

I'm not going to calm down for one second  
I'm going to simply stand  
Tall and fight

I'm going to fight back because I can  
Because someone as ghostly as you  
Someone who causes as much hate as you  
Someone who is as unjust and relentlessly cold as you  
Needs to be stopped

Who am I you ask

I am simply him  
I am the one you bully  
I am the one you torment  
I am the one who needs help,  
But does not get it  
I am the one who looks toward a new horizon  
A new place of freedom

I am me



It's just that simple

I am the one who has had enough of your bad behavior

I am the one who is standing up to people like you

I am the one who WILL win against your soaring ways,

Your bitter travesties.

I am the one who shows respect to those who show me the same courtesy

You want respect, don't you?

All people do

If you want respect so much, then show me the same behavior

If you want respect so much, then show him the same behavior

If you want respect so much, then show everyone that you deserve it

Don't judge someone because they are weird

Don't judge someone because they are annoying

Don't judge someone because they are different

Just don't judge

RESPECT.

## *Rules Around the World Listing*

*Let none of you treat his brother in a way he himself would not like to be treated.*  
--Mohammedan

*Do as you would be done by.*  
--Persian

*What you would not wish done to yourself,  
do not do unto others.*  
--Chinese

*Do not that to a neighbor,  
which you shall take ill from him.*  
-Grecian

*One should seek for others,  
the happiness one desires for one's self.*  
-- Buddhist

*The true rule of life is to guard and do by the things of others,  
as they do by their own.*  
---Hindu

*The law imprinted on the hearts of all men,  
is to love the members of society as themselves.*  
-- Roman

*Do to other as you would have them do unto you.*  
--Luke 6:31 The New Testament



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No Name-Calling Week 2016: January 18-22

## Celebrate Kindness!

We believe in celebrating kindness while working to create safe schools free of name-calling, bullying and bias.

Motivated by this simple, yet powerful, idea — and supported by over **60 national partner organizations** — No Name-Calling Week is celebrated each year in schools across the nation.

We want to help you put a spotlight on name-calling and bullying in your school.

Be one of the brave, and join us in celebrating No Name-Calling Week January 18-22, 2016. Whether you're a teacher, student, guidance counselor, coach, librarian or bus driver, show you care by organizing a week of activities at your school aimed at ending name-calling once and for all. **Register to receive updates and offers!**

### Plan a week in your school.

Use our **planning tools** to help in your preparations.

### Celebrate kindness through lessons and activities.

We have plans for **elementary, middle, or high schools**.

Are you a middle or high school student? Whether you have a minute, hour, or afternoon, here are **nine ways to #CelebrateKindness** throughout No Name-Calling Week.

### Show off!

Learn about and submit to the No Name-Calling Week **Creative Expression Exhibit**.

Check out some of our highlights from 2014's Creative Expression **here**.

### From Fiction to Reality

No Name-Calling Week was inspired by the popular young adult novel entitled *The Misfits* by popular author James Howe. The book tells the story of four best friends trying to survive the seventh grade in the face of all too frequent taunts based on their weight, height, intelligence, and sexual orientation/gender expression. The friends create a new political party during student council elections and run on a platform aimed at wiping out name-calling of all kinds. The No-Name Party in the end, wins the support of the school's principal for their cause and their idea for a "No Name-Calling Day" at school.

Motivated by this simple, yet powerful, idea, the No Name-Calling Week Coalition created by GLSEN and Simon & Schuster Children's publishing, consisting of over 60 national partner organizations, organized an actual No Name-Calling Week in schools across the nation. Since then, No Name-Calling Week has been adopted by schools everywhere and has grown into one of the largest bullying-prevention initiatives in the country.

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### NO NAME-CALLING WEEK: STUDENT ACTIONS



#### RESOURCE DOWNLOADS

DOWNLOAD ALL

No Name-Calling Week 2014 Poster

VIEW DOWNLOAD

Suggested Literature and Media

VIEW DOWNLOAD

#### No Name-Calling Week: Student Actions

GLSEN's No Name-Calling Week is all about celebrating kindness and respecting others. Whether you're a middle or high school student, you can get involved! Get your kindness on this week (and every week). Whether you have a minute, an hour, or an afternoon, you can #CelebrateKindness with your friends, classmates, educators, and strangers! Don't forget to document your actions on social media by using the hashtags #CelebrateKindness or #NNCW15.

##### IF YOU HAVE A MINUTE

- Catch someone being kind! See a friend being kind? Take a pic and tag it with hashtag #CaughtBeingKind. Your pic might end up on GLSEN's Instagram, @GLSEN\_official
- Do a random act of kindness. If you have your phone on you, take a pic, and share it using the hashtag #CelebrateKindness and/or #NNCW15.

##### IF YOU HAVE AN HOUR

- Print and post No Name-Calling Week posters around school. Remember to get permission from the appropriate teachers and administrators before you post them!
- Advocate for your teachers to use one of the many middle or high school lesson plans!
- Discuss during your GSA meeting what it means to #CelebrateKindness in your school. Don't forget these tips on running an effective GSA meeting!

##### IF YOU HAVE AN AFTERNOON

- Watch one of these awesome films by our friends at GroundSpark and consider its implications for society today and your school environment; even better, grab a few of your friends (or GSA), then watch and discuss the film(s) together!
- Create! Use the afternoon to create something to enter in the Creative Expression Exhibit.
- Pass a Proclamation! Use this guide to research and advocate for a No Name-Calling Week proclamation in your school district or community.
- Donate a book! Here's a list of great No Name-Calling Week books you can purchase and donate to your former elementary school, or elementary schools in the area.

To learn more about No Name-Calling Week, visit [GLSEN.org/nonamecallingweek](http://GLSEN.org/nonamecallingweek).



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## ANNUAL NO NAME-CALLING WEEK SET TO BEGIN

Annual No Name-Calling Week set to begin

### MEDIA CONTACT

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Jan 22, 2013

**NEW YORK** - The Gay, Lesbian & Straight Education Network (GLSEN), today celebrated the kickoff of its annual No Name-Calling Week with students in thousands of schools gearing up to participate in the national event aimed at ending school-based name-calling and bullying of all kinds.

No Name-Calling Week was founded in 2004 by GLSEN and Simon & Schuster Children's Publishing with more than 50 participating organizations supporting the week-long event. Key supporters of the bullying prevention program include founding sponsor Cisco with additional support provided by McDonald's and The Peter and Carmen Lucia Buck Foundation.

"The frequent and widespread school participation in No Name-Calling Week can be attributed to a fundamental need to create learning communities that nurture individual happiness and success," said Dr. Eliza Byard, GLSEN's Executive Director. "Educators are committed to their students' achievement, but a solid foundation built upon empathy, respect and healthy relationships must be a part of that equation. No Name-Calling Week provides educators and students with a transformative moment to not only address how words can hurt others, but to also celebrate the differences found in everyone."

In honor of No Name-Calling Week, House Representative Ileana Ros-Lehtinen (R-FL) will introduce a congressional resolution during the week to commemorate the wide range of educational activities taking place in schools across the country aimed at ending name-calling, bullying and harassment of all kinds. Ros-Lehtinen is also a co-sponsor of the Safe Schools Improvement Act.

To support the week-long event, U.S. Olympic Soccer player Megan Rapinoe partnered with GLSEN to shoot an AOL "You've got..." public service announcement about the power of language. Rapinoe spoke about why people shouldn't use biased language on the field, in school or anywhere else. GLSEN is encouraging supporters to tell us why they support Rapinoe's message. GLSEN will be giving away a \$500 Nike gift certificate, three signed Megan Rapinoe soccer balls and GLSEN merchandise to the people whose stories we share on the Changing the Game blog.

In addition, GLSEN's long-standing organizational partner GroundSpark is providing free streaming of [Let's Get Real](#) throughout No Name-Calling Week. GroundSpark produced the short film that examines issues that lead to bullying including differences based on race, perceived sexual orientation, learning disability, religion, sexual harassment and others.

The **Creative Expressions Contest** will be once again offered for schools to display their efforts to create a culture of no name-calling. Schools are invited to create school wide displays featuring the message of the week-long event and to submit a picture or video of the display for review. The winning school will receive a No Name-Calling Week prize pack containing a variety of merchandise, books and other materials from GLSEN, Simon and Schuster and Cartoon Network. All submissions are due on Friday, March 1 and may be submitted online.

Additionally, No Name-Calling Week is once again organizing the **Creative Expressions Exhibit** that will display students' original artwork that express their experiences and feelings about name-calling, and their ideas to end bullying in their schools and communities. Student artwork submissions will appear in a virtual exhibit premiering in the fall. Exhibit submissions will not be reviewed for the Creative Expressions Contest. All submissions may be submitted online.

GLSEN's No Name-Calling Week was inspired by the young adult novel "The Misfits" by James Howe, a story about four students who have each experienced name-calling and decide to run for student council on the platform of creating a "No Name Day" at school.

[No Name-Calling Week](#) is designed for use at all grade levels with schools organizing a diverse array of lesson plans, activities and other school resources for use throughout the week. In previous year evaluations, educators said they found No Name-Calling Week resources useful and that the program contributed to making their school safer.

According to "From Teasing to Torment: School Climate in America," a 2005 Harris Interactive report commissioned by GLSEN, 47 percent of middle and high school students identified bullying, name-calling or harassment as a somewhat or very serious problem at their school. Additionally, 65 percent of middle and high school students reported being verbally or physically harassed or assaulted in the previous year because of a personal characteristic. Nearly a third of these students who were assaulted or harassed said that school staff did nothing in response when the incident was reported.

In "Playgrounds and Prejudice: Elementary School Climate in the United States," a 2012 Harris Interactive report commissioned by GLSEN, 75 percent of elementary school students reported that students at their school are called names, made fun of or bullied with at least some regularity.

Most commonly this is because of students' looks or body size, not being good at sports, how well they do at schoolwork, not conforming to traditional gender norms/roles or because other people think they are gay.

To learn more about GLSEN's annual program, please visit the [No Name-Calling Week](#) website. You can also join the discussion on [Facebook](#) or on [Twitter](#) by following [@GLSEN](#) and using the hashtag [#wordscanhurt](#).

#### ABOUT GLSEN

GLSEN, the Gay, Lesbian & Straight Education Network, is the leading national education organization focused on ensuring safe schools for all students. Established in 1990, GLSEN envisions a world in which every child learns to respect and accept all people, regardless of sexual orientation or gender identity/expression. GLSEN seeks to develop school climates where difference is valued for the positive contribution it makes to creating a more vibrant and diverse community. For information on GLSEN's research, educational resources, public policy advocacy, student organizing programs and educator training initiatives, visit [www.glsen.org](http://www.glsen.org).

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## GLSEN'S NINTH ANNUAL NO NAME-CALLING WEEK

GLSEN's Ninth Annual No Name-Calling Week

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Jan 23, 2012

### New Creative Expressions Exhibit on Name-Calling and Bullying to Feature Students' Submissions Daily on GLSEN.org

NEW YORK - January 23, 2012 - The Gay, Lesbian & Straight Education Network (GLSEN), today kicked off its ninth annual No Name-Calling Week with students in thousands of schools participating in the nationally recognized event aimed at addressing name-calling and bullying in schools.

No Name-Calling Week was first organized in 2004 by GLSEN and Simon & Schuster Children's Publishing with more than 50 participating organizations supporting the week-long event including the National Education Association, the National Association of Elementary School Principals, and the American Association of School Counselors.

Key supporters of the bullying prevention program include leading sponsor Cisco with additional support provided by Simon & Schuster Children's Publishing, Barnes & Noble, Allstate Foundation, McDonalds and The Peter and Carmen Lucia Buck Foundation.

"Bullying continues to be a public health crisis in the United States, but we are encouraged that more and more educators embrace the simple idea that has made No Name-Calling Week such a popular educational event - that we should teach youth to respect difference," said GLSEN Executive Director Eliza Byard. "No Name-Calling Week prepares teachers to begin and sustain a dialogue that encourages students to help eliminate all kinds of name-calling and bullying. Not only do students learn to respect and value difference, but they also contribute to ensuring a safer climate for everyone a part of their school community."

GLSEN's No Name-Calling Week was inspired by the young adult novel *The Misfits* by James Howe, a story about four students who have each experienced name-calling and decide to run for student council on the platform of creating a "No Name Day" at school.

No Name-Calling Week is designed for use at all grade levels with schools organizing a diverse array of activities throughout the week. Lesson plans and other school resources can be found at [www.NoNameCallingWeek.org](http://www.NoNameCallingWeek.org). Previous year evaluations indicate that educators found No Name-Calling Week resources useful and that the program may improve student experiences.

Previously known as the "Creative Expression Contest," GLSEN is launching its Creative Expression Exhibit designed for students to submit original pieces, in all mediums, that convey their experiences and feelings about name-calling, and their ideas for ending bullying in their schools and communities. The exhibit's theme is "365 Days of Respect" where a new submission will be daily featured on GLSEN.org. Deadline for submissions is March 2.

GLSEN will release a series of No Name-Calling Week videos and blog posts throughout the week-long event. Two videos produced by Simon & Schuster Children's Publishing feature *The Misfits* author James Howe and an array of authors in support of No Name-Calling Week.

According to *From Teasing to Torment: School Climate in America*, a 2005 Harris Interactive report commissioned by GLSEN, 47 percent of middle and high school students identified bullying, name-calling or harassment as a somewhat or very serious problem at their school. Additionally, 65 percent of middle and high school students reported being verbally or physically harassed or assaulted in the previous year because of a personal characteristic. Nearly a third of these students who were assaulted or harassed said that school staff did nothing in response when the incident was reported.

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To learn more about No Name-Calling Week, visit [www.NoNameCallingWeek.org](http://www.NoNameCallingWeek.org). Join the Facebook discussion at <http://www.facebook.com/NoNameCallingWeek>. No Name-Calling Week is made possible by a generous grant from Cisco with additional support provided by Barnes &



Noble, Allstate Foundation, McDonalds and The Peter and Carmen Lucia Buck Foundation.

**About GLSEN**

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# Appendix E

## December Lesson Plan Burnet/Kawameeh Anti-Bullying Program

### *Grade 8 – Goal*

Explore different groups in the school.

### *Objective*

Explore bullying based on race and skin color, including the use of racial slurs. In addition, we will discuss going along with-and the fear of opposing- bullying.

### *Materials*

Handout – poem, "Incident" by Countee Cullen; racial slurs handout. Also, the following you tube videos may be used.

<http://www.youtube.com/watch?v=oZ1UUqhiPM&feature=related>

<http://www.youtube.com/watch?v=O9mwjUCxhCo&feature=related>

<http://www.youtube.com/watch?v=p1TLqPxZZ4&feature=related>

(there are many others)

### *Activities-*

#### Think – Pair- Share

Could you draw a map of our school based on where different groups hang out and where it feels safer to be than other places? What places would you draw? What kinds of bullying happen between groups?

Do students use the "n" word here? Do you believe that it is OK for some to use the "n" word but not others? How about the word "immigrant"? Could you give examples of other slurs that are OK to use within a group but not okay if someone outside the group uses them?

Is teasing someone of the same race for being lighter or darker skinned hurtful? Why or why not? Is it racist?

# Racial Slurs

**GOALS**

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

**SUGGESTED TIME**

Up to one class period

**RESOURCES**

Copies of handout on p. 71



**Keep in Mind**

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

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

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

**"Incident"**

by Countee Cullen (1903–1946)

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

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

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

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

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





Let's  
Get Real

## Racial Slurs

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

handout

# Appendix E

## December Lesson Plan Burnet/Kawameeh Anti-Bullying Program

### *Grade 6 – Goal*

To recognize the impact of prejudice and offensive language.

### *Objective*

To define diversity, tolerance and prejudice; to recognize offensive language; to illustrate the difference between names used to unify a group or similar individuals and names used to single out a group of similar individuals.

### *Materials*

*Make a Group Suggested Questions* page; paper, pencils, color coded index cards or objects, chart paper, markers

### *Activities*

Share with students the following directions for the game *Make a group*

This game is about making groups of people based on something you have in common with those people. We are going to clear a space in the room so that everyone can stand up and spread out with room to move. Then I am going to ask you to think about an answer to a question about yourself. Once you have thought of your answer, I am going to ask you to quickly find other people in the room who have an answer to the question that is the same or similar to yours. You can ask people their answers, or shout out your own in order to find other people to group with, but the rounds are going to move quickly. If you don't find a group right away, that's okay, you'll find one on the next question. When I raise my hand, it will be time to listen to the next question, and make new groups.

Engage students in a number of rounds of the game using the *Make a group suggested questions* handout, in addition to other questions that are relevant and interesting to the group of students you are working with. It is important to ask questions that will include all students, and the idea is to ask questions quickly so students are kept on the move. If you can, close this portion of the lesson on a question that results in students being somewhat evenly divided into groups, and ask the groups to form small circles and sit down on the floor for the next part of the lesson.

Pass the Brainstorm and Discussion

When students are seated in the last group they formed during the game, restate that they are currently a part of a group with their peers who are the same as them in some way. Set them up to engage in a Pass the Brainstorm activity using the following instructions.

Each of you will be given a piece of paper and a pencil and when I say "go" you will write down one idea for a positive "Put-Up" name for the group you are in. For example, if you are in a group of students that all say that broccoli is their favorite vegetable, you might write down "The Broccoli Buster" or "Team Green" as your idea. When I give you the signal, you'll then pass your paper to the right so that you are holding your neighbor's paper and someone else is holding yours. Look at what that person wrote, and think of a new positive group name, and write it underneath theirs. Wait for the signal again, pass the papers again, and write a third idea. Let's do this activity in silence to give people space to think. After a few passes, you'll share all the names you've come up with in your group.

Give students no more than 30 seconds to write down each idea before signaling to pass. When the brainstorming is done, give the groups a few minutes to read all the ideas they have collected out loud to each other and to choose one name they all like that could represent their group in a positive way. Briefly discuss the following questions:

- How did it feel to come up with a positive group name with your peers based on a similarity you all share?
- Why do you think people use names this way?

Now repeat the instructions to the students for a second round of pass the brainstorm, except this time ask them to think about ideas for names that someone might use as a "Put-Down" to their group. Emphasize that this round will also take place in silence, and ask students to agree not to use the put down names outside the context of this portion of the activity. When a few passes have taken place, ask students to circulate the papers to all students in the group to read and reflect on. None of the put-downs will be read aloud during this section of the activity.

Pose the following questions to the class, and engage in a brief discussion of students' ideas:

- How did it feel to read the list of put-down group names that your group brainstormed?
- Why do you think people use names this way?
- How did the two rounds of Pass the Brainstorm feel different from one another?

*Extension activities*

1. Using the Jigsaw method of regrouping students by handing out one color-coded index card/object to each student that indicates which new group they will be a part of. Assign the number of colors to match the number of groups you want to end up with and attempt to have each new group contain only one or two students from each of the old groups. For example if there are 20 students that were previously grouped in 4 groups of 5 each, choose 5 different colors and distribute them so that each student in the original group gets a different color.

Once the Jigsaw is complete and everyone is seated with a new group, pose the following questions and ask student to engage in a small-group discussion in which each student has the chance to share an experience with the group:

- Can you remember a time when you were called a name or put down for being different from others around you?
- What did that feel like to you?
- What did you do?

Give groups about 2 minutes per group member to share their experiences, and then draw the class back together to debrief. As students share any connections they see between the various stories their classmates told. Record the similarities that come up on chart paper for students to have in the event they are able to do the next extension activity.

2. Challenge student to use experiences they just shared about their individual experiences with being called names for being different, and the similarities they found among their stories to generate a role-play that they will practice and then perform for the class. The role-play should tell the story of someone who was called a name or bullied for being different, how it felt, and how they dealt with it. The scenario students choose to act out can be based on one student's experience, on a combination of a number of students' experiences, or can be entirely made up by the group.

To support the development of the group role-plays, encourage students to assign various jobs within the group that will help keep everyone on track towards preparing the skit. Not every student needs to act in the role-play, but every student must play an active role in the development of the skit.

When students have had adequate time to plan and rehearse, draw the class back together to watch the performances. If possible, lead a follow-up discussion using some of the following questions:

- How did the students being called names in the role-plays deal with being bullied?
- What kinds of differences were the students being bullied for in the role-play?
- Why do you think people call names or put people down because of differences?



- 
- What was it like working in groups with people that were both similar to and different from you?
  - How do our differences help us do good work?

### Make A Group Suggested Questions

- What did you have for breakfast (lunch, dinner last night, etc.) today? Make a group with people who had the same thing for breakfast that you did.
- What is your favorite color (animal, ice cream flavor, day of the week, sport, etc.)? Make a group with people who have the same favorite color that you do.
- How do you feel about vegetables (fruits, seafood, chocolate, soda, etc.)? Make a group with people who feel the same way about vegetables as you do.
- How many pets (cats, dogs, fish, etc.) do you have? Make a group with people who have the same number of pets that you do.
- What color are your eyes (hair, etc.)? Make a group with people who have the same color eyes that you do.
- What do you usually do right after school (when you first get up in the morning, etc.)? Make a group with people who do the same thing.
- What kind of shoes are you wearing today? Make a group with people who are wearing the same kind of shoes as you today.
- How many people are there in your family (living in your house, sharing a room with you, etc.)? Make a group with people who have the same number of people in their family that you do.

December Lesson Plan  
Burnet/Kawameeh  
Anti-Bullying Program

*Grade 7 – Goal*

For students to be able to better understand other students' points of view.

*Objective*

Explore bullying based on race and skin color, as well as other forms of prejudice and bias.

*Materials*

Scenarios, definitions of bias and prejudice

*Activities*

Read the following scenarios to the class:

- A new student sits at your usual cafeteria table.
- A student walks up to your bus stop wearing a shirt and tie.
- A friend asks for a certain type of drink - coke, diet coke, or water.

After reading each above scenario, ask these two questions:

- What assumptions do we each make in these situations?
- Where do these assumptions come from?

Definitions and content:

- Bias – a preference that affects judgment.
- Prejudice – acting on a bias; choice based on bias.

As we understand others' perceptions, we realize that we all have biases. Everyone has different backgrounds, experiences, family dynamics, etc. and so everyone has different perceptions of reality. Being aware of our unique perceptions and others around us enables us to be aware and respect others' differences.

Instruct students to listen with an open mind, refrain from making judgmental statements about the students' responses, and request confidentiality.

- What prejudices do you see in our building?

- 
- What is it about you that might provoke a response in others that doesn't reflect the "real you"?
  - Share a time when you've been treated in a prejudicial way.

Summary points:

- Perceptions and biases are a natural way of understanding the world we live in, but we don't need to act on them.
- Awareness of perception is the beginning of understanding that can lead to change.
- Make no assumptions; take time to get to know the person.

November Lesson Plan  
Burnet and Kawameeh  
Anti-Bullying Program

*Grade 8 – Goal*

Students will be able to integrate interpersonal problem solving skills to help resolve conflicts more effectively.

*Objective*

Students will learn the skills needed to communicate more effectively to both reduce the number of conflicts, and to resolve conflicts more easily when they do arise.

*Materials –*

Handouts included

*Activities –*

Ask for 2 student volunteers.

Propose the following scenario to the class.

- Person A: You've recently bought a pair of expensive shoes. Your friend broke into your gym locker and wrote all over them in permanent marker. They're ruined. You feel hurt and violated.
- Person B: Your friend's been bragging about his or her expensive shoes to everyone. Yesterday he or she made fun of the way you were dressed in front of your entire class. You felt humiliated and angry, and you wanted to teach him or her a lesson, so you broke into his or her locker and wrote all over the shoes.

**NOTE TO TEACHER:** Make sure that you introduce this skit as the **WRONG WAY** to solve a conflict between people and that you will be asking the class afterwards to analyze what went wrong.

Person A: "Hey, why did you touch my stuff?"

Person B: "Whoa, I didn't think this would be such a big deal..."

Person A: "You're lying. You totally blew this whole thing out of proportion. Now my shoes are ruined and they were really expensive. I'm so angry about this!"

Person B: "But you..."

Person A (interrupting): "I don't want to hear it. You're always putting words in my mouth."

Person B: "Who cares about the shoes? Your parents can just buy you another pair. They buy you everything else you want."

Person A: "you don't know me. You don't know my parents."

Person B: "Yeah I do. You're all stuck-up. How does it feel to have the nasty shoes now?"

Process – After the students are finished, ask the class for specific reasons why they thought the conflict escalated. Write these on the board. Once they've come up with a few reasons, ask the class for other options the students could have used to de-escalate the conflict. Suggest looking at the opposites of what they did wrong. As they mention suggestions close to or exactly matching the following list, write them in a separate place on the board.

Hints for dealing with conflicts on a one-to-one basis:

- **TAKE TIME TO COOL OFF.** Issues can't be dealt with unless emotions are worked through. In both individual and group situations, the long-term relationship is generally more important than the conflict. Also, the process of conflict resolution is as important as the content. A resolution in which one party is the winner and the other party is the loser is no resolution.
- **THINK ABOUT THE PERSON AS A PERSON.** This helps to break down role stereotypes.
- **KNOW YOUR AIM.** Knowing what is important to you in the conflict and stating it clearly makes it more likely that your needs will be met and that the conflict will be resolved.
- **TRY TO UNDERSTAND WHAT THE OTHER PERSON IS SAYING.** Listening, paraphrasing, and good feedback show concern for the other person, which in turn, facilitates communication, defuses conflict, and lowers tension.
- **FIND SOMETHING YOU CAN AGREE ON.** Use this as a basis from which to work through the problem.
- **BE SPECIFIC WHEN YOU INTRODUCE A GRIPE.** Don't just complain. Ask for reasonable changes that will relieve the gripe. Confine yourself to one issue at a time.
- **ASK FOR AND GIVE FEEDBACK ON MAJOR POINTS.** This serves to make sure you are heard, and to assure the other person that you understand what he or she wants.
- **NEVER ASSUME** that you know what the other person is thinking until you have checked out the assumption. Do not predict how he or she will react or what he or she will accept or reject.
- **FORGET THE PAST AND STAY WITH THE PRESENT.** Changes can't be retroactive but you can have an impact on the future.

### **Activity 1**

Direct the class to stand in a circle. Ask for two new volunteers to act the parts of Persons A and B. Put them in the center of the circle. Direct them to begin the scene again, this time using the class's suggestions and the steps for resolving interpersonal conflict. As people in the outer circle think of ways to incorporate the new steps they've learned into the scene, they may tap an actor on the shoulder and take his or her place. The previous actor will then rejoin the outer circle.

### **Processing**

After the exercise is over, ask students to work with a partner and reflect on a conflict they've had with someone else. How could they have used these new steps? Would these have de-escalated the situation? Why or why not?

### **Summary Points**

- Remember that these steps are always available to you during a conflict.
- They often help de-escalate the situation.
- These steps also help you to see the other person's point of view or perspective.
- Their perspectives might be different than your own.

October Lesson Plan  
Burnet and Kawameeh  
Anti-Bullying Program

*Grade 6- Goal*

Students will be able to define bystander and ally, and discuss what it means to be a bystander, and the responsibility that comes with being a bystander to bullying.

*Objective*

Discuss the differences between being a passive and active bystander, and an ally.

*Materials*

Poster paper, markers and/or colored pencils

*Activities*

Teacher will lead a discussion to determine the definitions of the terms in this lesson. Possible questions to ask include:

- What is the difference between a bystander and an ally?
- Is it OK to be a bystander when you witness bullying?  
When?
- What are the different ways someone can be an ally?

Students will create posters to display that will remind students of the steps they can take when they witness bullying in school.



# CHAPTER 8

## MAIN OBJECTIVES

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

Discuss bullying based on weight/appearance

Discuss possible strategies to address bullying

## KIDS IN THIS CHAPTER



PAOLA



NATHAN



AMINA



## KEY VOCABULARY

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

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

## Discussion Starters: THINK-PAIR-SHARE

**Definition of ally, how to be an ally, why to be an ally**  
How can somebody be an ally? What's the difference between an ally and a bystander?

Who was Paola trying to help out? Why did she step in? What was in common with the target? Why do you think she stepped in? What did Paola mean by the term *sexist*? Why did Paola take action?

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



### Keep in Mind

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

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

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

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

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

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

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



## **Possible Activities & Assignments**

*Activities:* **Not Just a Bystander**, p. 91  
**In the Hot Seat**, p. 98

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



**Bully4u**

## How Bystanders can Help

As a bystander – someone watching bullying without taking part – you are exactly the audience a bully wants. So there are a number of things you can do if you witness a bullying situation or if you are aware of one which is ongoing:

- Don't join in although the bully will try to make you – make up your own mind and be true to yourself;
- Use your voice to stop the bullying and let the bully know that what they are doing is wrong, stupid and mean – say something like “Cut it out”, “That’s not funny”, “How would you like it if someone did that to you?”
- Help the victim by moving towards or next to them or leading them away from the situation altogether;
- Walk away and tell a teacher or other adult – telling is not tattling as it is helping someone else, not getting them in trouble;
- Encourage other bystanders to walk away as a group;
- Believe the child being bullied and what they say;
- Befriend the victim and make sure they tell their parents or a teacher and offer to go with them if it will help;
- If the victim is reluctant to talk to anyone, offer to talk to someone in authority on their behalf;
- Involve as many people as possible, including other friends or classmates, parents, teachers, school counsellors and even the principal;
- Keep track of where bullying is taking place as adults in charge can then monitor these areas more closely;
- If your school has a bullying reporting programme, use the hotline or “bully box”;
- Do NOT use violence against bullies to try to get revenge on your own.

By speaking up and helping someone, the bully may try to come after you so be

prepared for this and hold your ground – you already have adult support on your side.

Remember the Golden Rule: stand up for someone when they need it, and when you need it, someone will stand up for you!

October Lesson Plan  
Burnet and Kawameeh  
Anti-Bullying Program

*Grade 7 – Goal*

To give students interactive skills to become allies, not just bystanders; to allow students to examine and feel the effects of bullying behavior.

*Objective*

To provide opportunities to practice how to be an active bystander and ally through role play.

*Materials*

“Not just a bystander!” handout and scenario cards

*Activities*

- Review the definition of *bystander* and *ally*. Ask the following questions:
  - What is the difference between a bystander and an ally?
  - Is it OK to be a bystander when you witness bullying?
  - What are the different ways someone can be an ally?
- Give students “Being an ally” handout. Discuss the 6 steps the handout provides on how to act or what to say when a student witnesses bullying. There is room provided for students to fill in their own ideas.
- Divide class into groups of 4 or 5. Give each group one of the scenarios provided. Help students figure out who will play what role, and then have them prepare a skit where students role-play responses to a bullying situation.
- After presentations are given ASK:
  - How did you feel being in the role to which you were assigned? What felt real and what didn't?
  - (to the rest of the class) – What were your reactions to the skit? What would you have done differently? What would you have kept the same?
  - What do you think is really going on in this skit? Why is the student being teased or bullied? What do you think about this?
  - (for the student playing the target) – What thoughts or actions helped you cope with the situation?

- (to the bystander student) – How did you feel when you witnessed the bullying? What actions did you take that helped the target? Did you feel more like a bystander or an ally? Why?
- (to the person in the bullying role) – How did you feel playing the bully? What effect did your behavior have on others in the skit? What did you learn from playing this role?
- (for those playing adults) – How was the way you acted the same or different from the way adults usually act in this type of situation? Do you think you helped the target? Why or why not?

Conclusion –

- Point out that students are not solely responsible for coming up with strategies to address bullying. Society fuels a lot of our behavior and adults also have responsibility to help respond.
- It is hoped that this activity has helped us
  - See the impact of our own behavior if we **bully** others and to stop and think when we are tempted to bully someone.
  - To learn how to handle a situation if we are being **targeted**.
  - To be more comfortable being an ally if we witness bullying.

# Not Just a Bystander!

## GOALS

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

## SUGGESTED TIME

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

## RESOURCES

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



### Keep in Mind

Role-playing activities are not for every class. To be successful, they must be performed respectfully and not alienate members of the class who may be actual targets of bullying or make those playing targets feel threatened. Before you begin, discuss what it means to role-play versus actually harming or offending other students. Discourage (or form an agreement on) the use of epithets in this activity. If possible, do not let known targets play targets or known harassers play the bullying role. Some teachers may want to reserve the bullying role for themselves. Make sure it's clear that no physical contact is allowed in the role-playing scenario.

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

## KEY VOCABULARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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





## PHOTOCOPY BEFORE CUTTING

### TEAM 1

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

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

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

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

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

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

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

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

### TEAM 2

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

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

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

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

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

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

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

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

## PHOTOCOPY BEFORE CUTTING

### TEAM 3

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

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

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

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

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

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

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

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

---



### TEAM 4

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

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

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

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

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

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

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

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

## PHOTOCOPY BEFORE CUTTING

### TEAM 5

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

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

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

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

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

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

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

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

### TEAM 6

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

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

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

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

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

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

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

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

## PHOTOCOPY BEFORE CUTTING

### TEAM 7

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

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

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

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

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

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

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

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





## Let's Get Real

## Being an Ally

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

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

### STEPS/SAMPLE PHRASES

### THINGS I MIGHT SAY...

#### STEP 1: GET THE BULLY'S ATTENTION

Hey, [Name]. Can I talk to you for a second?  
I forget your name. What is it?  
Yo!

*Wave or put both hands up in stop position*

#### STEP 2: KEEP IT CALM

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

#### STEP 3: CALL IT OUT

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

#### STEP 4: SAY HOW YOU FEEL

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

#### STEP 5: TELL THEM WHAT YOU WANT

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

#### STEP 6: PUT A PRICE ON IT

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

October Lesson Plan  
Burnet and Kawameeh  
Anti-Bullying Program

*Grade 8 – Goal*

To provide students with the opportunity to examine their feelings regarding bullying behavior, witnessing bullying behavior and being a bystander.

*Objective*

To empower students to become active bystanders and allies through education and role play.

*Materials*

Article – “Bully, Bullied, Bystander...and Beyond” from *Teaching Tolerance* ([www.tolerance.org](http://www.tolerance.org)) ; pictures of the “bystander effect”

*Activities*

Teachers will explain the difference between hurtful bystanders and helpful bystanders.

Hurtful bystanders:

- Instigate the bullying by prodding the bully to begin
- Encourage the bullying by laughing, cheering, or making comments that further cheer the bully on.
- Join in the bullying once it has begun.
- Passively accept bullying by watching and doing nothing. Often without realizing it, these bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behavior.

Helpful bystanders:

- Play a key role in preventing or stopping bullying.
- Directly intervene, by discouraging the bully, defending the victim, or redirecting the situation away from bullying.
- Get help, by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

Why don't more bystanders intervene?

- They think “it’s none of my business.”
- They fear getting hurt or becoming another victim.
- They feel powerless to stop the bully.
- They don't like the victim or believe the victim “deserves” it.
- They don't want to draw attention to themselves.

- They fear retribution.
- They think that telling adults won't help or it may make things worse.
- They don't know what to do.

Bystanders who don't intervene or don't report the bullying often suffer negative consequences themselves. They may experience:

- Pressure to participate in the bullying.
- Anxiety about speaking to anyone about the bullying.
- Powerlessness to stop bullying.
- Vulnerability to become victimized.
- Fear of associating with the victim, the bully or the bully's friends.
- Guilt for not having defended the victim.

Use the article and the photos as extension for the discussions. Students may also wish to write and present scenarios in which they demonstrate positive bystander behavior. Other activities may include writing announcements encouraging positive bystander behavior which can be read each morning, or writing articles for the school newspaper advocating good bystander behavior. Artistic students may wish to create cartoons, or posters illustrating positive bystander behavior.



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## Author Information

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Coloroso is an educator and the author of several books, including *The Bully, the Bullied and the Bystander—From Preschool to High School, How Parents and Teachers Can Help Break the Cycle of Violence*.

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## Perspective: Number 39: Spring 2011

### Imagining the Lives of Others

In the words of Atticus Finch, the stories here urge us and our students to "consider things from [another person's] point of view ... climb into his skin and walk around in it."

## Feature Articles in Number 39: Spring 2011

### Giving Students Room to Run

Part of the "Why I Teach" series

### Planting Seeds, Growing Diversity

Science, technology, engineering and math (STEM) classes have long been dominated by white males. Here are ways to make these fields more attractive to girls and students of color.

### The Human Face of Immigration

Students challenge stereotypes when they see the people behind the slogans.

### Human Trafficking

Slavery never went away, and students need to know how it affects today's world.

### Combating Anti-Muslim Bias

Followers of Islam face widespread prejudice in the United States. How can teachers help students overcome these attitudes?

### Your Students Love Social

# Bully, Bullied, Bystander...and Beyond

Keywords: Bullying and exclusion

Number 39: Spring 2011

**"After all there are no innocent bystanders. What are they doing here in the first place?"**

— William S. Burroughs

A 14-year-old hangs herself. A 19-year-old jumps off a bridge. A 13-year-old shoots himself. Another loads his backpack with stones and leaps into a river. Still another swallows her father's prescription meds to get rid of the pain and humiliation. A 17-year-old is found hanging outside her bedroom window. Two more 11-year-old boys kill themselves within 10 days of each other.

These young people all had two things in common: They were all bullied relentlessly, and they all reached a point of utter hopelessness. Bullying is seldom the only factor in a teenager's suicide. Often, mental illness and family stresses are involved. But bullying does plainly play a role in many cases. These students feel that they have no way out of the pain heaped on them by their tormentors—no one to turn to, no way to tell others. So they turn the violence inward with a tragic and final exit.

Most of the bullying that helped cause these tragedies went on without substantial objections, indignation, intervention or outrage. The bullies were far too often excused, even celebrated. The bullied were usually mourned after their deaths. But at times they were also vilified in order to justify the bullies' actions. We are devastated by the final act of violence but rarely outraged by the events that lead up to it.



### An Act With Three Characters

There are not just two, but three characters in this tragedy: the bully, the bullied and the bystander. There can be no bullying without bullies. But they cannot pull off their cruel deeds without the complicity of bystanders. These not-so-innocent bystanders are the supporting cast who aid and abet the bully through acts of omission and commission. They might stand idly by or look away. They might actively encourage the bully or join in and become one of a bunch of bullies. They might also be afraid to step in for fear of making things worse for the target—or of being the next target



### Media ... and So Can You

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### Bully, Bullied, Bystander...and Beyond

Help your students choose a new role.

### Injustice on Our Plates

Our food supply depends on immigrant labor. Seven new Teaching Tolerance lessons bring this important message into the classroom.

### A Girl and a Word

Rosa Marcellino didn't like being labeled 'mentally retarded,' so she decided to let important people know.

### Teaching Tools

The Teaching Tolerance staff reviews the latest in culturally aware literature and resources, offering the best picks for professional development and teachers of all grade levels.

### One World

Teaching Tolerance and participating artists encourage educators to print the One World poster to hang on a classroom wall. It is created with just that purpose in mind. Enjoy!

### 10 Myths About Immigration

Debunk the misinformation students bring to school—and help them think for themselves

### You might also like:

- e-bully
- The High Price of Bullying
- Bully on the Bus
- Focus on the Family Goes After LGBT Students
- Personal Best

themselves.

Whatever the choice, there is a price to pay.

Actively engaging with bullies or cheering them on causes even more distress to the peer being bullied. It also encourages the antisocial behavior of the bully. Over time, it puts the bystanders at risk of becoming desensitized to cruelty or becoming full-fledged bullies themselves. If bystanders see the bully as a popular, strong, daring role model, they are more likely to imitate the bully. And, of course, many preteens and teens use verbal, physical or relational denigration of a targeted kid to elevate their own status.

Students can have legitimate reasons for not taking a stand against a bully. Many are justifiably afraid of retribution. Others sincerely don't know what to do to be helpful. But most excuses for inaction are transparently weak. "The bully is my friend." "It's not my problem!" "She's not my friend." "He's a loser." "He deserved to be bullied—asked for it." "It will toughen him up." "I don't want to be a snitch." Many bystanders find it's simply better to be a member of the in-group than to be the outcast. They're not interested in weighing the pros and cons of remaining faithful to the group versus standing up for the targeted kid.

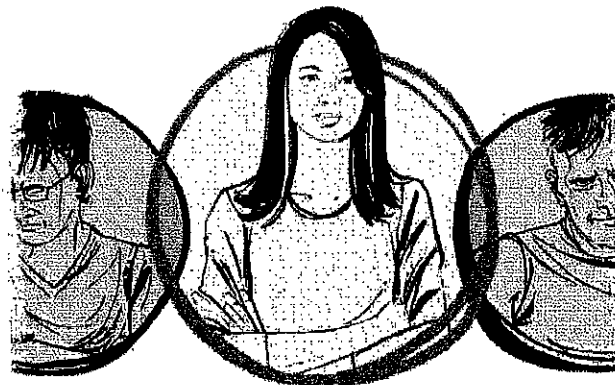
But injustice overlooked or ignored becomes a contagion. These bystanders' self-confidence and self-respect are eroded as they wrestle with their fears about getting involved. They realize that to do nothing is to abdicate moral responsibility to the peer who is the target. All too often these fears and lack of action turn into apathy—a potent friend of contempt (see *resources*).

### The Rewards of Bullying

Bullying often appears to come with no negative consequences for the culprits. Indeed, it can provide a bounty of prizes, such as elevated status, applause, laughter and approval. The rewards contribute to the breakdown of the bystanders' inner objections to such antisocial activities. As a result, you soon see a group of peers caught up in the drama. Once that happens, individual responsibility decreases. The bully no longer acts alone. The bully and the bystanders become a deadly combination committed to denigrating the target further.

This "trap of comradeship" reduces the guilt felt by the individual bystanders and magnifies the supposed negative attributes of the target. "He's such a crybaby. He whines when we just look at him." "She's such a dork. She wears such stupid clothes and walks around with her head hung down." The situation becomes worse when the victim's supposed friends stand idly by—or, worse, join in with the bullies. The hopelessness and desperation of the target is compounded by the realization that these "friends" abandoned him.

All this leads to more serious problems. The lack of sanctions, the breakdown of inner objections, the lack of guilt and the magnification of a target's weakness all contribute to the cultivation of a distorted worldview. This worldview reinforces stereotypes, prejudices and discrimination. That, in turn, hinders kids from developing empathy and compassion—two essentials for successful peer relationships.



### The Fourth Character

Another potential actor can bring the curtain down on this tragedy. This fourth character—the antithesis of the bully—gives us hope that we can break out of the trap of comradeship. This character can appear in three different and vital roles—

those of *resister*, *defender* and *witness*. He or she actively resists the tactics of the bullies, stands up to them and speaks out against their tyranny. The fourth character might also defend and speak up for those who are targeted. Bullying can be interrupted when even one person has such moral strength and courage. This fourth character is a reminder that choices are possible, even in the midst of the culture of meanness created by bullying. Here are some examples:

- When the high-status bully in eighth grade told all the other girls not to eat with a new girl, Jennifer not only sat with the new girl, but took in stride the taunts and threats of the bully and her henchmen: "Miss Goody-Two-Shoes, you're next!"
- When a group of teens mocked a student because of his perceived sexual orientation, Andrew refused to join in and shrugged off the allegations: "What, are you chicken?" and "You're just like him."
- When a group of 7-year-olds circled Derek, taunting him with racial slurs, another 7-year-old, Scott, told them "That's mean." He turned to Derek and said, "You don't need this—come play with me." The bullies then targeted Scott. Derek told him he didn't need to play with him if the others were going to target him, too. Scott's response: "That's their problem, not mine."
- When 15-year-old Patricia was tormented by her peers at a small-town high school, one senior named Brittnie stood up for her. But Brittnie's courage cost her dearly. She was cyberbullied, verbally attacked at school and nearly run over on Main Street. For the girls' own safety, they were moved to another school in an adjacent town. Brittnie had been in line to be valedictorian. Moving meant she had to give that up, costing her several scholarships. Yet Brittnie says, "I would defend her again."

#### Fifty Pink Shirts

Bullying can be challenged even more dramatically when the majority stands up against the cruel acts of the minority. For instance, seniors David and Travis watched as a fellow student was taunted for wearing a pink polo shirt. The two boys bought 50 pink shirts and invited classmates to wear them the next day in solidarity with the boy who was targeted.

Most bullying flies under the radar of adults. That means kids can be a potent force for showing up bullies. But speaking out can be complicated, risky and painful. Even telling an adult can be a courageous act. As parents and educators we must make it safe for kids to become active witnesses who recognize bullying, respond effectively and report what takes place.

Establishing new norms, enforcing playground rules and increasing supervision are policy decisions that can help reduce the incidents of bullying. So can having a strong anti-bullying policy. It must include procedures for dealing effectively with the bully, for supporting and emboldening the bullied and for holding bystanders to account for the roles they played.

Merely attaching an anti-bullying policy to the crowded corners of our curriculum is not enough. With care and commitment, together with our youth, we must rewrite this script—create new roles, change the plot, reset the stage and scrap the tragic endings. We can't merely banish the bully and mourn the bullied child. It is the roles that must be abandoned, not our children.


We can hold bullies accountable and re-channel their behaviors into positive leadership activities. We can acknowledge the nonaggressive behaviors of the kid who is bullied as strengths to be developed and honored. And we can transform the role of bystander into that of witness—someone willing to stand up, speak out and act against injustice.

Bullying takes place because some people feel a sense of entitlement, a liberty to exclude and intolerance for differences. We can use the stuff of everyday life to create a different climate in our schools. This new climate must include a deep caring and sharing that is devoted to breaking the current cycle of violence and exclusion. It's a daunting task but a necessary one.

*Illustration by PJ Loughran*

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I am a white adult with

Submitted by Lorraine Ventura on 10 Apr 2011 - 3:54am.

## Comments

I am a white adult with Italian-American heritage that has two children adopted from China. They are now 17 and 12 years old. Living in Western New York, I have

seldom found relief when complaining about my children being bullied or treated differently. My younger daughter is now in a 6-1-1 program for emotional issues that stem primarily from her early experiences in an orphanage and more sadly, her experiences at the hands of white adults. In fact, if it weren't for the latter experiences, she wouldn't have the need of this program.

When we adopted our older daughter, we lived in the Hudson Valley in New York state and had few problems. But we moved when she was 5. Now, at least 2 or 3 times a year my children experience horrific emotional situations at the hands of white adults, and unfortunately that includes those in the education community. I also have been attack personally for standing up for them.

The most recent is my 12-year-old, who takes a small bus to her school with other children from this community. There is oneb downs syndrome child on the bus but the rest are there for emotional issues. None of these children are violent, by the way. The afternoon female bus driver and bus aide have picked on my daughter all year long. Four days ago they "wrote her up" for "refusing" to stop her sneakers from squeaking - yes, that's right, her sneakers were squeaking when she moved her feet! She was also written up for being "disrespectful" for defending herself and for finding the situation humorous.

My daughter is a good kid and avoids both talking to adults she doesn't know well and getting into any trouble. She is always described as enjoyable and well-behaved. Yet on Friday, she almost missed the morning bus - with a different driver who deals very well with the bus ride - because she was determined to clean the bottoms of her sneakers so they wouldn't squeak.

I have decided to fight this, since we have had to speak to the bus garage several times this year about the situation. What amazes me is that none of those involved have commented on how insane it is to harass a child over her sneakers squeaking, a not uncommon occurrence with sneakers.

As usual, I have yet to find an adult in this very white district to "do the right thing."

I will continue fighting this and have decided to spend the money to hire a lawyer who deals with school issues. There are many other things I could use this money for but after all these years of advocating for my children I am worn out and too angry to continue on this path alone.

I often hear educators complain about parents, but maybe parents would be easier to deal with if we didn't have to endure our children being abused by teachers and other employees of the district. Until schools start enforcing treating children with respect the situation will continue to deteriorate and our tax dollars will be wasted on the district hiring lawyers to defend bus drivers from listening to squeaking sneakers.  
reply

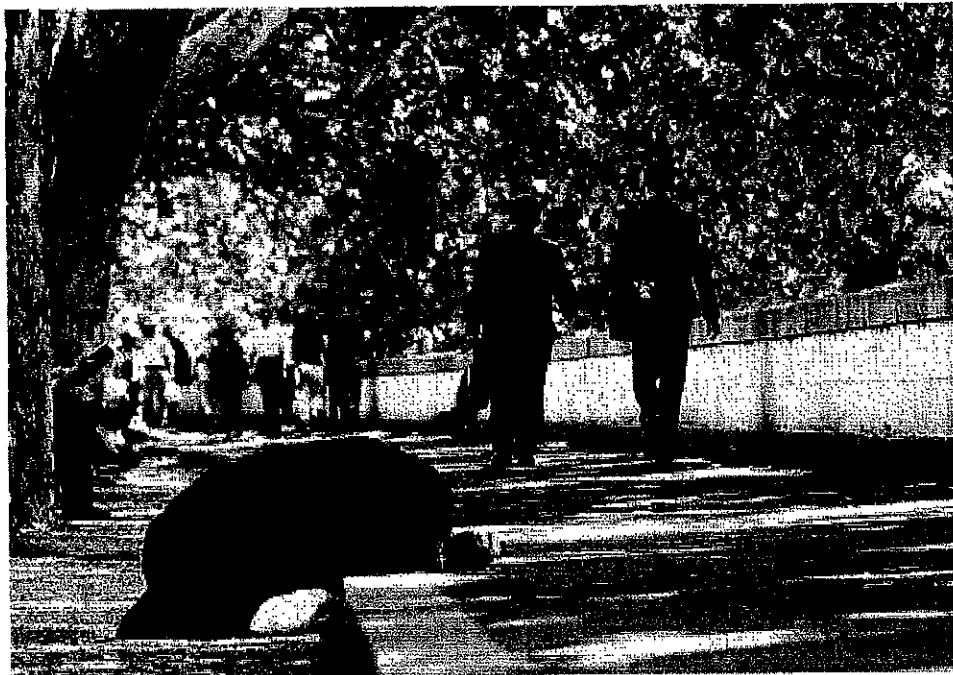


**THE FAR SIDE™** By GARY LARSON



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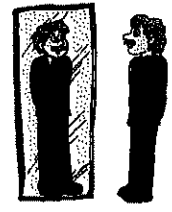
**Crossing the village, Mowaka is overpowered by army ants. (Later, bystanders were all quoted as saying they were horrified, but "didn't want to get involved.")**



# what is low self-esteem?

## What is Self-Esteem?

As human beings, we tend to place a value or a measure of worth to ourselves or aspects of ourselves. So, self-esteem usually refers to how we view and think about ourselves and the value that we place on ourselves as a person. If the value we place on ourselves is often negative, this is when we run into problems with self esteem.



## Low Self-Esteem

Have you ever been dissatisfied or unhappy with yourself on the whole? Do you ever think that you are weak, stupid, not good enough, flawed in some way, inferior to other people, useless, worthless, unattractive, ugly, unlovable, a loser, or a failure?

Everyone uses these words on themselves at times, usually when they experience a challenging or stressful situation. However, if you often think about yourself in these terms, then you might have a problem with low self-esteem.

*Low self-esteem is having a generally negative overall opinion of oneself, judging or evaluating oneself negatively, and placing a general negative value on oneself as a person.*

People with low self-esteem usually have deep-seated, basic, negative beliefs about themselves and the kind of person they are. These beliefs are often taken as facts or truths about their identity, rather than being recognised as opinions they hold about themselves.

## The Impact of Low Self-Esteem

**Frequent Self-Criticism.** A person with low self-esteem probably says a lot of negative things about themselves. They might criticise themselves, their actions, and abilities or joke about themselves in a very negative way. They might put themselves down, doubt themselves, or blame themselves when things go wrong.

**Ignoring Positive Qualities.** When compliments are given to them, they might brush such comments aside or say that "it was all luck" or "it wasn't that big a deal." Instead, they might focus on what they didn't do or the mistakes they made.

**Negative Emotions.** A person with low self-esteem might often feel sad, depressed, anxious, guilty, ashamed, frustrated, and angry.

**Impact on Work/Study.** A person with low self-esteem might consistently achieve less than they are able to because they believe they are less capable than others. They might avoid challenges & opportunities for fear of not doing well. They might work extremely hard and push themselves to do more because they believe they need to make up for, or cover up, their lack of skill. They might find it hard to believe any good results they get are due to their own abilities or positive qualities.

**Relationship Problems.** In their personal relationships, people with low self-esteem might become upset or distressed by any criticism or disapproval, bend over backwards to please others, be extremely shy or self-consciousness or even avoid or withdraw from intimacy or social contact. They might also be less likely to stand up for themselves or protect themselves from being bullied, criticised, or abused by partners or family. On the other hand they can be overly aggressive in their interactions with others.



**Recreation and Leisure.** People with low self-esteem might not engage in many leisure or recreational activities, as they might believe that they do not deserve any pleasure or fun. They might also avoid activities where they could be judged or evaluated in some way, such as competitive sports, dancing, art/craft classes or participating in any type of competition or exhibition.

**Personal Self-Care.** People who do not value themselves might drink excessive amounts of alcohol or abuse drugs. They might not bother to dress neatly, wear clean clothes, style their hair or buy new clothes. On the other hand, they might try to hide any inadequacies by not allowing themselves to be seen by others unless they look absolutely perfect.

## Cause or Effect?

It is important to know that low self-esteem is a common problem for many people in our society - so you are not alone. Low self-esteem can occur as part of a current problem (such as depression), or as a result of other problems (such as chronic illness, relationship problems) or it can be a problem in itself. Either way, the good news is that you can take steps towards developing more healthy self-esteem.



## Improving Self-Esteem

### Module 6

# Accepting Yourself

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## **Introduction**

In the previous module we looked at how to combat negative self-evaluations. Battling against some of the negative things you say to yourself is one path to overcoming low self-esteem. However, another path is to promote balanced evaluations of yourself. This means noticing and acknowledging the positive aspects of yourself, and behaving like someone who has positive qualities and is deserving of happiness and fun. In this module, we will show you exactly how to go about doing these things to boost your self-esteem.

### **Focusing On the Positive You**

Very quickly, jot down a few of your positive qualities in the space below, and then read on.

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How easy was it for you to do that? Some people might struggle to bring things to mind. This is because, as we mentioned in earlier modules, when you have low self-esteem, you have a tendency to only pay attention to negative things that confirm your negative view of yourself. You rarely pay attention to the positive things you do, your positive qualities, positive outcomes or positive comments from others. This will make the positive aspects of you very hard to get to at first, because you have not taken any notice of them. Other people might have less trouble recalling positive things about themselves, but instead might feel uncomfortable thinking about, talking about, or writing about the positive qualities they have. They might consider it as being conceited, arrogant, or stuck up to think about such things.

If either of these apply to you, you will need to approach this module with an open mind. In this module you will be asked to start noticing the positives in you that you often ignore and acknowledge these positives. Remember, most of the time all you pay attention to are your negative qualities and you feel comfortable dwelling on these negatives. Ask yourself how fair that is. By getting you to begin acknowledging your positives, you are really tipping the scales of self-evaluation back into balance. These scales have been pretty off balance (towards the side of negativity) for some time now.

### **Positive Qualities Record**

So, where do we start? When we notice something and it's really important for us to remember it, what is it that we do to help us remember? We write things down, make a note of it, or make a list if there are many items. The same approach applies here. To start acknowledging your positives, you need to write them down.

What was your initial reaction to this suggestion of writing a list of your positive attributes? Did you feel any anxiety, shame, uneasiness, sadness, fear? Did you think "What could I possibly write?" "I have nothing worth writing down," "Me! Positive attributes? Ha!" You need to be careful here, and listen out for negative self-evaluations coming through, and the tendency you may have to discount or minimise anything positive about yourself. Remember that this is a nasty habit that may rear its head when you try to do this exercise. Should this happen, just acknowledge it and try to move on to the task at hand. If the negative self-evaluations simply won't release their grip on you that easily, then go back to the Thought Diary for Negative Self-Evaluations to help you out.

# Self-Esteem Improving

Now, start a 'Positive Qualities Record.' Make a list of the positive aspects of yourself, including all your good characteristics, strengths, talents, and achievements, and record them on the worksheet on page 5. You might want to record all of this in a special book or journal – one that is dedicated especially to this task of focusing on your positive qualities.

*Here are some important tips for getting started:*

When you are recording something in your Positive You Journal, make sure you **set aside a special time** to commit to the task and carry it out. Don't do it on the run, or while you are doing other things, or fit it in around other activities. Instead, give it the due attention and time it deserves.

Remember to **write them down** on the worksheet provided or in your special journal, rather than just making a mental note or writing something on the back of a napkin or scrap of paper. Write your positive qualities in your journal or worksheet so that you remember it and know exactly where to find it. In this way, the positive qualities won't get lost.



Write as many positive things about yourself as you can think of...there is **no limit**. Exhaust all avenues and brainstorm as many ideas as possible. If you run out of steam, take a break. Come back to it over the course of a few days, until you have a substantial list of your positives.

**Get help** if you feel comfortable to do so. Enlist the help of a trusted friend or family member – someone whom you know would be supportive of you doing this, rather than someone who may be a contributor to your self-esteem problems. Two heads are better than one and an outsider might have a different perspective of you, than you do of yourself. Who knows what nice things you might discover about yourself with their help.

As already mentioned, **watch out** for negative self-evaluations or discounting your positives as "small" or "no big deal" or "not worth writing." You tend to remember detailed negative things about yourself, therefore we must do the same with the positives – it is only fair! Also remember, you don't have to do these positive things absolutely perfectly or 100% of the time – that is impossible. So be realistic about what you write down. For example, if you tend to be 'hardworking,' but recall the one time you took a sick day after a big weekend, you might say to yourself "I can't write that down because I haven't done it 100%." If you take that attitude, you are not being fair and realistic with yourself.

Finally, don't just do this exercise for the sake of it, and then put it in the back of a drawer, never to be seen again. It is important that you **re-read** the things you write in your journal, reading them over and over with care and consideration. Reflect on what you have written at the end of the day, week, or month. Let all the positive qualities pile up and 'sink in.' This is really important so that you learn to take notice of these things and feel more comfortable acknowledging them, rather than just giving them lip-service.

*Listing the positives:*

Now, let's get you started writing down all your positive qualities. Use the worksheet on page 5 to help you start writing down all the positive aspects of yourself. If you get stuck, the worksheet has some questions that can help you jog your memory. Ask yourself questions like:

- What do I like about who I am?
- What characteristics do I have that are positive?
- What are some of my achievements?
- What are some challenges I have overcome?
- What are some skills or talents that I have?
- What do others say they like about me?
- What are some attributes I like in others that I also have in common with?
- If someone shared my identical characteristics, what would I admire in them?
- How might someone who cared about me describe me?
- What do I think are bad qualities? What bad qualities do I not have?

# Self-Esteem Improving

\*Remember to include everything no matter how small, insignificant, modest, or unimportant they are!

After using these questions to identify your positive attributes, your list may look something like this (of course everyone's list will be different, as we are all different individuals with different positive qualities):

<i>Considerate</i>	<i>Good Listener</i>	<i>Diligent</i>	<i>Good Cook</i>
<i>Reliable</i>	<i>Good Humoured</i>	<i>Fun</i>	<i>Helpful</i>
<i>Health Conscious</i>	<i>Well Travelled</i>	<i>Animal Lover</i>	<i>House Proud</i>
<i>Resourceful</i>	<i>Adventurous</i>	<i>Loved</i>	<i>A Good Friend</i>
<i>Avid Reader</i>	<i>Politically Conscious</i>	<i>Charitable</i>	<i>Movie Buff</i>
<i>Artistic</i>	<i>Creative</i>	<i>Active</i>	<i>Outdoors Person</i>
<i>Strong</i>	<i>Friendly</i>	<i>Responsible</i>	<i>Determined</i>
<i>Organised</i>	<i>Appreciative</i>	<i>Praise Others</i>	<i>Cultured</i>

## 'Positive You Journal'

### Part 1: Remember Past Examples

Using the worksheet on page 6, recall specific examples of how you have demonstrated each of the positive attributes you have listed in the Positive Qualities Record. This way, you will make each attribute you have written not just meaningless words on a page. Instead, each attribute will become a real, specific, and detailed memory of something that actually happened. So for example:

- Considerate*
- 1. I took my friend some flowers and a book when they were sick.*
  - 2. I offered a listening ear to my colleague who was going through some difficult times.*
  - 3. I lent my brother some money when he was down on his luck.*

Doing this will take some time, but is well worth the effort. Remembering the specific incidents that illustrate your positive qualities will allow the list to have an impact on your view of yourself, making it real.

### Part 2: Noting Present Examples

Once you have spent time recalling past examples of your positive qualities, it is now time to turn to recognising examples of your positive attributes on a daily basis. Use the worksheet on page 7 to help you do this. This will be an ongoing exercise – something you do everyday. Each day, set out to record three examples from your day, which illustrate certain positive qualities you have. Write exactly what you did and identify what positive attribute it shows in you. Here's an example:

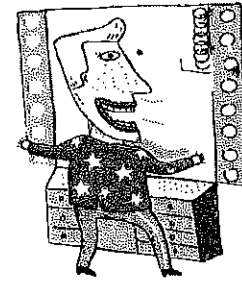
<b>Day/Date</b>	<b>Things I Did</b>	<b>Positive Attributes</b>
<i>Tue 5/7/05</i>	<i>1. Mopped the floors</i>	<i>House Proud</i>
	<i>2. Finished project</i>	<i>Diligent</i>
	<i>3. Played with kids</i>	<i>Fun to be with</i>

Start with noticing three a day if that is comfortable (you can always start with fewer if need be), but try to build from there, increasing it to 4, or 5 or 6. By doing this, you will not only be acknowledging your positive qualities as things you did in the past, but also acknowledging them as things you are everyday.

# POSITIVE QUALITIES RECORD

To help you make a list of your positive qualities, ask yourself the following questions:

- What do I like about who I am?
- What characteristics do I have that are positive?
- What are some of my achievements?
- What are some challenges I have overcome?
- What are some skills or talents that I have?
- What do others say they like about me?
- What are some attributes I like in others that I also have in common with?
- If someone shared my identical characteristics, what would I admire in them?
- How might someone who cared about me describe me?
- What do I think are bad qualities? What bad qualities do I not have?



\*Remember to include everything no matter how small, insignificant, modest, or unimportant you think they are

- 1.
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- 25.

# Positive YOU Journal

(Part I: Past Examples)

For each positive quality that you have written in your Positive Qualities Record, recall specific examples that illustrate that quality. Try to list as many examples as you can.

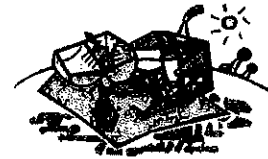
Positive Quality	Specific Examples that Illustrate the Quality



## **Acting Like the Positive You**

Another way of promoting a balanced view of yourself is by addressing your behaviours and how you treat yourself. When you think negatively about yourself, how do you tend to behave? Do you treat yourself as someone deserving of fun and recognition for your achievements? Or instead, do you neglect yourself and withdraw from life? If you have problems with low self-esteem, it is likely that you take the latter approach to life. This means that you probably engage in few activities that are pleasurable or do things that are just for you, and discount the things you accomplish from day to day. Taking such an approach keeps all those negative self-evaluations alive.

Experiencing enjoyment and a sense of accomplishment are an important part of everyday experience, which makes us feel good about ourselves and our lives. The problem for people with low self-esteem is that they often believe that they are undeserving. Therefore, enjoyment and achievement does not feature in their day, and this keeps them thinking negatively about who they are as a person. This is something we want to reverse, and get you treating yourself kindly and treating yourself to a fulfilling and satisfying life. Treating yourself well will help you start seeing yourself in a more balanced and accepting light.



## **Getting Started**

The first step to changing the way you treat yourself is to first observe how your life is currently. Using the Weekly Activity Schedule on page 10, start recording the activities you get up to during the week. Then, for each activity, rate the sense of pleasure and achievement (0-10) that you get from doing that activity. When doing this, it is important to remember that a sense of achievement does not only come from doing huge things (e.g., a promotion, an award, graduating), but achievement can come from the day-to-day things (e.g., cooking a nice meal, confronting a situation you had some anxiety about, doing some housework when feeling unmotivated, etc).

By observing what you do during your week and rating your activities, you can see how much fun or sense of achievement you are having in your average week. If there is not much that is pleasant, fun, or enjoyable to you, this will be a sign that you need to increase your fun activities. By observing how your week is currently, you can also start recognising your accomplishments and achievements, which you may have ignored or discounted previously, or tackle some tasks to give you a sense of achievement.

## **Making Changes**

Once you have a good sense of what a typical week looks like for you, you can think about what you would like to change. Do you need more fun activities in your week? What activities would be enjoyable, pleasant, or relaxing? What would be something you can do just for you, to treat yourself kindly? On what days or at what times in particular could you do fun things for yourself? Are you avoiding or neglecting things in your life, so that there is little sense of achievement in your week? What could you start doing to rectify this? When could you do these things?

Once you have a sense of what needs changing, it is time to put the changes in place. On page 11 is a Fun Activities Catalogue. There are 183 activities listed in this catalogue. These are suggestions to help you think about what you might enjoy. You may be able to think of others. Choose two or three from the list to do in the coming week. Remember to also include one or two achievement-type tasks to your schedule as well. Use the worksheet on page 13 to plan ahead which activity you will do, when you will do it (date), and then rate your sense of pleasure and achievement BEFORE and AFTER the activity. This will let you

know if the activity has been helpful. You could also use the Weekly Activity Schedule from before to plan your fun and achievement activities for the week.

### **Starting Simple**

Even though there are a number of advantages to increasing your fun and achievement, it might not be easy to get started. Often, this is because you have rarely done things just for you, and you think negative thoughts such as "I don't deserve to do things for myself," "It's too hard," "I am not worth it," "I won't enjoy doing this," or "I'll probably fail at this too." These thoughts may stop you from getting started. Often the big mistake people make is trying to do too much too soon.

If you hadn't been doing any running for 6 months, would you try and run a marathon without doing any training? Of course not! You would go on a training programme that starts out within your present capabilities, and then slowly build up your fitness and endurance. Similarly, when you are down on yourself, it is unreasonable to expect yourself to be able to jump out of bed and clean the house before going out to meet a friend for a late lunch. If you set your goals too high, you might end up not doing them, become disappointed in yourself, and feel worse than ever about who you are. Instead, plan to do things that are achievable at your current level of functioning. Start with small steps if necessary and slowly build yourself up to the large tasks that seem unmanageable right now. For example, don't try to tidy the whole house in one go – start with one room and just aim to tidy one particular area. If you're wanting to clean the kitchen, start with the dirty dishes. Then, aim to get the bench tops clean, before you move to the stove. Any task can be broken down into smaller steps until you find something achievable.

Sometimes it is easier to aim to do a task for a set period of time rather than trying to achieve a set amount. Exercise for 5 to 10 minutes rather than aim to do an hour's worth. Say you will spend 10 minutes weeding the garden rather than aiming to weed a certain area. In this way, it will be easier for you to achieve your goal. In the beginning, the important thing is not what you do or how much you do, but simply the fact that you are DOING. Remember that action is the first step, not motivation, and you'll soon find yourself feeling better about doing things for yourself or approaching challenging things.



## Weekly Activity Schedule

Use this worksheet to record the activities you get up to during the week. Then, for each activity, rate the sense of pleasure and achievement (0-10) that you get from doing that activity. When you have done this, reflect on what you have recorded. What do you make of your activity schedule?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 to 9am							
9 to 10							
10 to 11							
11 to 12pm							
12 to 1							
1 to 2							
2 to 3							
3 to 4							
4 to 5							
5 to 6							
6 to 7							
7 to 8							
8 to 9							
9 to 10							
10 to 11							
11 to 12am							

## **Pleasurable Activities Catalogue**

The following is a list of activities that might be pleasurable for you. Feel free to add your own pleasurable activities to the list.

1. Soaking in the bathtub
2. Planning my career
3. Collecting things (coins, shells, etc.)
4. Going for a holiday
5. Recycling old items
6. Relaxing
7. Going on a date
8. Going to a movie
9. Jogging, walking
10. Listening to music
11. Thinking I have done a full day's work
12. Recalling past parties
13. Buying household gadgets
14. Lying in the sun
15. Planning a career change
16. Laughing
17. Thinking about my past trips
18. Listening to others
19. Reading magazines or newspapers
20. Hobbies (stamp collecting, model building, etc.)
21. Spending an evening with good friends
22. Planning a day's activities
23. Meeting new people
24. Remembering beautiful scenery
25. Saving money
26. Gambling
27. Going to the gym, doing aerobics
28. Eating
29. Thinking how it will be when I finish school
30. Getting out of debt/paying debts
31. Practising karate, judo, yoga
32. Thinking about retirement
33. Repairing things around the house
34. Working on my car (bicycle)
35. Remembering the words and deeds of loving people
36. Wearing sexy clothes
37. Having quiet evenings
38. Taking care of my plants
39. Buying, selling stocks and shares
40. Going swimming
41. Doodling
42. Exercising
43. Collecting old things
44. Going to a party
45. Thinking about buying things
46. Playing golf
47. Playing soccer
48. Flying kites
49. Having discussions with friends
50. Having family get-togethers
51. Riding a motorbike
52. Sex
53. Playing squash
54. Going camping
55. Singing around the house
56. Arranging flowers
57. Going to church, praying (practising religion)
58. Losing weight
59. Going to the beach
60. Thinking I'm an OK person
61. A day with nothing to do
62. Having class reunions
63. Going ice skating, roller skating/blading
64. Going sailing
65. Travelling abroad, interstate or within the state
66. Sketching, painting
67. Doing something spontaneously
68. Doing embroidery, cross stitching
69. Sleeping
70. Driving
71. Entertaining
72. Going to clubs (garden, sewing, etc.)
73. Thinking about getting married
74. Going birdwatching
75. Singing with groups
76. Flirting
77. Playing musical instruments
78. Doing arts and crafts
79. Making a gift for someone
80. Buying CDs, tapes, records
81. Watching boxing, wrestling
82. Planning parties
83. Cooking, baking
84. Going hiking, bush walking
85. Writing books (poems, articles)
86. Sewing
87. Buying clothes
88. Working
89. Going out to dinner
90. Discussing books
91. Sightseeing
92. Gardening
93. Going to the beauty salon

# Self-Esteem Improving

94. Early morning coffee and newspaper
95. Playing tennis
96. Kissing
97. Watching my children (play)
98. Thinking I have a lot more going for me than most people
99. Going to plays and concerts
100. Daydreaming
101. Planning to go to TAFE or university
102. Going for a drive
103. Listening to a stereo
104. Refinishing furniture
105. Watching videos or DVDs
106. Making lists of tasks
107. Going bike riding
108. Walks on the riverfront/foreshore
109. Buying gifts
110. Travelling to national parks
111. Completing a task
112. Thinking about my achievements
113. Going to a footy game (or rugby, soccer, basketball, etc.)
114. Eating gooey, fattening foods
115. Exchanging emails, chatting on the internet
116. Photography
117. Going fishing
118. Thinking about pleasant events
119. Staying on a diet
120. Star gazing
121. Flying a plane
122. Reading fiction
123. Acting
124. Being alone
125. Writing diary/journal entries or letters
126. Cleaning
127. Reading non-fiction
128. Taking children places
129. Dancing
130. Going on a picnic
131. Thinking "I did that pretty well" after doing something
132. Meditating
133. Playing volleyball
134. Having lunch with a friend
135. Going to the hills
136. Thinking about having a family
137. Thoughts about happy moments in my childhood
138. Splurging
139. Playing cards
140. Having a political discussion
141. Solving riddles mentally
142. Playing cricket
143. Seeing and/or showing photos or slides
144. Knitting/crocheting/quilting
145. Doing crossword puzzles
146. Shooting pool/Playing billiards
147. Dressing up and looking nice
148. Reflecting on how I've improved
149. Buying things for myself
150. Talking on the phone
151. Going to museums, art galleries
152. Thinking religious thoughts
153. Surfing the internet
154. Lighting candles
155. Listening to the radio
156. Going crabbing or prawning
157. Having coffee at a cafe
158. Getting/giving a massage
159. Saying "I love you"
160. Thinking about my good qualities
161. Buying books
162. Having a spa, or sauna
163. Going skiing
164. Going canoeing or white-water rafting
165. Going bowling
166. Doing woodworking
167. Fantasising about the future
168. Doing ballet, jazz/tap dancing
169. Debating
170. Playing computer games
171. Having an aquarium
172. Erotica (sex books, movies)
173. Going horseback riding
174. Going rock climbing
175. Thinking about becoming active in the community
176. Doing something new
177. Making jigsaw puzzles
178. Thinking I'm a person who can cope
179. Playing with my pets
180. Having a barbecue
181. Rearranging the furniture in my house
182. Buying new furniture
183. Going window shopping

### Other Ideas

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## Fun & Achievement Activities Schedule

Treat yourself to some fun and acknowledge your achievements. Experiencing enjoyment and a sense of accomplishment can help you to feel good about yourself and your life. Try it and see!

Identify a number of pleasurable and achievement-type activities that you might want to try. If you find it difficult to generate a list, see if you can get some ideas from the Pleasurable Activities Catalogue. Then, plan your activities and engage in them. Use the following rating scale to rate your sense of fun and achievement BEFORE and AFTER the activity.

0	1	2	3	4	5	6	7	8
Absolutely None	Minimal	Slight	Mild	Moderate	Much	Higher	Very High	Extreme

		<b>Fun</b>	<b>Achievement</b>
Date: Activity:	Before:		
	After:		
Date: Activity:	Before:		
	After:		
Date: Activity:	Before:		
	After:		
Date: Activity:	Before:		
	After:		
Date: Activity:	Before:		
	After:		

What might you have learned from doing this exercise?

## Module Summary

- Promoting more balanced self-evaluations requires listing your positive qualities. This might be difficult because you have never really paid attention to them or you feel uncomfortable acknowledging them
- When completing your Positive Qualities Record, remember to set aside a special time to do this. Write your positive qualities down; think of as many as you can – there is no limit; get help if you feel comfortable; watch out for negative self-evaluations or discounting your positives; and re-read it regularly
- To make your positive qualities real and something that has an impact on you, complete the Positive You Journal. This is where you think of examples of things you have done in the past, which demonstrate the positive qualities you have identified. It is also where you note specific things you do everyday and the positive qualities these behaviours highlight
- Increasing the amount of fun, enjoyment, and pleasure during your week and increasing or acknowledging your achievements during the week are other ways of promoting more balanced self-evaluations. This will first involve monitoring what your week is like currently. Then you will need to make changes and plan where you will put new fun activities and achievement tasks in your week
- Identifying your positives and treating yourself well are both important in redressing the balance in how you see yourself.



### Coming up next ...

In the next module, you will learn more about challenging your unhelpful rules and assumptions, and adjusting them.

## About This Module

### CONTRIBUTORS

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<sup>3</sup>Doctor of Philosophy (Clinical Psychology)

Some of the materials in this module of this information package were taken from:

Nathan, P., Smith, L., Rees, C., Correia, H., Juniper, U., Kingsep, P., & Lim, L. (2004). *Mood Management Course: A Cognitive Behavioural Group Treatment Programme for Anxiety Disorders and Depression* (2<sup>nd</sup> ed.). Perth, Western Australia: Centre for Clinical Interventions.

### BACKGROUND

The concepts and strategies in the modules have been developed from evidence based psychological practice, primarily Cognitive-Behaviour Therapy (CBT). CBT is a type of psychotherapy that is based on the theory that unhelpful negative emotions and behaviours are strongly influenced by problematic cognitions (thoughts). This can be found in the following:

Beck, A.T., Rush, A. J., Shaw, B.F., & Emery, G. (1979). *Cognitive Therapy of Depression*. New York: Guilford.

Clark, D. M. (1986). A cognitive approach to panic. *Behaviour Research and Therapy*, 24, 461-470.

Clark, D. M. & Wells, A. (1995). A cognitive model of social phobia. In R. Heimberg, M. Liebowitz, D.A. Hope and F.R. Schneier (Eds), *Social Phobia: Diagnosis, Assessment and Treatment*. New York: Guilford.

### REFERENCES

These are some of the professional references used to create the modules in this information package.

Fennell, M. (1998). Low Self-Esteem. In N. Tarrrier, A. Wells and G. Haddock (Eds), *Treating Complex Cases: The Cognitive Behavioural Therapy Approach*. London: John Wiley & Sons.

Fennell, M. (2001). *Overcoming Low Self-Esteem*. New York: New York University Press.

Fennell, M. & Jenkins, H. (2004). Low Self-Esteem. In J. Bennett-Levy, G. Butler, M.Fennell et al (Eds), *Oxford Guide to Behavioural Experiments in Cognitive Therapy*. Oxford: Oxford Medical Publications.

### ADDITIONAL REFERENCES

Burns, D. (1993). *Ten Days to Self-Esteem*. New York: Quill William Morrow.

Dryden, W. (2003). *Managing Low Self-Esteem*. London: Whurr Publishers.

Field, L. (1995). *The Self-Esteem Workbook. An Interactive Approach to Changing Your Life*. Brisbane: Element Books Limited.

McKay, M. & Fanning, P. (1987). *Self-Esteem*. Oakland: New Harbinger Publications.

### "IMPROVING SELF-ESTEEM"

This module forms part of:

Lim, L., Saulsman, L., & Nathan, P. (2005). *Improving Self-Esteem*. Perth, Western Australia: Centre for Clinical Interventions.

April Lesson Plan  
Burnet/Kawameeh  
Anti-Bullying Program

*Grade 6 – Goal*

Students will understand the different ways to address relational bullying when it is seen.

*Objective*

Students will be able to demonstrate consideration for others and a desire to positively contribute to their school environment in a combined effort to diminish relational bullying and aggression.

*Materials*

Role play situations (see attached)

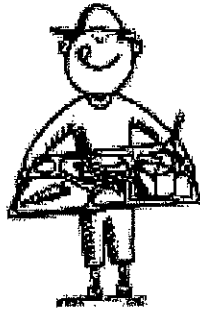
*Activities*

Introduce the lesson by helping students create a definition of relational bullying. (**Relational aggression**, also known as **covert aggression** or **covert bullying**<sup>[2]</sup> is a type of aggression in which harm is caused through damage to relationships or social status within a group rather than by means of actual or threatened physical violence. Relational aggression is more common and more studied among girls than boys.)

Once students have learned the definition, initiate a discussion on how actions influence relationships between other people. Often our actions have unintended consequences and we want to begin to bring a new level of awareness to our actions.

What are the different roles that exist in bully circles? Brainstorm the answers, and allow students to give the roles any names they choose – but do have at least, a leader, a sidekick, a wannabee, a bystander and a victim. In relational bullying, how are these roles different with boys and girls?

After this discussion, allow students to work in groups on the questions asked on the role play situations. Be sure that everyone has a chance to share what has been discussed in their group. Be sure to focus on why it is sometimes difficult to do the right thing in some of the situations. If time permits, allow students to role play the scenarios for the class.

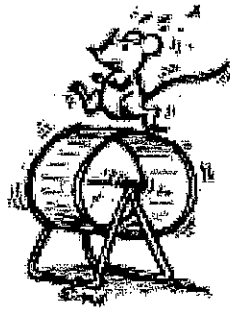


In the lunchroom you are standing in line for hot lunch. Two students enter the lunchroom and join the line with their friend who is three people in front of you. What do you do?



In the crowded hallway at school, you see someone get bumped and drop her books and binder, stuff goes everywhere. Other students walk around the mess as the person bends down to collect their things. You do not know this person. What do you do?





In the locker room, you see one of the younger students at school. A group of older students are around him. They've taken one of his shoes and are tossing it back and forth to each other. One of the tosses goes wide and the shoe lands at your feet. What do you do?



You're having lunch with some friends. One of your friends points to a girl sitting at the next table. She starts whispering insults about the girl to your group. Your friends start laughing out loud. You know that the girl must be able to tell that your table is talking about her. Another insult is thrown, louder this time. Again, your friends laugh. What do you do?



You are walking down the crowded hall with a friend. Your friend accidentally bumps into another student who is walking the opposite direction. After the bump, your friend turns around and looks at whom he/she bumped. Upon seeing the person, he/she says, "Ewww, gross." What do you do?

April Lesson Plan  
Burnet and Kawameeh  
Anti-Bullying Program

*Grade 7 – Goal*

Students will be able to recognize relational bullying and describe it using examples from TV and movies.

*Objective*

Students will recognize the various ways that middle school students relate to one another, and to reflect on how their actions influence the relationships between others.

*Materials*

Poster paper or whiteboard, construction paper or poster board; pencils/markers  
Optional: youtube videos from "Mean girls" or other videos which highlight relational aggression/bullying

*Activities*

Warm up – ask students if they believe that cliques exist at our school. Ask what the roles of the cliques are. Ask if they believe that there are both positive and negative things about the cliques. Be sure that boys are included in this, as often, cliques are seen as more of a girl issue. Record answers on the board.

Ask students to generate a list of movies, books, television shows, or songs, that relate to the topic of relational bullying/aggression. What is the message being sent by the media on this topic? Are these messages accurate in our school?

After the warm up and ensuing discussion, ask students to generate a visual which illustrates and anti-relational bullying message to be displayed in the classroom or hallway. If they prefer, they may write a poem, or write a PSA about relational bullying. Students may work in groups to accomplish this task.

April Lesson Plan  
Burnet and Kawameeh  
Anti-Bullying Program

*Grade 8 – Goal*

Students will define relational bullying.

*Objective*

Students will be able to discuss the forms of relational bullying and identify the roles that different students play in relational bullying.

*Materials*

Video clip - [http://www.youtube.com/watch?v=fh-WGi\\_bE8I](http://www.youtube.com/watch?v=fh-WGi_bE8I)  
poster paper; crayons, colored pencils

*Activities*

Have students view the above clip, or any other video clip the instructor chooses to use. Engage students in a brief discussion of what was viewed.

Brainstorm a definition of relational bullying. While this is generally associated with girls, please emphasize that boys also engage in RA)

Generate a list of forms of RA – be sure that all of the following are included:

Exclusion

Lies

Ignoring

Humiliation

Gossip

Intimidation

Spreading rumors

Alliance building

Insults

Taunts

Teasing

Cyberbullying

Manipulation/manipulative affection

Discuss what each of these looks like – give examples.

Then – create a chart of the “players” in female relational bullying.  
Use the following info for your chart:

#### The Queen:

- Not intimidated by other girls
- Friends do what she wants
- Charming to adults
- Doesn't take responsibility for hurting others
- Right and wrong are defined by the loyalty around her
- IMAGE IS EVERYTHING – works hard to maintain it

#### The Sidekick:

- Allows the queen to tell her how to dress, think, feel
- Allows herself to be pushed around by the queen
- Lies to protect the queen
- Her power depends on the confidence she gains from the queen
- She can change behavior – BUT the queen would most likely find new sidekicks

#### The Gossip:

- Secretive
- Appears to be friends with everyone
- Good communicator
- Seems nice, trustworthy, but uses confidential information to improve her position within the group
- Not trusted by the girls when they figure her out

#### The Floater

- Moves from group to group
- Doesn't exclude people
- Not competitive
- Self-esteem is not based on one group
- Not "too" anything (popular, but not "too" popular; pretty, but not "too" pretty)
- Like the queen, but she does not gain anything from conflict

#### Torn Bystander:

- Usually will have to choose between friends
- Very accommodating
- Peacemaker
- "Goes along to get along"
- Apologizes for the queen
- Will miss out of an activity so she won't be teased
- Hides accomplishments to fit in group (usually the academic accomplishments)

#### The Wannabe:

- Other's opinions and wants are important to her

- Can tell the difference between her wants and what the group wants
- Desperate to have the "right" look
- Loves to gossip
- Feels good when others come to her for help

**The Target:**

- Helpless to stop other girls' behavior
- Feels excluded and isolated
- Rejects people at first to hide feelings of hurt
- Vulnerable, humiliated and may change to fit in
- May see the costs of "fitting" in and stay outside of the group

Students may wish to create visual representations of the types of RA or of the queen and her posse. Post any visuals prominently!



## PRE-TEST LINKS

BMS

<https://www.surveymonkey.com/r/NHMBL3W>

KMS

<https://www.surveymonkey.com/r/N6L7WP9>



### Burnet Bully PreTest

**1. Students in this school are teased about their clothing or physical appearance.**

		Neither Agree nor		
Strongly Disagree	Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Students in this school are teased or put down because of their race or ethnicity.**

		Neither agree nor		
Strongly Disagree	Disagree	disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. There is a lot of teasing about sexual topics at this school.**

		Neither agree nor		
Strongly Disagree	Disagree	disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Bullying is a problem at this school.**

		Neither agree nor		
Strongly Disagree	Disagree	disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. Students in this school are teased or put down about their sexual orientation.**

		Neither Agree nor		
Strongly Disagree	Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. I have bullied others at school this year.**

Strongly disagree      Disagree      Neither agree nor disagree      Agree      Strongly Agree  
                       

**7. I feel safe at school.**

Strongly disagree      Disagree      Neither agree nor disagree      Agree      Strongly Agree  
                       

**8. At this school, it is OK to be friends with students from different races, groups, or cliques.**

Strongly Disagree      Disagree      Neither agree nor disagree      Agree      Strongly Agree  
                       

**9. Teachers and staff care about students at this school.**

Strongly Disagree      Disagree      Neither agree nor disagree      Agree      Strongly Agree  
                       

**10. Teachers and staff treat students with respect.**

Strongly Disagree      Disagree      Neither agree nor disagree      Agree      Strongly Agree  
                       

Done

### Kawameeh Bully PreTest

**1. Students in this school are teased about their clothing or physical appearance.**

		Neither Agree nor		
Strongly Disagree	Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Students in this school are teased or put down because of their race or ethnicity.**

		Neither agree nor		
Strongly Disagree	Disagree	disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. There is a lot of teasing about sexual topics at this school.**

		Neither agree nor		
Strongly Disagree	Disagree	disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Bullying is a problem at this school.**

		Neither agree nor		
Strongly Disagree	Disagree	disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. Students in this school are teased or put down about their sexual orientation.**

		Neither Agree nor		
Strongly Disagree	Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. I have bullied others at school this year.**

Strongly disagree      Disagree      Neither agree nor disagree      Agree      Strongly Agree  
                       

**7. I feel safe at school.**

Strongly disagree      Disagree      Neither agree nor disagree      Agree      Strongly Agree  
                       

**8. At this school, it is OK to be friends with students from different races, groups, or cliques.**

Strongly Disagree      Disagree      Neither agree nor disagree      Agree      Strongly Agree  
                       

**9. Teachers and staff care about students at this school.**

Strongly Disagree      Disagree      Neither agree nor disagree      Agree      Strongly Agree  
                       

**10. Teachers and staff treat students with respect.**

Strongly Disagree      Disagree      Neither agree nor disagree      Agree      Strongly Agree  
                       

Done