



TABLE OF CONTENTS

PURPOSE, OUTCOMES, AUDIENCE	3-4
TEACHER RESOURCE	5-15
INTRODUCTION.....	5
GETTING THE FACTS.....	6
Definitions, Talking Points.....	6
DEFINING YOUR ROLE	9
Listening to Others - True Stories	9
<i>TIMING: On your own this exercise will take about 6 minutes to read the stories and about 20 more minutes to reflect on the questions. In a group, estimate about 6 minutes for the stories, about 20 minutes for the discussion groups and perhaps an additional 15 minutes for reporting back to the larger group.</i>	
Telling Your Own Story	12
<i>TIMING: On your own this exercise will take about 3 minutes to write your story and about 10 minutes for the rest of the steps. In a group, estimate about 6-10 minutes for partners to find a space, begin and tell their stories. It will also take about 10 minutes for the group to complete the steps.</i>	
TAKING A STAND.....	13
<i>TIMING: approximately 60 minutes</i>	
Identifying Core Values	13
A Model for Effective Intervention.....	13
Creating Your Own Response.....	14
STUDENT LESSON PLAN	16-21
INTRODUCTION.....	16
TO TELL THE TRUTH - True Stories	16
<i>TIMING: 20 minutes includes time to quickly answer questions</i>	



GETTING INSIDE THE STORY - Small Group Reflection.....	21
<i>TIMING: 15-20 minutes for discussion and 20 additional minutes for reporting back to large group.</i>	
IN THE MOMENT - Working Individually.....	21
<i>TIMING: 10-15 minutes for writing alone.</i>	
CALL TO ACTION – Bring it back to the Large Group.....	21
<i>TIMING: This can take up to 20 minutes depending on how you handle the material.</i>	
HANDOUTS	22-26
STUDENT HANDOUT—TO TELL THE TRUTH.....	22
STUDENT HANDOUT—IN THE MOMENT.....	24
CORE VALUES.....	26
REFERENCES AND ADDITIONAL RESOURCES	27





This resource provides a series of exercises for teachers and a lesson plan for students to more effectively address bullying by taking a stand, telling the truth, and building a stronger community at school.

PURPOSE

This resource is designed to:

- Provide a method for introducing and discussing a challenging topic;
- Encourage teachers and students to take responsibility for the social climate at school in safe and effective ways;
- Raise awareness of stereotypes and other bias-related behaviors;
- Create an environment for participants to discuss and reflect on how bullying impacts their daily lives at school;
- Identify some core values;
- Identify and practice effective ways to intervene;
- Encourage empathy for the targets of bullying.

OUTCOMES

Through participating in these exercises, each individual will:

- Listen to several stories from their peers;
- Reflect on their own experience with bullying;
- Discuss issues of discrimination with their peers in small groups;
- Identify some of their core values;
- Develop and practice their own response to bullying in the moment.



AUDIENCE

This resource and lesson plan is designed for use in a classroom, school organization, or for a teacher in-service day. It can be used with any group of people interested in raising awareness of bullying and techniques for intervention. These tools are intended to catalyze a conversation, draw on the shared knowledge of the group and to develop personal methods based on core values. This resource is appropriate for individuals in high school and for adults.



© 2008 RaceBridges For Schools. This resource is part of an initiative for educators called RaceBridges For Schools, which seeks to provide tools for teachers and students to motivate them to build stronger and more inclusive communities. This resource may be freely used, reproduced and distributed for educational purposes as long as this copyright information is displayed intact.

Info: www.racebridgesforschools.com



TEACHER RESOURCE

INTRODUCTION

This resource provides a series of exercises for teachers and a lesson plan for students to more effectively address bullying by taking a stand, telling the truth, and building a stronger community at school.

Bullying has been well documented and discussed throughout history. Most of us have had experiences with bullying whether we witnessed the bully push kids into the lockers or experienced the pain of verbal taunting and name-calling when we were younger. In recent years, we have also noted the increase of violence in our schools along with the rise in online harassment and we are familiar with the devastating stories of young lives that have been scarred or cut short as a result of these aggressive behaviors.

As a result, much research has been done that looks closely at bullying—at its root causes and its impact on individuals and communities. In recent years, the general understanding of bullying has evolved. Bullying is often defined as any behavior that is intended to hurt someone by harming their relationship with others and it can take many forms. This broader understanding of bullying, also called relational aggression, can include exclusion, gossiping or rumor spreading, alliance building, and cyber-bullying. Bullying can be verbal, emotional or physical in nature. According to researchers, environments in which bullying occurs is related to increases in depression, thoughts of suicide, anxiety, anger, and sadness as well as lower academic performance among other negative manifestations. Most research reveals that bullying behavior, when left unchecked, can escalate into violence and destruction.

Some people react to the rise in school violence by demanding more security or finding ways to place tighter restrictions on young people. While a level of security and accountability is important for all of us, it is not a comprehensive approach. In response to these findings, this resource offers a method for creating forums that invite critical discussion and sharing of true experiences through story as a means of developing empathy and unearthing effective solutions and approaches from within your school and community.



© 2008 RaceBridges For Schools. This resource is part of an initiative for educators called RaceBridges For Schools, which seeks to provide tools for teachers and students to motivate them to build stronger and more inclusive communities. This resource may be freely used, reproduced and distributed for educational purposes as long as this copyright information is displayed intact.

Info: www.racebridgesforschools.com

This resource is designed with parts for both teachers and students so that it can support you to develop a comprehensive approach for your school. Consider using this resource for teacher training before an all-school lesson plan on bullying or as a way of introducing the issue at your next faculty in-service.

This teacher resource contains the following components:

- 1) **GETTING THE FACTS** offers a list of important terms and links to helpful visual aids.
- 2) **DEFINING YOUR ROLE** includes true stories from teachers and a step-by-step exercise to identify your own story.
- 3) **TAKING A STAND** offers a model for effective intervention and a guide for developing your own response.

There are no immediate or prescriptive solutions to bullying but this resource can assist you and your students in formulating effective responses that can make a positive difference in your school.

For more details on recent research on relational aggression, please visit The Ophelia Project at www.opheliaproject.org.

GETTING THE FACTS

Defining Terms

Bias can refer to a preference or inclination that inhibits a person from judging objectively. It can also refer to an unfair act or policy stemming from prejudice.

A Bully is someone who is habitually cruel or overbearing, especially to smaller or weaker people. Some of the tactics used by bullies toward others include calling them names, saying or writing nasty things about them, leaving them out of activities, not talking to them, threatening them, making them feel uncomfortable or scared, taking or damaging their things, hitting or kicking them, or making them do things they don't want to do.

To Escalate is to intensify or increase in intensity or extent.

Harass is to irritate or torment persistently. It can also be used to mean exhaust by repeated attacks.

A Hate Crime is a crime motivated by prejudice against a social group.

To Intervene is to come between two things or to involve oneself in a situation in order to alter or stop an action or development.



A Stereotype is a fixed, commonly held notion or image of a person or group, based on an oversimplification of some observed or imagined trait of behavior or appearance. Stereotypes can be either positive ("black men are good at basketball") or negative ("women are bad drivers"). But most stereotypes tend to make us feel superior in some way to the person or group being stereotyped. Stereotypes ignore the uniqueness of individuals by painting all members of a group with the same brush.

(Based on *The American Heritage Dictionary of the English Language*, fourth edition and the Media Awareness Project.)

What makes a bully?

There are a lot of reasons why some people bully.

They may see it as a way of being popular or making themselves look tough and in charge. Some bullies do it to get attention or to acquire things. Some bully to make other people afraid of them. Sometimes a bully is jealous of the person they are bullying. They may be being bullied themselves at home or by others at school. Some bullies may not understand how wrong their behavior is and how it makes the person being bullied feel. Sometimes the bully is having trouble at home or with grades or fitting in with friends and they are trying to get control of an aspect of their lives. Some bullies have learned this behavior from older siblings or parents and justify their actions with belief systems based on fear or hatred.

Whether out of personal insecurity, the need for attention, or family systems, these possibilities give us insight into root causes but do not excuse bullying. By examining and discussing these possible causes, we can begin to understand the mentality of the bully as a step toward dialogue and behavioral changes.

Why do some people get bullied?

No one deserves to be bullied. Many people are bullied for no particular reason, but sometimes it's because they are different in some way - perhaps it's the color of their skin, the way they talk, their size or their name. Sometimes young people are bullied because they look like they won't stand up for themselves. Sometimes young people are bullied because they stand for something the bully doesn't like. In any case, it can happen to anyone, and we can all learn to be allies for each other.

Bullying can take many forms.

Bullying can be physical and emotional, direct and indirect, in person and through e-mail.

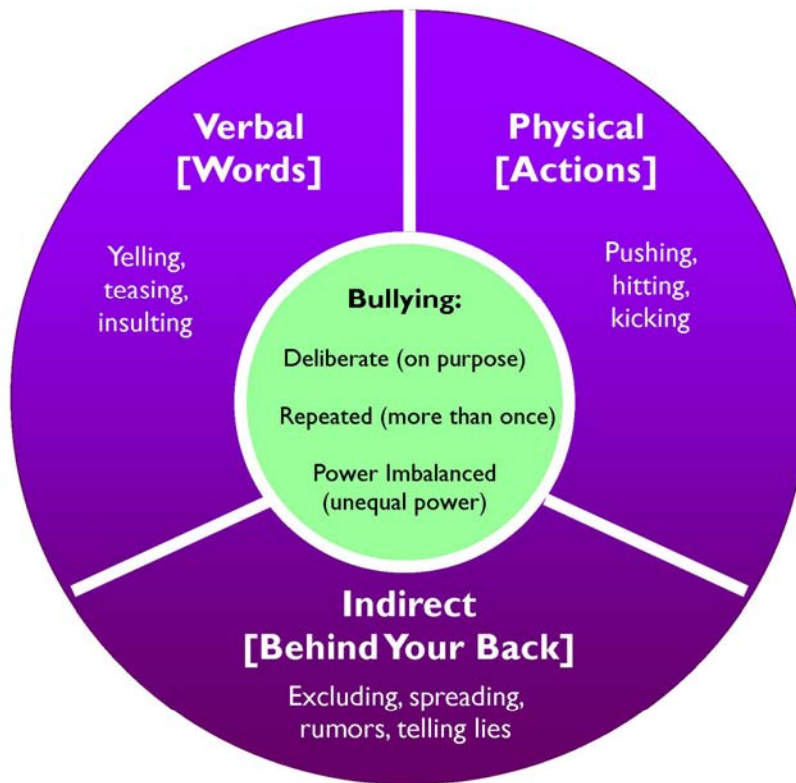
The following chart demonstrates the different facets of bullying.



© 2008 RaceBridges For Schools. This resource is part of an initiative for educators called RaceBridges For Schools, which seeks to provide tools for teachers and students to motivate them to build stronger and more inclusive communities. This resource may be freely used, reproduced and distributed for educational purposes as long as this copyright information is displayed intact.

Info: www.racebridgesforschools.com

What is Bullying?



Adapted from the chart in *Eyes on Bullying: What Can You Do? A Toolkit to Prevent Bullying in Children's Lives*, written by Kim Storey, Ron Slaby, Melanie Adler, Jennifer Minotti, and Rachel Katz.
(c) 2008 by Educational Development Center, Inc.
For more information, go to www.eyesonbullying.org.

DEFINING YOUR ROLE

Listening To Others – True Stories

This exercise uses storytelling and reflection to open up a conversation about bullying. We'll start with a few stories based on true experiences from teachers. After you've heard them, you'll be asked to consider your own story in relation to bullying and how it impacts you. You'll be asked to write your own story or tell it out loud to another person.

Whether you are using this resource with a group or on your own, the stories are most effective when read out loud. If you are working with a group you may want to identify volunteer readers in advance so they have a chance to read through the story a few times, to 'get a feel for it' and to most comfortably portray the storyteller.

Each storyteller in this section is aware of bullying in their school, but each of them reacts to it in a different way. As you read these stories, ask yourself the following questions:

- a) How does this teacher view his or her role and responsibility in the school? Do you agree with the teacher?
- b) What could each of these teachers do to strengthen his or her role in the school?
- c) Do you recognize yourself or your colleagues in any of these stories?
- d) What skills and strategies would help these teachers become stronger advocates for a safer school climate?

You can decide whether to answer these questions after each story before moving on to the next or to read all three stories and then take the time to respond to them in relation to each other. If you are working with a group, you may also choose to break into smaller discussion groups after the presentation of the stories.



KEEPING MY EDGE

I started teaching a few years ago. I love it. I had great teachers when I was in high school and I suppose I've always wanted to be just like them, to be an important role model for young people. I model myself after the teachers that all the kids really liked. You know, the cool ones. I want to be one of the teachers who can joke with students in the hallway and then turn around in the classroom and help them produce their best work. I am friendly with my students. I tell them about my life. I recently told them the story of visiting my family out of town a few weeks ago and they asked me all kinds of questions about my parents and my brother. They always want to know if I'm dating anyone new. I don't mind, I think it's funny. I keep the details to myself, but I let them in. I want them to know that I have a full life and that I care about their lives and because of this, I'm one of the ones they feel they can come to. They tell me about troubles with relationships, sometimes troubles with their parents. I'm an ear for them when they need it.

There are times when I get stuck. At our school, we don't have a bullying problem, exactly, but we do have some bullying. I mean, we don't have fights breaking out. We've had some name-calling, some nasty graffiti in the bathrooms every once in while, that sort of thing. I try to leave it to the other teachers to address that sort of thing. I think there are some teachers, older teachers, stricter teachers, and the students are just used to hearing that message from them and that makes it easier. So, if I hear or see something I acknowledge it. I'll say, "hey cut it out" or "stop it you guys" or "graffiti is wrong," you know, but that's about it. I think they're good kids, I don't think they really mean any of it. And here's my point, if I start harping on them about this kind of stuff, I'll lose my edge.



ALL IN GOOD FUN

When I was in school, man, we used to tear it up! Me and my buddies, we were the jokers. Now you gotta understand, it was all in good fun. There were some kids in our school, I feel kind of bad about it now, they couldn't get through the halls without one of us, you know, untucking this one's shirt here or lightly knocking that one into a locker over there. Nothing too serious, you understand. It was all joking around. And the girls! Oh, those poor girls. We would tease the girls to get their attention. Only the ones we liked, of course! That's how dumb we were, thinking that's how you get a girl to notice you. But we'd whisper little things, poke at them. Nothing hurtful. And our teachers, you know when they saw us, which was rare, they would just shake their heads at us, they'd say, "boys will be boys" or "now, now" and we'd all laugh and get to class. I'm not saying we were nice, I'm just saying, we weren't mean kids, you know? It was a really different time. We were the jokers. Whatever happened to that?

For me, it all felt part of growing up and I see that in some of the kids I teach. Teenagers test boundaries. That's how they find out where they fit in the world and sometimes, when they're finding their way, they overshoot or they misjudge. These kinds of mistakes help them grow. So, how can I punish them for that?

Now, I would never let anything get out of hand. I know how to be the disciplinarian and I'm not afraid to be the tough guy. But it's a fine line between joking around and meanness. And sometimes, I don't know where that line is.

THE BALANCE BEAM

The bullying in our school has gotten out of hand. I know that not all the teachers agree with me. Some of them are acting as if everything's fine, but I see the students who are suffering for being singled out, the ones who gets teased all the time, pushed around. That's not okay with me.

If I ever see anything out of line, I stop it. Immediately. I draw a hard line with this stuff because I know



how damaging it can be. But around here, I feel like I have to be careful. I see how the other teachers watch me. They know I'll speak up and so they step back. I see how the administration avoids taking a stand on bullying. I don't feel like I have any support to stand up to the students who are responsible for this. It's as if other teachers are afraid that if we set firm rules with students, we'll get in trouble with their parents! So I'm constantly walking this balance beam of trying to create a safer school environment while still staying part of the team.

I know my message would be a lot stronger if I had some allies. I'm worried if I go out on a limb with this, I'll be left hanging out there on my own. Then, I won't have any clout with the rest of the faculty or with my students.

Telling Your Own Story

Now that you've heard from some other teachers, it's time to consider your own story.

Try to think beyond bullying generally to an event that happened at your school that involved bullying. *Who was involved? What happened? When did it take place? Where was it?* Try to recall as many details (colors, weather, sensory memories, etc.) as you can.

Using that story as a starting point, take a blank sheet of paper and a pen and give yourself three minutes to write a response to the following questions. If you are working with other teachers, you can find partners and take turns telling your stories out loud. After three minutes, switch with your partner.

Here are your prompt questions:

1. What kind of bullying behaviors do you witness in your school?
2. How does it make you feel?
3. How do you respond now?

If you've written your story down, take the time to read your story out loud to yourself or to another person. Does any of it surprise you? Ask yourself this:

What would you like to change about your current response?

Identifying your personal goals and the particular ways you'd like to develop your response will help you move forward with the rest of the process suggested in this resource.



TAKING A STAND

Identifying Your Core Values

This section addresses a method for developing your own personal and effective response to bullying in your school.

Take a moment to examine the identified core values listed at the end of this resource.

These are all worthy values and you may find that many of them are very important to you in your life. But by narrowing down the list to a few core values, you can reconnect with your top priorities and become more focused in your decision-making. This will be important in developing your personal response to bullying.

Take some time and reflect on the values listed on the sheet that are the most important to you. Circle the top five. Out of these five, think about the 2-3 values that form the basis of decision making in your life, the values that guide you more than any others. These are your core values, the ones you will go to the mat for in your life when it really counts. Keep these in mind as we move forward.

A Model for Effective Intervention

The Safe Schools Coalition, formed by a group of educators, has done very important work to address bullying. This section draws on their resource “An Educator's Guide to Intervening In Anti-Gay (LGBTQ) Harassment” and has been adapted here to deal with all kinds of bullying.

First - Stop The Behavior

Using a clear and strong voice, stop the offending behavior with a simple command. Consider one of these phrases or make up your own:

- *Cut it out!*
- *Keep your hands to yourself!*
- *Stop it right now!*
- *Whoa, that is **not** OK!*
- *Leave him alone!*
- *Hey, that was uncalled for!*
- *That is unacceptable!*



Second - Take The Opportunity To Educate

As an educator, what kind of environment do you aspire to create for your students? How do your core values shape what you want to say in this moment?

Is there a school policy that you can reference to strengthen your statement? What is your school policy on discrimination, harassment, bullying? If you don't know the policy, ask around. If your school doesn't have one, check the citations at the end of this resource to explore how you can start the process of creating one with your administration.

Try responses similar to these:

- *That was a stereotype. Stereotypes are a kind of lie and they hurt people's feelings.*
- *We do not judge others on the basis of their race. Skin color is not a measure of character.*
- *That is unacceptable. I will not allow racial discrimination in this classroom.*
- *That was a putdown. I don't think it belongs at (name of school).*
- *You may not have meant to hurt anyone, but that was a really derogatory gesture ... It implied he was gay in a really disrespectful way.*
- *That's bullying. It's against school rules. And besides what business is it of yours if somebody's gay?*
- *That's mean and it's sexual harassment. That behavior could get you suspended.*
- *Do you guys know what that word means? It's a put down for a person's religion. That's like putting someone down for their race.*
- *It doesn't matter what her background is, but writing graffiti and spreading rumors is wrong.*

It is essential that you use this opportunity to name the offending behavior and educate students as to why it is unacceptable. If you only stop the behavior, students might think "It is OK to bully Johnny, but not during math" or "The teacher doesn't like us to be loud." Taking the time to educate in the moment sends a clear message about your expectations for the future and that you will work to create a classroom or school that is safe for all. **It is important to remember in that moment, you are not only speaking to the bully and the target but to every student who witnesses and overhears bullying at the school.** A well-planned message not only interrupts the harassment of the moment and provides a good model for your students of standing up to bullying, but it could go a long way to preventing some more threatening behavior down the road.

If you need to get into the details of a situation, you may decide to hold that talk with the bully and /or the target away from the crowd at another time. Pursuing the issue at length in front of a crowd and drawing too much attention to the bully or the target in this moment could backfire in a multitude of ways. You will have to use your professional judgment in the situation and do what you can to support and educate *all* the students.

Creating Your Own Response

In the heat of the moment, anything can happen. A student could react to you with anger or with an insult directed at you. There might be confusion and hurt feelings on all sides.



It is important to prepare for this moment and consider how you will stay present and respond thoughtfully.

Ask yourself these questions:

- When it comes to bullying, harassment, discrimination, what level of conversation is developmentally appropriate for your students?
- Given the social climate at your school, what are the needs of the students in your school?
- What will the administration support you to say?
- What do your core values ask of you in this moment?

Sometimes students can lash out in these moments and accuse the intervening teacher of biased behavior. For example, a teacher might hear “You’re just saying that because you’re black.” Or, “why do you care, are you gay, too?”

Here are some examples of follow up responses:

- You can ask, *"Why? Do you think only gay people have the courage to stand up against bullying?"*
- You can say, *"I hope I would speak up about meanness no matter **what** my race was!"*
- You can say, *"You can't assume what my background is based on what I look like. We've talked about stereotypes in this class."*
- You can answer the question honestly. For example: *"No, but what difference does my religion make?"* or *"Yes, I actually am. But the issue here is that you are harassing Chris. That's not OK in my class or in any other class in this school!"*
- You can decline to respond, falling back on previously established classroom ground rules, *"That's a really personal question. Remember we had a class ground rule that we would all protect our own and other people's privacy here? And anyway, I think my identity is irrelevant."*

No matter how you decide to respond, it is beneficial to take the time to reflect on what will be most effective in your school, for your students and yourself. Once you decide what you would like to say, allow yourself to practice it and find your own approach.

“Legally and ethically, you must do whatever is necessary to stop harassment against children and teens based on race, religion, sex, sexual orientation, gender identity or expression, language of origin, or physical or mental abilities. Seeing you stand up against bullying will make every child . . . feel safer at school. Only when they feel safe, can students learn.” (Safe Schools Coalition)





STUDENT LESSON PLAN

INTRODUCTION

This lesson plan uses storytelling, small group discussion and individual reflection to get students talking about their role in creating a more inclusive school environment.

TO TELL THE TRUTH - *True Stories*

This exercise includes five stories from students that address different sides of bullying in high school. Each story takes about two minutes to read out loud. Five students should be selected to read the stories out loud to the rest of the class. *(If you can identify them a day in advance and give them a chance to get familiar with the stories, the readings will be more effective.)*

Before students listen to the stories, distribute the student handout **To Tell The Truth** and ask them to jot down their thoughts about the following questions:

1. What happened in the story?
2. What stereotypes do you hear in the story? Where do they come from?
3. Does this story seem familiar to you?
4. What troubles you about the story?
5. What could the storyteller do to change the situation for the better?
6. What could the secondary characters have done to make a difference?



POLITE DISTANCE

The first day I arrived here it started. At first I wasn't sure if it was about me, but by lunchtime, I knew. All the whispers and the glances out of the side of their eyes, they were curious about me. They wanted to know where I come from and everything about me. When I realized this, I got excited. I thought since I am so different, everyone will want to get to know me. They will want to have a friend who is unlike everyone else they know, and I will become very popular.

Then a week passed. Then a second week. The other students were being polite but no one was really getting close to me. I spent most lunches alone. I spoke up in class and tried to make some jokes in the hallways, but still, there was a distance. Then one day, I realized that they don't understand me. They do not think my difference is wonderful, they think it is strange. I make them uncomfortable.

So now, I'm in a predicament. I would like to make new friends in this school. I would like to have American friends and to learn more about their culture now that I live here. But how do I break through the wall that separates us from each other? How do I let them know that even though we are from very different parts of the world, we have many things in common? And, really, is it my responsibility to teach them? I don't know what to do.

TWO WORLDS

I feel like I am the only one in the entire world who can understand what it feels like to be so completely stuck in the middle. Two worlds. Two families. Two races. Two sides of the story. Two tables in the cafeteria. Two groups of friends. Two halves of my brain. It's way too much to handle.

See, my mom's black and my dad's white and that's not a problem for them and it's not a problem for me or any of my brothers and sisters, but for a lot of the kids in my school, it's a big problem. They don't know what to do with me. As if that were even up to them. I mean, you would think young people would be cool and flexible, but it's like they want me to fit in some kind of box like on the census form or something.



I get on the bus first thing in the morning and it starts. The name calling. These stupid nicknames that have nothing to do about my personality or how I'm great at basketball or how I wear my hair or that I wear glasses, nothing about me except about my mixed race. It's like I become invisible except for that, except for my skin color. It's so weird.

I'm a confident person, it's not like I get really hurt by the names. But I want it to stop. I want to be known for my whole self. Why can't they see past my skin color?

FROZEN

Mostly it's just joking on the side. We tell a lot of jokes, me and my friends. Sometimes they're about kids in our school, but usually we just tell them to each other. It's not like we tell the whole school over the loudspeaker or anything. It stays between us. Around school we're known as a group, you know, not a gang, but a tight circle of friends. And we just like to have fun and sometimes when we're making fun of people, you know, it grows.

I don't know. There was this one time, we were just joking around, and I guess a couple of the guys got really wound up and they started talking about the next time they saw George they were gonna act like they were going to beat him up as a joke. They weren't going to beat him up, they were just playing. So, then sometime after lunch, we were all walking through the hall and here comes George and they start up. It was just laughing at first, whispering like they were up to something, and then, a couple of the guys, they took it too far. I don't know if they really got mad, but they started talking loud and going after him, saying some threatening stuff. Well, George looked really scared, but still they didn't let up. And it just grew and grew and no one was backing down like they said they were going to and the next thing I knew George was pushed into the lockers really hard and he banged his head. It turned out he was okay, but that was not cool. It was supposed to be a joke. The thing was, in the moment, when my friends started acting crazy like that, I didn't know what to do. And in the moment, I froze. I keep thinking, if it happened again, I don't know what I would do.



THE BIG DEAL

At my last school, I had a lot of friends and we were all really different from each other but we got along. It was like our differences made us stronger. We learned a lot from each other. When my family moved into the city, my old friends and I vowed that we would stay really close and we would get our driver's licenses as soon as possible and visit each other all the time. Well, you know how that goes. You get busy, you start in a new school, stuff happens. I still consider them my best friends, though.

Since I got here, I don't know, this place is more divided. And it seems like all the ways I'm different, all the ways that used to make me stand out in a special way, now make me stand out in a 'oh, you're really weird' sort of way.

It's like they think there's only one way to be and everything else is 'gay.' I get called gay all the time. Okay, at my old school, that would not be a big deal. There were tons of gay kids at school and we formed an Alliance, which was an after school club and even people who weren't totally cool with it, just let you be. It was not a big deal. Here - it's a big deal. So, whether or not I am gay, and I don't think it's anyone's business if I am, people make all these assumptions and then they start rumors and it's like we're in grade school or something.

There's this one kid who will not let up, and when he starts in on me, with name-calling stupid stuff, no one else says anything. Even when they're standing right there, and I know they can hear it, and they know that I know they can hear it. They stay silent. It's so unbelievable. What's that about? What are they afraid of?



LOCKED OUT

I have never felt so alone at school. Seriously, you will not believe this. One day I'm sitting having lunch with my group of friends – these are girls that I have been friends with, best friends, for two years in this school. The next day, none of them, not a single one of them, will talk to me. Is that the most ridiculous thing you've ever heard of or what? Why won't they talk to me, you ask? Because I don't agree with Jackie. Check this out.

Jackie thinks that Samantha is a loser. Samantha is this girl who I've never really talked to before. I mean, she's really different from the other girls I hang out with, but that's alright with me. She's kind of quiet and she reads a lot. Anyway, we started talking after Biology class and we admitted that we both secretly love that class and we started laughing about it and, I don't know, I asked her to sit with us at lunch. I didn't think it was a big deal.

We walked into the cafeteria together, and Jackie looked us up and down and then started acting crazy. I said, 'well, what's wrong with meeting new people?' She didn't even answer me, but overnight Jackie has convinced everyone that I chose Samantha as a best friend over them and, as a result, they are totally ignoring me. I know I'm right and I want to hold my ground. But, knowing I'm right doesn't make it any easier to lose my friends like this.



GETTING INSIDE THE STORY - *Small Group Reflection*

After the stories have been read out loud, break the class into small discussion groups of 3-4 students. Then give each group one story to discuss, using their notes from the prompt questions as a guide. Identify one person in each group as the reporter who will report back to the class. The group report should cover the main ideas that surfaced in the discussion with particular attention to questions #5 and #6.

IN THE MOMENT – *Working individually*

Ask students to return to their desks and work on their own for this section to develop their own response to bullying and bias-related behaviors. Pass out the student handout **In the Moment** and allow students to write down their answers to the prompts.

CALL TO ACTION – *Bring it back to large group*

Now that the students have written reflections, you can implement this final step in several ways based on your needs and the tone in the classroom. This exercise is not intended to embarrass students or put anyone on the spot. It could backfire if it makes the group too vulnerable. You'll have to decide how best to start a healthy dialogue and galvanize students to take action.

- 1) Students can keep their written responses to themselves.
- 2) Students can speak their response out loud one at a time.
- 3) You could collect all the written statements and then pass them out again in a different order so that everyone is reading another person's response and together you create a collective class response. You could even type them up and post them in your classroom for future reference.





STUDENT HANDOUT—TO TELL THE TRUTH

Consider the following questions while you listen to the stories. Be prepared to discuss with your group after you listen to the stories.

1. What happened in the story?

2. What stereotypes do you hear in the story? Where do they come from?

3. Does this story seem familiar to you?

4. What troubles you about the story?

5. What could the storyteller do to change the situation for the better?

6. What could the secondary characters have done to make a difference?





STUDENT HANDOUT—IN THE MOMENT

Consider the situations you have witnessed or overheard in school when bullying was taking place. What is one situation when you would feel safe speaking up? Describe that situation briefly here:

In that situation, what would you feel comfortable saying?

Now think of a situation when you do not feel safe speaking up. Describe it briefly here:

What kind of support would help you address that situation?



© 2008 RaceBridges For Schools. This resource is part of an initiative for educators called RaceBridges For Schools, which seeks to provide tools for teachers and students to motivate them to build stronger and more inclusive communities. This resource may be freely used, reproduced and distributed for educational purposes as long as this copyright information is displayed intact.

Info: www.racebridgesforschools.com

How can you get the support you need to create the community you want?

*What can you honestly commit to today that will keep you safe and make a change for the better in your school?
Put that idea into the sentence below.*

From now on I will stand up in my school by



© 2008 RaceBridges For Schools. This resource is part of an initiative for educators called RaceBridges For Schools, which seeks to provide tools for teachers and students to motivate them to build stronger and more inclusive communities. This resource may be freely used, reproduced and distributed for educational purposes as long as this copyright information is displayed intact.

Info: www.racebridgesforschools.com



CORE VALUES

- Achievement
- Advancement
- Adventure
- Authenticity
- Balance
- Competition
- Commitment
- Compassion
- Concern for Others
- Connection
- Cooperation
- Courage
- Creativity
- Economic prosperity
- Excellence
- Fairness

- Faith
- Fame
- Family
- Freedom
- Friendship
- Fun
- Generosity
- Genuineness
- Happiness
- Harmony
- Health
- Honesty
- Humor
- Integrity
- Kindness
- Knowledge

- Loyalty
- Love and Affection
- Openness
- Order (Structure)
- Perseverance
- Personal development
- Power
- Recognition
- Respect for others
- Responsibility
- Self-Respect
- Security
- Serenity
- Service to others





REFERENCES AND ADDITIONAL RESOURCES

Health Leader, an Online Wellness Magazine

This resource from the University of Texas Health Science Center at Houston offers a focus on girl bullies in this informative article.

www.healthleader.uthouston.edu/archive/children_teens/2004/girlbullies-0325.html

Media Awareness Project

Resources and support for everyone interested in media and information literacy for young people.

<http://www.media-awareness.ca/english/index.cfm>

The Ophelia Project

The Ophelia Project serves to be a catalyst for positive change in schools and communities nationwide. They are committed to creating safe social climates in schools and communities to promote emotional well-being and academic success for our youth. To achieve that goal, The Ophelia Project provides programs and services that address relational, verbal and covert aggression, including cyberbullying. There are extensive online and print resources available through the website.

www.opheliaproject.org

Safe Schools Coalition

The Safe Schools Coalition offers resources as a starting point for educators, parents/guardians and youth.

<http://www.safeschoolscoalition.org>

An Educator's Guide to Intervening in (Anti-Gay) LGBT Harassment

http://www.safeschoolscoalition.org/guide_educator_interveneharass2005WA.pdf

The Illinois Safe Schools Alliance

The Alliance envisions a world in which youth develop to their fullest potential, learning in safe and nurturing schools, living in communities that accept and honor differences, where everyone has the freedom to express their sexual orientation and gender identity. They employ open collaboration and empirical research at the heart of their programmatic work and document their programs' impact.

<http://www.illinoissafeschools.org>



© 2008 RaceBridges For Schools. This resource is part of an initiative for educators called RaceBridges For Schools, which seeks to provide tools for teachers and students to motivate them to build stronger and more inclusive communities. This resource may be freely used, reproduced and distributed for educational purposes as long as this copyright information is displayed intact.

Info: www.racebridgesforschools.com