

Waukegan Public Schools:
Universal Bully Prevention Curriculum

High School Level



Contents

- ◇ Introduction/Rational
- ◇ How to Use This Binder
- ◇ Bully Prevention Expectations
- ◇ School Year Calendar Planning
- ◇ Parent Letter
- ◇ Skills and Lessons
- ◇ Parent Component
- ◇ Glossary of Important Terms

Introduction/Rational

In order to form a more cohesive and parallel bullying prevention curriculum throughout the Waukegan School District at the Universal Level, the district has opted to formulate a supplemental curriculum to be used in conjunction with the PBIS (positive behavior interventions and support) initiative that is already in place. Due to the fact that bullying has become such a high profile issue in and around schools throughout the nation, this curriculum has been developed to be implemented within our district in conjunction with PBIS.

Basic Concepts of the Curriculum

The Universal Bully Prevention Curriculum is a comprehensive approach for grades Pre-Kindergarten to 12. There are four main concepts that play a key role in the success and implementation of this curriculum:

- The curriculum is designed as a systemic, comprehensive program
- The main focus is on climate change and providing a caring community within our schools
- The curriculum teaches skills and strategies to avoid victimization
- The emphasis is on developing a caring and accepting environment within our schools

1) The curriculum is designed as a systemic, comprehensive program

The Universal Bully Prevention Curriculum is designed to provide the framework for a school wide safety effort. It is crucial for all adults, students, and the community to commit to a no tolerance policy that will help create the desired caring community. The district PBIS system currently provides a framework for the implementation of bullying prevention skills. Our PBIS structure already promotes the teaching of disrespectful vs. respectful behaviors. Because bullying behavior also fits under the umbrella of disrespectful behavior the term and label of bully/bullying will not be used throughout this curriculum but rather referred to as disrespectful behavior.

2) The main focus is on climate change and providing a caring community within our schools

The curriculum, alongside the continual implementation of PBIS, is meant to create a positive climate that feels safe, secure, and welcoming for all members of the school and community.

3) The curriculum teaches skills and strategies to avoid victimization

Included within the curriculum are specific skills and strategies for students to both avoid being victims of disrespectful behavior and to help others.

4) The emphasis is on developing a caring and accepting environment within our schools

The curriculum provides strategies for any type of student, one who may be a person being disrespected (victim), person being disrespectful, or bystander on how to react and act in particular situations. These strategies, along with the PBIS structure, will help lead to the ultimate goal of a caring community within our schools.

How to Use This Binder

This binder holds a Universal Level Bullying Curriculum for use by high school health teachers. The purpose behind the curriculum is to coincide with the existing PBIS initiative in order to reduce and prevent bullying behavior within our district. This curriculum provides a positive bullying prevention program for all grades to implement.

The lessons provided in this binder have been collected and adapted from various bullying programs used throughout the district. They are meant to provide teachers with ready to use lesson and activities with little preparation time. Lessons may include a complete lesson plan, activity, and worksheets readily accessible for use by teacher. Some lessons are longer than others and can easily be adapted to the timeframe allowed by the classroom teacher. Lessons may be expanded or retracted depending on the need and time allowed.

Within the binder you find a new technique/acronym to be used district wide that is to help prevent victimization. The new acronym is: HAHA SORT (Help, Assert yourself, Humor, Avoid, Self-talk, Own it, Rehearse, Talk it over). A lesson and poster is provided to support and teach this acronym school wide.

The binder also includes a school year planning calendar for the school to follow and sign off on as the different components are completed. This calendar will be turned in to the district during specified times throughout the year. A parent letter and component is also available within the binder to be used at the school's discretion. There will be opportunities for training and continued support throughout the year on each aspect of the curriculum.

Bully Prevention Expectations

BE A GOOD FRIEND

- Include everyone
- Help each other
- Speak Out
- Get Adult Help
- Respecting Differences

Year-Long Planning Calendar

<p><u>August</u> <i>Bully Proofing</i> Planning Committee meets. Date:</p> <p>Discuss PBIS positive reinforcement program. Date:</p> <p>Develop consequence hierarchy for bullying. Date: Who:</p> <p>Staff training/In-service Date: Who:</p> <p>Notes:</p>	<p><u>September</u> Send parent disclosure letter home with students. Date:</p> <p>Kick-off PBIS assembly/activity. Date:</p> <p>Start Skill #1: The Basics of Bullying Lesson 1</p> <p>Begin Date:</p> <p>Notes:</p>
<p><u>October</u> Continue with Skill #1. End Date:</p> <p>Notes:</p>	<p><u>November</u> Begin Skill #1: The Basics of Bullying Lesson 2: Teasing Date:</p> <p>Staff meeting to discuss successes/problems and needed program changes Date:</p> <p>Notes:</p>
<p><u>December</u> Continue Skill #1 Lesson 3: Sexual Harassment End Date:</p> <p>Notes:</p>	<p><u>January</u> PBIS Review assembly/stations Date:</p> <p>Begin Skill #2: Ways to Handle a Bully Lesson 1: HA HA SO Strategies Date:</p> <p>Mid-year program evaluation Date: Who:</p> <p>Notes:</p>
<p><u>February</u> Continue with Skill #2 Lesson 1 End Date:</p> <p>Notes:</p>	<p><u>March</u> Begin Skill #3: Friends Get Help for Friends Lesson 1: Empathy and Taking a Stand Date:</p> <p>Notes:</p>

<p><u>April</u> Review PBIS school wide expectations Date:</p> <p>Continue with Skill #3 Lesson 1 End Date:</p> <p>Notes:</p>	<p><u>May</u> Choose a Diversity Lesson Date:</p> <p>Choose a Diversity Lesson Date:</p> <p>Notes:</p>
<p><u>June</u> End-of-Year Program Evaluation Date: Who:</p> <p>Celebrate Success. Date: Who:</p> <p>Plan for next year. Date: Who:</p> <p>Notes:</p>	<p><u>July</u> Plan for next year!</p>

Dear Parent(s)/Guardian(s):

_____ School invites you to join with us in developing a theme of kindness and respect within our entire community.

We strongly believe that school can be a safe and nurturing environment for all. One of our goals for this year is to create a caring community at our school where everyone feels safe and has a sense of belonging. To facilitate this effort, we are implementing a school-wide safety program on Bullying Prevention.

This program will be most effective when the parental community, the administration, the staff, and the students all have a shared belief that kindness and respect for each other is of great value in our school and contributes to a positive environment for better academic performance. With the Bullying Prevention Program, bullying and aggressive behaviors do not have a place at our school and will not be tolerated. On the other hand, acts of kindness will be recognized and rewarded.

A committee of staff members has attended training workshops and is working to adapt the Bullying Prevention Program to our school's specific needs. We ask that as parents in the Waukegan Community you discuss the program with your child since your support is crucial to its success.

Please join us at the (PTO, staff, community) meeting on _____
at _____ in the _____ to
learn more about our program. Your input is not only welcomed, but necessary to the success of the program.

Sincerely,

Principal

Skills and Lessons Table of Contents

- Skill 1: Basics of Bullying and Harassment
 - Lesson 1: Identifying Bullying and Harassing Behaviors
 - Lesson 2: Bullying and Harassing Behaviors: part 1
 - Lesson 3: Bullying and Harassing Behaviors: part 2
 - Lesson 4: Bullying and Harassing Behaviors: part 3
 - Lesson 5: Bullying and Harassing Behaviors: part 4
 - Lesson 6: Bullying and Harassing Behaviors: part 5
 - Lesson 7: Respect
 - Lesson 8: Bullying/Harassment vs. Violence
 - Lesson 9: Violence continuum

- Skill 2: The Players Involved
 - Lesson 1: Victimization
 - Lesson 2: Poem By a Victim
 - Lesson 3: Effects of Victimization
 - Lesson 4: Thinking Errors
 - Lesson 5: Why Don't Bystanders Get involved

- Skill 3: Student Strategies/ Taking a Stand
 - Lesson 1: What to Do? /HAHASORT
 - Lesson 2: The Power Shift
 - Lesson 3: When to Report Bullying

- Skill 4: Accepting Differences/Embracing Diversity
 - Lesson 1: Acceptance and Inclusion
 - Lesson 2: Bias and Discrimination
 - Lesson 3: Benefits and Challenges of Diversity
 - Lesson 4: Benefits of Diversity
 - Lesson 5: LGBT
 - ✓ Lesson 6: Healthy vs. Unhealthy Peer Groups
 - ✓ Lesson 7: Cliques

Skill 1:

Basics of Bullying and Harassment

Skill 1: Basics of Bullying and Harassment

Lesson 1: Identifying Bullying and Harassing Behaviors

- Objective of the lesson:
 - Understanding the definition and forms of bullying and harassment
 - Recognize the difference between normal conflict and bullying

- Start a discussion by asking:
 - When you hear the word bullying, what do you think of?
 - When you hear the word harassment, what comes to mind?
 - Provide the definition of **Bullying and Harassment**
 - Bully Proofing High School (BPHS) defines bullying and harassment as negative, intimidating actions intended to harm, upset, or compromise the physical, psychological or emotional safety of a targeted person or persons.

- Have the students brainstorm Characteristics of Bullying based on the definition.

- Introduce Normal Conflict vs. Bullying T-Chart and compare it to the characteristics that the students identified. If a characteristic does not fit under the bullying category ask the students why they think it is not considered bullying.

- If time permits share with the students that bullying and harassing behaviors can be further delineated into direct and indirect actions
 - **Direct bullying** includes overt, face-to-face interactions, including physical attacks or any threatening or intimidating behaviors.
 - **Indirect actions** are covert, often subtler and harder to detect. They include tactics such as social interaction, rumor spreading, and scapegoating, and they often involve a third party

Normal Peer Conflict	Disrespectful Peer Conflict/ Bullying
Equal Power /or Friends	Imbalance of Power / Not Friends
Happens Occasionally	Repeated Negative Actions
Accidental	Purposeful
Not Serious	Serious With Threat of Emotional or Physical Harm
Equal Emotional Reaction	Strong Emotional Reaction From Victim and Little or No Emotional Reaction from Bully
Not Seeking Power or Attention	Seeking Power, Control, or Material Things
Not Trying to Get Something	Attempt to Gain Material Things or Power
Remorse- Will Take Responsibility	No Remorse- Blames Victim
Effort to Solve Problem	No Effort to Solve Problem

Skill 1: Basics of Bullying and Harassment

Lesson 2: Bullying and Harassing Behaviors: Part 1

- Introduce the lesson “there are obvious forms of bullying and harassment, such as physical aggression. There are, however; other forms that many people may not recognize as bullying, and many of them are equally, if not more, damaging.
- Tell that students that “today we will start to explore all forms of harassment that happen in schools and in the world around us”.
- “There are 10 forms of harassment. We will be talking about 2 of these forms of harassment at a time. Today we will be discussing physical aggression and social/relational aggression.
- **Physical aggression:** Direct, overt acts that result in physical harm or humiliation.
 - Ex. hitting, pushing, kicking, tripping, hair pulling, knocking possessions down or off desk, etc.
- **Social/relational aggression:** indirect attacks and behaviors designed to intimidate or control a person through damaging social relationships, reputations, and status within peer groups.
 - Ex. gossiping, spreading rumors, silent treatment, public humiliation, exclusion from group, threat of exclusion and isolation, etc.
- Separate students into small groups. Have the groups brainstorm specific behaviors/examples that fall under each for of harassment. Remind students not to use any names.
 - Have one group member take notes and write (or post the paper) them on the board under their given category.
 - Have groups share out and allow other groups to add additional behaviors that may be missing.

Skill 1: Basics of Bullying and Harassment

Lesson 3: Bullying and Harassing Behaviors- Part 2

- Remind students that you will be continuing going through the 10 forms of bullying and harassment behaviors.
 - Ask students to share what they remember from the previous lesson.
 - Write the previous forms discussed on the board and add the three new forms that will be addressed today. (verbal/nonverbal aggression, intimidation and hazing)
- Verbal/nonverbal aggression:
 - **Verbal aggression:** using words to cause harm
 - Ex. name-calling, put-downs, insults, public humiliation, teasing, etc.
 - **Nonverbal aggression:** body language and gestures that communicate disrespect.
 - Ex. Dirty looks, eye rolling, slamming books, writing graffiti, etc.
- **Intimidation:** threatening and harassing behaviors designed to instill fear in order to gain power and control over others
 - Ex. Threats of coercion, stalking, verbal threats, posturing (staring, gesturing, strutting), physical intrusion of space, etc.
- **Hazing:** actions, activities or conditions required for group membership that are intended to cause physical or emotional harm or discomfort to a person, regardless of the participant's consent. Common elements of hazing are:
 - Committed as a form of initiation, acceptance, or rite of passage
 - New members showing subservience to older members
 - Intended to embarrass or humiliate victim
- Separate students into small groups. Have the groups brainstorm specific behaviors that fall under each for of harassment. Remind students not to use real names.
 - Have one group member take notes and write (or post the paper) them on the board under their given category.
 - Have groups share out and allow other groups to add additional behaviors that may be missing.

Skill 1: Basics of Bullying and Harassment

Lesson 4: Bullying and Harassing Behaviors: Part 3

- Remind students that you will be continuing going through the 10 forms of bullying and harassment behaviors.
 - Ask students to share what they remember from the previous lesson.
 - Write the previous forms discussed on the board and add the two new forms that will be addressed today.
- **Sexual-orientation Harassment:** harassment directed against someone based on actual or perceived sexual orientation
 - Using voice or mannerisms as a put-down or insult, name-calling, gay jokes and stereotypical references, derogatory comments, inappropriate generalizations (“gays are disgusting”), using words in a derogatory manner (“that’s so gay”), anti-gay or homophobic remarks.
 - Additional information:
 - Students defended their use of the words by saying that anti-gay terms are used in place of other negative words such as “stupid,” “dumb,” or “loser.” They also frequently stated that they are “just kidding” and use these anti-gay remarks as humorous teasing with friends. Although this might be true, the fact is that when LGBT students continually hear such demeaning comments attached to labels of sexual orientation, their feelings of rejection are greater than before, and their ability to concentrate on their education is compromised.
 - **LGBT:** Lesbian, gay, bisexual and transgender. Used to identify the “gay community” because the term “gay” most often refers to homosexual men.
 - It is estimated that approximately 5% of high school teens identify as being gay or lesbian.
 - More than 83% of LGBT youth reported being verbally harassed because of their sexual orientation
 - It is estimated that the average high school student hears anti-gay or homophobic remarks such as “homo,” “fag,” or “queer” approximately 26 times per day.
- **Dating Violence:** threats or acts of aggression or violent behavior-physical, emotional, sexual, or verbal abuse- against a person with whom there is or has been any form of a dating or intimate relationship.
 - Ex. sexual abuse or assault, threat of or actual physical aggression or violence, emotional or mental abuse (“mind games”), constant put-downs or criticism, pressure for sexual activity, etc.
- Separate students into small groups. Have the groups brainstorm specific behaviors that fall under each for of harassment. Remind students not to use real names.
 - Have one group member take notes and write (or post the paper) them on the board under their given category.
 - Have groups share out and allow other groups to add additional behaviors that may be missing.

Skill 1: Basics of Bullying and Harassment

Lesson 5: Bullying and Harassing Behaviors- Part 4

- Remind students that you will be continuing going through the 10 forms of bullying and harassment behaviors.
 - Ask students to share what they remember from the previous lesson.
 - Write the previous forms discussed on the board and add the new form that will be addressed today.
- **Electronic/Cyber Bullying:** bullying or harassment that involves the use of electronic technologies. Including emails, text messages, Facebook, anonymous phone calls, etc. Examples
 - Sending hurtful, rude, or mean text messages to others
 - Spreading rumors or lies about others by e-mail or on social networks such as Facebook
 - Creating websites, videos or social media profiles that embarrass, humiliate, or make fun of others
- Bullying online is very different from face-to-face bullying because messages and images can be:
 - Sent 24 hours a day, 7 days a week, 365 days a year
 - Shared be shared to a very wide audience
 - Sent anonymously
- Some Effects of Cyberbullying
 - Research has found that young people who have been cyberbullied are significantly more likely to: Use alcohol and drugs, skip school and experience in-person bullying or victimization
- Read the following story to the class (if you would like you can make photocopies of the story and have your students read it silently or aloud as a group)

A group of girls were fighting with one of their friends, Vanessa. They created a "Rate Vanessa" group on Facebook. They posted embarrassing photos of Vanessa from middle school and high school and invited their hundreds of "friends" to join the group to look at the photos, and tell Vanessa how she stacked up. Cruel and crude comments were posted on the group's message board. One message said that some girls were planning to beat up Vanessa. At school, Vanessa got text messages on her cell phone saying, "Take a look at what everyone thinks of you."

- Ask the following questions for group discussion
 - What emotions do you think Vanessa felt when she saw the photos and read all the comments online?
 - How do you think she felt when she read that some girls wanted to beat her up?
 - How do you think this situation affected the learning environment of the school?
 - What advice you would you give Vanessa?
 - What advice would you give the girls who created the group?
 - What could you do if you witnessed a similar situation online that made you worried?

Skill 1: Basics of Bullying and Harassment

Lesson 6: Bullying and Harassing Behaviors- Part 5

- Remind students that you will be continuing going through the 10 forms of bullying and harassment behaviors.
 - Ask students to share what they remember from the previous lesson.
 - Write the previous forms discussed on the board and add the two new forms that will be addressed today.

- **Racial, Religious and Ethnic Harassment:** harassment directed against a person or group based on race, religion or ethnic group. Such as:
 - Racial, religious or ethnic slurs or gestures,
 - Threats related to racial, religious or ethnic
 - Exclusion based on racial, religious, ethnic, or cultural group
 - Joke telling with racial, religious or ethnic overtones
 - Verbal put-downs and accusations

- **Sexual Harassment:** any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature.

- Separate students into small groups. Have the groups brainstorm specific behaviors that fall under each for of harassment.
 - Have one group member take notes and write (or post the paper) them on the board under their given category.
 - Have groups share out and allow other groups to add additional behaviors that may be missing.

Skill 1: Basics of Bullying and Harassment

Lesson 7: Respect

- Introduce the topic of respect
 - Ask group to define respect
 - Provide definition. **Respect**: treating others the way you want to be treated. Accepting differences in people.
- Review classroom and school-wide PRIDE expectations to support the idea of a safe and caring classroom.
- Make a the following T-Chart on the board

Respect	Disrespect
<ul style="list-style-type: none">- What are examples of respectful behaviors and/or actions?- In what ways are people physically respected?- In what ways are people respected emotionally?	<ul style="list-style-type: none">- What are examples of disrespectful behaviors and/or actions?- In what ways are people physically respected?- In what ways are people respected emotionally?

- Ask students to respond to the questions. Write responses on board.

Skill 1: Basics of Bullying and Harassment

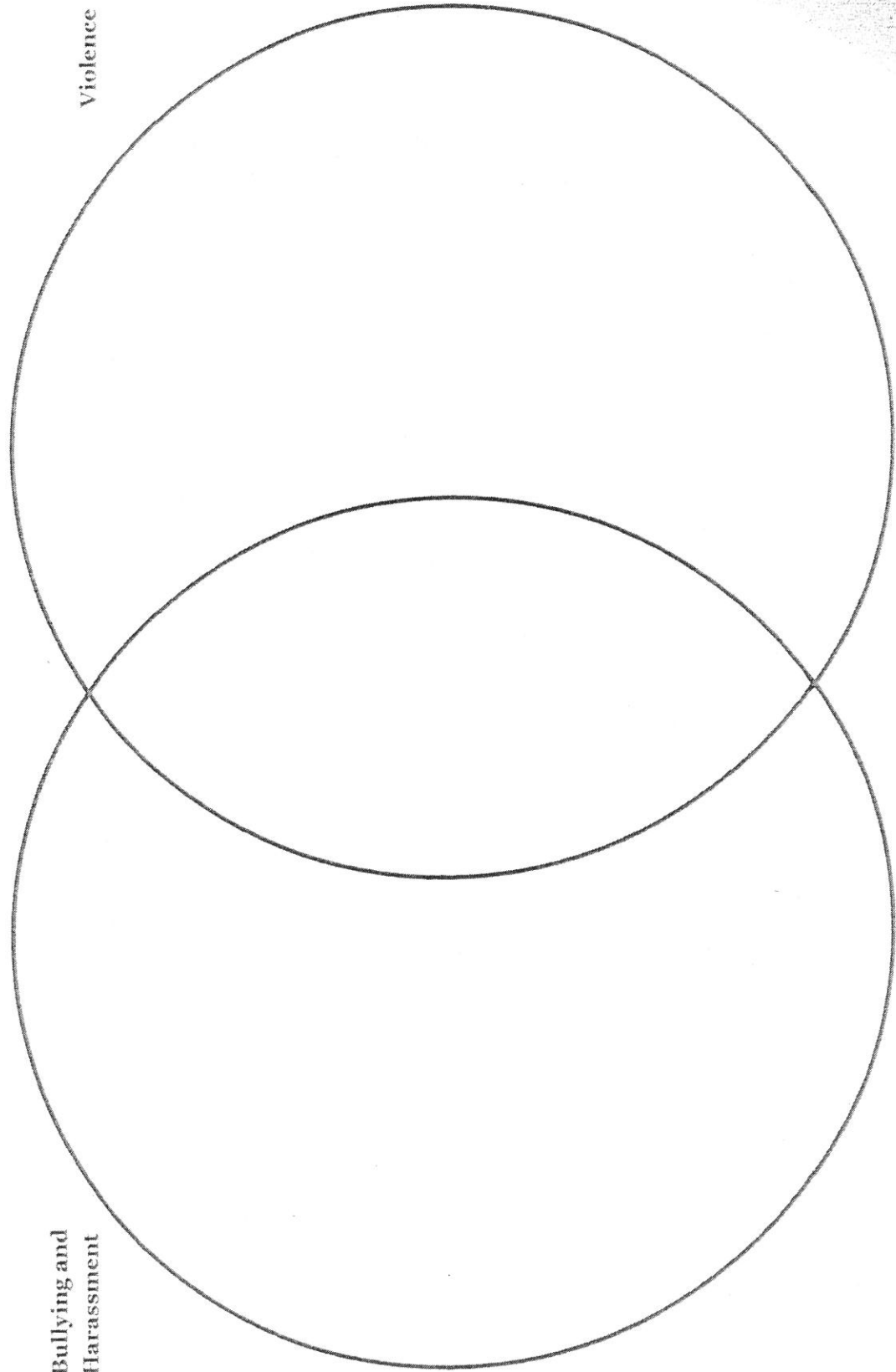
Lesson 8: Bullying/Harassment vs. Violence

- Introduce the relationship between bullying/harassment and larger acts of aggression and violence.
- Create a T-chart on the board. Label columns; Bullying/Harassment and Violence
- Ask students to think about the definitions of these terms.
 - What is bullying/harassment?
 - What does the word violence mean to you?
- After group has listed characteristics describing the two categories, discuss their ideas. Ask the following questions:
 - How are the terms different?
 - How are the terms the same?
- Have students draw a venn diagram on a piece of paper. Label on circle Bullying/Harassment and the other Violence. Have students record characteristics they have chosen to describe each term in the appropriate circles. In the middle section, have the students write down characteristics that these terms have in common.
- Discuss diagrams as a whole group
- A sample completed venn diagram is provided for teachers to use as a reference.

Venn Diagram

List characteristics associated with each term in the diagram below. Then, in the center space, list characteristics that bullying/harassment and violence both have in common.

FORMS OF AGGRESSION



Skill 1: Basics of Bullying and Harassment

Lesson 9: Violence Continuum

1. Pass out Steps of Violence Continuum.
2. Explain the idea that bullying and harassing behaviors can fall on this continuum from minor/least violent to severe.
3. Point out the list of words on the left hand side. Ask students to decide where these words should be placed on the continuum. Discuss answers in whole group.
4. Discuss what actions on the continuum can fall under the categories of bullying and harassing which were discussed in the previous lesson. Make the point that incidents of bullying and harassment are steps that lead to greater violence and that the two are more similar than different.
5. Discuss
 - a. In many cases, there is no clear/defined line between acts of bullying and harassment and acts of violence. They can all fall within the same continuum.
6. A sample "steps in the violence continuum" is provided for teachers to use as a reference.

Steps of Violence Continuum

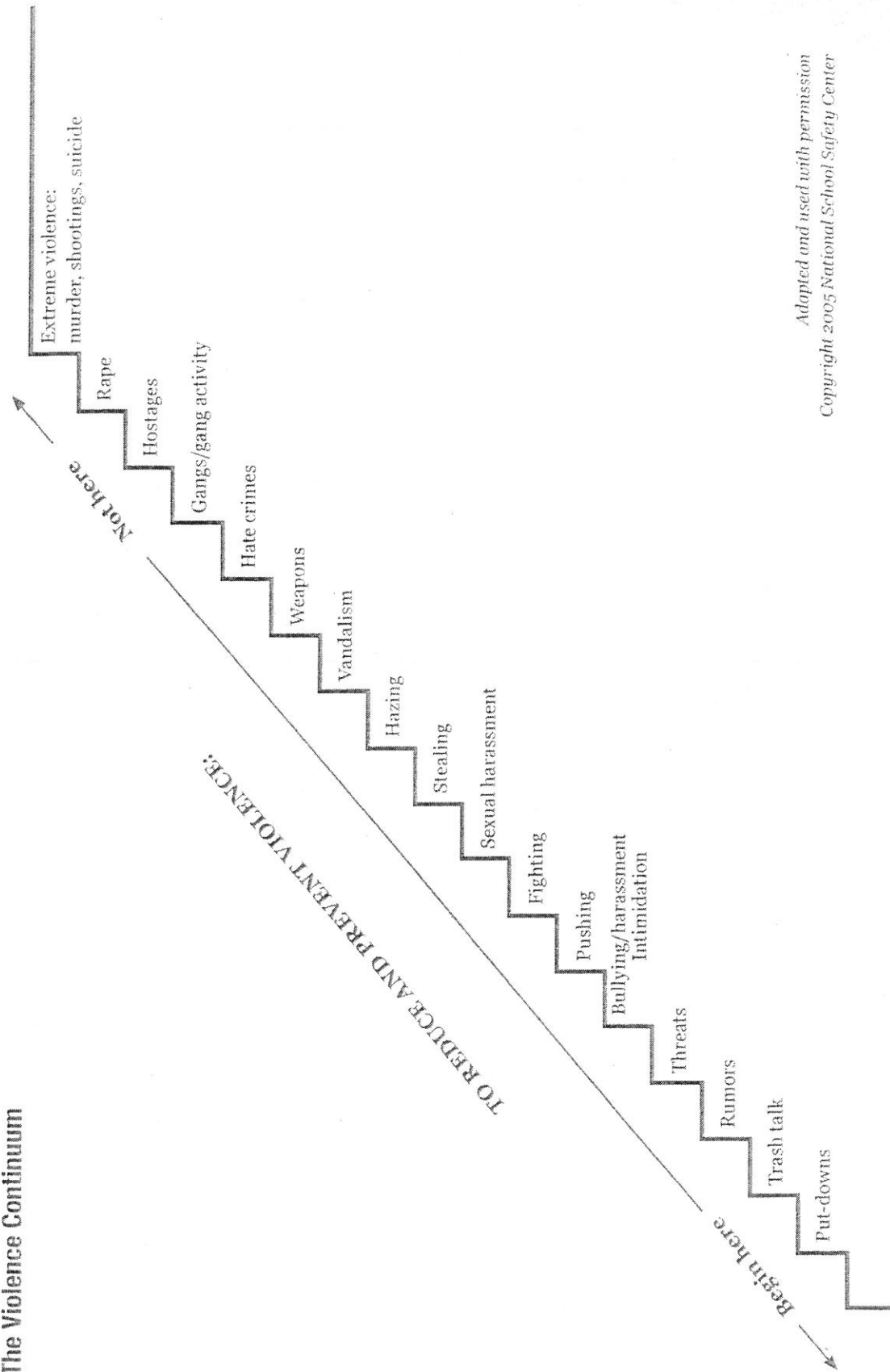
Place the actions and behaviors listed here on a continuum from the least to the most severe forms of bullying, harassment, aggression, and violence.

- ◆ Bullying/harassment
- ◆ Committing hate crimes
- ◆ Extreme violence (murder, school shootings, suicide)
- ◆ Fighting
- ◆ Gangs/gang activity
- ◆ Hazing activities
- ◆ Taking hostages
- ◆ Insults
- ◆ Intimidation
- ◆ Pushing
- ◆ Put-downs
- ◆ Rape
- ◆ Sexual harassment
- ◆ Stealing
- ◆ Threats
- ◆ Trash talk
- ◆ Using weapons
- ◆ Vandalism



Adapted with permission from the National School Safety Center

The Violence Continuum



*Adapted and used with permission
Copyright 2005 National School Safety Center*

Skill 2:

The Players Involved

Skill 2: The Players Involved

Lesson 1: Victimization

- Introduce the term victimization and write the definition on the board.
 - **Victimization:** the result of being continually harmed or hurt by a person (or people), a situation, or conditions.
- Pass out copies of the story *A Typical Day in the Life of Kids Like RJ* and read the story aloud as the students follow along.
 - While you read the story have the students put a check mark next to each negative incident that happens throughout the day that contributes to RJ's victimization.
- Discuss the cause and effect relationship of victimization as it applies to the story by going through the following steps.
 - Identify any negative incidents that contribute to RJ's victimization
 - Ex. Mom yelling at him or sitting alone in the lunchroom
 - What are consequences that RJ is probably experiencing as a result of being victimized
 - Ex. Sad, anxious, or fear of school
 - How does RJ respond?
 - Ex. Tries to ignore the situation
 - What are the outcomes/consequences from the bullies
 - Ex. Positive attention
 - How do bystanders respond throughout the story?
 - Ex. Kids on bus do nothing
- A sample "effects of victimization" handout is provided for teacher reference.

A Typical Day in the Life of Kids Like RJ

This is a story about a 14-year-old boy named RJ.

“RJ, get your butt out of bed! Do you see what time it is? Way to go—you’re late again, third day in a row. If you would go to sleep at night, you wouldn’t be so tired all the time.”

“Mom,” RJ argued, “I can’t fall asleep. It’s not my fault.”

In only 15 minutes the bus would be there, so RJ quickly brushed his teeth, washed his face, and combed his hair. He wet the comb to flatten the colic, but the bed-head was far too much for that little bit of water. “Oh, well,” he thought.

With his coat open and the backpack thrown over his shoulder, RJ ran toward the bus. The kids laughed as they saw him running once again down the street. When RJ finally reached the stop, he climbed on with his backpack banging into the door. Everyone else was already seated, and the sounds of whispers and giggles filled the air. He slid into the seat behind the driver, as he could see she was impatiently waiting to turn off the blinking lights and move on.

RJ took a deep breath and looked out the window. He began thinking about the day ahead and remembered he would be having a civics test. He unzipped his backpack, searching for his homework page, and realized he had left it on the nightstand next to his bed.

Just then, RJ felt something hit his head. He turned around, but all of the kids remained slouched in their seats, nobody appearing guilty. He looked down and saw a Sweet Tart, which was the object commonly thrown at him. When he had previously spoken to the driver, she had told him to let her know if it happened again and she would stop the bus to investigate. But RJ felt embarrassed enough that the candies hit him in the head, let alone stopping so the whole bus could have a discussion about it, too. Joel, in the seat across the aisle, rolled his eyes and told him, “They’re idiots, just ignore them.” RJ took out his headphones and sank down into his seat, trying to disappear for the rest of the ride to school.

Overall, RJ’s classes were okay, but he was picked on—a lot. Two girls in his second hour would give RJ a smile like they felt sorry for him, but then they would go on and mind their own business. Outside of class, he was consistently shoved in the halls and called names like “fag” and “loser.” RJ found a few routes where teachers socialized during passing time; those were the safe routes. He knew that even if kids messed with him, the harassment would be minimal because the adults were there.

The worst class of the day was fourth hour. Mr. Samson’s habit after he ended his lecture was to assign a series of questions to answer. That became the time to pick on RJ. The girls in the class participated in this, too. One would go to RJ, pretending to like him and asking him who he liked. The others would giggle, and Mr. Samson would poke his head up from the computer to inquire about the noise.

(continued)

Once he was convinced that the others were trying to “help” RJ, he would resume his work on the computer.

If the girls were preoccupied, the boys would start. They would whisper RJ’s name and when he would turn, they pretended to be working or in a conversation. Occasionally, RJ would holler, “What do you want?” and Mr. Samson would scold him, telling him that if he were to have another outburst like that, he would head straight to the office. The games usually ended with the kids telling RJ what a “freak” he was. Needless to say, he was not doing well in that class.

For some, lunch is the highlight of the school day, but RJ dreaded it. He really didn’t have anyone to sit with, and he would never ask to sit with kids he didn’t know. Today, RJ pretended to be buried in homework at a corner table. Although he could relax for the first half of the lunch period, he knew what to expect in the last half. After that threesome of boys from his class was finished eating, they would round up items to throw when the administrators weren’t looking. On this particular day, it began with a carrot. “No big deal,” thought RJ, “that won’t show on my shirt.” He pretended to work, but kept an eye on what might fly his way next. A small cup of pickles just missed his head, splattering against the glass window behind him. Although the pickles did not hit him, the juice did. He pretended not to notice and nervously waited. Mrs. Billings came and stood near RJ’s table. She asked him if everything was okay, but he did not dare say a word. The boys glared at RJ, gathered their things, and left.

RJ finished out his day and decided to catch a ride with his sister after her cheerleading practice. He waited in the hallway, doodling on his notepad while he watched the groups of kids talk and laugh. RJ didn’t mind waiting an hour for his sister—nobody bothered him after school. In the car on the way home, RJ looked out the window and thought, “Not such a bad day.”

Skill 2: The Players Involved

Lesson 2: A Poem written by a victim

- Review the definition of victimization
 - The result of being continually harmed or hurt by a person (or people), a situation, or conditions.
- Read Poem to the class (write on board or enlarge and post on board if possible)

Words

He is a volcano
As the words build up
The hatred in his heart
For himself and the world grows
Until it can be bottled up no longer
And he explodes
The hateful words strangle him to death
And the owners of this hatred
Never knew what they said

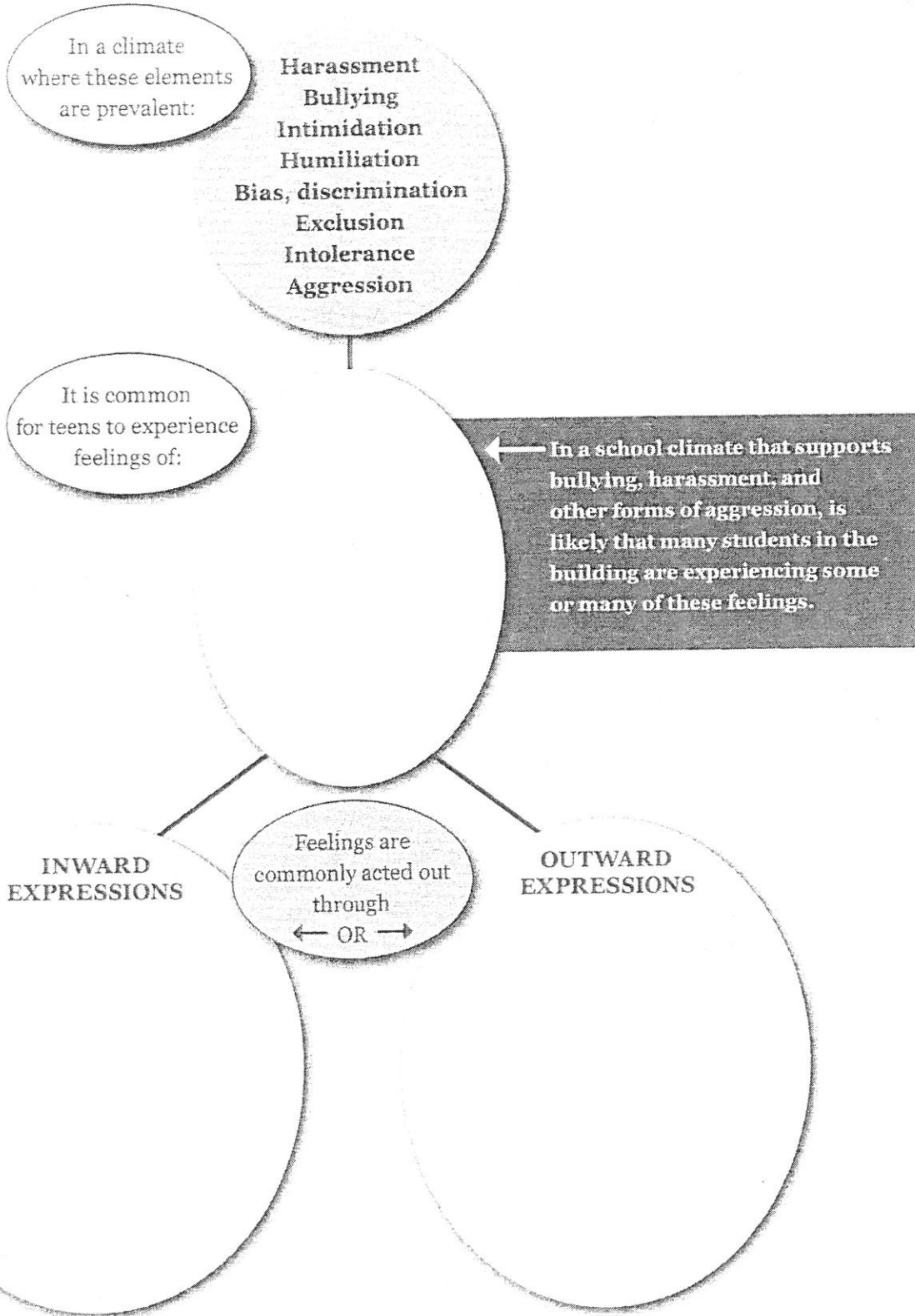
- Ask the following questions to facilitate a discussion:
 - What forms of bullying/disrespect do you think the author experienced?
 - Who is the bully or bullies? What does the bully look like?
 - What is the author/victim feeling?
 - Is the author female or male?
 - After hypothesizing tell the students that the author is an eleventh grade female. Students are generally surprised about the gender, this can prompt a discussion about inaccurate or faulty assumptions people make based on their thoughts, experiences, or lack of information.

Skill 2: The Players Involved

Lesson 3: Effects of Victimization

- Pass out worksheet. Read through prompts to unsure understanding. Have students work in pairs to complete the three blank circles (*feelings*, and inward and outward *expressions* of victimization).
- Have the groups share their responses
- Ensure that the following ideas are included
 - Effects of Victimization
 - Fear
 - Anxiety
 - Resentment
 - Hostility
 - Lowered self-esteem
 - Pain
 - Unhappiness
 - Depressed feelings
 - Vengeful thoughts
 - Expressions Toward Oneself
 - Sadness, depression
 - Harming self
 - Substance abuse
 - Suicidal thoughts/attempts
 - Withdrawal
 - Expressions Toward Others
 - Anger
 - Aggression
 - Expressions of hatred
 - Violence toward others
- Discuss the meaning of any other terms that students are unfamiliar with.
- At the end of the lesson remind students of the support systems in the school and if they are experiencing any of these feelings as a result of being victimized they should talk to someone.

Effects of Victimization



Skill 2: The Players Involved

Lesson 4: Thinking Errors

- Introduce the concept of thinking errors.
 - Explain that one reason why bystanders don't take a stand is because they may have some incorrect thoughts or ideas that prevent them from taking the proper action.
 - Define bystander
 - Share some examples/experiences of being in this position.
- Pass out "Thinking Errors-Bystanders" handout.
 - Make sure to go over examples at the top of the worksheet prior to having students work on own/small groups.
 - It will take time, practice, and reinforcement of bystanders' positive responses for students to change their thinking about a bullying situation and to take a stand against the negative behavior.
- Have students practice correcting thinking errors (what may be done in a situation) to straight thinking (what should be done).
 - Have students write examples in the "Crooked" column as well as "Straight" column. These may be real life examples or fictitious.
- 4. Share and discuss

Thinking Errors—Bystanders

Crooked (Incorrect) Thinking	Straight (Correct) Thinking
There's nothing I can do to help.	I have a responsibility to help myself and others.
I don't want to be the next one who's targeted.	By not taking a stand I am giving the bully permission to treat others in the school this way, which puts everyone at risk for being targeted.
I'm not the one hurting the person. It was the other person that was doing the harassing.	By not making an effort to stop the harassment, I am adding to the problem and to the pain of the person being targeted. I don't want to hurt others because I don't like being hurt.
Geez, we were just messing around.	What is messing around to me and my friends could very well be hurtful to someone else.
It's not my problem or my business.	It is the responsibility of everyone in the school to take a stand against bullying in order to create a safe, respectful, and caring environment.

In the spaces below, examine the bystander's thinking errors. Next, correct those thinking errors in the column beside each one.

Crooked (Incorrect) Thinking	Straight (Correct) Thinking
Telling an adult won't do any good or will just make things worse.	
I stand up for my friends, but I don't have to stand up for people I don't even know.	
I feel bad that I didn't stand up for someone who needed my help. I'm a bad person for not standing up for them.	

Skill 2: The Players Involved

Lesson 5: Why Don't Bystanders Get Involved

- Hand out the *Who Are The Bystanders?* worksheet
- Based on the worksheet ask students questions such as
 - Who is a bystander?
 - Describe the characteristics of a bystander
 - What is the difference between a “silent majority and a caring majority?”
 - What are some characteristics of a silent majority and a caring majority?
 - **Create** a list on the board during student discussion
- Shift conversation to why don't bystanders get involved?
 - Have students brainstorm reasons
 - Read these Did You Know points:
 - When bystanders stand by and do nothing during a bullying or harassing incident, it reinforces the negative behaviors and encourages the bullying student
 - Bullying students count on bystanders to stay silent. This silent majority of students allows negative behavior to continue
 - Doing nothing supports and reinforces bullying and harassment; the bully views it as approval of the negative behaviors
 - Bystanders experience negative consequences as well, including feeling anxiety and guilt, lowered self-respect and self-confidence, and a sense of powerlessness.

WHO ARE THE BYSTANDERS?

Bystanders are the 85% of the students in a school who witness acts of bullying and harassment but are not officially identified as victims or bullies. Together they have great power: Are the students in your school a silent or caring majority?

The bystanders in the school

- Make up the vast majority of students in the school population- they far outnumber the bullies and victims in the school
- Witness incidents of bullying and harassment every day
- Have the most potential for stopping bullying and harassment

Silent Majority vs. Caring Majority

Students in a silent majority...	Students in a caring majority...
...stay silent when they witness bullying incidents	...speak up and take a stand against bullying and harassing behaviors
...don't take a stand against negative behaviors	
...don't reach out to victims	...reach out to victims of bullying
...don't support peers in standing up against bullying	...support on another when standing up against negative behaviors
...fail to ask adults for help	...ask adults for help

Skill 3:

Student Strategies/
Taking a Stand

Skill 3: Strategies/ Taking a Stand

Lesson 1: HA HA SORT

- Review the definition of bullying and the bullying t-chart from Lesson 1: Skill 1
- Write the acronym **HA HA SORT** on the board and introduce it to the students as a way to remember the different strategies to use when you are faced with disrespectful behaviors.
- Write the eight following strategies on the board
 - **Help:**
 - **Assert Yourself:**
 - **Humor:**
 - **Avoid:**
 - **Self-Talk:**
 - **Own It:**
 - **Rehearse a Response:**
 - **Talk it Over:**
- Have the student brainstorm what each strategy is. Assist class with chart provided.
- Have students give examples of how they could use the strategies.
- Ask students to think about how a bystander could use variations of these strategies to assist someone who is being bullied or harassed.

What I Can Do if I am Being Bullied

H elp	Seek assistance from an adult, friend or peer when a harassing or threatening situation.	<ul style="list-style-type: none"> • Brainstorm all of the sources of help at your school. • Stress the different ways to get help-anonymously, in a group, etc.
A ssert Yourself	Make assertive statements to the one doing the bullying and/or harassing. The statement should address feelings about how you are being treated	<ul style="list-style-type: none"> • Look bully straight in the eye. • Use assertive and direct statements (e.g. "stop pulling on my backpack" "stop talking behind my back") • Do not use if bullying and harassment are severe • In cases of group bullying, this strategy is not as effective as other strategies.
H umor	Use humor to de-escalate situation. Make sure the humor is positive and about what the aggressor said, not about the person himself/herself.	<ul style="list-style-type: none"> • Use humor in a positive way. • Make the joke is about what the bully said, not about the bully. • Make a humorous statement (e.g. "Come on now, I just can't handle all these compliments") and leave the situation
A void	To avoid being harassed, walk away or avoid certain places where the aggressor hangs out.	<ul style="list-style-type: none"> • This is best for situations when the person being bullied or harassed is alone. • Avoid taking routes, when possible, where the aggressor and his/her friends congregate. • When possible, join others rather than being alone.
S elf-Talk	Use positive self-talk to maintain positive self-esteem during bullying or harassing situation.	<ul style="list-style-type: none"> • Use as a means to keep feeling good about yourself. • Think positive statements about self and accomplishments. • Rehearse mental strategies to avoid being hooked by the bully. (e.g. "it's his problem" "she doesn't know what she is talking about, I know how smart I am") • Use positive talk when using all strategies
O wn It	Accept the put-down or belittling comment in order to defuse it	<ul style="list-style-type: none"> • Sometimes, simply agreeing with the bullying and leaving the situation stops harassment • Combine with humor strategies, such as "yeah, this IS a bad haircut. The lawn mower got out of control this weekend." • Combine with assertive strategies, such as "Yeah, yeah, I know- enough already"
R ehearse a response	Practice a response or comeback line to be used in a repeated bullying situation.	<ul style="list-style-type: none"> • When a line is prepared and practiced ahead of time, it is said more naturally if the time comes to use it. • Rehearsing a response can prepare a student to make a confident reply to the aggressor
T alk it over	Talking about the situation with a friend or an adult can be very helpful	<ul style="list-style-type: none"> • Sometimes, sharing thoughts and feelings is what is needed to cope with a situation and come up with solutions to the problem. • Talking it over with someone can help the student to think clearly and defuse anger or defensiveness

Skill 3: Student Strategies/ Taking a Stand

Lesson 2: The Power Shift

- Read Scenario 1

Maria sits with the same group of friends every day at lunch in the cafeteria. Today on her way to the table, she overhears Michelle tell everyone to save all of the seats so that Maria can't sit there. When Maria starts to sit down, Ashley tells her that someone is already sitting there. Jane and Claudia nod their heads in agreement, and Jessica and Sharon just look at her. No one at the table makes room or stands up for Maria. When she turns around to walk away, she hears laughing and whispers.

- Ask students the following:
 - How do you think the targeted student felt during the incident?
 - The student(s) displaying disrespectful behavior?
 - They bystander(s)?
- Now read this scenario

Jennifer sits with the same group of friends every day at lunch in the cafeteria. Today on her way to the table, she overhears Anne tell everyone to save all of the seats so that Jennifer can't sit there. When Jennifer goes to sit down, Eva tells her that someone is already sitting there. Emily (with a smile and rolling her eyes) shakes her head at Anne and says to Jennifer, "Just come over here. I wanted to talk to you about our math test." Carlos scoots over, making room for her and tells her, "Hey, there's room here, too." Ben says, "Dude, you bring all the good food. Sit here!" and points to space nearest him. Rachel changes the topic to the basketball game last night, and the others become interested in the conversation.

- Ask students the following:
 - Who has the most power in Scenario 1? Scenario 2?
 - What are some of the ways the power shifted?
 - What caused the power to shift in Scenario 2?
- Summarize and discuss the activity. Discussion points:
 - A bullying student is supported when nobody takes a stand against his or her negative behaviors. Standing by, watching, or joining in by laughing are all behaviors that support and empower the bully.
 - There are many ways to take a stand against bullying and harassment. Ask students to come up with other ideas about how the students at the table could have taken a stand.
 - Bystanders make up the vast majority, no matter whether in class, in the hallway, cafeteria, or on the bus. This means that bystanders far outnumber the bullies.

Skill 3: Strategies/ Taking a Stand

Lesson 3: When to Report Bullying

- Review the definition of bullying and HA HA SORT (Help, Assert yourself, Humor, Avoid, Self-talk, Own it, Rehearse, Talk it over) strategies.
- Tell students that it is OK to report disrespectful behavior at any time, but they should *always* report disrespectful behavior and seek adult help if
 - They are hurt
 - They are unsafe
 - They are afraid
 - When the strategies or plans they tried did not work
 - If the bullying or harassment is sexual in nature
- Teach students the three steps process to report distrustful behavior
 - Step 1: determine that you have tried other strategies (to be discussed in the following lesson) and that the distrustful behavior is harmful and repeated
 - Step 2: Go to a helpful adult, such as a teacher, social worker/counselor or house principal
 - Step 3: calmly tell the adult what happened
- Have students identify which of the following scenarios would warrant telling an adult and in which scenarios would be tattling:
 - A student shoves another so that they fall on the ground.
 - You and a friend argue because she didn't invite you to go to the mall with her.
 - Someone wrote hateful and threatening words on the wall of the bathroom.
 - A boy in your house is spreading rumors that you and another student are hooking up. You don't like it and have told him to stop, but he keeps doing it.
 - You are standing in line and a girl cuts in front of you.
 - While you are walking home from school, two boys keep calling you baby and threatening to beat you up.
 - A kid throws a ball in gym, and it hits you in the back of the head.
- If time permits- Have students talk about actual instances of distrustful behavior or harassment they witnessed (without using names), what they did, and what they could do in the future to stop the situation.

Skill 4:

Accepting Differences/
Embracing Diversity

Skill 4: Accepting Differences/Embracing Diversity

Lesson 1: Acceptance and Inclusion

- Ask the students to give their ideas on what diversity means to them. Discuss and record their responses on the board. After the students have generated their own thoughts, make the point that for some, diversity may only imply having different cultural or ethnic identities. Make sure that the student list includes:
 - Age
 - Culture/ ethnic background
 - Gender
 - Height
 - Physical characteristics
 - Skin color
 - Physical abilities/disabilities
 - Religious affiliation
 - Intellect
 - Sexual orientation
 - Beliefs
 - Group membership/cliques
 - Socioeconomic status
 - Weight
 - Skills/talents/interests
- **Diversity:** the inclusion of different types of people (as people of different races or cultures) in a group or organization.
- Ask the students to think about and discuss the following terms: *tolerance, intolerance, inclusion, exclusion*
- Define the terms using the given definitions as they relate to bullying and harassment. Point out that while inclusion and exclusion have to do with our actions, tolerance and intolerance have more to do with our attitudes.
 - **Tolerance-** the capacity for recognizing and respecting the beliefs and practices of others.
 - **Intolerance-** not having tolerance for others
 - **Inclusion-** when someone is included as part of a group or situation
 - **Exclusion-** when someone is excluded from or left out of a group or situation
- Explore the ideas of tolerance and intolerance by asking the following:
 - Are tolerance and intolerance learned, or are you born with those feelings and attitudes?
 - In what ways do we learn to be tolerant or intolerant of others?
 - Can you be tolerant of other people even if their beliefs are different from yours?
 - How is tolerance different from acceptance? Is one more important than the other?

- Introduce the concepts of stereotypes and assumptions, using the following definitions:
 - **Stereotype**- an oversimplified opinion about something, someone or a group of people. For example “teenagers are rowdy troublemakers”
 - **Assumption**- thought or belief that we have based on our experiences
- Questions is be discussed in small groups for 5-6 minutes:
 - Some reasons people get stereotyped are based on _____.
 - Why do people stereotype others?
 - How are stereotypes created?
 - Think of a time when someone made a faulty (wrong) assumption about you. How did it make you feel?
 - Discuss a time when you made an assumption about someone based on a first impression or a past experience. Did you change your mind about the person after you got to know more about them?
- Have the students share their responses.

Skill 4: Accepting Differences/Embracing Diversity

Lesson 2: Bias and Discrimination

- Introduce the definitions for *bias* and *discrimination*.
 - **Bias:** an opinion or preference that is made without good reason; an unfair act based on prejudice. --OR—a preference or an inclination, especially one that inhabits impartial judgment, or an unfair act or policy stemming from prejudice.
 - If students do not have a clear understanding of the word prejudice provide the definition included in the glossary at the back of your binder
 - **Discrimination:** treatment or consideration based on class or category rather than individual merit; partiality or prejudice.
- Give the students 2 minutes to discuss with a partner the terms. Provide the following question to help facilitate the discussion.
 - What are some examples of bias and discrimination?
- Bring the students back to full group. Have students share out their responses. Encourage students to think about their own behavior as well as others behavior in school and how it could be discriminatory or biased. Examples to be shared:
 - Refusing to talk to certain people because they are different.
 - Telling jokes with racial, religious or ethnic targets.
 - Excluding people based on race, religion, ethnicity, or cultural group.
 - Taking part in physical attacks or violence against someone due to their group membership or identity.

Skill 4: Accepting Differences/Embracing Diversity

Lesson 3: Benefits and Challenges of Diversity

- Introduce the idea of the benefits and challenges of being a member of a diverse population or group of people.
- On the board create two columns:
 - Benefits of Diversity
 - Challenges of Diversity
- As a class brainstorm and chart ideas for each category.

Benefits of Diversity	Challenges of Diversity
<ul style="list-style-type: none">• Bring together people with different ideas, strengths, and talents• Makes life more interesting and exciting• Teaches people about different points of view• Teaches people to be accepting of differences• Creates opportunities to learn about other people's beliefs, values, and cultures• Reduces people's fears and anxieties about people different than oneself• Helps people learn to get along with each other• Can teach us to get along with those who are different	<ul style="list-style-type: none">• Can cause conflict and disagreement• Creates fear or anxiety• Makes consensus building more complicated• Upsets status quo• Challenges people to expand their thinking• Moves people out of their comfort zones• Can lead to bias and discrimination between different individuals or groups.

- Have the students identify the forms of diversity in Waukegan High School. Some ideas include:
 - Age
 - Culture/ethnic background
 - Gender
 - Height
 - Skin color
 - Religious affiliation
 - Intellect
 - House
 - Sexual orientation
 - Beliefs
 - Physical abilities/disabilities
 - Socioeconomic status
 - Weight
 - Interests/skills/talents
- Introduce the connection between diversity and formation of student peer groups by asking the following questions
 - Do students at Waukegan High School hang out mostly with people who are like them or different from them?
 - Are most student peer groups based on similarities between people, or on differences?
 - How diverse are the groups that you belong to?

Skill 4: Accepting Differences/Embracing Diversity

Lesson 4: Benefits of Diversity

1. Review the definition and benefits of diversity within your school/community from the previous lesson.
2. Place students into groups of four or five.
3. Pass out a worksheet to each group and read the directions as a whole.
4. Allow students a few minutes to complete the worksheet. The students will be able to identify the attitude, behaviors, and actions that support diversity and encourage respect as well as items that destroy or damage respect for diversity.
5. Review and discuss findings.
6. There is an answer key for teachers to utilize as a reference.

SD Versus DD

There are many opportunities to contribute to the acceptance of and respect for diversity in the classroom and school. Deliberate efforts, however, must be made in order to accomplish this goal. In the columns below, identify the actions that positively and negatively contribute to creating an accepting and respectful environment in which differences and diversity are valued. Use the following symbols to identify each:

SD = Supports Respect for Diversity; **DD** = Destructive to Respect for Diversity

- _____ Students and adults take a stand against put-downs and insults.
- _____ Everyone is valued and shown respect for their differences.
- _____ Insults and violating comments and behaviors are overlooked.
- _____ A few people in classes always seem to get left out when it is time to work in groups.
- _____ All groups of students are given equal power in the school.
- _____ Some students get away with negative behaviors more and are not held accountable for their actions.
- _____ All forms of bullying and harassment are not tolerated and are addressed in school/classroom policies.
- _____ There are many peer groups in the school that are inclusive and accepting of all sorts of students.
- _____ Some peer groups have more status, power, and privilege in the school.
- _____ Students are recognized for taking a stand against negative behaviors.
- _____ Adults in the building show respect to the students and the other school staff.
- _____ Intolerance for some people or groups of people is acceptable.
- _____ Students are expected to take a stand against bullying/harassment.
- _____ The belief is that if other people are being treated disrespectfully, it is O.K. to ignore it as long as I'm not involved.
- _____ Many students and/or adults often display behaviors of a sarcastic, demeaning, negative, or hostile nature.
- _____ The focus is on building a caring majority of students—the belief is that students can positively affect the climate by taking a stand against demeaning and disrespectful behavior.

List any additional SD ideas you may have on the back of this sheet.

SD Versus DD (Answer Sheet)

There are many opportunities to contribute to the acceptance of and respect for diversity in the classroom and school. Deliberate efforts, however, must be made in order to accomplish this goal. In the columns below, identify the actions that positively and negatively contribute to creating an accepting and respectful environment in which differences and diversity are valued. Use the following symbols to identify each:

SD = Supports Respect for Diversity; **DD** = Destructive to Respect for Diversity

- SD Students and adults take a stand against put-downs and insults.
- SD Everyone is valued and shown respect for their differences.
- DD Insults and violating comments and behaviors are overlooked.
- DD A few people in classes always seem to get left out when it is time to work in groups.
- SD All groups of students are given equal power in the school.
- DD Some students get away with negative behaviors more and are not held accountable for their actions.
- SD All forms of bullying and harassment are not tolerated and are addressed in school/classroom policies.
- SD There are many peer groups in the school that are inclusive and accepting of all sorts of students.
- DD Some peer groups have more status, power, and privilege in the school.
- SD Students are recognized for taking a stand against negative behaviors.
- SD Adults in the building show respect to the students and the other school staff.
- DD Intolerance for some people or groups of people is acceptable.
- SD Students are expected to take a stand against bullying/harassment.
- DD The belief is that if other people are being treated disrespectfully, it is O.K. to ignore it as long as I'm not involved.
- DD Many students and/or adults often display behaviors of a sarcastic, demeaning, negative, or hostile nature.
- SD The focus is on building a caring majority of students—the belief is that students can positively affect the climate by taking a stand against demeaning and disrespectful behavior.

List any additional SD ideas you may have on the back of this sheet.

Skill 4: Accepting Differences/Embracing Diversity

Lesson 5: LGBT:

- Words have a lot of power. Think about some words that have been used to hurt you, especially those that get to the core parts of your identity (but don't say them aloud).
 - How do those words affect you?
 - How does it make you feel to hear someone use that word?
- Words like gay, faggot, and dyke are used frequently to insult others.
 - In your experience, what types of people are these words used against (don't name individuals; just describe the kinds of people who are targeted)?
 - Under what circumstances might someone get called these names?
- These words are tossed around without much thought about the hate or hurtfulness behind them.
 - What do you know about the history of these words and how they came to be used as insults?
- Read through *History of The Word* (this can be done in multi ways. Whole group, small group, silent reading, etc.)
- ASK:
 - Now that you are aware of the history behind these words will you continue to use them as jokes or insults against others? Why or why not?
 - Do you think people in general would be less likely to use these words as jokes or insults if they knew the history behind them? Why or why not?

The History of the Word "Faggot"

The word "faggot" means "a bundle of sticks." When and how did it become an anti-gay slur?

During the European Inquisitions, "faggot" referred to the sticks used to set fires for burning people who opposed the teachings of the Catholic Church (heretics). Heretics were required to gather bundles of sticks ("faggots") and to be used when they were burned at the stake.

If they changed their beliefs to avoid being killed they were forced to wear a "faggot" design embroidered on their sleeve. Since it was hard to live with such a bad reputation, people began to use the word "faggot" to refer to anything that was considered to be a burden or difficult to bear. Unfortunately, the term quickly became a sexist insult, as people used it to disrespect women in the same way the term "ball and chain" is used today.

In the United States during the early 20th century "faggot" was used to refer to men who were seen as less masculine than people believed they should be. The slur most commonly used to abuse gay men and men perceived to be gay. In fact, "faggot" has become a general insult that is often used to humiliate any man. Since many people are biased against LGBT people, being called "faggot" is a big fear of many heterosexual men, and thus the easiest way to hurt them.

The History of the Word "Dyke"

In science a "dyke" is a mass of mineral matter that fills a hole in a rock formation. In geography "dyke" refers to a variety of ditches, trenches, caves and dams that have been built by many different civilizations. None of these definitions, however, relates to the modern usage of "dyke" as a slur directed at lesbian women or women perceived to be lesbian.

One theory about the origin of "dyke" as an anti-lesbian slur suggests that "dyke" came from the word "hermaphrodite," which used to be a very common term describing people born with ambiguous sex characteristics. The shortened "dyke" was used to reinforce the stereotype that all lesbians look and act like men. Women who've refused to conform to society's expectations of them often have been labeled as "dykes," whether or not they've identified as lesbians.

The History of the Word "Gay"

The word gay dates back to the 12th century and comes from the French "gai," meaning "full of joy." For centuries, gay was used commonly in speech and literature to mean happy, carefree, bright and showy, and did not take on any sexual meaning until the 1600s.

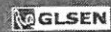
At that time the meaning of gay as carefree evolved to imply that a person was unrestrained by morals and prone to decadence and promiscuity. A prostitute might have been described as a "gay woman." "Gay house" was commonly used to refer to a brothel.

In the 1890s, the term "gey cat" (a Scottish variant of gay) described a young traveler who was new to the road and in the company of an older man. Which might be among the first times that gay was used to imply a homosexual relationship.

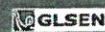
In 1951, gay appeared in the Oxford English Dictionary for the first time as slang for homosexual, but was most likely used in this way "underground" at least 30 years earlier.

Today gay is a socially accepted term for homosexual people. However, this word is rooted in the classification of certain types of people as illicit, counterculture or behaving in ways that go against the respectable conventions of society. When gay is used today to mean stupid or undesirable (since the 1990s), it carries with it a history of negative judgment and rigid ideas about who or what is acceptable.

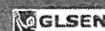
gay (gā) 1. there once was a time when all “gay” meant was “happy.” then it meant “homosexual.” now, people are saying “that’s so gay” to mean dumb and stupid. which is pretty insulting to gay people (and we don’t mean the “happy” people). 2. so please, knock it off. 3. go to ThinkB4YouSpeak.com



dyke (dīk) **1.** be honest with yourself. you're not thinking of "an embankment that holds back and controls water." the problem is, words like "dyke" and "faggot" are so commonly used as insults these days, it's really hard to remember a time when they weren't. **2.** so please, knock it off. **3.** learn more at ThinkB4YouSpeak.com



fag-got (fag'ət) **1.** there was a time when the word “faggot” meant a bundle of sticks. but then people started using it in an insulting, offensive way and things changed. so when you say things like “homo,” “dyke” and “that’s so gay” trying to be funny, remember, you may actually be hurting someone. **2.** so please, knock it off. **3.** get more information at ThinkB4YouSpeak.com



✓

Skill 4: Accepting Differences/Embracing Diversity

Lesson 6: Healthy vs. Unhealthy Peer Groups

- Review the definition of diversity
- Restate the following questions from Lesson 3 to remind the students about where the last lesson left off.
 - Do students at Waukegan High School hang out mostly with people who are like them or different from them?
 - Are most student peer groups based on similarities between people, or on differences?
 - How diverse are the groups that you belong to?
- Tell the students that today they will discuss two kinds of peer groups: Healthy peer groups and unhealthy peer groups/cliques
- State the following facts (these can also be written on the board)
 - It is normal for teenagers to form groups
 - It is normal for groups to be based on likenesses or similarities between students
 - Problems arise with the issue of how much diversity a group will tolerate, both within the group and outside the group.
 - Some groups handle diversity well; others have less tolerance.
- On the board write “healthy peer groups” and “unhealthy peer groups/cliques” and as a group have the students share characteristics or behaviors associated with each group.
- For example:

Healthy Peer Groups	Unhealthy Peer Groups/Cliques
Inclusive- members respect and accept others for their differences	Exclusive-differences in others are disrespected or rejected

- Point out that many groups can provide positive camaraderie and friendship. Cliques, however, can contribute to a climate of exclusion and intolerance for others. Definition:
 - **Clique:** a group that is motivated by and has social power that tends to lead to excluding and negative behaviors.

Skill 4: Accepting Differences/Embracing Diversity

Lesson 7: Cliques

- Remind students about the last lesson and the introduction of healthy peer groups and unhealthy peer groups/cliques.
- Have students share any characteristics of healthy peer groups and unhealthy peer groups/cliques.
 - Show the *healthy vs. unhealthy peer group chart* to supplement students' responses.
- Remind students of the definition of cliques
- Make a connection between how cliques are connected to diversity. Write these points on the board:
 - Cliques exclude others from their groups based on differences; in other words, cliques reject diversity.
 - Intolerance for others creates a climate of fear and anxiety for all people in the school community.
- Put the students into small groups and allow them 5 or so and have them complete the worksheet on the following page.
 - Group Effects on the School Climate
- Have a class discussion regarding student answers.

Healthy Vs. Unhealthy Peer Groups

Healthy Peer Groups	Unhealthy Peer Groups/ Cliques
Inclusive- members respect and accept others for their differences	Exclusive- differences in others are disrespected or rejected
Shared power among members	Controlling personality at the top
Open system- members can come and go	Closed system- difficult for any new members to join (especially members who are "different")
Flexible rules and expectations	Strict rules and requirements for membership
General respect for individuality	Less respect for individuality
Status within group is shared and can change without upset	There are clearly defined roles, with some having more power and others having less
Less pressure to conform to group members' ideas and identities	Strong pressure to conform to group members' ideas and identities

Group Effects on the School Climate

Negative Effects of Cliques	Positive Effects of Healthy Peer Groups

Materials for Parents



What We Know About Bullying

What is bullying?

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied has a hard time defending himself or herself.

Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyberbullying).

Prevalence of bullying:

- Studies show that between 15–25 percent of U.S. students are bullied with some frequency (“sometimes or more often”) while 15–20 percent report that they bully others with some frequency (Melton et al., 1998; Nansel et al., 2001).
- Recent statistics show that although school violence has declined 4 percent during the past several years, the incidence of behaviors such as bullying has increased by 5 percent between 1999 and 2001 (U.S. Dept. of Ed., 2002).
- Bullying has been identified as a major concern by schools across the U.S. (NEA³, 2003).
- In surveys of third through eighth graders in 14 Massachusetts schools, nearly half who had been frequently bullied reported that the bullying had lasted six months or longer (Mullin-Rindler, 2003).
- Research indicates that children with disabilities or special needs may be at a higher risk of being bullied than other children (see Rigby, 2002, for review).

Bullying and gender:

- By self-report, boys are more likely than girls to bully others (Nansel et al., 2001; Banks 1997).
- Girls frequently report being bullied by both boys and girls, but boys report that they are most often bullied only by other boys (Melton et al., 1998; Olweus, 1993).
- Verbal bullying is the most frequent form of bullying experienced by both boys and girls. Boys are more likely to be physically bullied by their peers (Olweus, 1993; Nansel et al., 2001); girls are more likely to report being targets of rumor-spreading and sexual comments (Nansel et al., 2001). Girls are more likely to bully each other using social exclusion (Olweus, 2002).
- Use of derogatory speculation about sexual orientation is so common that many parents do not think of telling their children that it could be hurtful (NEA², 2003).

Consequences of bullying:

- Stresses of being bullied can interfere with student’s engagement and learning in school (NEA Today, 1999).
- Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, feel unwell, and think about suicide (Limber, 2002; Olweus, 1993).
- Students who are bullied may fear going to school, using the bathroom, and riding on the school bus (NEA¹, 2003).

Adult response to bullying

- In a survey of third through eighth graders in 14 Massachusetts schools, more than 14 percent reported that they were often afraid of being bullied (Mullin-Rindler, 2003).
- Research shows that bullying can be a sign of other serious antisocial or violent behavior. Children and youth who frequently bully their peers are more likely than others to get into frequent fights, be injured in a fight, vandalize or steal property, drink alcohol, smoke, be truant from school, drop out of school, and carry a weapon (Nansel et al., 2003; Olweus, 1993).
- Bullying also has an impact on other students at school who are bystanders to bullying (Banks, 1997). Bullying creates a climate of fear and disrespect in schools and has a negative impact on student learning (NEA, 2003).
- Adults are often unaware of bullying problems (Limber, 2002). In one study, 70 percent of teachers believed that teachers intervene "almost always" in bullying situations; only 25 percent of students agreed with this assessment (Charach et al., 1995).
- 25 percent of teachers see nothing wrong with bullying or putdowns and consequently intervene in only 4 percent of bullying incidents (Cohn & Canter, 2002).
- Students often feel that adult intervention is infrequent and unhelpful and they often fear that telling adults will only bring more harassment from bullies (Banks, 1997).
- In a survey of students in 14 elementary and middle schools in Massachusetts, more than 30 percent believed that adults did little or nothing to help in bullying incidents (Mullin-Rindler, 2003).

References

- Ahmad, Y. & Smith, P. K.** (1994). Bullying in schools and the issue of sex differences. In *Male violence*, J. Archer (Ed.), NY: Rutledge.
- Banks, R.** (1997). *Bullying in schools* (ERIC Report No. EDO-PS-97-170.) University of Illinois Champaign, Ill.
- Limber, S. P.** (2002). *Addressing youth bullying behaviors*. Proceedings from the American Medical Association Educational Forum on Adolescent Health: Youth Bullying. Chicago, IL: American Medical Association. Retrieved August 12, 2005, from www.ama-assn.org/ama1/pub/upload/mm/39/youthbullying.pdf.
- Melton, G. B., Limber, S. Flerx, V. Cunningham, P., Osgood, D.W., Chambers, J., Henggler, S., & Nation, M.** (1998). *Violence among rural youth*. Final report to the Office of Juvenile Justice and Delinquency Prevention.
- Mullin-Rindler, N.** (2003). *Findings from the Massachusetts Bullying Prevention Initiative*. Unpublished manuscript. Nansel, T. R., Overpeck, M. D., Haynie, D. L., Ruan, W. J., & Scheidt, P. C. (2003). Relationships between bullying and violence among US youth. *Archives of Pediatric Adolescent Medicine*, 157, 348-353.
- Nansel, T. Overpeck, M., Pilla, R.S., Ruan, W.J., Simmons-Morton, B. Schmidt, P.** (2001). Bullying behaviors among US youth. *Journal of American Medical Association*, 285, 2094-2100.
- National Education Association.** (1995). *Youth risk behavior survey data results*. Retrieved August 12, 2005, from www.nea.org.
- National Education Association¹.** (2003). *National bullying awareness campaign*. Retrieved August 12, 2005, from www.nea.org/schoolsafety/bullying.html.
- National Education Association².** (2003). *Parents role in bullying prevention and intervention*. Retrieved August 12, 2005, from www.nea.org/schoolsafety/bullyingparentsrole.html.
- National Education Association³.** (2003). *School safety facts*. Retrieved August 12, 2005, from www.nea.org/schoolsafety/ssfacts.html.
- National Education Association⁴.** (2003). *Youth violence intervention and prevention*. Retrieved August 12, 2005, from www.nasponline.org/advocacy/youth_violence.html.
- NEA Today.** (1999). *Easing the strain of students' stress*. Departments: Health. September 1999. NEA Washington, DC Retrieved August 12, 2005, from www.nea.org/neatoday/9909/health.html.
- Olweus, D.** (1993). *Bullying at school: What we know and what we can do*. Cambridge, MA: Blackwell Publishers, Inc.
- Olweus, D.** (February 23, 2002). Personal communication.
- Rigby, K.** (2002). *New perspectives on bullying*. London: Jessica Kingsley Publications.
- U.S. Department of Education, National Center for Education Statistics,** *The continuation of education 2002*, NCES 2002-025, Washington, DC: U.S. Government Printing Office, 2002.



Warning Signs that a Child is Being Bullied

What is bullying?

Bullying among children is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. Bullying can take many forms, such as hitting and/or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by phone or computer e-mail (cyberbullying).^{*} Many children, particularly boys and older children, do not tell their parents or adults at school about being bullied. It is important that adults are vigilant to possible signs of bullying.

Warning signs

Possible warning signs that a child is being bullied:

- Comes home with torn, damaged, or missing pieces of clothing, books, or other belongings;
- Has unexplained cuts, bruises, and scratches;
- Has few, if any friends, with whom he or she spends time;
- Seems afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities with peers (such as clubs);
- Takes a long, "illogical" route when walking to or from school;
- Has lost interest in school work or suddenly begins to do poorly in school;
- Appears sad, moody, teary, or depressed when he or she comes home;
- Complains frequently of headaches, stomachaches, or other physical ailments;
- Has trouble sleeping or has frequent bad dreams;
- Experiences a loss of appetite; or
- Appears anxious and suffers from low self-esteem.

What to do if you suspect that your child is being bullied?

If your child shows any of these signs, this does not necessarily mean that he or she is being bullied, but it is a possibility worth exploring. What should you do? Talk with your child *and* talk with staff at school to learn more.

1. *Talk with your child.* Tell your child that you are concerned and that you'd like to help. Here are some questions that can get the discussion going:

Some direct questions:

- "I'm worried about you. Are there any kids at school who may be picking on you or bullying you?"
- "Are there any kids at school who tease you in a mean way?"
- "Are there any kids at school who leave you out or exclude you on purpose?"

Some subtle questions:

- "Do you have any special friends at school this year? Who are they? Who do you hang out with?"
- "Who do you sit with at lunch and on the bus?"
- "Are there any kids at school who you really don't like? Why don't you like them? Do they ever pick on you or leave you out of things?"

^{*}Children with disabilities may be at a higher risk of being bullied than other children.

2. *Talk with staff at your child's school.* Call or set up an appointment to talk with your child's teacher. He or she will probably be in the best position to understand the relationships between your child and other peers at school. Share your concerns about your child and ask the teacher such questions as:

- "How does my child get along with other students in his or her class?"
- "With whom does he or she spend free time?"
- "Have you noticed or have you ever suspected that my child is bullied by other students?" Give examples of some ways that children can be bullied to be sure that the teacher is not focusing only on one kind of bullying (such as physical bullying).

Ask the teacher to talk with other adults who interact with your child at school (such as the music teacher, physical education teacher, or bus driver) to see whether they have observed students bullying your child.

If you are not comfortable talking with your child's teacher, or if you are not satisfied with the conversation, make an appointment to meet with your child's guidance counselor or principal to discuss your concerns.

If you obtain information from your child or from staff at your child's school that leads you to believe that he or she is being bullied, take quick action. Bullying can have serious effects on children.

If, after talking with your child and staff at his or her school, you *don't* suspect that your child is being bullied, stay vigilant to other possible problems that your child may be having. Some of the warning signs above (e.g., depression, social isolation, and loss of interest in school) may be signs of other serious problems. Share your concerns with a counselor at your child's school.

References

Olweus, D. (1993). *Bullying at school: What we know and what we can do*. NY: Blackwell.

Olweus, D., Limber, S., & Mihalic, S. (1999). *The Bullying Prevention Program: Blueprints for violence prevention*. Boulder, CO: Center for the Study and Prevention of Violence.



What to Do if Your Child is Being Bullied

What is bullying?

Bullying among children is aggressive behavior that is intentional and that involves an imbalance of power or strength. A child who is being bullied has a hard time defending himself or herself. Usually, bullying is repeated over time. Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by phone or computer e-mail (cyberbullying).

Effects of bullying

Bullying can have serious consequences. Children and youth who are bullied are more likely than other children to

- Be depressed, lonely, anxious;
- Have low self-esteem;
- Be absent from school;
- Feel sick; and
- Think about suicide.

Reporting bullying to parents

Children frequently do not tell their parents that they are being bullied because they are embarrassed, ashamed, frightened of the children who are bullying them, or afraid of being seen as a "tattler." If your child tells you about being bullied, it has taken a lot of courage to do so. Your child needs your help to stop the bullying.

What to do if your child is being bullied

1. First, focus on your child. Be supportive and gather information about the bullying.

- Never tell your child to ignore the bullying. What the child may "hear" is that you are going to

ignore it. If the child were able to simply ignore it, he or she likely would not have told you about it. Often, trying to ignore bullying allows it to become more serious.

- Don't blame the child who is being bullied. Don't assume that your child did something to provoke the bullying. Don't say, "What did you do to aggravate the other child?"
- Listen carefully to what your child tells you about the bullying. Ask him or her to describe who was involved and how and where each bullying episode happened.
- Learn as much as you can about the bullying tactics used, and when and where the bullying happened. Can your child name other children or adults who may have witnessed the bullying?
- Empathize with your child. Tell him/her that bullying is wrong, not their fault, and that you are glad he or she had the courage to tell you about it. Ask your child what he or she thinks can be done to help. Assure him or her that you will think about what needs to be done and you will let him or her know what you are going to do.
- If you disagree with how your child handled the bullying situation, don't criticize him or her.
- Do not encourage physical retaliation ("Just hit them back") as a solution. Hitting another student is not likely to end the problem, and it could get your child suspended or expelled or escalate the situation.

- Check your emotions. A parent's protective instincts stir strong emotions. Although it is difficult, a parent is wise to step back and consider the next steps carefully.

2. Contact your child's teacher or principal.

- Parents are often reluctant to report bullying to school officials, but bullying may not stop without the help of adults.
- Keep your emotions in check. Give factual information about your child's experience of being bullied including who, what, when, where, and how.
- Emphasize that you want to work with the staff at school to find a solution to stop the bullying, for the sake of your child as well as other students.
- Do not contact the parents of the student(s) who bullied your child. This is usually a parent's first response, but sometimes it makes matters worse. School officials should contact the parents of the child or children who did the bullying.
- Expect the bullying to stop. Talk regularly with your child and with school staff to see whether the bullying has stopped. If the bullying persists, contact school authorities again.

3. Help your child become more resilient to bullying.

- Help to develop talents or positive attributes of your child. Suggest and facilitate music, athletics, and art activities. Doing so may help your child be more confident among his or her peers.

- Encourage your child to make contact with friendly students in his or her class. Your child's teacher may be able to suggest students with whom your child can make friends, spend time, or collaborate on work.

- Help your child meet new friends outside of the school environment. A new environment can provide a "fresh start" for a child who has been bullied repeatedly.

- Teach your child safety strategies. Teach him or her how to seek help from an adult when feeling threatened by a bully. Talk about whom he or she should go to for help and role-play what he or she should say. Assure your child that reporting bullying is not the same as tattling.

- Ask yourself if your child is being bullied because of a learning difficulty or a lack of social skills? If your child is hyperactive, impulsive, or overly talkative, the child who bullies may be reacting out of annoyance. This doesn't make the bullying right, but it may help to explain why your child is being bullied. If your child easily irritates people, seek help from a counselor so that your child can better learn the informal social rules of his or her peer group.

- Home is where the heart is. Make sure your child has a safe and loving home environment where he or she can take shelter physically and emotionally. Always maintain open lines of communication with your child.

References

Olweus, D. (1993). *Bullying At school: What we know and what we can do*. Cambridge, MA: Blackwell.

Snyder, J. M. (February, 2003) *What Parents Can Do About Childhood Bullying*. Schwab Learning Center, (www.schwablearning.org) Charles and Helen Schwab Foundation. Retrieved August 12, 2005, from <http://www.schwablearning.org/articles.asp?r=697>

What Parents Should Know about Bullying (2002). Prevention Child Abuse America Publication. South Deerfield, MA. (1-800-835-2671).



How to Talk with Educators at Your Child's School About Bullying: Tips for Parents of Bullied Children

Bullying among children is aggressive behavior that is intentional and involves an imbalance of power and strength. Parents are often reluctant to report to educators that their child is being bullied. Why?

- Parents may be unsure how best to help their child and may be afraid that they will make the situation worse if they report bullying.
- They may be embarrassed that their child is being bullied.
- Sometimes, children ask parents not to report bullying.
- Parents may fear being seen as overprotective.
- They may believe that it is up to their child to stop the bullying.

Children and youth often need help to stop bullying. Parents should never be afraid to call the school to report that their child is being bullied and ask for help to stop the bullying. Students should not have to tolerate bullying at school any more than adults would tolerate similar treatment at work.

The school's responsibility

All children are entitled to courteous and respectful treatment by students and staff at school. Educators have a duty to ensure that students have a safe learning environment. Fortunately, most educators take their responsibilities to stop bullying very seriously. Several states have passed anti-bullying laws and require public schools to have an anti-bullying program in place. Ask for a copy of your school's policy or check the student handbook to see whether your school has policies that will help resolve the problem.

Working with your child's school to solve the problem

If your child tells you that he or she has been bullied or if you suspect your child is being bullied, what can you do?

- Keep a written record of all bullying incidents that your child reports to you. Record the names of the children involved, where and when the bullying occurred, and what happened.
- Immediately ask to meet with your child's classroom teacher and explain your concerns in a friendly, non confrontational way.
- Ask the teacher about his or her observations:
 - Has he or she noticed or suspected bullying?
 - How is your child getting along with others in class?
 - Has he or she noticed that your child is being isolated, excluded from playground or other activities with students?
- Ask the teacher what he or she intends to do to investigate and help to stop the bullying.
- If you are concerned about how your child is coping with the stress of being bullied, ask to speak with your child's guidance counselor or other school-based mental health professional.
- Set up a follow-up appointment with the teacher to discuss progress.
- If there is no improvement after reporting bullying to your child's teacher, speak with the school principal.
- Keep notes from your meetings with teachers and administrators.

What can you expect staff at your child's school to do about bullying?

- School staff should investigate the bullying immediately. After investigating your concerns, they should inform you as to what they plan to do about it.

- School staff should never have a joint meeting with your child and the child who bullied them. This could be very embarrassing and intimidating for your child. They should not refer the children to mediation. Bullying is a form of victimization, not a conflict. It should not be mediated.
- Staff should meet with your child to learn about the bullying that he or she has experienced. They should develop a plan to help keep your child safe, and they should be watchful for any future bullying. Educators should assure your child that they will work hard to see that the bullying stops.
- School personnel should meet with the children who are suspected of taking part in the bullying. They should make it clear to these children that bullying is against school rules and will not be tolerated. If appropriate, they should administer consequences (such as a loss of recess privileges) to the children who bullied and notify their parents.
- Educators and parents should be careful not to “blame the victim.” Bullying is never the “fault” of the child who is bullied, and he or she shouldn’t be made to feel responsible for being bullied. However, if your child is impulsive or lacks social skills, talk with a school counselor. It is possible that some students who are bullying your child are reacting out of annoyance. This doesn’t make the bullying right, but it may help to explain why your child is being bullied.
- Give the school reasonable time to investigate and hear both sides of the story. Sometimes, a child who bullies will make false allegations about a child as an additional way of bullying them. Educators should not jump to hasty conclusions and assign blame without a thorough assessment of the situation. This entire process should not take longer than a week.
- If bullying continues, write to the school’s principal or administrator and include evidence from your notes to back up your complaint. Putting a complaint in writing is important so there is a record of your concern.
- Most administrators and staff are responsive to bullying concerns. However, if your school administrator is unable or unwilling to stop the bullying, write to your school superintendent for assistance.
- Be persistent. You may need to keep speaking out about the bullying that your child experiences.

When should law enforcement become involved?

- Consider involving the police if another child has physically assaulted your child or is seriously threatening him or her with bodily injury.
- If the problem persists or escalates and your school officials are unable to stop the bullying, you may want to consult an attorney.
- Ask the school to keep a written record of all offenses committed against your child in case law enforcement officials need the information for further complaints.

Bullying prevention

- Bullying happens in every school, but with an effective bullying prevention program, bullying can be reduced. If your child is being bullied, chances are that there are other children in the school who are having similar experiences.
- If your school does not have official anti-bullying policies or an active bullying prevention program, work with other parents and your school officials to develop one.

Glossary

Glossary of Terms

- **Assumption:** thought or belief that we have based on our experiences
- **Bias:** an opinion or preference that is made without good reason; an unfair act based on prejudice. --OR—a preference or an inclination, especially on that inhabits impartial judgment, or an unfair act or policy stemming from prejudice.
- **Bullying and Harassment:** negative, intimidating actions intended to harm, upset, or compromise the physical, psychological or emotional safety of a targeted person or persons. Bullying is repeated instances of harassment.
- **Clique:** a group that is motivated by and has social power that tends to lead to excluding and negative behaviors.
- **Dating Violence:** threats or acts of aggression or violent behavior-physical, emotional, sexual, or verbal abuse-against a person with whom there is or has been any form of a dating or intimate relationship.
- **Direct bullying:** overt, face-to-face interactions, including physical attacks or any threatening or intimidating behaviors.
- **Discrimination:** treatment or consideration based on class or category rather than individual merit; partiality or prejudice.
- **Diversity:** the inclusion of different types of people (as people of different races or cultures) in a group or organization.

- **Electronic/Cyber Bullying:** bullying or harassment that involves the use of electronic technologies. Including emails, text messages, Facebook, anonymous phone calls, etc.
- **Exclusion:** when someone is excluded from or left out of a group or situation
- **Hazing:** actions, activities or conditions required for group membership that are intended to cause physical or emotional harm or discomfort to a person, regardless of the participant's consent.
- **Inclusion:** when someone is included as part of a group or situation.
- **Indirect actions:** covert, often subtler and harder to detect. They include tactics such as social interaction, rumor spreading, and scapegoating, and they often involve a third party.
- **Intimidation:** threatening and harassing behaviors designed to instill fear in order to gain power and control over others.
- **Intolerance:** not having tolerance for others.
- **LGBT:** Stands for Lesbian, gay, bisexual and transgender. Used to identify the "gay community" because the term "gay" most often refers to homosexual men.
- **Nonverbal aggression:** body language and gestures that communicate disrespect.
- **Physical Aggression:** Direct, overt acts that result in physical harm or humiliation.
- **Prejudice:** preconceived judgment or opinion.

- **Racial, Religious and Ethnic Harassment:** harassment directed against a person or group based on race, religion or ethnic group.
- **Respect:** treating others the way you want to be treated. Accepting differences in people.
- **Sexual Harassment:** any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature.
- **Sexual-Orientation Harassment:** harassment directed against someone based on actual or perceived sexual orientation.
- **Social/Relational Aggression:** indirect attacks and behaviors designed to intimidate or control a person through damaging social relationships, reputations, and status within peer groups.
- **Stereotype-** an oversimplified opinion about something, someone or a group of people.
- **Tolerance-** the capacity for recognizing and respecting the beliefs and practices of others.
- **Verbal Aggression:** using words to cause harm.
- **Victimization:** the result of being continually harmed or hurt by a person (or people), a situation, or conditions.

