

# KCSARC

## Exploring Friendships Resource Handbook

*Educational Resources and Assistance  
through the Education Department  
At KCSARC*

# Exploring Friendships Resource Handbook

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### Enclosed Original Copies:

- Violence and School Climate Discussion Cards
- Item Analysis of Survey Results
- Student Survey
- Parent Survey
- Staff Survey
- A Self Evaluation Survey
- Self Evaluation Scenarios
- Self Evaluation Score Formula
- How do you rate Sheet
- Important Relationships in My Life Graph
- Jason's Wish Poem
- Lesson: Planet X ~ My List, Combined List, Combined Pairs, Group Planet List

## A Brief Synopsis of Resource Handbook Activities And Ground rules

### Ground rules:

It is important to set the tone for the discussions and activities that you use with your students from this handbook. Stress the need to respect each other during these conversations and/or activities. It is also very important to honor each other's point of view by understanding that two people can see the same thing differently. It is important that we keep each other's confidences: What is said in this room stays in this room. Speak in general terms, without specifically naming anyone or anyone else's experience.

### Brief Synopsis of Activities:

- ***Violence and School Climate Discussion Activity***  
A discussion activity to discover how students view their school climate/environment and the level of school bullying/violence
- ***Lesson: Bully Land***  
Students explore where bullying takes place at school, and begin an open discussion around bullying
- ***School Climate Assessment Survey (For Students, Parents, and Staff)***  
Through individualized surveys, students, parents, and staff assess their level of awareness of bullying & harassment at school
- ***A Self Evaluation Survey & Scenarios***  
Students read scenarios and individually respond to questions. They evaluate their scores and find places to work on their friendships
- ***Important Relationships in My Life***  
Students individually create a graph of relationships in their lives
- ***Jason's Wish***  
An opportunity for students to illustrate a poem on diversity and write their own responses
- ***What is Prejudice***  
A hands-on activity to illustrate the idea of prejudice in a non-threatening way
- ***Family Affair***  
Students learn about their own and other's families, cultures, and traditions
- ***Losing Something Important***  
Develop empathy for others who have experienced mistreatment.
- ***Lesson Planet X***  
Explore the idea of rights and practice working together in teams and in groups toward a common goal.

## *A few words about the Resource Handbook*

As a teacher you have the opportunity to raise challenging subjects with your students. KCSARC has compiled a resource packet for you to use in the classroom to stimulate discussion and generate ideas through interactive exercises.

This resource packet offers activities, which explore how the words and language we use, contribute to violence and oppression on both a personal and societal level. King County Sexual Assault Resource Center (KCSARC) is committed to ending sexual violence by beginning the dialogue in classrooms.

The dialogue around violence prevention cannot be a one-time discussion. Research has found that remarkable conversations can happen if teachers spend at least 15 minutes of undivided time listening and talking to youth. Research also tells us that youth really do look up to the adults in their world for advice and help about making difficult choices and decisions.

Definitions of the roots of violence are a helpful foundation for building a strong discussion.

**Assumption:** An idea that is taken for granted but not necessarily proven.

**Bullying:** A conscious, willful and deliberate hostile activity intended to harm, induce fear through the threat of further aggression and create new terror.

**Discrimination:** A behavior that treats people unequally because of their group memberships.

**Harassment:** The intentional and aggressive behavior that is repetitive and thrives on an imbalance of power or status.

**Label:** To describe or classify. To identify something or someone.

**Objectification:** To present or regard a person as an object

**Oppression:** The state of being kept down by unjust use of force or authority.

**Prejudice:** An opinion, prejudgment or attitude about a group or its individual members.

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

**Stereotype:** An oversimplified conception, image or opinion in a fixed, unvarying form.

You may want support and information to assist you in this work.

- KCSARC's 24-hour Resource Line **1.888.99VOICE** is always available for help and suggestions.
- You can also contact the KCSARC Education Department at 425-226-5062 for additional resources and materials.

**Violence and School Climate  
Discussion Activity for Teachers  
Adapted from  
US Department of Health and Human Services  
Substance Abuse and Mental Health Services Administration**

**Objectives:**

- Gather information about how your students view their school climate/environment and the level of school bullying/violence.
- Start a conversation about violence/bullying and how to prevent it.

**Materials:**

- Discussion cards printed and cut out (optional\* on heavy paper or laminated)

**Time:**

- 10-50 minutes, flexible

**Recommended Grades:**

- 3-8

**Instructor Directions:**

**Introducing the Activity**

- Pass out the Discussion cards to your students, so they cannot see the question yet.
- Explain to your students that the goal of the activity is to get them thinking and talking about bullying and school violence. There are no right or wrong answers.
- ***It is important to stress that this is to be a respectful conversation, and what is said in the room needs to stay in the room. We want to speak in general terms, without specifically naming anyone or anyone else's experience.***
- Let these cards be a beginning for future discussions around issues of bullying/violence. Encourage the conversation to be an on-going one among students and teachers.
- Let students know if they need help or someone they know needs help, or they have questions about bullying and violence, they can call KCSARC's 24-hour Sexual Assault Resource Line at 1.888.99.VOICE. Or visit [www.kcsarc.org](http://www.kcsarc.org)

What one thing could you do to make the world more peaceful?

How can we stop bullying/violence?

If you wrote a book, what would you write about?

If you could sit down with the most powerful person in the world and give them advice, what would it be?

Have you ever tried to help someone who was being bullied? What happened? What would you do if it happened again?

What is your school doing to prevent/stop bullying/violence? What do you think needs to happen at school to stop bullying/violence?

What is lunchtime like at your school? Who do you sit with, what do you do, and what do you talk about?

What three things make a person popular in your school?

Why do you think some kids/adults dress differently?  
Talk more about this.



Do you or your friends ever leave other students out of activities? If so, how come?

What things do you think parents could or should do to stop bullying/violence?

Who usually gets in trouble for bullying/violence at your school? Boys? Girls? Older kids? Younger kids? Kids your age?

What might happen if you told an adult about someone who was bullying you or a friend?

Where does bullying/violence happen in your school?

What are some good qualities about you? Why is it important to feel good about yourself? How could this help prevent bullying?

## *Lesson: Bully Land*

### Objectives:

- To allow students to identify where the “trouble spots” are within a school.
- To provide an opportunity for dialogue around the issues of bullying and harassment.
- Provide students with information about the schools bullying and harassment policy

### Materials:

- Pens or pencils
- Copies of the schools floor plan

### Time:

- 15-30min

### Recommended Grades:

- 4<sup>th</sup> +

### Instructor Directions:

- Copies of the school floor plan can usually be found with the emergency procedure manuals of a school.
- This lesson can be very useful used along with the Climate Assessment Survey

### Introducing the Activity:

- Give a copy of the schools floor plan to each student and make sure each student knows how to read the floor plan.
- Have each student place a check mark in each area of the school where they have been bullied or harassed or have seen bullying or harassment.
- If a student has experienced multiple incidents or witnessed multiple incidents in a single location have them place multiple check marks within that location for each incident of harassment.
- Allow students to fill the floor plans out anonymously
- Compile a master floor plan of all of the results in order to identify any patterns or “problem areas”
- If possible, increase adult supervision and awareness within the “problem areas”
- Talk about the results. Are there times of the day where things are worse? Are there areas of the school not on the floor plan (i.e. playground or athletic field) where incidents of bullying and harassment occur?
- Close by reaffirming what the school or agencies policy is on bullying and harassment and where students could go for help or assistance if they have a problem with bullying.

*School Climate Assessment Survey*  
*Adapted from "Bullies can be Transformed" by Steve Bell*

Objectives:

- Identifying the extent of a schools bullying problem
- Identifying the need for student, staff or parent training
- To provide an opportunity for dialogue around the issues of bullying and harassment

Materials:

- Pen or Pencil
- Various Surveys
- Item Analysis of Results

Time:

- 30-60 min

Recommended Grades:

- 4+

Instructor Directions:

- Use any of the surveys you feel would be beneficial to your school or classroom.
- Surveys may either be anonymous or not.
- You might have respondents identify their gender on the surveys to examine the responses between males and females
- Feel free to share anonymous results with the students, staff and parents.
- This is only one such tool in assessing a schools climate; please feel free to contact KCSARC for FREE additional training or resources on school violence.
- Using the Item Analysis of Results staff can identify allies or barriers in regards to bullying and harassment issues.

## Item Analysis of Survey Results

### Responses Indicating the Presence of Bullies

#### Student Survey

- |               |            |       |            |
|---------------|------------|-------|------------|
| 1. c or d     | 6. a or d  | 11. a | 17. a      |
| 2. d          | 7. a or b  | 12. a | 19. a      |
| 3. d          | 8. a or b  | 13. a | 23. b      |
| 4. b, c, or d | 9. a or b  | 14. b | 24. a      |
| 5. d          | 10. a or b | 18. b | 27. a or b |
| 28. a or b    |            |       |            |

#### Staff Survey

- |           |                |       |
|-----------|----------------|-------|
| 2. c or d | 5. b, c or d   | 8. c  |
| 4. a      | 6. each or all | 10. a |

#### Parent Survey

- |           |                |           |
|-----------|----------------|-----------|
| 2. c or d | 4. each or all | 6. b or c |
| 3. a or b | 5. each or all | 8. c      |

### Responses Indicating a Possible Bully

#### Student Survey

- |      |           |       |       |
|------|-----------|-------|-------|
| 3. a | 7. c or d | 20. a | 28. a |
| 5. a | 10. d     | 27. a |       |

## Responses Indicating a Possible Target

### Student survey

- |              |              |       |       |
|--------------|--------------|-------|-------|
| 1. c or d    | 6. a or b    | 11. a | 17. a |
| 2. d         | 7. a or b    | 12. a | 18. b |
| 3. d         | 8. a or b    | 13. a | 19. b |
| 4. b, c or d | 9. a, b or c | 14. b | 24. a |
|              | 10. a or b   | 15. b | 27. b |

## Responses Indicating the Child May Be Neither a Target or Bully

### Student Survey

- |             |      |            |       |
|-------------|------|------------|-------|
| 1. a        | 4. a | 9. d       | 28. c |
| 2. a, b & d | 5. c | 10. c or d |       |
| 3. b or c   | 8. c | 27. c      |       |

## Responses Indicating That Parents Understand the Bullying Problem

### Parent Survey

- |      |             |                 |              |
|------|-------------|-----------------|--------------|
| 5. d | 7. a, b & c | 10. b, c, d & e | 12. a, c & d |
| 6. a | 9. a        | 11. e           |              |

## Responses Indicating That Staff Understand the Bullying Problem

### Student Survey

16. a                      8. a                      23. a

### Staff Survey

3. a                      8. a & b                      10. b, c, d & e                      12. a, c & d  
7. a, b & c                      9. a                      11. e

### Parent Survey

6. a                      8. a & b

## Responses Indicating the Need For Training to Resolve Bullying

### Student Survey

21. b                      23. b                      26. b, c, d or e  
22. a                      25. a                      27. d

### Staff Survey

2. a or b                      7. d                      11. a, b, c or d  
3. c or d                      8. d or e                      12. b or e

### Parent Survey

3. a                      7. d                      10. a\*  
5. c\* or e\*                      8. d or e                      11. b\*, c\* or d\*  
6. d\*                      9. c\*, d\* or e\*                      12. b\* and e\*

\* Indicates the need for parent training

## Student Survey

Please choose ALL the answers that you believe are correct.  
There may be more than one correct answer for many of the questions.  
Don't be afraid to tell the truth.

- 1.) When I think about coming to school
  - a. I am really happy.
  - b. I look forward to seeing my friends.
  - c. I am afraid someone might bother me.
  - d. I know that someone is going to bother me.
  
- 2.) When I am in school, my favorite places are
  - a. the yard and playground
  - b. the cafeteria
  - c. the restroom
  - d. the classroom
  
- 3.) When we are asked to line up
  - a. I want to be first.
  - b. I like it.
  - c. I don't care where I am in the line.
  - d. I don't like it.
  
- 4.) When I am in line I wonder if
  - a. I can get a spot next to my friend?
  - b. someone will want to cut in front of me?
  - c. anyone will want to stand near me?
  - d. someone will push or hit me?
  
- 5.) When it is time to play in the yard
  - a. I want the ball
  - b. I want to lead the game and make the rules
  - c. I just want to play
  - d. Someone is always messing up our game.
  
- 6.) When I need to use the restroom
  - a. I am afraid that someone I don't like will in there.
  - b. I try to get in and out as quickly as possible.
  - c. I try not to use the restroom because it is a mess.
  - d. I like to hang around and talk with friends.



- 7.) When I am in the cafeteria
- a. I feel upset to my stomach.
  - b. Someone is always asking me for food.
  - c. I like to ask others for some of their food.
  - d. People give me their food.
- 8.) When I am walking to school or home from school
- a. I worry that someone is going to bother me.
  - b. I go a way that I know I wont be bothered.
  - c. I never worry about being bothered
  - d. If anyone tries to bother me, I'll fight.
- 9.) Most kids in my school are
- a. rough and tough.
  - b. mean and rude.
  - c. not very interesting.
  - d. a lot of fun.
- 10.) When I am at school
- a. I am nervous about my safety.
  - b. I sometimes worry about my safety.
  - c. I never worry about my safety.
  - d. I think some other kids act scared.
- 11.) I know a student who is afraid of another student.
- a. True
  - b. False
- 12.) I know a student who makes other students uncomfortable.
- a. True
  - b. False
- 13.) I think there are too many rude or mean students in my school.
- a. True
  - b. False
- 14.) I think there are very few rude or mean students in my school.
- a. True
  - b. False
- 15.) I think my teacher knows who the mean students are.
- a. True
  - b. False
- 16.) My teacher stops students from being mean.
- a. True
  - b. False
- 17.) My teacher doesn't know about a lot of bad things that happen in my school.
- a. True
  - b. False

- 18.) My principal makes sure that students cannot do mean things.  
a. True                      b. False
- 19.) My principal doesn't know about a lot of bad things that happen in my school.  
a. True                      b. False
- 20.) I think my principal or teacher picks on me.  
a. True                      b. False
- 21.) I believe that most adults in my school set a good example for how people should treat each other.  
a. True                      b. False
- 22.) I believe that some adults in my school set a bad example for how people should treat each other.  
a. True                      b. False
- 23.) I believe that most adults in my school are always looking for problems to solve.  
a. True                      b. False
- 24.) I feel that some adults in my school would rather not hear complaints.  
a. True                      b. False

Please choose ALL the correct answers to the following questions. There may be more than one correct answer to these questions.

- 25.) A bully is:  
a. a really nice person.  
b. a mean person.  
c. a person who must have their way all the time.  
d. a fighter.  
e. someone who teases and hurts other peoples feelings.
- 26.) A target of a bully is:  
a. a nice person.  
b. someone who doesn't know how to fight  
c. someone who deserves to be treated badly.  
d. someone who hurts another persons feelings.  
e. someone who is weak and scared.

- 27.) People think that I am
- a. a bully.
  - b. a target.
  - c. not a bully or a target.
  - d. People don't know what I am.

- 28.) I believe that I am
- a. sometimes a bully
  - b. sometimes a target
  - c. not a bully or target
  - d. just a nice person who gets along with everyone.

Please answer the following questions with a few words or a sentence.

29.) I learned about bullies when I was \_\_\_\_\_ years old.

30.) This is where I learned about bullies\_\_\_\_\_.

31.) In my school, I think that bullies are\_\_\_\_\_

\_\_\_\_\_

32.) In my neighborhood, I think that bullies are\_\_\_\_\_

\_\_\_\_\_

33.) Please share your thoughts about how you feel about bullying and what you think should be done about it. If you would like, draw a picture to illustrate your ideas. You may use another sheet of paper or the back of this sheet.

## Parent Survey

Please select ALL appropriate answers to the following questions. There may be multiple correct answers. Please feel free to express the truth.

- 1.) I first learned about bullying as
  - a. an adult working in the school
  - b. a student in middle school or high school
  - c. a young child in elementary school
  - d. as a child at home
  
- 2.) I believe that bullying is
  - a. not a problem in my school
  - b. a minor problem in my school
  - c. a significant problem in my school
  - d. a major problem in my school
  
- 3.) I find that my child
  - a. reports a lot of incidents that sound like bullying
  - b. reports few incidents that sound like bullying
  - c. seldom report incidents of bullying
  - d. never report incident so f bullying
  
- 4.) The incidents of student harassment which I hear about usually occur
  - a. in the neighborhood
  - b. on the school playground
  - c. in the school restrooms
  - d. in class lines
  - e. in the classroom
  
- 5.) When I hear about bullying or incidents that involve my child
  - a. I jump right on it, get everyone involved together and work it out
  - b. I am usually frustrated because I thought I had solved this problem before
  - c. I wish I had training to deal with it better
  - d. I call the school and ask that they take care of the problem
  - e. I am usually too busy to have enough time to deal with it.
  
- 6.) As far as handling bullying or student to student harassment issues
  - a. I feel my child's school is on top of the problem and doing fine
  - b. I feel the school should be doing a better job on this issue
  - c. I am frustrated by the schools seemingly inability or disinterest in dealing with this problem.
  - d. I feel that children should work out their own social problems.

- 7.) I believe that bullying is
- a problem that can lead to suicide or criminal activity
  - a serious emotional problem for student health and safety
  - a problem which impacts the success of the instructional program
  - an overblown, natural part of the childhood experience
- 8.) I believe that my school has
- a very effective program of bullying prevention and violence reduction
  - made a good effort to prevent bullying and reduce violence
  - been modestly effective in addressing bullying and student violence
  - not developed a coherent approach to bullying and student violence
  - no need for a program about bullying and student violence
- 9.) The school can
- do a lot to prevent bullying
  - do something to prevent bullying but the parents must play a role
  - do little more than to punish bullies when they are reported
  - do nothing better than suspend or expel bullies
  - report bullies to parents or law enforcement for their action
- 10.) Bullying is
- normal student to student competition for attention and position
  - aggressive behavior designed to harm another person
  - behavior designed to make another person feel less powerful
  - persistent teasing by an individual or a group
  - exclusion by an individual or a group
- 11.) A target of bullying is
- a weak and insecure person
  - someone who has asked for and received what they deserved
  - someone who should learn how to stand up for themselves
  - the kind of person I can not understand
  - none of the above
- 12.) A bully is
- a person who is overcompensating for feelings of insecurity
  - a person who needs to learn anger management
  - a person who has probably been abused
  - a person who has learned to defend themselves
  - a person who is frequently misunderstood

## Staff Survey

Please select ALL appropriate answers to the following questions. There may be multiple correct answers. Please feel free to express the truth.

1. I first learned about bullying as
  - a. an adult working in the school
  - b. a student in middle or high school
  - c. a young child in elementary school
  - d. as a child at home
  
2. I believe that bullying is
  - a) not a problem in my school
  - b) a minor problem in my school
  - c) a significant problem in my school
  - d) a major problem in my school
  
3. During my training for the job I now have
  - a) I received an orientation and detailed training on bullying and targets and how to deal with this problem.
  - b) I received some training on bullying and targets and how to deal with this problem.
  - c) A passing mention of bullying we discussed
  - d) Bullying was not discussed
  
4. In my work with students I find that students
  - a) report a lot of incidents that sound like bullying
  - b) report a few incidents that sound like bullying
  - c) seldom report incidents of bullying
  - d) never report incidents of bullying
  
5. The incidents of student harassment which I hear about usually occur
  - a) in the neighborhood
  - b) on the school playground
  - c) in the school restrooms
  - d) in class lines
  - e) in the classroom
  
6. When I hear about bullying or incidents that involve student to student harassment
  - a) I jump right on it, get everyone involved and work it out
  - b) I am usually frustrated because I thought I had solved this problem before
  - c) I wish that I had training to deal with it better
  - d) I am usually too busy to have enough time to deal with it
  - e) I feel that students should work out their own social problems

7. I believe that bullying is
  - a) a problem that can lead to suicide or criminal activity
  - b) a serious emotional problem for student health and safety
  - c) a problem which impacts the success of the instructional program
  - d) an overblown, natural part of the childhood experience.
  
8. I believe that my school has
  - a) a very effective program of bullying prevention and violence reduction
  - b) made a good effort to prevent bullying and reduce violence
  - c) been modestly effective in addressing bullying and student violence
  - d) not developed a coherent approach to bullying and student violence
  - e) no need for a program about bullying and student violence
  
9. I believe that my school can
  - a) do a lot to prevent bullying
  - b) do something to prevent bullying but the parents must play a role
  - c) do little more than to punish bullies when they are reported
  - d) do nothing better than to suspend or expel bullies
  - e) report bullies to parents or law enforcement for their action
  
10. Bullying is
  - a) normal student to student competition for attention and position
  - b) aggressive behavior designed to harm another person
  - c) behavior designed to make another person feel less powerful
  - d) persistent teasing by an individual or a group
  - e) exclusion by an individual or a group
  
11. A target of bullying is
  - a) a weak and insecure person
  - b) someone who has asked for and received what they deserved
  - c) someone who should learn how to stand up for themselves
  - d) the kind of person I can not understand
  - e) none of the above
  
12. A bully is
  - a) a person who is overcompensating for feelings of insecurity
  - b) a person who needs to learn anger management
  - c) a person who has probably been abused
  - d) a person who has learned to defend themselves
  - e) a person who is frequently misunderstood

**A Self Evaluation Survey**  
*Adapted from*  
**“Acquaintances, Friends, Partners?” Workshop**  
**King County Sexual Assault Resource Center**  
<http://www.kcsarc.org>

**Objective:**

- To allow an opportunity for students to explore their behaviors in interpersonal relationships
- To create discussion around how we can improve our skills in relationships with others and still have our needs met

**Materials:**

- Copies of Scenarios, Evaluation sheet, and How do you rate sheet

**Time:**

- 45 minutes

**Recommended Grades:**

- 4<sup>th</sup>-7<sup>th</sup> grade

**Introducing the Activity:**

- Explain to the students that they will be doing a survey to find out how they treat the people in their lives
- There are no right or wrong answers. Try to answer each question as honestly as you can. Remember, this is your survey about you.
- *It allows each of us, individually, to think about our own behavior in relationships with others. Our goal is to gain new information about ourselves and how we might improve our relationships.*
- Read each scenario carefully. Imagine yourself in the situations. Circle the letter of the choice, which *most closely* matches what you would do. Some of the choices may not exactly match what for you, so choose the answer that is the closest.
- When you are finished, use the evaluation sheet so you can gather information about your relationship skills.
- When everyone has tallied up his or her totals, compare to the score sheet.
- Discuss with your students how they feel about their scores. Were they surprised? What was it like to do the survey? What did they learn about themselves? Are there areas for improvement in their relationship skills?



## SELF EVALUATION SCENARIOS

### Scenario # 1

You have a close friend with whom you share things that you would not share with other people. You have always trusted this person to keep what you have shared confidential and not to tell anyone else.

The two of you are out with a group of friend one evening. People are telling stories about themselves and about other people, some of whom are there and some who aren't. Suddenly you hear your friend telling the group something about you. As you listen you realize the story is one that you believed your friend would keep confidential. The group thinks the story is funny and laughs.

You feel upset about having your confidence betrayed and you're embarrassed in front of the group. What do you do?

### Scenario # 1 Questions

- A. You laugh with the others and pretend it doesn't bother you. You say nothing to your friend.
- B. You don't join in with the laughter. You wait until later and you tell your friend, privately, that you are disappointed with him/her for breaking your confidence and telling others something you believed you could trust would not be shared with anyone else.
- C. While you are with the group you tell your friend he/she is a real jerk and walk away.
- D. You make a joke of it and say out loud, "Oh, well, so much for telling you something in confidence."

### Scenario # 2

You are the only one in your group with a car. You like driving and you especially like being the one who can take your friends places that you all want to go. Your folks have made it clear that the car insurance, maintenance, and gasoline are your responsibility.

You mention to the whole group that driving costs you a lot and ask if they would mind contributing money when they can. Some of your friends have always offered to pitch in for gas. Most of the group contributes most of the time. One of the guys never does. He always has some excuse about why he can't help out with the gas even though he seems to have money for burgers and pizza.

You believe he is taking advantage of you and would like him to do his share. What would you do?

### **Scenario # 2 Questions**

- A. You would privately confront him and tell him that you will not let him ride with you anymore unless he contributes his share of money for gas.
- B. You would decide that it is not worth an argument. Everyone else is helping out so you really won't miss his money all that much. You really would rather not get in to it with this guy.
- C. You would wait until you are all getting ready to go somewhere. When the other guys give you money for gas you would say loudly, "Hey, how come you're the only one who never has any cash? These guys always help out and you never cough up a dime!"
- D. You would just stop picking him up to go with you. If he calls you would avoid him. Eventually, he would probably stop hanging around with the group and you wouldn't have to deal with the problem anymore.

### **Scenario # 3**

You and your friends often share sports equipment, it's cheaper than everyone trying to own everything and it works out pretty well. Everyone returns things on time and in good condition except for one friend. He keeps things too long and when he does return them they are often dirty or damaged.

For some reason no one has said anything to this person but everyone talks about it and complains about what a pain the whole situation is.

Now this person has asked to borrow your skateboard. What would you do?

### **Scenario # 3 Questions**

- A. You would lie and tell him you dad says that you can't lend your skateboard to anyone.
- B. You would give it to him and tell him that you need it back by a specific time. You would also remind him that you paid lots of money for the skateboard.
- C. You would tell him that you've noticed that he takes too long to return things and that the last time he borrowed something he returned it in pretty bad shape. Then you would tell him that you really don't want to lend him anything anymore.
- D. You would get all the guys together and get them to agree to not lend him any other equipment. You would then all tell him that no one is going to lend him anything because of the way he mistreats the equipment.

#### **Scenario # 4**

One of your friends just got a new haircut. It looks awful. Your friend is anxious about it and asks for your opinion. What would you do?

#### **Scenario # 4 Questions**

- A. You would tell the truth. You would say that it is a bad cut and suggest you friend not go back to that stylist.
- B. You would tell your friend that it's not that bad. You believe there is no point in making your friend feel worse than he does now.
- C. You would laugh it off. You might even make fun of it a bit to help your friend laugh it off too.
- D. You would tell your friend it looks fine and then you would switch the conversation to another topic.

#### **Scenario # 5**

You and your best friend are gong to join some after-school activities together. When you both look at the options you discover you are interested in joining the soccer team and your friend is interested in track.

You are both frustrated because you really wanted to join something together. You both talk about it and you each try to convince the other to change his mind. After you have talked about it for some time, your friend has decided that he is still not interested in soccer and joins the track team.

What do you do?

#### **Scenario # 5 Questions**

- A. You would join the track team with your friend.
- B. You would continue trying to convince him to join soccer with you.
- C. You would join soccer by yourself.
- D. You would tell your friend he should join soccer because it is really important to you.

#### **Scenario # 6**

A friend of yours is avoiding dressing in his shorts for P.E. He has also quit turning out for basketball. You notice that he seems to be limping and that he has a black eye. You ask him about it but he says it's nothing and changes the subject.

### **Scenario # 6 continued**

A couple of weeks later he comes to school with a broken arm and some bruises on his neck. You ask again and he gets a little defensive and says to back off. He says that nothing is wrong and doesn't want you making a big deal out of it.

You are concerned something is happening to your friend that is out of his control. What would you do?

### **Scenario # 6 Questions**

- A. You would stop asking because whatever is going on must be embarrassing or your friend wouldn't refuse to talk to you about it.
- B. You would discuss it with your parents, counselors or other friends and get their opinions about what you should do.
- C. You would tell your friend that you are angry about being brushed off and lied to. You would say that you don't see the point in being friends if he can't trust you with the truth.
- D. You would tell your friend that you are sure that something is happening, that whatever is happening seems like a pretty big deal to you. You would say that you know that he doesn't want to talk about it right now but that you would be there to listen when he wants to talk about it.

### **Scenario # 7**

You have a friend who is always coming up behind people and playing jokes on them. Some of the time people laugh it off, but it is clear that it is annoying them. Sometimes people tell him to stop what he is doing.

One day he brushed up against a young woman's breasts and made some comment about them. Another day he tried to pants a guy in the school cafeteria. Both of these people told him to stop what he was doing. The young woman told him that she felt like he was harassing her. The guy was embarrassed and became very angry.

Your friend just laughed and asked them where their sense of humor was.

You are getting tired of his behavior and you are embarrassed when he embarrasses other people. What would you do?

### **Scenario # 7 Questions**

- A. You would shove him away from the person he was bothering and hope this would keep him from doing it again.
- B. You would make sure you could always warn someone that he is coming just in case he tries something. That way he wouldn't get a chance to bother anyone.
- C. You would talk to him privately when there is no joking going on. You would tell him that you are really annoyed and embarrassed by his behavior and that you want him to stop teasing and harassing other people.
- D. You would get all your friends together and confront the person as a group, telling him how each of you feels. You and your friends would keep talking with him until he made a commitment to you to change the way he treats people.

### **Scenario # 8**

Your father often tells you that you are a disappointment. He says that he expected you to be a better student and a great athlete. No matter what grade you bring home you always hear that if you'd worked just a little harder it could have been better. Or if it was an A, he sometimes says that the teacher must have been giving them away.

He wants you to turn out for baseball and you are more interested in individual sports. As a matter of fact, you think you might be pretty good at tennis and you know that you like that sport better than any others. He says he'll never go see a tennis game and he always wanted you to be on the varsity baseball team.

You are, he says, nothing like he thought you would be. How would you handle this situation?

### **Scenario # 8 Questions**

- A. You would tell your father that you are disappointed in him as a father. You didn't have any choice in who you got and you would have liked someone more interested in the things you like.
- B. You would wait until he is in a good mood and tell him how much it hurts you when he talks to you like that.
- C. You would find an adult whom you trust and discuss what goes on at home and how you feel about it.
- D. You would ignore it. He has been saying that kind of thing since you were a little kid and he's not going to change now.

### **Scenario # 9**

Your team coach encourages you to use steroids to enhance your performance. He assures you that steroids are safe and that athletes have been using them for years. The media, he says, has really exaggerated the effects and tells you they are not harmful if used in the proper way.

The coach tells you he will make sure you do not misuse the drug by helping you with the proper dose. The coach suggests this be kept between the two of you, as some people tend to overreact.

You know the coach is generally a good person. You have had a great relationship with him for some time. There is a part of you though, that is very uneasy about taking steroids. What would you do?

#### **Scenario # 9 Questions**

- A. You would tell the coach about your uneasiness so you can discuss it further.
- B. You would go along with the coach's recommendations. He's always had your best interest at heart.
- C. You would discuss this with a parent or adult whom you trust.
- D. You would research the effects of steroids on your own so you can draw your own conclusions about what to do.

### **Scenario # 10**

You have been trying to break up with your partner for weeks. Every time you bring it up, your partner somehow changes the topic or minimizes the things you're concerned about. The relationship has become increasingly unpleasant. What would you do?

#### **Scenario # 10 Questions**

- A. You would write your partner a note that clearly says your relationship is over and you don't want to talk about it. You will ask a friend to hand deliver the note so that you know it has been received.
- B. You would phone your partner and say that the relationship is over. Hang up before any argument can happen.
- C. You would sit with your partner in a private place and ask not to be interrupted until you have finished what you have to say.
- D. You would talk to your partner privately but at a place not far from other friends so that if you need help you can call for a friend. If your partner becomes upset and refuses to accept that the relationship is over you be able to ask your friends to help you get up and leave the situation when your partner refuses to accept what you say.

### **Scenario # 11**

You and your date often do things together with your best friend. This is usually okay but you would like to have some dates alone. Your friend is starting to assume he can always tag along. You want to be alone on your date tonight and you realize your friend thinks he is joining you. What would you do?

#### **Scenario # 11 Questions**

- A. You would tell your friend you wouldn't mind if he and his date came along, but, you are sorry, your date has asked that the two of you go out alone tonight.
- B. You would tell your friend to meet you at the wrong theater and then just tell him the next day that you made a mistake.
- C. You would talk to your friend about your feelings. You would let your friend know that you enjoy his/her company but sometimes you want to be alone with your date and you will let your friend know from now on when he/she is invited to join you.
- D. You would just tell your friend that tonight you have special plans and hope your friend gets the hint that it would not be okay to come along.

### **Scenario # 12**

When you are with your friend Jason, he is always talking about Erik. When you are with Erik, he is always talking about Jason. They often are complaining about each other. You are starting to feel uncomfortable and like you're caught in the middle. What do you do?

#### **Scenario # 12 Questions**

- A. You would make sure you don't say anything too specific about Jason or Erik in case they talk about you when you are not with them.
- B. You would tell them both that it makes you uncomfortable to talk about somebody when they are not around.
- C. You would suggest that they talk to each other, instead of you, about their issues.
- D. You would find new friends

## Survey Evaluation Score Formula

<u>Number</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
1	1	4	2	2
2	4	1	2	1
3	1	2	4	3
4	4	3	2	1
5	1	2	4	2
6	1	3	2	4
7	1	2	3	4
8	2	3	4	1
9	2	1	4	3
10	1	2	2	4
11	2	1	4	2
12	1	3	4	2

<u>Total</u>
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Using the scoring grid, place your answer for each scenario next to the number of the scenario in the left hand column.

Circle the score to the right, which matches the letter you wrote in the column.

Determine your score by adding up all the circled numbers. Write the total in the box.

Find yourself in the point ranges on the next page and see how your relationship skills are working.



## How do you rate?

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12-----30-----48

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The closer your total is to 12, the more challenging it will be for you to utilize different ways of interacting with various people in your life. For example, you seem most comfortable avoiding interactions that call for being assertive or seeking assistance. You may even place yourself at risk because of your desire to avoid conflict. It is also important to be aware of how often your chosen response to a scenario was aggressive or deceitful, two common responses to difficult moments that can cause even greater problems.

The closer your total is to 48 the more thought and consideration you've given to the skills necessary to make relationships successful. Your chosen responses reflect a variety of skills including the ability to:

- \*state your feelings
- \*clarify your needs and make decisions
- \*ask for assistance
- \*be straight forward, direct, and truthful without being hostile
- \*meet your own needs

You show an understanding of the importance of:

- \*private discussions as well as public support
- \*non-aggressive confrontations
- \*sensitivity and concern for others
- \*keeping oneself safe
- \*offering assistance to others



**Important Relationships in My Life**  
*Adapted from*  
**“Acquaintances, Friends, Partners?” Workshop**  
**King County Sexual Assault Resource Center**  
<http://www.kcsarc.org>

**Objective:**

- To allow students to self reflect about themselves in the context of their relationships with others
- To create a visual representation of the ups and downs of relationships in our lives

**Materials:**

- Copies of Important Relationships In My Life Graphs for each student; pens, colored pencils or colored markers; crayons; markers. Use graph paper if desired.

**Time:**

- 10-20 minutes

**Recommended Grades:**

- 4<sup>th</sup>-7<sup>th</sup> grade

**Instructor Directions:**

- Explain that each will be creating their own Important Relationships Graphs.
- There are no right or wrong answers and everyone’s graphs will look different.
- Please be respectful of other people’s work around you—this is a personal assignment for each one of us to do on our own.

**Introducing the Activity:**

- Think of four to six important people in your life—since early childhood.
- Using a different color for each person, draw a line on the graph to represent your relationship with him or her from as far back as you can remember to the age you are now.
- Some people you might include are: parents; family; friends; mentors; people from school; grandparents and other relatives
- Try to remember and draw (show) the ups and downs of your relationship with each individual.
- After students have had time to do their graphs, talk as a large group about what makes relationships easier or harder.
- ***Remind students that it can be a difficult to think about the people in our lives who are important to us. Be respectful of other’s work and speak only about your relationships and no one else’s.***
- What affects our relationships? (divorce, death, alcoholism or other family problems)
- What do our graphs show?
- Are there any surprises?

# *Important Relationships in My Life*

## The Harder and Easier Years

Harder to Easier	10					
	9					
	8					
	7					
	6					
	5					
	4					
	3					
	2					
	1					
	0					

Birth

Age 1-5

Age 6-10

Age 11-15

Age 15-18

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**Jason's Wish**  
*Adapted from*  
**Partners Against Hate: Program Activity Guide**  
<http://www.partnersagainsthate.org>

**Objectives:**

- To illustrate through a story the beauty and purpose of diversity among human beings

**Materials:**

- Copies of the following poem "Jason's Wish" and one sheet of writing or drawing paper per child, glitter, sequins, stickers and/or any other assorted art supplies

**Time:**

- 30-60 minutes, flexible depending on how much time you want to allow for students to discuss diversity and differences and their responses to the poem

**Recommended Grades:**

- 3<sup>rd</sup>-7<sup>th</sup> grade

**Introducing the Activity:**

- Make copies of the poem Jason's Wish, on the following page, and pass out a copy to each student.
- Read the poem aloud to the class.
- Invite students to share ideas about how the world would be if everyone were exactly the same.
- Encourage discussion around how the differences in each of us make each one of us special and unique
- How can we show we appreciate the differences and special quality of others?
- Ask them to draw something from the poem or illustrate the entire poem and write about how the world would be if Jason's Wish came true
- Share their poems with the class or form small groups and share their poems

## *Jason's Wish*

Jason was angry as he took out his bike.  
Why is everyone different? Why can't we all be alike?  
He sat by the river and tossed in his line.  
If people were like me, it would be mighty fine.

All of a sudden he caught a strange fish.  
It said, "Let me go, and I'll give you your wish."  
Jason headed for home, and he said, "Outta sight!  
If everyone's like me, it'll be all right!"

He saw his Mom; she looked just like him.  
And so did his Dad and his sister Kim.  
At first he thought, "This is really neat!  
With a team full of me's we can't ever be beat!"

He headed for school at a full speed run.  
"Boy what a day, will this ever be fun!"  
He called to a classmate, "Say, what's up today?"  
But since all thought alike, there was nothing to say.

He left for a movie with plenty of time.  
But everyone went so there was quite a line.  
He looked for his friends who he wanted to see.  
But all looked alike, so which could they be?

Well, after awhile, he shouted, "No more!  
One of me is fine but a hundred's a bore!  
There are differences in beauty, I now understand.  
And the beauty of differences makes this a wonderful land."

**What is Prejudice?**  
*Adapted from*  
**Partners Against Hate: Program Activity Guide**  
<http://www.partnersagainsthate.org>

**Objective:**

- To help children understand the harmful effects of judging people or things without adequate knowledge

**Materials:**

- Two small boxes, a non-edible treat, newspaper, string, wrapping paper and ribbon, small amount of dirt or soil

**Time:**

- 30 minutes

**Recommended Grades:**

- 3<sup>rd</sup>-7<sup>th</sup> grade

**Instructor Directions:**

- Put the non-edible treat in one box and wrap it sloppily with newspaper and string. Fill the second box with enough soil/dirt that it weighs about the same amount and wrap it attractively.
- Create a small sign (to be placed into the box with the dirt) that reads PREJUDICE = making a decision about a person or group of people without knowing them or judging them without actually knowing them individually
- Place the boxes on a table where students will notice them.

**Introducing the Activity:**

- Tell students they will be able to choose one of the boxes as a gift for the class and you will keep the other box.
- Have students vote on which box they want to be given to the class.
- Once they have all voted, have one student open the box, while you open the other box.
- Have a discussion about what they found in each box and what feelings they had about each box before and after they were opened.
- Put the box with the dirt in it somewhere where everyone can see it and put the PREJUDICE sign inside.
- Have a discussion with the class exploring some or all of the following questions.
  - a) Why did you choose the gift you did?
  - b) Now that you have seen the gift, what do you think of your choice?
  - c) Did you think you could tell what was inside the box by the way it looked on the outside?
  - d) What do you think about the word "prejudice?" Have you heard it before? What do you know about it?
  - e) Do you sometimes have opinions or feelings about people based on the way they look, what they wear, or other characteristics?

How would you feel about others judging you based on the way you look, how you dress, your skin color, or other characteristics that make you you?

**Family Affair**  
*Adapted from*  
**Partners Against Hate: Program Activity Guide**  
<http://www.partnersagainsthate.org>

**Objectives:**

- To help children acquire knowledge about their family histories, cultures, and traditions
- To encourage appreciation for others' cultures and differences through learning about them first hand

**Materials:**

- Six sheets of paper per student, construction paper in assorted colors, glitter, sequins, stickers and/or any other assorted art supplies, hole punch, ribbon or yarn

**Time:**

- A week long (take home activity, requiring time with family)
- 30-90 minutes class time to assemble books and share with class

**Recommended Grades:**

- 3<sup>rd</sup>-7<sup>th</sup> grade

**Instructor Directions:**

- Explain to students they will need to ask for the help of family members to collect stories and information about their family background
- Let students know there are all kinds of families and all kinds are accepted, including parents, single parents, guardians, grandparents, or other relatives. You can ask for help from whomever you want to ask.

**Introducing the Activity:**

- Take your time with this project and using one sheet of paper per topic, draw and write about the following topics:
  - a) The history of our family name
  - b) The people in our family
  - c) Things our family does together
  - d) Special days our family celebrates
  - e) Special places my family has visited or hopes to visit
  - f) Our family's favorite trip or vacation
- When students have finished the pages at home, have them bring them all bring them in on the same day.
- Allow them time to create a cover for the booklet using construction paper and assorted art supplies. Help them put their books together either by punching holes in the side or top of the book and tying it together using yarn or ribbon.
- Plan enough class time to have everyone sit together in a circle and take turns sharing their books with the group and listening to others share.
- Ask questions about their families and encourage other student to ask questions. Have your sharing circle outside in a quiet space, weather permitting!



**Losing Something Important**  
*Adapted from*  
**Partners Against Hate: Program Activity Guide**  
<http://www.partnersagainsthate.org>

**Objectives:**

- To provide an opportunity for students to think about what it's like to lose something important
- To develop empathy for those who have lost or suffered because of hateful acts

**Materials:**

- Drawing paper, markers, crayons, colored pencils

**Time:**

- 30-45 minutes

**Recommended Grades:**

- 3<sup>rd</sup>-6<sup>th</sup> grade

**Introducing the Activity:**

- Tell the students to draw a picture of something that is very important to them. It could be of their home, their school, their bike, or anything else that is very special in their lives.
- ***Explain NOT TO DRAW PICTURES OF PEOPLE OR PETS—only THINGS that are important to them***
- Give students enough time to draw and decorate their pictures as much as they like.
- When everyone is finished, have students, one by one, share what they drew with the class.
- After everyone has shared, collect their papers and put them in a pile in the front of the room.
- Tell the students you are now going to tear up everyone's picture.
- Have them talk about how it feels to know something they worked hard to create or build will be destroyed.
- Encourage a discussion with open ended questions like, "Do you think this is fair?" and "How could I do this without telling them beforehand?" (Or create your own discussion-prompting questions here.)
- Explain to them how destroying their pictures would be similar to destroying anything that people and communities have worked hard to build. Ask them for examples.
- Close by telling them you are not going to destroy their work. Instead you are going to display their pictures around the room as a reminder of how all people have places and things in their lives that are special and that no one has the right to destroy them.

**Lesson: Planet X**  
*Adapted from*  
***Oxfam Cool Planet Resources for Teachers***  
<http://www.oxfam.org.uk/coolplanet/teachers/devrights/lesson1.htm>

**Objectives:**

- To encourage students to consider their own priorities in terms of rights
- To provide opportunities to practice negotiation skills

**Materials:**

- Pens or pencils; banner paper

**Time:**

- 30 – 60 minutes

**Recommended Grades:**

- 4<sup>th</sup>-7<sup>th</sup> grade

**Instructor Directions:**

- You may want to have a brief discussion on what rights are. Don't worry about defining the term. Students will discover what rights are through the activity.
- Make sure you allow enough time for discussion during each step.

**Introducing the Activity:**

- Set the scene as imaginatively as you can. For example: Our class has been chosen to start a community on Planet X in the Gamma zone! Your first assignment as new inhabitants of the planet is to create a set or "Bill of Rights" for all who live on the planet.
- Before we leave on our journey, we need to create our own lists of ten rights or essentials needed for life on Planet X. Lists could include survival items, or how the planet should be run. Rank list in order 1-10, with 1 as the most important.
- Next, while in planetary orbit, have students meet another traveler and compare lists. Together, come up with one list of ten, keeping track of why they decided to keep some rights and get rid of others.
- All land on Planet X. Each pair now joins with another pair and compares their two lists. The two pairs come up with a combined list of ten.
- Whole planet regroups and agrees on one common list of ten rights. Everyone must okay this list before it can be complete.
- Teacher rights up final list on banner paper and post. Now it is every inhabitant on Planet X's shared job to make sure these rights are maintained. Discuss how will we do this as a team?
- Close with a discussion on what rights are. Are there other ideas to add to the list? What was it like to create your lists? What are the differences between needs/rights and wants? What was it like to agree or disagree with others?

## Rights for Planet X ~ My List

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

***How to get help:***

Talk to an adult you trust.

Call King County Sexual Assault Resource Center's  
confidential 24-hour resource line at 1.888.99.VOICE

[www.kcsarc.org](http://www.kcsarc.org)

## Rights for Planet X ~ Combined List

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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## Rights for Planet X ~ Combined Pairs

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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## Rights for Planet X ~ Group Planet List

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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[www.kcsarc.org](http://www.kcsarc.org)

## *Suggested Websites to Visit for More Information & Resources*

[www.kcsarc.org](http://www.kcsarc.org)

- Information, resources and lesson plans

[www.safeschoolscoalition.org](http://www.safeschoolscoalition.org)

- Information, resources and lesson plans

[www.nonamecallingweek.org](http://www.nonamecallingweek.org)

- Lesson plans

[www.samhsa.org](http://www.samhsa.org)

- Information, resources and lesson plans

[www.discoveryschool.com](http://www.discoveryschool.com)

- Information, resources and lesson plans

[www.Teachingtolerance.org](http://www.Teachingtolerance.org)

- Information, resources and lesson plans

[www.partnersagainsthate.org](http://www.partnersagainsthate.org)

- Information, resources and lesson plans

# √ CHECK IT OUT!!

Seven questions to ask yourself before you tease, flirt or make a comment:

- ☑ Would I want my family to know what I said or did?
- ☑ Is it something I would say to my friend?
- ☑ Would I want someone else to say this to someone who is important to me?
- ☑ Would I want someone to say this to me?
- ☑ Would I say this if the person's friends were here?
- ☑ Are my words respectful and considerate?
- ☑ Do I really think the other person will enjoy what I'm saying or doing?

*If you answer "no" to any of these questions -  
don't say it... don't do it.*

*It will likely have a negative impact on the other  
person, and could be harassment.*



## What are your rights in *all* relationships?

### You have the right...

- To share your thoughts and opinions and have them be respected
- To have your wants and needs be as important as your friends
- To grow as a person in your own way
- To change your mind
- To not have to take responsibility for your friend's needs
- To not be treated mean or abused either physically, verbally, or sexually
- To end the friendship or relationship freely and not be threatened

### *Are you being mistreated by someone?*

- Are you afraid of your friend's temper?
- Are you afraid to disagree with your friends?
- Do you apologize for someone else's behavior even after you were treated poorly?
- Do you have to tell a friend everything you do and everywhere you go?
- Does your friend say mean things or put you down?
- Does your friend hit, kick, shove or throw things at you?
- Does your friend act upset when you spend time with family or other friends?
- Are you afraid to upset or make your friend mad?

### *Are you mistreating someone?*

- Do you always check up on your friends or accuse them of being with other friends or that other friends are more important?
- Are you very jealous or possessive of your friends?
- Do you have a temper and "blow up" at friends easily?
- Do you hit, kick, shove or throw things at your friends?
- Do you criticize or say mean things to your friends?
- Do you threaten your friends or break things in their presence?
- Have you threatened to hurt your friends?
- Have you threatened to hurt yourself?

### *How to get help:*

Talk to an adult you trust.

Call King County Sexual Assault Resource Center's  
confidential 24-hour resource line at 1.888.99.VOICE

[www.kcsarc.org](http://www.kcsarc.org)

## How Can I Talk to My Child About Harassment & Bullying?

The most effective parents are the ones who actively *listen*. These parents and caretakers ask their children every day about how school went and openly discuss troubling issues.

Here are some ideas to help with a bullying or harassment incident:

**First:** Ask questions about school that can facilitate a discussion

- “When kids want to be mean at your school, what kinds of things do they do?”
- “What does the teacher do when this is happening? What does the teacher say?”
- “Are some kids more secret about how they are mean to others? What kinds of things do they do?”
- “Can friends be mean to each other? How?”
- “Have you ever seen a kid act mean to another kid? What did you think when you saw this?”

When your child shares his/her experience at school, take pride in the fact that your child trusts you. *Only half of the youth who experience bullying and bias-based harassment feel safe going to their families for help.*

**Second:** Listen intently and support your child. Make comments and questions supportive, not blaming. e.g.:

- “I’m really sorry to hear this. What do you think you want to do next?”
- “Do you want me to talk to the teacher?”
- “When did this start? When does it happen? Is there anything that you can do to make it stop?”
- “What can I do to help?”

What greater gift can we give our youth than the chance to speak their truths and our ability as adults to listen? Ask your child; “How was school today?”

You may want support and information for yourself. KCSARC’s 24-hour Resource Line **1.888.99VOICE** is always available for help and suggestions. You can also contact the KCSARC Education Department at 425-226-5062 for additional resources and materials.

## How Can I Talk to My Students About Harassment & Bullying?

With the passage of the Bullying Bill, teachers are legally and ethically mandated to do whatever is necessary to stop harassment against all students. What can you do? One easy tool is called **STEM**, which stands for **Stop, Teach, Employ/Enforce and Monitor**.

### Stop:

- *Cut that out.*
- *That is an unacceptable remark*
- *We do not treat people like that here at (name of school)*
- *That behavior is out of line*

### Teach:

- *Your remark was a stereotype. Stereotypes are a type of lie that hurts people's feelings.*
- *That was a put down.*
- *What you are doing is bullying. It is against school rules.*
- *You may not mean to hurt someone but that gesture is offensive.*

### Employ:

- *Let the targeted student talk openly and tell their side of the story.*
- *Let him or her know that you are on their side.*
- *Discuss some ways he or she can protect him or herself in the future.*

### Enforce:

- *Investigate, discipline and educate the harasser.*
- *Encourage the targeted student to report retribution to staff.*
- *Arrange for staff to be present wherever harassment has been occurring.*

### Monitor:

- *Check in with the targeted student.*
- *Check in with the harasser.*
- *Keep a record.*
- *Continue to educate yourself, your co-workers and your students on bullying and bias-based harassment.*

**When students are safe, teachers can teach and students can learn.**

For more information on resources to help reduce violence in your school, call KCSARC's Education Department at (425) 226-5062, or KCSARC's 24-hour Sexual Assault Resource Line at **1.888.99VOICE** is available for information, referrals, or immediate assistance.

## How to Take a Stand and Lend a Hand

Bystanders are kids or adults who witness a bullying incident and choose not to take an active part to stop it.

Allies are students or adults who witness bullying and take some action to either help the victim or end the incident.

Bystanders reinforce bullying 75% of the time just by watching. 25% of the time bystanders intervene.

- **Bystanders are present most of the time when there is a bullying incident on the playground or in the classroom.**
- **Most kids feel uncomfortable witnessing bullying, but very few intervene.**
- **Over half the time the bullying will end within ten seconds of a peer stepping in and intervening.**

By standing around watching, student onlookers become part of the problem. They are the audience the bully requires.

Take a Stand and lend a hand. Here are some ways students and teachers can become allies:

- **Recognize bullying in its many forms:** It's not just physical. It can be social and verbal as well.
- **Walk away:** By standing around and watching you encourage the bully. Walk away and go get help.
- **Speak up and step in:** Say to the bully they are wrong and they should stop.
- **Encourage bystanders to get involved as a group:** Group together and walk away. Leave the bully without an audience.
- **Keep track of places where bullying is taking place:** When this information is known, adults may more closely monitor a particular area.

Know the difference between telling and tattling. Reporting bullying is **NOT** tattling. Tattling is when a student tells an adult what another student did simply to get him or her into trouble. Speaking up is when a student talks to an adult about what another student is doing because that student's actions are unsafe or might hurt another person. Speaking up is helping.

You may want support and information for yourself. KCSARC's 24-hour Resource Line **1.888.99VOICE** is always available for help and suggestions.