



BE AN ALLY

TAKE ACTION. STOP BULLYING.

Here are some simple things you can do to be an ally to targets of name-calling and bullying. And remember—always think about your safety first when deciding the best way to respond.

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1. Support targets, whether you know them or not.

Show compassion and encouragement to those who are the targets of bullying behavior by asking if they're okay, going with them to get help and letting them know you are there for them. Ask what else you can do and make sure they know they're not alone.



2. Don't participate.

This is a really easy way to be an ally because it doesn't require you to actually do anything, just to not do certain things—like laugh, stare or cheer for the bad behavior. By refusing to join in when name-calling and bullying occur, you are sending a message that the behavior is not funny and you are not okay with treating people that way. The next step is to speak up and try to put a stop to the hurtful behavior.

3. Tell aggressors to stop.

If it feels safe, stand tall and tell the person behaving badly to cut it out. You can let them know you don't approve on the spot or later during a private moment. Whenever you do it, letting aggressors know how hurtful it is to be bullied may cause them to think twice before picking on someone again.

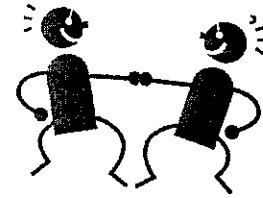
4. Inform a trusted adult.

Sometimes you may need extra help to stop the bullying. It's important to tell an adult who you trust so that this person can be an ally to you as well as the target. Getting someone out of trouble is never "tattling" or "snitching." So don't think twice—reach out to a parent, teacher, guidance counselor, coach or someone else who will get involved.

5. Get to know people instead of judging them.

Appreciate people for who they are and don't judge them based on their appearance. You may even

find that they're not so different from you after all.



6. Be an ally online.

Bullying happens online, too, and through the use of cell phones. Looking at mean Web pages and forwarding hurtful messages is just like laughing at someone or spreading rumors in person. It is just as hurtful, even if you can't see the other person's face. All the rules above are just as important to follow when texting or emailing. So online and offline—do your part to be an ally to others.

Other Resources

[Taking A Stand: A Student's Guide to Stopping Name-Calling and Bullying](#)

[Internet Safety Strategies for Youth](#)

For more information about the Anti-Defamation League's efforts to combat bullying, go to www.adl.org/combatingbullying.

10 Ways to Respond to Bullying

If you've experienced bullying, you're not alone. There are people who can help and actions you can take to make things better. Bullying is when a person or a group makes someone feel hurt, afraid or embarrassed on purpose and repeatedly. Whether it's physical, verbal or emotional, bullying hurts. If you've experienced bullying, it's not your fault. So don't go it alone—reach out and try taking these steps to improve the situation.

In the Moment...

1. **Walk Away:** If possible, remove yourself from the situation immediately.
2. **Say "Stop:"** If it feels safe, tell the aggressor to stop in a firm but calm way. If you feel confident to do so, use humor or a clever response to weaken the effect of the mean behavior.
3. **Keep Cool:** Try to control your emotions in the moment. Showing fear or anger may egg on the aggressor.
4. **Don't Fight:** Try not to fight or bully back in response—this may just continue the cycle of bad behavior.

After the Incident...

5. **Tell a Friend:** Don't keep the bullying a secret. Tell a friend and ask for support. You will feel better, and your friend can help you decide what to do next and go with you to get assistance.
6. **Report to an Adult:** Tell a trusted adult what has happened. Remaining silent will not make things better and may worsen the situation. Reporting a serious problem is not the same as "tattling." Adults need to know about bullying behavior so they can support you and take action to stop it.

Over Time...

7. **Find Safe Spaces:** Try to avoid "danger zones" where bullying is likely to take place and where there are few adults who can help. Try to surround yourself with supportive friends or classmates whenever you can.
8. **Practice Responding:** Reflect on how you might react to bullying in the future and rehearse those responses with a trusted friend or adult. Think about what strategies have worked or fallen short, and don't give up if your first response is not successful.
9. **Express Your Feelings:** Keep a diary or journal—written, electronic or video—where you can record your private thoughts and feelings. It is important to express yourself, especially when you are going through a tough time.
10. **Reach Out:** Find new friends, hobbies or interests that occupy your time in positive ways and make you feel good about yourself. Avoid spending too much time on your own.

Bullying can also happen online or electronically. If you are the target of

- **Save Evidence:** Keep copies or take screen shots of bullying texts, emails and other communications.
- **Don't Respond:** Do not communicate with aggressors. If necessary, an adult can reply with a strongly worded message warning them to stop.
- **Report the Incident:** Tell an adult about the incident and, if necessary, contact the Web site, Internet service provider and/or law enforcement officials.
- **Guard Against Future Bullying:** Guard against future bullying by blocking aggressors from your social networking pages and email, and by changing your email address, screen name, phone number and passwords as needed.
- **Find Supportive Groups:** Find new online groups and games in which the people are friendly, positive and supportive; quit groups in which mean or aggressive behavior occurs often.

Taking a Stand

A Student's Guide to Stopping Name-Calling and Bullying

Incidents of name-calling and bullying can be complicated. Whenever you are a bystander and feel you want to do something to help, consider the following guidelines:

1. **Decide if you need to respond immediately or if action can wait until later.**

Sometimes immediate involvement is necessary. Other times, waiting to talk with the aggressor can prevent possible embarrassment of all students involved. Consider alternate strategies and take time to calm down. Talk with targeted students about what would be helpful to them. If you wait to take action, make sure that the targeted students know that you support them and tell them what you intend to do.

2. **Assess the potential safety risks if you take action right away.**

When intervening in incidents of name-calling or bullying, never jeopardize your own safety or the safety of others. If you don't feel comfortable or are unsure of the safety of addressing an incident, tell an adult who can intervene either immediately or at a later time. Always consider the impact on the targeted student if you confront students who are engaging in bullying or name-calling their peers. Immediate intervention can attract the attention of those nearby, and may cause embarrassment and a safety risk for targeted students.

3. **Determine if the situation requires adult assistance,**

When a targeted student is in immediate danger or the situation cannot otherwise be resolved

among classmates, seek out the assistance of an adult. A teacher, nurse, guidance counselor, administrator, parent, etc., can assist in taking consistent and appropriate action against aggressors.

4. **Assess the targeted student's needs, including physical and emotional safety.**

Whenever possible, take time to talk privately with students who have been the targets of name-calling and bullying. Determine their feelings and ask what you can do to help and support them. If they feel uncomfortable with the assistance of a classmate, suggest they ask an adult to intervene.

5. **Commit to providing support to targeted student after the incident.**

The effects of repeatedly being the target of name-calling and bullying can last long after the incident is forgotten by other students. Whatever action you choose to take, commit to offering support to students who are the targets of name-calling and bullying. These behaviors have a negative impact on all students. The presence of allies who are willing to provide support is an effective means to promote a more respectful school environment.

Remember that immediate intervention is not always the best course of action. You must assess the safety of the situation and comfort level of the targeted student. Once you have determined the situation is safe, consider the following suggestions for interrupting name-calling and bullying:

Stop the Behavior Immediately

"Cut it out! Using language like that is no joke."
"That's not cool."
"Please keep your hands to yourself."

Ask Questions that Cause Aggressors to Consider their Actions

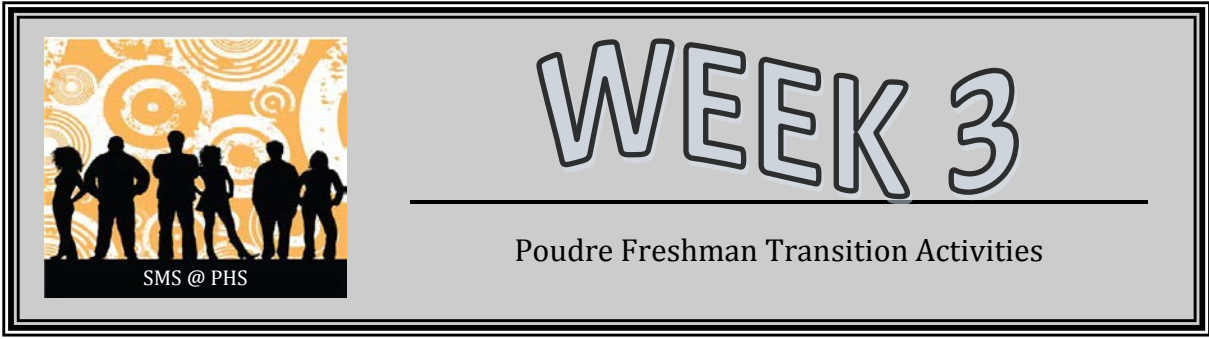
"What did you mean by what you said?"
"I'm sorry, I don't understand why you would say that."
"That was really mean. Why did you say that?"

Communicate the Impact of the Behavior on You by Sharing Your Feelings

"I'd appreciate it if you didn't say that word around me because I think it's offensive."

Ask an Adult (Teacher, Nurse, Guidance Counselor, Administrator, Parent, etc.) to Intervene by:

- asking the aggressor to stop the behavior and apologize to the targeted student
- communicating and reinforcing the school policies or class ground rules on bullying and harassment
- taking appropriate action and enforcing procedures outlined in school policies or class ground rules
- creating a learning opportunity in which students learn the harmful impact that bullying and harassment has on individuals and the school community



THEME OF THE WEEK: AWARENESS AND ACCEPTANCE

There are a lot of ways to bully. Today we will focus on the experience of LGBT youth. Heterosexism is one of the most significant realities of adolescents' daily school experience, which can lead to disempowerment, psychological problems, high risk behaviors such as drug and alcohol abuse, homelessness, and suicide. Today we will look at ways to combat the social norms of the dominant society in an effort to make Poudre a more hospitable, safe, and inclusive environment. Why? Because it is always the right time to do the right thing (MLK)!

TIME: 75 minutes

CLASSROOM TEACHER/STUDENT PREPARATION: None

ACTIVITIES:

Small group..... Check In/How Was Your Week? (5 minutes)

Small group discussion – “Is there a difference between tolerance and acceptance? Why does it matter?” (5 Minutes)

Large group..... Matthew Shepherd Video (15 minutes)

Writing Assignment and Discussion (15-20 minutes)

That’s So Gay videos and discussion (15 minutes)

Are You Ready To Be An Ally? (5 minutes)

SUPPLIES:

Prezi with videos

Handouts:

Why Focus on LGBT Students

That’s So Gay Handout

Are You Ready to Be an Ally (laminated handout)

“Being an American is about having the right to be who you are. Sometimes that doesn't happen.”
~Herb Ritts

It is EXTREMELY important to make sure that students are being respectful, regardless of their opinion on this topic. Please utilize the teacher in your classroom to help with students who are being rude or disrespectful. Jokes are not acceptable!

“Remember, the change you want to see in the world, and in your school, begins with you.”

~Joseph Clementi

NAME REVIEW & CHECK-IN (10 MINUTES)

Could be a good time to ask about Homecoming. Did they go to the dance? Did they like the music? Did they go to any of the lunch-time games last week? Which was there favorite? If they could invent a lunch-time game, what would it be? **Be aware that not all students go to the dance, and for some, questions around the dance could bring up negative or embarrassed feelings. Someone may have been broken up with just before the dance, or maybe weren't asked to go and are dealing with feelings of rejection, etc... It is okay to talk about it just be sensitive to those who may not be as enthusiastic about it as you!

IS THERE A DIFFERENCE BETWEEN TOLERANCE AND ACCEPTANCE? (5 MIN)

Use the handouts and refer to the discussions we had during Ambassadors to help you with this conversation.

MATTHEW SHEPARD VIDEO (5 MIN)

PLEASE READ THE FOLLOWING PRIOR TO WATCHING THE VIDEO:

The following video was created in 2012 by a junior from Rocky Mountain High School named Selena Wellington. She created the video to earn her Gold Award for Girl Scouts which is equivalent to that of a Boy Scout's Eagle Project. The premise of the Gold Award is that she do a massive community service project based on an issue that she was passionate about. The issue she chose was genocide. During the course of her research she realized that her passion around ending genocide grew bigger and bigger and eventually encompassed basic human rights everywhere, because all genocides find their roots in basic intolerance. Her project was split into two components, first, speaking out against international genocide and local intolerance and hate in her community and more importantly how to stop it. The second part of her project was to create a video that could be shown in high schools around Fort Collins to demonstrate to a teenage audience how intolerance can lead to devastating consequences. Selena wrote the script for this video, wrote and played the background music, and filmed and edited the video herself. Her hope is that you will be as moved by this terrible issue as she is, and ultimately take action to end hate and intolerance both at home and abroad. ***BE sure to stress that this was made by a high school student, for high school students, in Fort Collins, about something that happened in Fort Collins.***

Watch the Video: http://www.youtube.com/watch?v=GOTRaRPH_ZM (12min)

WRITING ASSIGNMENT LARGE GROUP DISCUSSION (13-18 MIN)

After the video, **ask the students to write their reaction** and response to the video on a piece of paper (or half-sheet). Give them this prompt to help guide their writing. Head, Heart, Feet... What did the video make you think about (head), what did it make you feel (heart), and how will you take a stand now that you have seen it, (feet). Tell them **NOT** to put their names on it and that their papers will be anonymously read by their classmates. Collect the responses and mix them up. Next, pass the pieces of paper out randomly to the class and ask students to read the response they were given. Ask if anyone would be willing to share their *own personal reflection on the video*. If conversation is hard to come by, ask for volunteers to read the written response they were given. Do not allow others to share their opinion on these responses and **DO NOT** allow others to argue with the stance that was taken in the writing assignment. After several have been read ask the class to engage in a dialogue about what has been said.

(Admittedly, this will be the hardest part of the entire lesson, hang in there and do your best. As long as you approach the topic with love and sensitivity, and be sure to set a tone of respect and acceptance, you will be fine. Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it's the only thing that ever has. – Margaret Mead).

At this point, move the focus back to small group discussion.

Next, ask the class: **“What is a hate crime?”** (A crime motivated by racial, sexual, or other prejudice, typically one involving violence. When a perpetrator targets a victim because of his or her perceived membership in a certain social group, whether that be racial, religious, sexual orientation, ethnicity, or gender identity. Hate crimes **MUST** involve an imbalance of power).

Then ask: **“What small acts of intolerance might lead to something like a hate crime?”**

Take some responses. If needed, lead the class to these ideas:

- Bullying
- Racist comments or derogatory terms or jokes
- Verbal or physical harassment

Move the conversation to this topic: **“What can we do to stop basic intolerance?”**

- Discuss Bullying, ask the class to define bullying and eventually share with them the state’s definition:
 - Any written or verbal expression, or physical or electronic act or gesture, or a pattern there of, that is intended to coerce, intimidate, or cause any physical, mental or emotional harm to any student.
 - Bullying is an imbalance of power, which differentiates it from normal conflict.

Reiterate that bullying is not a rite of passage but an issue of human rights. Bullies victimize their targets and often times dehumanize them; they put a label on their target that is other than human, and do not see the person beyond this label. This does not happen in all bullying situations. But dehumanization is how perpetrators of hate crimes justify their actions. They don’t seem to feel any compassion for their victims, any guilt for their actions. They might dismiss all of their actions with one phrase: “Yeah, but he was gay.”

- Point out that in most bully situations, there is a bully, a target, and a lot of people watching it happen.

Ask the class: **“Who has ever been in a situation where they saw someone being bullied?”**

Ask the class: **“If you saw a bully situation, how might you respond?”**

Ask the class: **“Have you ever used the word “Gay” in a derogatory manner, or heard of others at Poudre using it in a negative way. Next ask: “Do you think this could be considered bullying?”**

ARE YOU READY TO BE AN ALLY? (10MINUTES)

READ THE FOLLOWING:

Everyone knows that we all need to do our part to put an end to bullying but it’s not always as easy to know how and when to get involved. Here you will find some ideas of how to guide your actions and efforts.

Be sure to keep the following three goals in mind every time you consider getting involved.

- *Be sure that your intention is to always attempt to de-escalate the situation. Don’t ever try to engage in behavior that could also be considered bullying.*
- *Always support the target.*
- *Keep yourself and others safe from harm*
- Keys to keeping yourself safe and defending a target:
 - Never put yourself in danger; if it is a case of physical bullying, get an adult!
 - Make sure everyone keeps their dignity; if the bully is ridiculing the target, don’t ever agree with him or her!
 - Don’t bully back, just keep the bully safe!
 - **DOING NOTHING IS NOT AN OPTION!!!**
- Have the class brainstorm things to say in a bully situation:
 - In the case of verbal bullying (i.e. derogatory comments, or verbal harassment).
 - Social bullying (i.e. exclusion from friend groups or social situations, ostracizing someone).

Show the two videos titled “That’s So Gay!” (30 seconds each)

<http://www.youtube.com/watch?v=sWSOGVOQPs0>

http://www.youtube.com/watch?v=b_Mlb3mYznE

BE AN ALLY HANDOUT (10 MINUTES)

Read the header of the handout aloud, then pass the handout around your small group and ask each person to read one of the sections, and then have a short conversation about what was just read. Try to leave the conversation with a sense of hope. Hope for ways we, at Poudre High School, can combat bullying and hatred! Together we can achieve more!

After you discuss how to be an ALLY tell the class that you will be watching one more video, not to change anyone's mind, but to encourage students to see things from multiple perspectives. This video deals with whether or not students believe that being gay is a choice. Tell them that this video was made by a high school student and filmed in her Media Center, somewhere in the United States.

"Teenagers just like us!"

Watch the video, "Is homosexuality a choice?" (6:30)

<http://www.youtube.com/watch?v=85GDKuNevv8>

Explain to students that the Ambassadors are not trying to tell people what to think or believe, we are just trying to offer a new perspective, to get students to consider an alternative to their traditionally held beliefs.

End with encouraging words about how with a collective effort we can make Poudre High School a more safe, inclusive, and inviting place to go to school!

Phew, that was a tough one! Congratulations! You have just facilitated your THIRD week! How has your facilitation style changed? What do you still need to work on? How are you growing as a leader, a facilitator, and more importantly, as a person? What advice will you share with groups who have not yet presented?



STUDENTS MENTORING STUDENTS

WAYS TO COMBAT HATEFUL LANGUAGE: THINGS TO SAY WHEN YOU HEAR “THAT’S SO GAY”

1. ASK, “WHAT DOES THAT EVEN MEAN?” OR SAY, “THAT’S SO WHAT?”
TYPICAL RESPONSE ~ “IT’S WEIRD, STUPID, UGLY, LAME...”
YOUR RESPONSE ~ “THAT’S THE SAME THING AS SAYING, “GAY PEOPLE ARE STUPID, WEIRD, UGLY, OR LAME AND I FIND THAT OFFENSIVE!”
2. ASK, “HOW CAN AN ASSIGNMENT, AN IDEA, OR A SONG HAVE A SEXUAL ORIENTATION?” IF THE PERSON IS REFERRING TO AN INANIMATE OBJECT BY USING THE SLUR.
3. SAY, “YOU MIGHT BE SURPRISED TO KNOW THAT WHAT YOU JUST SAID COULD HURT SOMEONE’S FEELINGS.”
4. SAY, “WHEN YOU USE THAT WORD IT MAKES ME UNCOMFORTABLE”, OR “THE WAY YOU ARE USING THAT WORD IS HURTFUL.”
5. SAY, “THIS IS A HOMOPHOBIA FREE ZONE” OR “THAT’S HOMOPHOBIC AND I DON’T TOLERATE HOMOPHOBIA.”
6. SAY, “GAY IS OK, DON’T BE A JERK.”
7. SAY, “IT’S PERFECTLY FINE TO USE GAY OR LESBIAN WHEN REFERRING TO PEOPLE WHO ARE GAY OR LESBIAN, BUT NOT ACCEPTABLE AS A WAY TO DESCRIBE SOMETHING SILLY OR STUPID.”
8. SAY, “DO YOU EVEN KNOW WHAT YOU’RE SAYING.”
9. SAY, “OH, COME ON, PICK A NEW WORD, YOU DON’T NEED TO USE GAY TO MAKE YOUR POINT!”
10. SAY, “HAVE YOU SERIOUSLY NEVER HEARD THAT YOU’RE NOT SUPPOSED TO USE THAT WORD?”
11. WHAT DO YOU SAY??? WHAT COULD YOU SAY???



STUDENTS MENTORING STUDENTS

Why Focus on LGBT students?

More than any other students, lesbian, gay, bisexual, and transgendered (LGBT) are at risk for bullying, name calling, harassment, isolation, and physical assault. Research indicates that schools are often hostile environments for LGBT students (or those perceived to be LGBT).

A 2009 National Climate Survey, which sampled more than 7000 students in all 50 states, begins to quantify the torment LGBT young people experience.

The following stats are from the same 2009 Survey from the state of Colorado:

87% of LGBT students were verbally harassed in school because of their sexual orientation.

90% of LGBT students regularly heard homophobic remarks or language such as, “gay”, “fag”, or “dyke”.

40% of LGBT students were physically harassed and 33% were physically assaulted-meaning punched, kicked or injured with a weapon because of their sexual orientation.

89% of LGBT students felt deliberately excluded by their peers; 86% had mean rumors or lies told about them; 69% were sexually harassed; and 62% had property deliberately damaged or stolen.

Although most LGBT students have been victimized in school. Many of these incidents were not reported to an adult or a school official. * ***Why might LGBT students fail to report being victimized?***

30% of LGBT students missed at least one school day per month because they were afraid to attend.

14% of LGBT students didn't plan to pursue postsecondary education, compared to only 9% who didn't experience high levels of victimization.

The reported grade point average of students who were more frequently harassed because of their sexual orientation or gender expression was almost half a grade point average lower than for students who were less often harassed.

Students who are bullied frequently are more likely to smoke, abuse drugs and alcohol. And attempt suicide.

This is not an original document. The preceding information was adapted directly from “That’s So Gay; Ending Bullying and Harassment Against LGBT Students in Colorado Schools” – A Resource Guide for Educators, Parents, and Community Members

Schools that have high rates of bullying of LGBT students are far more likely to have high incidences of bullying toward non-LGBT students, the two are inextricably connected.