

11. **Stereotype Chat:** Place a paper on each person's back with a characteristic on it (Valley Girl, Smart, Happy, Rich). Don't let them see what you are putting on them. Let the participants wander around and talk to each other, treating each other as they might treat someone with that characteristic. Afterward have everyone guess what characteristic they had and tell how they felt (good way to start a discussion on stereotypes or a cultural program).

Roles People Play in Harassment Situations

Aggressor: (sometimes referred to as the bully) The aggressor engages in behaviors meant to harm, hurt, or intimidate someone physically, emotionally, or socially. These behaviors include unwanted physical contact of any kind (hitting, kicking, shoving, spitting), nonverbal gestures meant to threaten, embarrass or call attention to someone in a negative way, verbal attacks meant to hurt someone's feelings or damage someone's relationships with others (taunting, teasing, racial slurs, name calling), and social exclusion. Aggressors may pick on one person repeatedly or lash out randomly. Aggressors instigate the harassment, egg on others to do the harassing, or sometimes join in the harassment later.

Target: The target is the person being harassed by the aggressor. A target is bullied, attacked, insulted, excluded, or picked on physically, emotionally, and socially. Targets often feel helpless to respond to the aggressor in an effective way that makes them stop.

Bystander: Someone who witnesses or hears about a situation in which an individual or group is being harassed and does not say anything or do anything to change the situation. Bystanders often play the role of enabler. The enabler allows a harmful situation, like harassment, to continue and grow worse. Examples include:

- Stopping to watch
- Laughing when you hear about a harassment incident
- Telling your friend to just ignore the harassment — it will go away
- Laughing, telling or showing your friend(s) graffiti on the bathroom wall
- Making excuses for the harasser's behavior
- Not reporting harassment to school staff
- Saying "boys will be boys"
- Saying "If they weren't so ... then they would not get picked on."
- Not taking harassment seriously

Ally: Someone who speaks and acts in ways to support the person or group who is being harassed and targeted; someone who speaks up against harassment in front of other peers; someone who is friendly with kids who are shy, isolated, or less popular at school.



Activity: Thinking and Talking about Harassment — Part I

Format: Skill lesson, small- and large-group dialogues, and journaling
Grouping: Whole advisory

Directions:

A big part of making schools, classrooms, and advisories safe is letting students know the words and behaviors that cross the line from respect to harassment. Discussing harassment serves five purposes. First, it lets students know that you will be vigilant about listening and looking for words and behaviors that target, embarrass, or threaten others. Second, it gives you a chance to spell out the ways that you will intervene in situations that look or sound like harassment. Third, it gives students an opportunity to discuss their perceptions of harassment and to get clear about the school's harassment policy. Most students do not know this information and have a very narrow view of what harassment is. Fourth, it gives you a chance to introduce the language of aggressor, target, bystander, and ally. Having a common vocabulary makes it easier to link behaviors to the roles we choose to play in any situation. Finally, this discussion communicates that you expect students to share responsibility for making advisory a safe and respectful place for everyone.

1. Tell or read harassment stories: ~~Use the story from *Chicken Soup for the Teenage Soul*, "The Most Mature Thing I've Ever Seen,"~~ to discuss the roles of aggressor, target, bystander, and ally. Or share another story that illustrates the various roles students play in a harassment situation.
2. Review roles people play in harassment situations, using **Handout 23**.
 - **Aggressor:** (sometimes referred to as the bully) The aggressor engages in behaviors that harm, hurt, or intimidate someone physically, emotionally, or socially.
 - **Target:** The target is the person being harassed by the aggressor. A target is bullied, attacked, insulted, excluded, or picked on physically, emotionally, and/or socially.
 - **Bystander:** Someone who witnesses or hears about a situation in which an individual or group is being harassed and does not say anything or do anything to change the situation.
 - **Ally:** Someone who works with and acts in support of the person or group who is being harassed and targeted.
3. Do a ten-minute "Speak-out" inviting students to do any of the following:

- Share a story about a time when you helped someone who was being harassed
- Share a story about a time when someone helped you when you were being harassed
- Share a story about a time when you wished someone had helped you or another person being harassed

OR

4. Invite students to choose to write about one or several of these questions:

- What kinds of behaviors do you see around school that you think fall into the category of harassment or bullying?
- Are there any particular groups or types of kids whom you see playing the aggressor/harasser role here at school? Why do you think individual students or groups do this?
- What groups or types of kids are most likely to be targeted? Why do you think that is?
- Thinking about yourself, choose to write about one of these questions in your journal.
- Think about a time when you were targeted or harassed by an individual or group. What was the other person or the group doing or saying? How did that feel? Did anyone intervene as your ally? If not, what would you have wanted an ally to do?
- Think about a time when you felt left out or laughed at. What was the other person or group doing or saying? How did it feel for you in that situation? How did you deal with the situation? Is there anything you wish you had done?
- Think about a time when you witnessed someone else being targeted or harassed. What was going on? What did you do? If you witnessed a similar situation again, what would you say or do differently?
- If you were targeted or harassed, what would you want a teacher to do? What would you want a friend to do? What would you want other peers to do who weren't friends with you?

5. Ask students to form groups of three or four to share their responses to these questions or take some time for students to share their responses with the whole group.



Activity: Thinking and Talking about Harassment – Part II

Format: Skill lesson
Grouping: Whole advisory
Scheduling: Sometime during the first quarter

Directions:

1. Web the word harassment. When you hear the word harassment, what words, phrases, or images come to mind?



2. Define harassment. Post the various definitions of harassment:

Harassment is any inappropriate, unwanted, or cruel behavior that targets a particular individual or group.

Bullying is a form of harassment when someone repeatedly and over time targets another person.

3. Brainstorm examples of various types of harassment.
4. Discuss the effects of harassment. Begin by asking, "How do students feel when they experience or witness harassment? How does harassment affect the school environment?"

Note to advisors: In your conversations with advisees, you can refer to **Handout 24** for more detailed information about definitions and effects of harassment.

5. Now is the time to clarify schoolwide policies and procedures on harassment and explain what you will do if you witness any harassing behaviors.