



10 Simple ways to Celebrate *No Name-Calling Week* in Your School

There are many easy, time-saving ways to share the *No Name-Calling Week* message with your students. Here's a sampler of no-fuss activities, which require little planning and classroom time.

1. Enter the *No Name-Calling Week* Creative Expression Contest.

Use a class period for a creative writing assignment, or encourage students to submit poems, essays, and artwork for extra credit-and for a chance to win exciting prizes. Find out more info at www.nonamecallingweek.org

2. Hold a *No Name Calling Week* poster contest.

Use an art class to create anti-bullying posters, or plan an after-school poster making session. Decorate the hallways with the images and slogans that promote No Name Calling Week and address issues of bullying.

3. Spread the message in your morning announcements.

Remind the school community of the significance of the week by advertising NNCW and sharing essays or poetry during morning announcements

4. Develop a classroom anti-slur policy

Work with students to outline rules and expectations about classroom language, and display your anti-slur policy prominently.

5. Write an article for the school newspaper.

Encourage journalism enthusiast to cover *No Name-Calling Week* in your school publications and local newspapers.

6. Create a library display.

Ask your school librarian to create an eye-catching display of books that deal with name-calling and bullying. For suggestions you can search BookLink, GLSEN's searchable resource listing for students and educators. <http://www.glsen.org/booklink>

7. Discuss sportsmanship in physical education classes.

Since so much bullying occurs on the field and in the locker room, ask physical education teachers to take a few minutes to discuss the values of sportsmanship and respect.

8. Screen the *No Name-Calling Week* video.

The 27-minute video available in the *No Name-Calling Week* kit features young people talking about their experiences with name-calling vignettes from the Misfits, name-calling scenarios, and effective anti-bullying strategies from a social worker.

9. Take a Name-Calling survey in your school

Having students take a survey focusing on bullying can create dialogue on the effects of name calling and harassment. Questions can range from "How do you feel when someone teases you or calls you a bad name?" to as simple as "How many times a day do you hear name-calling at school?". Both are sure to get their minds thinking about the effects of name-calling and possibly change their behavior.

10. Wear *No Name-Calling Week* stickers, buttons and shirts.

Faculty, administrators, and support staff can all show their dedication to ending verbal bullying by wearing or displaying *No Name-Calling Week* stickers. Downloadable versions are available in the Resources section of the website. You can also purchase stickers, buttons and shirts at the GLSEN store, www.glsenstore.org.



NO NAME-CALLING WEEK

www.nonamecallingweek.org

NO NAME-CALLING WEEK FACTS

- **No Name-Calling Week** is an annual week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and inspiration to launch an on-going dialogue about ways to eliminate bullying in their communities.
- **No Name-Calling Week** was launched in March 2004 as a co-created project of **GLSEN** and **Simon and Schuster Children's Publishing**.
- **No Name-Calling Week** was inspired by a young adult novel entitled "**The Misfits**," by popular author, **James Howe**. The Misfits tells the story of four best friends who grow tired of the constant teasing in their middle school, and decide to run for student council on a "No Name-Calling" platform.
- **No Name-Calling Week** currently boasts over 40 national partnering organizations that work to spread the word about the project, including the **National Education Association**, the **National Association of Secondary School Principals**, the **National Middle School Association**, and the **American School Counselor Association**.
- Participants can purchase the **No Name-Calling Week Resource Kit** to support planning for the event. The kit includes information about organizing and publicizing **No Name-Calling Week** in individual schools, a **Teacher Resource Book** filled with lesson plans and other curricular material, a **27-minute video** about name-calling, as well as **stickers** and **posters**. Each kit costs \$129.95, and can be purchased by visiting www.nonamecallingweek.org.
- Each year, **GLSEN** also hosts a **Creative Expression Contest for Students**, in which students can submit any type of artistic expression that relates to their experiences with or ideas about bullying. Over the years, thousands of students nationwide have submitted a variety of poems, stories, essays, drawings, collages, sculptures, and songs. Examples of previous years' prizewinning entries can be found on www.nonamecallingweek.org.
- **No Name-Calling Week** has spread in scope since its inception. Participants are **teachers, students, guidance counselors, coaches, librarians, administrators**, and **other school staff**. Both middle schools *and* elementary schools take part, and due to the high level of K-5 participation in the 2006 **Creative Expression Contest for Students**, new lesson plans for grades k-5 were developed. In addition, in 2010, Lesson plans and a contest category were added for 9 – 12 students, focusing on anti-LGBT bias in schools. All of these resources, and more, are available for free download in the resource section of www.nonamecallingweek.org
- **GLSEN** maintains a **No Name-Calling Week Listserv** that currently has over **9,500 registrants** signed up to receive information about the project. You can register to join this Listserv by visiting the "Register" section of www.nonamecallingweek.org. Become a fan on Facebook and join more than 5,300 educators who are talking about ending name-calling, bullying and harassment in schools.



Children Who Bully

Bullying among children is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. Bullying can take many forms such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation through gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyberbullying).

There is no one single cause of bullying among children. Rather, individual, family, peer, school, and community factors can place a child or youth at risk for bullying his or her peers.

Characteristics of children who bully

Children who bully their peers regularly (i.e., those who admit to bullying more than occasionally) tend to

- Be impulsive, hot-headed, dominant;
- Be easily frustrated;
- Lack empathy;
- Have difficulty following rules; and
- View violence in a positive way.

Boys who bully tend to be physically stronger than other children.

Family risk factors for bullying

Children who bully are more likely than their nonbullying peers to live in homes where there is:

- A lack of warmth and involvement on the part of parents;
- Overly-permissive parenting (including a lack of limits for children's behavior);
- A lack of supervision by parents;
- Harsh, physical discipline; and
- A model for bullying behavior.

Peer risk factors for bullying

Children and youth who bully are more likely to have friends who bully and who have positive attitudes toward violence.

Common myths about children who bully

"Children who bully are loners."

- In fact, research indicates that children and youth who bully are not socially isolated.
- They report having an easier time making friends than children and youth who do not bully.
- Children and youth who bully usually have at least a small group of friends who support or encourage their bullying.

"Children who bully have low self-esteem."

- In fact, most research indicates that children and youth who bully have average or above-average self-esteem.
- Interventions that focus on building the self-esteem of children who bully probably will be ineffective in stopping bullying behavior.

Bullying and other violent or antisocial behaviors

Research shows that bullying can be a sign of other serious antisocial or violent behavior. Children and youth who frequently bully their peers are more likely than others to

- Get into frequent fights,
- Be injured in a fight,
- Vandalize property,
- Steal property,
- Drink alcohol,
- Smoke,
- Be truant from school,
- Drop out of school, and
- Carry a weapon.

Research also shows that

- Children who bully are more likely to report that they own guns for risky reasons, such as to gain respect or frighten others.
- Boys who were identified as bullies in middle school were four times as likely as their non-bullying peers to have more than one criminal conviction by age 24.
- Spend more time with your child and carefully supervise and monitor his or her activities. Find out who your child's friends are and how and where they spend free time.
- Build on your child's talents by encouraging him or her to get involved in prosocial activities (such as clubs, music lessons, nonviolent sports).
- Share your concerns with your child's teacher, counselor, or principal. Work together to send clear messages to your child that his or her bullying must stop.
- If you or your child needs additional help, talk with a school counselor or mental health professional.

What do I do if my child is bullying others?

- Make it clear to your child that you take bullying seriously and that you will not tolerate this behavior.
- Develop clear and consistent rules within your family for your children's behavior. Praise and reinforce your children for following rules and use non-physical, non-hostile consequences for rule violations.

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BULLY-FREE SCHOOL GUIDED FANTASY

I want you to find a comfortable position that you can stay in the whole time I am reading. When you are comfortable, I want you to close your eyes. Take a deep breath – breathe in, and now breathe out. Let your body begin to relax, and as you breathe deeply in and out, let all the noises around you fade into the background. We are going to use our imaginations to take a journey to a school. This school is a lot like our school, but it is special because in this school there is no name-calling and no bullying at all. I am going to help you walk through this school, but it is up to you to decide what this school looks and sounds like, and how it feels to be there. We'll talk later about what you see, but for now, let's start our trip...

You are standing in front of the bully-free school building. You are looking at the building, and you can see the name of the school written on the front. What is the school called? What does it look like? Take a look all around to see what is outside the school, and then move a few steps closer so that you are near the door of the school. Turn your head towards the door, and listen to the sounds coming from inside. What can you hear? Is it noisy or quiet inside? Based on the noises you hear, what do you think people inside are doing at this time of the day?

Now take a step so that you are inside the school. You can see a school office ahead of you, and there are adults and students inside, working and talking. What are the people in the office doing? What are they talking about? Walk past the office and into one of the school hallways. There are students in the hallway, opening lockers and talking. Can you hear their conversations? What do you hear the students saying to one another? How are they acting? What do you see?

Now walk past the students in the hallway until you get to the door of a classroom. Stand outside the classroom for a moment and listen by the door. You can hear a teacher's voice – what is it saying? How does the teacher's voice sound? Now you hear students talking and answering the teacher. What



are the students saying? Walk into the classroom and look around. What does the classroom look like? How are students sitting in the room? What is hanging on the walls? What types of activities are students doing? As you look around, remember that in this school there is no bullying, and no one calls names.

When you are ready, stand up and walk back into the hallway. Walk down the hall until you see the door that leads into the cafeteria. Wait outside the door and listen to what is going on inside the cafeteria. It is lunchtime for some of the students at the school. Is it noisy or quiet? Step inside the cafeteria and walk towards the tables where students are eating lunch. Sit down at a table and listen to students talking as they eat. What are students talking about? Look around and notice how students are seated at the tables. Are students sitting alone or in groups? Is anyone left out? Do students seem happy to be in the cafeteria today, or are they eager to leave and go back to class?

Stand up and use the door on the side of the cafeteria to walk outside to the playground where some students are having recess. Walk over to where students are playing on the swings, monkey bars, and slide. Watch how they play – are they playing in big groups or small groups? Are some students playing alone? What do you hear students saying to one another while they play? Walk over to where two students both want to use the tire swing. Listen to the students talk about what to do. Remember, neither student is calling names or bullying the other. How do they figure out what to do with the swing?

As you watch the students solve the problem, begin to walk back towards the school. As you leave the playground, look around at the students playing and think about if what you see there looks different from at our school. Walk back to the door and go through the cafeteria again, out into the hallway, and back towards the office. When you reach the front of the school, enter the office and ask to speak to the principal of the school. The principal comes out – what does she/he look like? Say hello, and tell the principal one thing that you really liked about your visit to the school. Say goodbye to the principal, and leave the office. Walk out the front door of the school...

We are done with our tour of the bully-free school now, and it's time to talk about what each of saw, heard, and felt while we were visiting. When you are ready you can open your eyes and return to a seated position, and we can share our ideas.



If the _____ of our school was free of name-calling and bullying it would...

Look like this:

and...

Sound like this:

I WAS JUST KIDDING

When teasing or name-calling leads to hurt feelings or consequences, “I was just kidding!” is a common response. Most of us enjoy good-natured teasing that is done in fun. And some people just don’t know how to take a joke, right? So how do we know when we have crossed the line? When are we no longer “*just kidding*,” but participating in mean behavior?

Read the scenarios below. With a partner or in a small group, discuss whether or not you think each situation is an example of harmless teasing or hurtful language. Explain how you came to your decisions or what additional information you need to make a decision.

1. Sonia recently moved to Lincoln Heights and just finished her first week at the local middle school. At 5 feet 8 inches, she towered over most of the students in her seventh grade class. While looking for a place to sit during lunch, another student called to her, “Hey, shorty, there’s a spot over here!” Sonia paused for a moment and another girl from the group waved her over. “Don’t pay attention to her,” she told Sonia. “That’s just the way we talk to each other. They call me Einstein because I got all C’s on my last report card.”

Harmless teasing or hurtful language? Why?

2. For years, Angel has made fun of his best friend, Dave’s, peanut butter obsession. “You’d eat my gym sock if it was covered in peanut butter,” he once told Dave. One day in science lab, the students designed mazes to test the intelligence of white mice. When the teacher told the class that they would be baiting the mazes with peanut butter, Angel called out, “Better be careful—Dave might get to the end of the maze before the mice!” The other students broke out in laughter.

Harmless teasing or hurtful language? Why?

3. On Monday afternoon, Rob used his recess time to hang campaign posters around the school, which read, "Vote Rob for Student Council President." On Tuesday morning in homeroom, Rob found one of his posters taped to the blackboard in the front of the classroom. Someone had crossed out the word, "President," and replaced it with "First Lady." One of Rob's classmates pointed to a girl in the first row, indicating that Maria had altered the poster. Rob glared at her as he tore down the poster. "It's just a joke," Maria laughed. "Lighten up—I'm gonna vote for you."

Harmless teasing or hurtful language? Why?

Based on your conversation, list three ways to complete the following sentence.

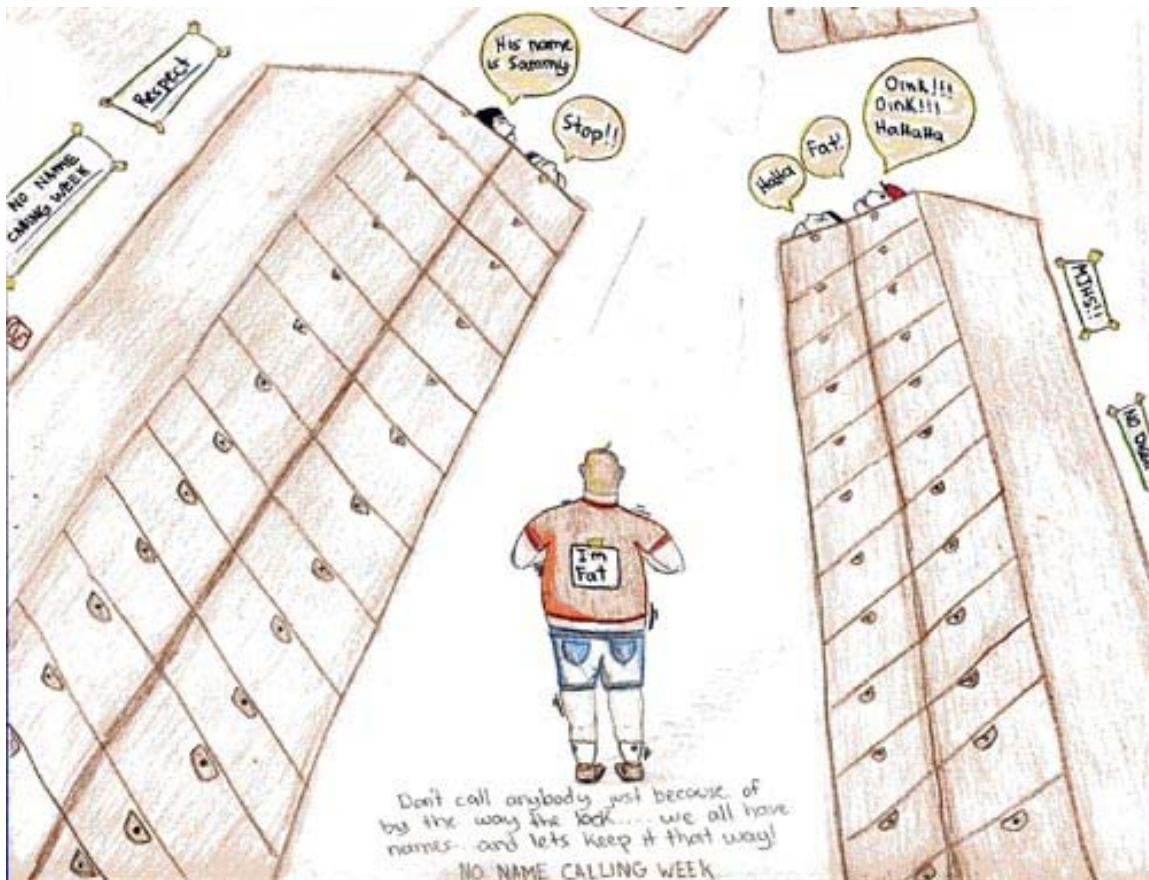
Teasing has crossed the line to become hurtful when...

1. _____

2. _____

3. _____

Art Lesson Plans



This set includes three art lesson plans that could be used during *No Name-Calling Week*. The lessons will lead educators step by step in engaging their students in thought, dialogue and creative expression around name-calling and bullying in their schools. The lessons are meant to stand alone or to be used in conjunction with other *No Name-Calling Week Lessons*, both Middle and Elementary Level. All three lessons will bring students through a creative process to create art pieces expressing their feelings about to name-calling. Educators are encouraged to submit these pieces to the *No Name-Calling Week Creative Expression Contest*.

LESSON ONE

The No Name-Calling Poster

Age/Grade Level: Grades K-5

Time: 35-60 minutes (1-2 class sessions)

Materials: poster board, blank paper (both standard and large), construction paper, pencils, paint, markers, crayons, scissors, glue.

Optional: NNCW Lessons, Elementary Lesson 5 and Middle Lesson 4

Overview:

This lesson is designed to help students work together to create no name-calling messages. Students will discuss various types of name-calling situations and develop messages to discourage such language. Students then work alone or in groups to create posters displaying these messages. Posters will be placed in the classroom or throughout the school.

Objectives:

- Students will develop an awareness of name-calling and bullying in school.
- Students will engage in a creative process of creating no name-calling posters.
- Students will be encouraged each other to foster an atmosphere free of name-calling.

Procedure:

Part 1 – Introduction/ Discussion (5-10 Minutes)

Goal: Students will be introduced to the lesson and begin discussing name-calling.

Preparation: Have students sit in a comfortable group setting such as a circle or half circle. If class already has ground rules, review them or quickly create some, e.g. respect each other, speak one at a time and so on.

Activity: Begin by letting students know that during this lesson they will create a no name-calling poster to be displayed in the classroom or school. Lead students in a guided discussion around name-calling in their schools.

Suggested questions and possible answers:

- What is name-calling?
 - o Calling someone names with the intention to hurt, offend or isolate them

- Where in school does this happen?
 - o The classroom, hallways, gym, lunchroom

- What are some ways you could stop name-calling?
 - o What could you say to someone who is name-calling?

Part 2 – Individual/Group Planning (10–15 Minutes)

Goal: Students will develop their no name-calling messages and brainstorm poster ideas.

Activity: Have students either individually or in small groups (3 – 5), brainstorm messages that would prevent students from name-calling and write their ideas on paper. Ask students to think about what they just discussed as a class about name-calling while brainstorming.

After students have their messages, have them plan what their posters will look like by sketching out some ideas.

Part 3 – Implementation (15-25 Minutes)

Goal: Students will create their no name-calling posters.

Activity: Have students either individually or in small groups create their no name-calling posters. Suggest to them that posters could be area specific and could display where name-calling takes place. How would a message/poster differ for the lunchroom than the classroom? Students can use area-specific scenery in their posters, claiming this space as a name-calling free zone. Encourage students to be creative with their posters, using a variety of colors, mediums and visuals. Posters should draw other students' attention while at the same time, being clear and easy to understand.

Part 4 – Closing (5-10 Minutes)

Goal: Students will share their posters with the class and posters will be displayed.

Activity: Display student's posters in the classroom or other parts of the school. If time allows, ask students to stand up in front of the class and show their poster. Have them explain why they chose their message and what the imagery means. Ask them to say how they think their poster could have an impact on name-calling in their school. If possible, at the end of the week, submit student's posters to the NNCW Creative Expression Contest.

LESSON TWO

Poetic Reactions

Age/Grade Level: Grades 4-9

Time: 35-65 minutes (1-2 class sessions)

Materials: flip chart paper, 8 ½ X 11 paper, pencils, sample poems (included in this lesson plan)

Overview:

This lesson is designed for students to express their feelings regarding name-calling using an artistic form of poetry. Students will have the opportunity to reflect on personal experiences regarding name-calling. In addition, students will engage in discussions about the effects of name-calling on their school and emotions connected with name-calling.

Objectives:

- Students will develop an awareness of name-calling in school.
- Students will develop empathy for those targeted by name-calling.
- Students will be able to identify and express their emotions around name-calling.

Procedure:

Part 1 – Introduction/Individual brainstorming (5-10 Minutes)

Goal: Students will be introduced to the activity and sample poems.

Preparation: Have students sit in a comfortable group setting such as a circle or half circle. If class already has ground rules, review them or quickly create some, e.g. respect each other, speak one at a time and so on.

Activity: Begin the activity by having students read two or more of the poems included in this lesson. Let students know that these are poems from previous NNCW Creative Expression Contests, submitted by students from across the country. After the poems have been read, inform students that they will create a poem that expresses their thoughts about name-calling.

Part 2 – Individual Reflection (5-10 Minutes)

Goal: Students will engage in individual reflection regarding name-calling and begin to transform their ideas into poems.

Preparation: Provide students with paper to respond to the questions posed in the activity.

Activity: Inform students that you will be asking them a series of questions and that they should write down words that come to mind. Express to the students that the responses don't need to be full sentences, but can be phrases or words that allow them to creatively respond. There are no wrong answers, as these are their personal feelings.

Explain that there will be a group reflection later on but for now they should keep their work to themselves and work alone.

Suggested questions: Allow students time to write their responses after each question

- What is name-calling?
- What are the first three words that come to mind when you hear the phrase name-calling?
- Name three reasons why you think name-calling happens.
- Imagine you were being called a mean name or someone made fun of you, what are the first feelings that come to mind?
- Imagine you were the one calling someone a mean name or making fun of someone, what are the first words that come to mind that describe how you are feeling?
- What do you think our school would look like if there were no name-calling?

Part 3 –Group Reflection (5-10 Minutes)

Goal: Students will engage in group reflection about name-calling.


Activity: Have students share some of their responses to the prior activity. In order to explore similarities in responses, have students raise their hands whenever someone reads a word or phrase that they also wrote down. Record the common words and phrases on flip chart paper for students to see.

After students' responses have been shared, ask students to read the words and phrases recorded on the flip chart paper and encourage them to use these during the next activity.

Part 4 – Creative Expression (10-20 Minutes)

Goal: Students will express themselves through poetry.

Preparation: Students should have access to their personal and group reflections, as well as copies of the short poems accompanying this lesson plan.



Activity: Have students sit where they can write comfortably. Provide time for students to quietly review their personal and the group responses. Then ask students to think about what name-calling means to them and what are some of the things they would do to stop name-calling. Instruct students to begin writing a poem that expresses these thoughts.

Let students know that there is no right way to write poetry and that they should not be scared to be creative and really express themselves. Let students sit in quiet writing for at least 10 minutes. If students are reluctant to write a poem, provide them with an option to draw a picture that is accompanied with a description of what is occurring in the drawing.

Part 5 –Closing (10-15 Minutes)

Goal: Students will share their poems with the rest of the class.

Activity: Ask students if they would like to share their poem with the class. Have students one by one read their poem aloud either from their seat or in front of the class. Once students are done sharing, ask if any would like their pieces to be hung around the classroom. If possible, at the end of the week, submit the poems to the Creative Expression Contest.



Title: No Name Calling Poem
By David B.
2008 Creative Expression Contest

No Name Calling

My name is Daniel, not wimp or brat; it is not nice to call me that.
Don't call anyone dumb, weak or lame; instead, call them by their
given name.

The result for being mean and nasty is to be excluded, but being
kind and friendly is rewarded by being included.

Don't give names to others because they're big, small, short or
tall, remember the rule, if you have nothing nice to say, don't say
anything at all.

Love has no shape, height, color or race, love is kindness, dignity,
beauty and grace.

Title: No Name-Calling. It Hurts, Poem
By Olivia H.
2008 Creative Expression Contest

**No Name Calling
It Hurts**

Name calling.
It's wrong and hurtful.
It's a shame, but who's to blame?
Come on school bullies it's not a game.
Why do we name call?
Is it to gain fame?
People get hurt and they feel like dirt.
They get put down and have a frown.
So why name call all around
Let's just get along when
we're on the playground.

LESSON THREE

Situation (Re)creation

Age/Grade Level: Grades 4-8

Time: 40-70 minutes (1-2 class sessions)

Materials: shoe sized boxes, construction paper, scissors, glue, tape, clay, string, glitter, paper clips, paint, markers, crayons, color pencils.

Optional: NNCW Middle Level Lesson 6, Instant Replay

Overview:

This lesson is designed for students to reflect on a name-calling experience, why it happened and how it could have ended differently. Students will engage in discussions around safe ways to end a name-calling situation and develop an alternate ending to a real life name-calling situation. Students will be given the opportunity to create a diorama representing their alternate scenario.

Objectives:

- Students will reflect on a name-calling situation they have experienced.
- Students will engage in discussion around possible safe endings to a name-calling situation.
- Students will gain an understanding of what a scene without name-calling can look like.
- Students will create dioramas expressing their alternate ending to name-calling.

Procedure:

Part 1 – Introduction (5-10 Minutes)

Goal: Students will be introduced to the activity and begin reflecting on a name-calling experience.

Preparation: Have copies of the *Staying Safe* handout and sample diorama that are included in this lesson plan. Have students sit in a comfortable community setting, such as a circle or half circle. If class already has ground rules, review them or quickly create some, e.g. Respect each other, speak one at a time and so on.

Activity: Introduce the students to the activity and explain the different components. Explain to the students that they will be reflecting on a name-calling experience and creating a diorama showing an alternate scene. Handout and review with the students the *Staying Safe* handout and sample dioramas

Part 2 - Reflections (5-10 Minutes)

Goal: Students will engage in individual reflection of a name-calling situation in which they were involved.

Preparations: Have students sit where they can write comfortably

Activity: Ask students to think of a time they were either involved in or witnessed a name-calling situation. Ask students to write down as many details about the scenario as they can remember while you engage them in thought.

Suggested questions:

- When did this situation happen?
- Where did it happen?
- Who else was there?
- How did it end?
- How did you want it to end?
- What could have been done differently?
- What is a safe way to end a name-calling situation?

Part 3 –Scenario building (5-10 Minutes)

Goal: Students will sketch the alternate endings for their scenario.

Preparations: Have pencils and paper accessible to students. Provide space for students to work comfortably.

Activity: Students should reflect on the previous writing activity and begin to create a visual representation of their safe ending. They should draw what the alternate ending will look like. Let students know that they should keep in mind that they will be transforming this sketch into a diorama.


Part 4 – Creative Expression (15-25 Minutes)

Goal: Students will create dioramas from their sketches.

Preparations: Provide space for students to work comfortably. Provide students with art materials for this project. If possible, cover work areas with newspaper.

Activity: Have students use the available materials to create their safe ending scenarios in their dioramas. Have students follow these steps:

1. Where is this scene taking place? *Suggestion:* Use markers, color pencils, paint, or construction paper to create the background for the diorama.

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2. What does the scene look like? Are there trees, buildings or other objects in the background? *Suggestion:* Use construction paper and clay, along with other items such as paper clips, sticks and so on to add items to the background and the scene.
 3. Who is involved in your scene? *Suggestion:* Use construction paper or clay to create the people who are in the scene. For construction paper, use tape and glue sticks to make them stay in place. For clay, push the clay down on a dry surface to make them stay in place.
 4. What are they saying? Students may choose to include dialogue in their scene. *Suggestion:* Write out the dialogue on a paper to stick on the side of the box, or create text bubbles and hang them with string/thread from the top of the diorama.

As students are creating their dioramas, engage them in thought about their scenes and why they chose to use certain words or phrases. Students can work alone or together in small groups.

Part 5 –Closing (10-15 Minutes)

Goal: Students’ dioramas will be displayed and students will share their dioramas.

Activity: Display students’ dioramas in the classroom or school. If time allows, ask students if they would like to share their Dioramas with the class. Have students present and explain their scene. If possible, enter the dioramas in the Creative Expression Contest.

Title: No Name-Calling
By Andrew B.
2007 Creative Expression Contest



No Name-Calling week

I _____ believe that bullying and calling other students hurtful names is wrong. I pledge to do my best to:

- Not bully other students or call them hurtful names.
- Intervene, if I safely can, in situations where students are being called names.
- Support efforts to end bullying and name-calling.

If you are being called names or bullied, remember the four ways to stay SAFE:

Say What you Feel: Tell the person who is bullying you or calling you names the way their actions make you feel.

Ask for Help: Sometimes you can't handle the situation yourself, and it's ok to ask for help. Find a teacher or other school staff member to talk to.

Find a Friend: Hanging out with people who make you feel good about yourself is important, and the person calling you names might think twice before picking on you when you're with your friends.

Exit the Area: While it may feel like you aren't doing anything at all, sometimes walking away from someone who is picking on you is the best way to end things.

nonamecallingweek.org



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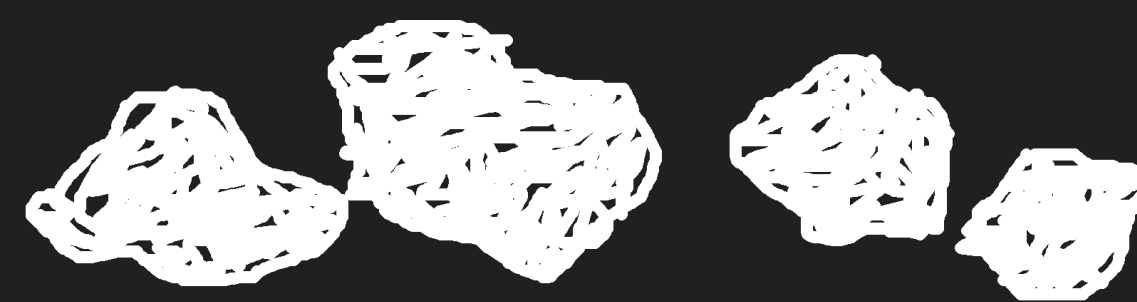
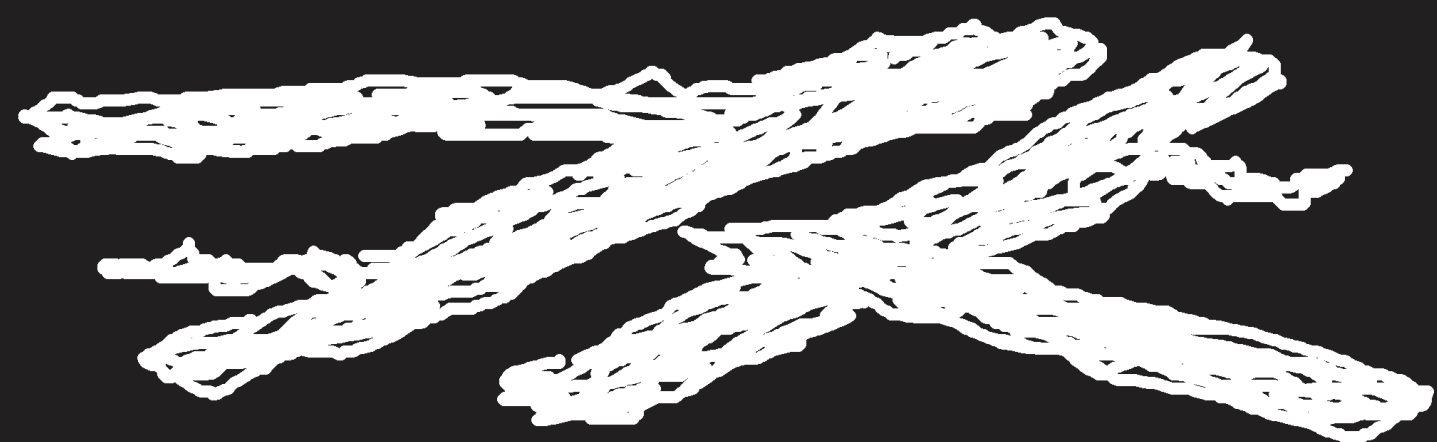
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NO STICKS. NO STONES.

NO DISMISSING

NO NAME-CALLING WEEK



nonamecallingweek.org



10 Simple ways to Celebrate No Name-Calling Week in Your School

There are many easy, time-saving ways to share the *No Name-Calling Week* message with your students. Here's a sampler of no-fuss activities, which require little planning and classroom time.

- 1. Enter the No Name-Calling Week Creative Expression Contest.**
Use a class period for a creative writing assignment, or encourage students to submit poems, essays, and artwork for extra credit-and for a chance to win exciting prizes. Find out more info at www.nonamecallingweek.org
- 2. Hold a No Name Calling Week poster contest.**
Use an art class to create anti-bullying posters, or plan an after-school poster making session. Decorate the hallways with the images and slogans that promote No Name Calling Week and address issues of bullying.
- 3. Spread the message in your morning announcements.**
Remind the school community of the significance of the week by advertising NNCW and sharing essays or poetry during morning announcements
- 4. Develop a classroom anti-slur policy**
Work with students to outline rules and expectations about classroom language, and display your anti-slur policy prominently.
- 5. Write an article for the school newspaper.**
Encourage journalism enthusiast to cover *No Name-Calling Week* in your school publications and local newspapers.
- 6. Create a library display.**
Ask your school librarian to create an eye-catching display of books that deal with name-calling and bullying. For suggestions you can search BookLink, GLSEN's searchable resource listing for students and educators. <http://www.glsen.org/booklink>
- 7. Discuss sportsmanship in physical education classes.**
Since so much bullying occurs on the field and in the locker room, ask physical education teachers to take a few minutes to discuss the values of sportsmanship and respect.
- 8. Screen the No Name-Calling Week video.**
The 27-minute video available in the *No Name-Calling Week* kit features young people talking about their experiences with name-calling vignettes from the Misfits, name-calling scenarios, and effective anti-bullying strategies from a social worker.
- 9. Take a Name-Calling survey in your school**
Having students take a survey focusing on bullying can create dialogue on the effects of name calling and harassment. Questions can range from "How do you feel when someone teases you or calls you a bad name?" to as simple as "How many times a day do you hear name-calling at school?". Both are sure to get their minds thinking about the effects of name-calling and possibly change their behavior.
- 10. Wear No Name-Calling Week stickers, buttons and shirts.**
Faculty, administrators, and support staff can all show their dedication to ending verbal bullying by wearing or displaying *No Name-Calling Week* stickers. Downloadable versions are available in the Resources section of the website. You can also purchase stickers, buttons and shirts at the GLSEN store, www.glsenstore.org.



NO NAME-CALLING WEEK
www.nonamecallingweek.org

NO NAME-CALLING WEEK FACTS

- **No Name-Calling Week** is an annual week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and inspiration to launch an on-going dialogue about ways to eliminate bullying in their communities.
- **No Name-Calling Week** was launched in March 2004 as a co-created project of **GLSEN and Simon and Schuster Children's Publishing**.
- **No Name-Calling Week** was inspired by a young adult novel entitled "**The Misfits**," by popular author, **James Howe**. The Misfits tells the story of four best friends who grow tired of the constant teasing in their middle school, and decide to run for student council on a "No Name-Calling" platform.
- **No Name-Calling Week** currently boasts over 40 national partnering organizations that work to spread the word about the project, including the **National Education Association**, the **National Association of Secondary School Principals**, the **National Middle School Association**, and the **American School Counselor Association**.
- Participants can purchase the **No Name-Calling Week Resource Kit** to support planning for the event. The kit includes information about organizing and publicizing **No Name-Calling Week** in individual schools, a **Teacher Resource Book** filled with lesson plans and other curricular material, a **27-minute video** about name-calling, as well as **stickers and posters**. Each kit costs \$129.95, and can be purchased by visiting www.nonamecallingweek.org.
- Each year, **GLSEN** also hosts a **Creative Expression Contest for Students**, in which students can submit any type of artistic expression that relates to their experiences with or ideas about bullying. Over the years, thousands of students nationwide have submitted a variety of poems, stories, essays, drawings, collages, sculptures, and songs. Examples of previous years' prizewinning entries can be found on www.nonamecallingweek.org.
- **No Name-Calling Week** has spread in scope since its inception. Participants are **teachers, students, guidance counselors, coaches, librarians, administrators**, and **other school staff**. Both middle schools and elementary schools take part, and due to the high level of K-5 participation in the 2006 **Creative Expression Contest for Students**, new lesson plans for grades k-5 were developed. In addition, in 2010, Lesson plans and a contest category were added for 9 – 12 students, focusing on anti-LGBT bias in schools. All of these resources, and more, are available for free download in the resource section of www.nonamecallingweek.org
- **GLSEN** maintains a **No Name-Calling Week Listserv** that currently has over **9,500 registrants** signed up to receive information about the project. You can register to join this Listserv by visiting the "Register" section of www.nonamecallingweek.org. Become a fan on Facebook and join more than 5,300 educators who are talking about ending name-calling, bullying and harassment in schools.



If you are being called names or bullied, remember the four ways to stay **SAFE**:

Say what you feel
Ask for help
Find a friend
Exit the area

What does **SAFE** mean?

1. Say what you feel

Telling a person who is teasing you or calling you names the way that their words or actions make you feel can be a great way to let that person know that you don't like what they are doing. You can start your sentence by saying something like "When you say/do _____ to me, it makes me feel _____." Being angry or sad when someone is bullying you is ok, and it is ok to let that person (or someone else) know what you are going through.

2. Ask for help

Sometimes you can handle name-calling and bullying yourself (possibly by using one of the other SAFE strategies). But, sometimes you need to ask for help, and that's ok. If a person who is calling you names is making you feel scared that you might get hurt, you can talk to a teacher or other adult about what is going on. Asking for help is not about tattling – it's about taking care of yourself and staying safe.

3. Find a friend

Some people who call names or bully others like to pick times and places when no one else is around because it makes them feel safer. That's why sometimes you can end a bullying situation just by finding another person or people to be around or spend time with. Hanging out with people who make you feel good about yourself is important, and the person calling names might think twice before picking on you when you're with your friends.

4. Exit the area

While it might feel like you aren't doing anything at all, sometimes walking away from someone who is picking on you is the best way to end things. Some people who tease want you to get upset, and while it's perfectly normal to feel hurt, angry or sad if you are being called names, sticking around the person hurting you may just make things worse. So, if you can, find a way to exit the area where the teasing is happening.

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