Making Decisions: Ally or Bystander

Suggested Grade Level: 3 – 8

Length of Time: 45 minutes

Goals
- To increase ally behavior in the school community.
- To define the complexity of what it means to show ally behavior and train students in these skills.
- To increase students’ empathy and compassion for those who are targeted for name-calling and bullying.
- To encourage students to articulate their beliefs regarding behavior toward others and to think about intentional ways to take care of other members in their school community.

Objectives
- Students will explore their own roles in incidences of bullying, harassment and name-calling.
- Students will talk about bullying, harassment and name-calling.
- Students will consider different responses to bullying behavior and how that might change depending on the situation.
- Students will discuss alternatives to ignoring bullying, harassment and name-calling.

Academic Standards
- CCSS.ELA-LITERACY.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. (Also SL.3.1, 5.1 and 6.1)

Educators’ Notes
This discussion with students will explore how all of us, at one time or another, have had to make a decision about whether or not we will intervene or take a stand when we witness name-calling, bullying or harassment of a friend or a stranger. Often we make these decisions in the moment, reacting to situations as they come up.

In this lesson, students take the time to explore many different situations that could be seen at school and think about how they make decisions around allyship, such as speaking up in the moment, getting help from a caring adult, talking to the person in private or walking away. This activity can be done multiple times using different situations to increase your student’s ability to be an ally.

This lesson is featured in the Welcoming Schools film What Can We Do? Bias, Bullying, & Bystanders (streaming online).
MATERIALS

- “Four Corners” placards (included in lesson) hung in the four corners of the room
- Ally or Bystander: Situation Sheet (included in lesson)
- Room arrangement suitable for activity and movement
- Chart paper

BEFORE THE LESSON

- Review the list of scenarios and pick out ones that you think will generate discussion in your class or that you would like your students to consider. You could also develop your own to cover topics that may be issues in your school.
- Start with some scenarios that may be easier for your students to consider. Include some that are only slight variations so that students have to think about how things would be different if the scenario involves friends or not, students who are older or younger, students who are more popular or not, etc. Include different topics in your set of questions. You probably will have time for three to four scenarios in one class period.
- Many schools are doing this activity once or twice a month in their classrooms to provide students with ongoing opportunities to practice allyship and to strengthen their problem solving skills as individuals and school community members.
- Print out or write out and post the "Four Corners" placards in the area of your classroom where you will do the lesson. Students need to be able to move around to each “corner”.

ACTIVITY

- Explain to the students that this activity looks at situations where you must decide, in that moment, how to react if you see someone being teased or bullied. Sometimes you may do something. Sometimes you may not. It often depends on the situation, how well you know someone, if they are older or younger, etc. This activity involves movement and action.
- For each situation, students will make a decision regarding how they will respond using the following four choices. Briefly discuss them to ensure that your students understand each one.
  - Ignore the situation or walk away.
  - Intervene Myself.
  - Talk to the person in private.
  - Seek help from an adult or someone older.
- Read the scenarios that you have chosen out loud to the class. Make sure your students understand the scenario, especially if it is a variation of one you just read. Ask them first to think for themselves which of the four corners they would go to. Then, have them move to the corner of the room that represents how they would act in response to that particular scenario.
• Before you hear from students in the large group, give them one or two minutes to turn and talk to other students who chose the same corner that they did.

• If there is only one student in a corner, go stand with that student so that they are not alone.

• With each scenario, invite a couple of students from the different corners to say why they chose to stand in a certain corner. Follow up on their answers as appropriate. You could ask them to give an example of what they could say to the person being teased or bullied and what they could say to the person doing the hurtful teasing or bullying. Make sure to hear from students in all four corners during the lesson. As your students say why they have chosen a particular action/corner, acknowledge their reasoning.

• To generate further discussion after you have presented the scenarios, ask some open-ended questions:
  o Did you respond differently to the different scenarios?
  o What are some of the reasons you chose one corner versus another?
  o With whom did you feel most comfortable intervening?
  o When were you more likely to ignore the situation? Why?
  o Would you respond in some other way not represented by the four corners?

• Discuss what it means to be a bystander.
  o How do you think the person being teased feels if people don’t do anything?
  o How do you feel when you don’t do something?

• Talk about what it means to be an ally. Brainstorm ways to be an ally. (If you use chart paper, you can keep it hanging on your classroom wall.)

• Acknowledge that there are many ways to be an ally depending on the situation. The important message is that if students witness bullying behavior, they take some kind of action. If they are not sure whether to do something, this means it is a good time to talk with someone about it. Ask students to also think about if there are times they feel unsafe being an ally. What could they do in those situations?

• In closing, ask students to think of how they could be a better ally to the other students in your class or school.

ASSessment and Evaluation

• Can students define what it means to be an ally or bystander?
• Do you observe students sticking up for each other more?
• Can students identify ways to be an ally?

Additional Resources from Welcoming Schools

• Children’s Books to Prevent Bias-Based Bullying
• Lesson Plans to Prevent Bias-Based Bullying in School
• Preventing Bias-Based Bullying – School Resources
• Welcoming Schools Professional Development Trainings
ALLY OR BYSTANDER — SITUATION SHEET

This activity can be done multiple times using different prompts to increase your student’s ability to be an ally. You can do 3 – 4 scenarios in a 45-minute session. Choose topics that are most relevant to your student’s needs. Start with an easier one. Use ones with slight variations to make students think about how they might handle each situation differently. The situations are sorted by identity and/or topic.

Note: It is important to caution students not to use people’s names or identify anyone when sharing. The intent is to ensure that students change hurtful practices without bringing attention to individual students who have bullied others or who have been targeted. Special thought and care will need to be taken if certain students are vulnerable due to differences or recent incidents, in order to avoid unwanted attention or discomfort for that student.

AGE / SIZE
- A classmate or friend constantly makes fun of another student because they are small for their age.
- An older student makes fun of a younger student because they are small for their age.
- At recess, you hear two other students calling your friend “fatty.”
- A friend of yours teases another student because their pants are too small.

GENDER EXPRESSION / GENDER IDENTITY
- When you are with a group of friends, one of them makes fun of a younger student because of the way they dress.
- A friend of yours keeps saying to other boys, “Hey, stop acting like a girl.”
- A boy in your school that you don’t know very well keeps saying to other boys, “Hey, stop acting like a girl.”
- A friend in your class teases a younger boy for having a teddy bear or a doll.
- A student in your class teases a boy for wearing a pink t-shirt and nail polish.
- A girl in your class teases another girl for always dressing like a boy.
- A friend of yours keeps asking a new student if they are a boy or a girl.

RACE / ETHNICITY / CULTURAL IDENTITY
- A new kid at school calls your friend a bad name because of their skin color.
- A friend of yours calls a new kid at school a bad name because of their skin color.
- A kid you don’t know calls another kid you don’t know a bad name because of their skin color.
- You hear another classmate tease a new student about what they are wearing. The student is wearing traditional clothing from their home country.
- You see two students making fun of another child’s school lunch because it has food that is different from what their family eats.
**DISABILITY**
- A friend of yours teases another student for not being in the same math group.
- You see two kids making fun of another student because they are reading “baby books.”
- You notice that a student in a wheelchair is not included in basketball or four square during recess.
- You notice that no one picks a certain student for their team during physical education because they have trouble moving quickly.

**WHO YOU LOVE / FAMILIES**
- A new kid at school calls your friend “gay.”
- A group of students your age keeps saying “that’s gay” to mean they don’t like something.
- A group of students your age keeps saying “that’s gay” to mean they don’t like something, and you know that your friend’s dads are gay.
- Your classmate has two moms, and you hear a child ask them which one is their real mom.
- You hear a classmate ask another student, “Why do you have such a big family?”
- You hear a classmate ask another student, “Why don’t the people in your family match?

**SOCIOECONOMIC LEVEL**
- You see two kids making fun of another child because they eat school lunch.
- You hear a child acting shocked that another student's family doesn’t own a computer.
- A classmate makes a negative comment about the old car someone’s parents drive.

**MULTILINGUALISM / HOME LANGUAGE**
- You see two kids making fun of/copying another student’s accent/way of talking.
- A friend of yours angrily tells another student that they should go back where they came from.

**RELIGION**
- Someone in your class says something mean to another student in your school because of their religion.
- A kid you don’t know is asking another student why they don’t celebrate a certain holiday.
- You see two kids making fun of another student for the clothing that their family wears that is part of their religious expression. (Examples: hijab, yarmulke)

**NOTE:** Include any others that might apply to your school or community.
Ignore the situation or walk away

Intervene myself

Talk to the person in private

Seek help from an adult or someone older
WORDS THAT HURT AND WORDS THAT HEAL

SUGGESTED GRADE LEVEL: K – 3

LENGTH OF TIME: 45 minutes

GOALS

- For students to consider the importance of words and actions.
- For students to see themselves as allies standing up for each other in a caring community.

OBJECTIVES

- Students will apply literature to real life experiences.
- Students will understand the power of words to lift others up or make others feel “less than” or unwelcome.
- Students will strategize effective ways to welcome and stand up for someone who has been treated unkindly.
- Students will learn about ally behaviors.

ACADEMIC STANDARDS

- CCSS.ELA-LITERACY.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (Also SL.K.2, 2.2, and 3.2)
- CCSS.ELA-LITERACY.RL.1.3: Describe characters, settings, and major events in a story, using key details. (Also RL.K.3, 2.3 and 3.3)
- CCSS.ELA-LITERACY.RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events. (Also RL.K.7, 2.7 and 3.7)

EDUCATORS’ NOTES

This lesson illustrates how words or actions can hurt—or heal. After reading the book One by Kathryn Otoshi, the teacher will lead students in a discussion of words or actions that have hurt them or other students in their school. Then, students will discuss what they can do to help each other and be there for each other (ally behavior).

If you don’t have a copy of the book, there is a video of the author reading her book or an example of elementary school students reading.

It is important to caution students not to use people’s names or identify anyone when sharing. The intent is to ensure that students change hurtful practices without bringing attention to individual students who have been the target of bullying behavior.

Special thought and care will need to be taken if certain students are vulnerable due to differences or recent incidences, in order to avoid unwanted attention or discomfort for that student. Following up with some students after the activity, in a discreet manner, may be necessary as well.
As the lesson proceeds, try to ensure that the different kinds of name-calling you have heard in your school are mentioned. If you have heard students at your grade level using “gay” as a put-down, raise that as a discussion topic, as students may think it is taboo to mention. If you have heard teasing about gender identity, gender expression, economic differences, religion, home language, race or ethnicity, ensure those are brought up.

This lesson is featured in the Welcoming Schools film *What Can We Do? Bias, Bullying, & Bystanders* (streaming online).

**MATERIALS**
- A large piece of paper cut into the shape of a heart
- *One* by Kathryn Otoshi (If you don’t have a copy, you can use the video)
- Kathryn Otoshi reading *One* or *One read by elementary students* (optional)

**BEFORE THE LESSON**
- Listen to and monitor ways that students or others in the school put each other down or exclude each other. Listen for put-downs related to gender identity, gender expression, religion, home language, race, ethnicity, class, family structure, disability or personal appearance. Notice who gets excluded and why.
- You may want to look at behavior data for your school to track any patterns.

**INTRODUCING THE LESSON TO YOUR CLASS**
Gather students in a group and say, “Today, we are going to talk about and explore how we treat each other in our classroom community and school—what makes us feel welcome, happy and included, as well as behaviors that can make us feel lonely, sad and excluded.” Explain that students can feel excluded because they are in a situation where groups of students have already formed bonds of friendship or because they feel different in some way. Point out that some people might automatically put up barriers to another student, deciding quickly that they dislike the student, without even trying to get to know them. State, “In our class and school, we want everyone to be treated kindly, included and free to learn and make friends.”

**LESSON INCLUDING READING THE BOOK, *ONE* BY KATHRYN OTOSHI**

**Before you begin reading:**
- Ask your students to pay attention to the colors that are in the book and what the colors mean. Also, ask them to think about the word “count.” “Count” refers to two different things in the story—something that matters and numbers.

**As you read:**
- Pause to ask the students questions and reflect on the book.
  - After Red says, “Red is hot. Blue is not,” you could ask, “How do you think Blue feels?”
  - After Red picks on all of the colors and gets bigger and BIGGER, you could ask your students, “If you were one of these colors, how would you feel at this point?”
CRUMPLED HEART ACTIVITY

After reading the book:

- Ask your students if they have ever noticed in your school or classroom, people acting like Red or people feeling sad or excluded because of things that were said that might have hurt their feelings.

- Ask them to take a minute to think about these things.

- Say that you have a heart that you are going to crumple up a bit each time someone says one of these things that hurt. The heart represents students’ hearts and when something is said to us that feels unkind, it makes our heart hurt.

- To start things off, ask again: “Have you heard anybody say unkind things or do mean things in our classroom or our school?” (Remind students not to name anyone specifically).

- Interact with students as they bring things up. Ask them follow-up questions for clarification or to see how it felt to either hear the unkind words directed at them or at someone else. Appreciate them if they have said something that may have been difficult.

- Are there any words that they have heard other students say that are hurtful?

- Each time another student says something that they’ve seen or heard that is hurtful, crumple part of the heart.

- After students have had a chance to say a number of things about what has been or could be hurtful and after you have had a chance to interact with students on these experiences, turn to what could make things better.

- Ask your students:
  - What are some things that you could do to help when you have heard or seen something unkind?
  - How could you make someone feel more welcomed and included again?
  - How would you help stop the hurtful teasing or bullying? (Answers might include: talking with or befriending the targeted student, confiding in an adult, talking with the student who is being mean, causing a distraction to help stop the harassment or speaking up in the moment and saying, “STOP.”)

- Say that each time someone comes up with an idea, you will smooth out the heart a little while they are talking.

- Ask, “If somebody was being mean to you and making you feel excluded, what would you hope someone would do?”

Optional: Short activity with students:

- After students have had a chance to name ways that they could help a person who is being teased or bullied, have them think about the end of the book.
• Ask, “Who was it that stood up to Red? What did One do to let Red know that picking on the other colors was not OK behavior?” (Answer: He stood up straight and tall like an arrow. If students don’t come up with that answer, prompt them or turn back to that page in the book to remind them.)

• Ask, “What number do you think you would be in the book?” (Someone will probably say the One.)

• Ask, “Who else would want to be One? Raise your hand. Who would want to be number two? How about number three or four?”

• If they raised their hand, have them stand up.

• Say, “Look at all the people standing up. If all of these people stood straight up like an arrow and said, No,” (have kids say, ‘No’), do you think it would help stop someone from getting teased or hurt?”

• Ask, “How do you think it would feel to see people standing up for you if you were the one being teased or hurt?”

• Ask, “What would you think if you saw someone else standing up for someone?”

Going back to the book:

• After One stood up and said, “This is not OK,” and the other colors did the same, did you notice how that word “count” was used? The book says, “Blue saw the colors change. He wanted to count.” What does Blue mean? Discuss how it feels good to count.

• At the very end of the book, Red blew a fuse and then got smaller and smaller and smaller. Did Red disappear? Did you notice what happened to Red at the end? He turned another color, right? And then it says, “Then Red laughed and joined the fun.” What do you think about that ending? Were the colors just standing up to Red and saying, “Stop it. Go away. We don’t want to see you ever again,” or were the other colors saying, “Hey, you stop. You don’t have to use mean behavior. We know you can change and be kind”? People can change their behaviors.

Going back to the heart:

• Ask, “Why did I crumple up the heart? Why did I smooth it out? What do you notice about the heart? Does it look the same as when I started? How is it different?”

• Explain that this is the same as when somebody is bullied. If someone is bullied and told they’re not important, even if someone says, “I’m sorry, I didn’t mean to do that,” the person’s heart can never be the same.

• Discuss how this is true for anyone who is targeted—called names or bullied for being different. That’s why it is important to not be mean to other people and to be a kind and welcoming person.
EXTENSIONS

- As you read books throughout the year, use the heart as a visual cue in the book if a character is showing bullying behavior or if a character is being an ally.
- Post the heart on a wall as a reminder of the power that words can have to hurt and heal. The heart will serve as constant reinforcement of a vivid lesson in kindness.
- Encourage students to practice kind words and actions and record on the classroom heart.
- Include words like ally, bystander and upstander on a word wall.

ASSESSMENT AND EVALUATION

Work with your students to create a list of guidelines for making the classroom feel safe and affirming for everyone. Ask them to say what they think the goals should be in order to be a welcoming community where everyone feels safe and included. Ask them to think of ways they can all participate in making these guidelines work and create strategies for intervening, requesting the assistance of an adult or joining with others to make someone feel better, safer and more welcome. Educators will monitor and encourage engagement, empathy and compassion.

ADDITIONAL RESOURCES FROM WELCOMING SCHOOLS

- Children’s Books to Prevent Bias-Based Bullying
- Lesson Plans to Prevent Bias-Based Bullying in School
- Preventing Bias-Based Bullying – School Resources
- Booklist: Sticking Up For Each Other: The Power of Allies
- Welcoming Schools Professional Development Trainings


www.welcomingschools.org
NAME-CALLING AND FEELING SAFE IN SCHOOL

SUGGESTED GRADE LEVEL: 3 – 8

LENGTH OF TIME: Two 30 minute sessions or one one-hour session

GOALS

• To help students begin to take responsibility for creating emotional safety in school.
• To help students identify places in the school where they feel safe or unsafe.
• To help educators learn areas in school settings where students do not feel safe.

OBJECTIVES

• The students will discuss and consider ways to make their school safer.
• The students will identify areas of the school that feel unsafe and where name-calling occurs.
• The students will list and discuss put-downs and how using put-downs causes people to feel excluded and unsafe.

ACADEMIC STANDARDS

• CCSS.ELA-LITERACY.SL.3.1,: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. (Also 4.1 and 5.1)

EDUCATORS’ NOTES

Spend a few days listening for the kinds of name-calling that take place in the classroom, at recess, in the hallways, in the gym, etc. By listening ahead of time, you can then make sure that all of the different kinds of name-calling you hear are addressed when you do the lesson. Listen for examples of what children might give as reasons for not playing with another student. These reasons might relate to race, ethnicity, gender, gender expression, family structure, disability, class or physical appearance. If you hear anti-gay name-calling, make sure to include it, as students may not bring it up themselves.

This lesson is featured in the Welcoming Schools film What Can We Do? Bias, Bullying, & Bystanders (streaming online).

MATERIALS

• Chart paper
• Markers, pencils, paper or note cards
ACTIVITIES:
PART 1) IDENTIFYING SAFE AND UNSAFE AREAS IN THE SCHOOL

INTRODUCTION
- Introduce the idea that you want to find out where in the school students feel safe or comfortable, where they do not feel safe and where they feel less comfortable or uneasy.
- It is important to acknowledge that students will have different feelings about the same spaces.
- Discuss what makes students feel safe and unsafe at school. You could do a quick brainstorm on chart paper.
- Remind students that there are different ways to feel safe—physically and emotionally. Make sure they understand that you are also talking about the emotional ways people feel safe.

IDENTIFYING WHERE STUDENTS FEEL SAFE OR UNSAFE
- With your students, brainstorm a list on chart paper of all the places in the school that students go to or walk through. Make sure all of the different places in the school are included, such as hallways, stairwells, bathrooms, classrooms, learning centers, cafeterias, different parts of the playground, the nurse’s office, the principal’s office, etc. Also, include walking to school, on the bus and at the bus stops.
- After the list of places is identified, give your students a minute to look over the list and pick two to three places where they feel safe. Also, ask them to pick two to three places where they feel less safe or where they have heard name-calling, hurtful teasing or seen bullying behavior. Tell them there may also be places where they feel safe sometimes and not others. Have them pick two to three of those as well.
- While your students are reviewing the list, add three columns to the chart: “Safe,” “Unsafe” and “Sometimes Safe/Unsafe.”
- Allow the students to go up to the chart and make tally marks in the appropriate columns.

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MODIFICATIONS

• All students may not feel comfortable placing the tally marks in front of the whole class. If you suspect this is the case, have students write on paper or note cards where they feel safe, unsafe and sometimes safe/unsafe. Then you can make the tally marks on the chart.

• Another alternative is to do this exercise in small, self-selected groups that report back to the whole group and complete the chart.

DISCUSSION

After the chart is finished, ask your students the following questions:

• Which areas of the school have the most “Safe” tally marks?
• Which areas have the most “Unsafe” tally marks?
• What makes you or others feel safe in these areas?
• What might make someone feel less safe in areas?
• What makes a place feel safe sometimes and less safe other times? What is different?

PART 2) LOOKING AT HOW NAME-CALLING MAKES THE SCHOOL FEEL UNSAFE – A BRAINSTORM OF WORDS OR NAMES STUDENTS HEAR

• Begin by asking students for words, names or comments they have heard that can make people feel unsafe. Again, pay attention to what students might give as reasons for not playing with another child. These reasons might relate to race, ethnicity, gender, gender expression, family structure, disability, class or physical appearance.

• Add any additional names or comments that you have heard or prompt the students to say additional names that you have heard. (For example, if you have heard anti-gay, skin color-based, or gender-based slurs at your school, make sure to include those words. Students may feel uncomfortable saying these at first but then often feel relieved that someone has actually mentioned them.)

Note: Be careful not to do this in a way that might make one student stand out. For example, if there is only one Latina student in the class and she has been targeted because she speaks with an accent, don’t hold this situation up as an example.

• Using the chart of the areas of the school, ask students where they hear name-calling.

DISCUSSION

Lead a discussion about name-calling with the following questions as guidelines:

• How does it feel when someone calls you a name?
• How does it make you feel when you hear someone else called a name?
• Why do people call others names?
• Why does the name-calling happen where it does?
**Action Steps**

Look at what can be done to stop the name-calling and help your school feel safe and welcome for all students. Use some of these questions to prompt the discussion. Make a list on chart paper.

- What can we do about the places where we feel unsafe?
- How can you help someone who has been called a name?
- What can students do to help stop name-calling and help others feel safe and welcome?
- What can adults in the school (administrators, lunch and recess monitors, bus drivers, etc.) do to help stop the name-calling and help students feel safe and welcome?
- **Note:** If it comes to your attention that an area of the school seems particularly unsafe, you or some of your students should report this to the administration, along with developing an action plan to make that area safer.

**Educators’ Notes**

- If name-calling such as “that’s so gay” comes up, ask the students what is meant by this. Find out what the intention was. Explain that “gay” is a word that describes individuals or a group of people. Define the words “gay” or “queer” if students have mentioned them. Explain that when you use that word to mean something is bad or stupid, not only does it hurt the feelings of the student who is taunted with the word “gay,” but it hurts the feelings of anyone who is gay or who may have a parent, relative or friend who is gay, because it implies that “gay” is bad.

- “Tattling” and “reporting”: It is important to create a climate where kids have a common understanding that reporting an incident that is harmful to themselves or others is different from “tattling” on another student for the purpose of getting them in trouble—that there is value in each person taking responsibility for making the school feel safe for all people.

**Modifications**

There may be a situation in a class where it is very important for children to maintain anonymity as they answer questions about safety in school. We don’t want to create a situation where kids will feel like *tattle tales*. It is possible to create a true/false questionnaire about the safety of areas of the school. Students can hand these in and then you can tally them. Also, doing this exercise in small, self-selected groups might create a level of safety in reporting to and discussing with each other.

**Extensions**

- **Schoolwide Evaluation Tool:** Over the course of a week, have many classes in the school use this lesson to get a schoolwide perspective of the safe and unsafe areas.

- **Literacy:** Have students write about an area of the school in which they feel safe and an area in which they feel unsafe. What could help make the “unsafe” area feel safe?
• **Write a letter to the principal** stating that a particular area feels unsafe with suggestions for actions that can be taken to make it safe. It might be best for small groups to each address one area and write a letter specific to that.

• **Creating a Safer School**: Review the list of action steps. Decide on one to three actions that students could take to make your school feel safer. Develop and carry out a plan to implement those actions. This could be done as a whole class or students could work in small groups to plan and carry out one of the actions.

**ASSESSMENT AND EVALUATION**

Come back to the chart in a few weeks or months and see if there are any changes in the safe and unsafe areas.

**ADDITIONAL RESOURCES FROM WELCOMING SCHOOLS**

- [Children’s Books to Prevent Bias-Based Bullying](https://www.wcwonline.org)
- [Lesson Plans to Prevent Bias-Based Bullying in School](https://www.wcwonline.org)
- [Preventing Bias-Based Bullying – School Resources](https://www.wcwonline.org)
- [Welcoming Schools Professional Development Trainings](https://www.wcwonline.org)

*Part of this lesson was based on ideas in Where I Feel Safe/Unsafe in: Merle Froschl, Barbara Sprung, and Nancy Mullin-Rindler with Nan Stein and Nancy Gropper. Quit it!: A Teacher’s Guide on Teasing and Bullying for Use with Students in Grades K-3. www.wcwonline.org*