

university of washington  
summer institute in arts and humanities

angeline candido  
daphne chu  
donna freedman  
shannon goodwin  
margaret gordon

# curriculum

*This curriculum is composed of different activities designed to bring issues like bullying, violence, difference and stereotypes to the forefront of the classroom. It is through our research that we realized youth often lacked the skills and vocabulary needed to address bullying. Some teenagers were unaware that they had experienced bullying or did not realize the damaging repercussions of this violence. Others felt that they did not have the power to speak up against it. With this curriculum, we hope to arm students with the power and ability to stop bullying and create positive changes. Understanding that this is only half the battle, our curriculum was also created for allies (teachers, parents, etc.) to help them collaborate with youth and openly discuss bullying.*

*At the end of the curriculum we've also added a blank template in hopes you can create your own curriculum as well.*



# creature making and party

*This activity takes its cue from a Safe Schools Coalition poster. The poster features several plush creatures that are all different. The message of the poster seeks to foster greater understanding and to embrace these differences. While youth may face a harsh environment that is intolerant of difference, this will be a chance to create a more accepting environment and embrace themselves as unique individuals.*

## Objectives

- To recognize and understand the differences within all of us
- To create an environment of acceptance and respect to these differences.

## Materials

- Several copies of the Safe Schools Creature posters for students to look at
- Various art supplies, such as:
  - Markers
  - Crayons
  - Construction paper
  - Pipe cleaners
  - Googly eyes
- Optional props and supplies that will create a party atmosphere, such as:
  - Music
  - Decorations
  - Snacks and drinks

## Directions

1. Distribute copies of the Safe Schools Creature posters to the students
2. Take time to look at the poster and discuss it with the class.
3. Distribute the various art supplies among the students.
4. Explain that with these art supplies the students are to create creatures that represent themselves. These creatures do not need to resemble actual human beings. The students are free to be as abstract and imaginative as they would like.
5. After they are finished creating their creatures, begin the creature cocktail party. This party is an open space where students can freely act as individuals and not be bullied for their differences. You can create a more “party-like” atmosphere within the classroom with things such as music or snacks.
6. During the party have them mingle among their fellow students and introduce their creatures to each other. The students should explain at least two significant features on their creations.
7. End the party and facilitate a discussion among students using some of the questions below.

## Discussion Questions

- Have you ever experienced or witnessed bullying because of difference?
- Have you ever experienced an environment that was intolerant or disrespectful about difference?
- How did it feel to be in a more accepting environment that embraced difference? How can we move this environment beyond the classroom? How can we make a more respectful and open environment?



# media literacy

*Our society is surrounded by messages and images from the media. These images can be violent and laden with stereotypes. While media is a representation of “real life” how does the media choose to represent this and is this representation accurate? It’s important to analyze the media and understand the messages they impart. This activity is meant to incite a deep discussion among students. It is through this activity that we hope students can better comprehend and even challenge these media messages.\**

## Objectives

- To recognize the messages and images presented to us by the media.
- To understand that these messages are not necessarily correct or reflective of our lives.

## Materials - Optional

- A chalkboard or large sheet of paper for note-taking during the brainstorm and class discussion.

## Directions

1. As a class, brainstorm some favorite television shows and movies, including those that focus on youth or contain teenage characters.
2. With these shows/movies in mind, facilitate a discussion as either a class or in small groups. You can use some of the questions provided or come up with your own. Analyze how these shows address issues like bullying, relationships and friendships among youth, stereotypes, violence, etc.
3. After this discussion, use the other set of questions to facilitate another conversation about how they would change these media messages. What kinds of shows/messages would they like to see? As an extended assignment, students could create their own television show or film and write a treatment about what kinds of characters they would have and how they would address issues like violence and stereotypes.

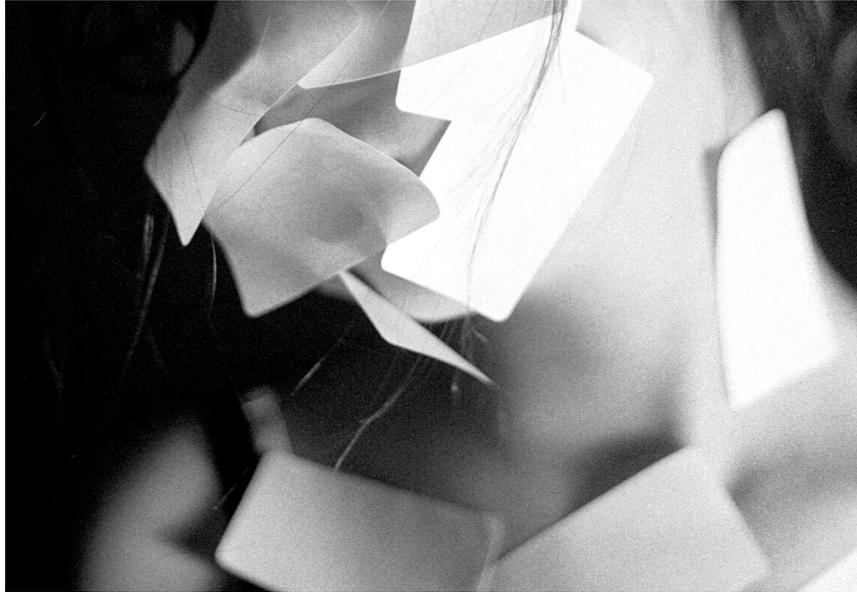
## Discussion Questions

- How do people act towards another? How do teenagers act around each other? How do people act towards people they dislike? Do these interactions reflect real life?
- Do these shows have any violent images? Are there any fights?
- How is bullying portrayed? How is it addressed by the characters? Does anyone try to stop it? Is there a character that is always picked on? Why does he get picked on? Is there a character that always picks on other people? Why does he/she pick on other people? Are there certain kinds of characters that are bullied or bully other people? Do these kinds of people always act or look a certain way? For example, is there a nerdy-looking character that always gets picked on? Do these characters reflect on real life?
- Do you see any stereotypes in these shows/movies? For example is there a “flamboyant” gay character or a Hispanic laborer? Do you know anyone who is like these stereotypes? Would you make fun of them because of that? Why or why not?

----

- With this discussion in mind, what sort of changes would you like to see in the media? How do you wish issues like bullying, violence and stereotypes were addressed?
- What kind of show would you create? What would it be about? What kinds of characters would you have? How would these characters interact? How would you address violence and bullying? How would you address stereotypes? What sorts of messages/images would you like to send out through your show?

\*Inspired by class exercises conducted by Professor David Domke at the University of Washington.



# confronting stereotypes

*This activity focuses on stereotypes and other rigid expectations we may have of people based on ethnicity, race, religion, sexual orientation, etc. Sometimes people can be bullied based on these stereotypes or when they stray outside of these perceived images; or fail to conform to social norms. It is important to recognize that we all have certain stereotypes that we label other people by. With this recognition, we can learn to not to act on these stereotypes and to instead find ways of combating them.\**

## Objectives

- To recognize various stereotypes and the source of them.
- To find ways of confronting these stereotypes and combating them.

## Materials

- A chalk board or several large pieces of paper
- A large marker, piece of chalk or other writing instruments

## Directions

1. Label at the top of separate sheets of paper or the chalkboard with different social groups that have stereotypes. For example those who are Middle Eastern or Muslim, Male, Female, Asian, African-American, obese or overweight, GLBT.
2. Under each label, have students brainstorm different stereotypes for these people.
3. Reflect and facilitate discussion using some of the questions on the next page.

## Discussion Questions

- Where do these stereotypes come from? For example, are there figures in the media that embody or perpetuate these stereotypes?
- Why are these stereotypes harmful or hurtful to people?
- Have you ever judged or bullied someone based on a stereotype? Have you ever been judged or bullied based on a stereotypes?
- Have you ever judged or bullied someone because they did *not* fit a certain stereotype? Have you ever been judged or bullied because you did not fit a certain stereotype?
- Now that we recognize these stereotypes, what can we do about them?



# talkback session

*As youth, students may feel like their voices aren't being heard by adults and other authority figures in the world. This activity will be a chance for students to utilize their voices. Considering the scope of bullying and the intolerance of difference, students will figuratively rant to different people about what they feel should be changed or done.\**

## Objectives

- For students to use and recognize the power of their voices
- To find positive ways of using their influence and creating change.

## Materials

- A chalk board or several large pieces of paper
- A large marker, piece of chalk or other writing instruments

## Directions

1. Label at the top of separate sheets of paper or the chalkboard with different people and figures that play a role around the issue of bullying.
  - Ex. Teachers, Principal and School Administrators, Students, Bullies, The Bullied
2. Ask students to reflect on their own experiences with bullying and childhood violence.
3. Facilitate discussion among the students with the questions below. Brainstorm things they wish they could say to these different people about bullying and how to prevent it. Write these ideas on the board/paper.
4. Reflecting on what is being said, help brainstorm ways for the class to make these ideas known and facilitate change.

## Discussion Questions

- Reflecting on your bullying experiences, what would you have wished were done to help you and intervene in the situation?
- What do you personally wish to say to these people?  
Would you tell the person who bullied you how hurtful it was? Would you want to apologize to those you bullied or explain yourself?
- Are there things that need to be changed to stop bullying at school?
- With these things in mind, how can we voice our opinion to these people and make change?

**Create your own curriculum:**

**Directions**

**Objectives**

**Materials**

**Discussion Questions**