

No Name-Calling Week Project: Year One Evaluation



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No Name-Calling Week Project: Year One Evaluation

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TABLE OF CONTENTS

MAJOR FINDINGS	1
SECTION I. NO NAME-CALLING WEEK PARTICIPANT SURVEY	5
Learning about No Name-Calling Week	5
Severity of Name-Calling and Bullying in Schools	6
Participation in No Name-Calling Week	7
No Name-Calling Week Website	14
Appearance	16
Ease of Use	16
General Information about NNCW	16
Ordering Materials	16
General Comments about the NNCW Website	17
“No Dissing” Logo	18
Discussion	19
SECTION II. FINDINGS FROM THE NO NAME-CALLING WEEK KIT SURVEY	21
No Name-Calling Week Activities	21
Additional Comments about NNCW Kit Materials	26
Lesson Plans	26
Other Kit Materials	26
No Name-Calling: Creating Safe Environments	26
The Misfits	27
Posters and Stickers	27
Overview of the Project	28
Organizing a No Name-Calling Week in Your School	28
Teacher’s Guide to The Misfits	28
Appendix Materials	28
Student Bullying Survey	29
Providing Support to Children Who are Bullied	29
What to do if a Child is Being Bullied	29
Steps to Addressing Bullying at Your School	29
How to Talk with Educators at Your Child’s School About Bullying	29
Bullying Prevention and Intervention	30
Additional Comments	30
Discussion	32
SECTION III. EFFECT OF NO NAME-CALLING WEEK ON STUDENTS	33
Method	33
Results	34
Baseline Results	34
Directly After NNCW	35
End-of-the-Year Comparison	35
Qualitative Comments from Students	37
Favorite Activities During NNCW	37
Least Favorite Activities During NNCW	38
Suggestions for How to Stop Bullying, Teasing and Name-Calling	38
Discussion	39
CONCLUSION	40
APPENDIX: LISTING OF NO NAME-CALLING ACTIVITIES CONDUCTED BY SCHOOLS	41
Announcements During the School Day	41
Art Activities	42
Assembly Activities	43
Reading Activities	44
Classroom Activities	45
Parent and Community Activities	46
Contests	46
School Counselor Involvement	46
Activities Address to Faculty/Staff	47
“Mix It Up”	47
Recognition and Reward Programs	47
Skits and Role-Plays	47
Stickers, Ribbons and Other Signs of NNCW Awareness	48
Surveys	48
Videos and Music	49
Writing Activities	49
Other Activities	50

LIST OF TABLES AND FIGURES

Table 1.1	School Affiliation of Survey Participants	5
Table 1.2	Source of No Name-Calling Week Information	6
Table 1.3	Participation in NNCW Activities by School Affiliation	8
Table 1.4	School Characteristics	9
Table 1.5	Types of No Name-Calling Week Activities	11
Table 1.6	Most Effective No Name-Calling Week Activities	13
Table 3.1	Student Reports About Name-Calling and Bullying in School Since Name-Calling Week	34
Figure 1.1	Severity of Name-Calling or Bullying in School	7
Figure 1.2	Perceptions of Name-Calling Severity by School Affiliation	7
Figure 1.3	Perceptions of Name-Calling Severity by Region	7
Figure 1.4	Teachers Participating in No Name-Calling Week Activities	8
Figure 1.5	Frequency of Visiting the NNCW Website	14
Figure 1.6	Usefulness of the NNCW Website	14
Figure 1.7	NNCW Website Ratings	15
Figure 1.8	Use of NNCW Resources from the Website	15
Figure 1.9	NNCW Website Ratings	15
Figure 2.1	NNCW Activities in Schools	21
Figure 2.2	Number of Faculty/Staff Using the NNCW Kit at Their School	21
Figure 2.3	Use of NNCW Kit Lessons	21
Figure 2.4	Usefulness of Lesson Plans from the NNCW Kit	22
Figure 2.5	Effectiveness of Lesson Plans from the NNCW Kit	22
Figure 2.6	Use of NNCW Kit Materials	23
Figure 2.7	Usefulness of NNCW Kit Materials	23
Figure 2.8	Effectiveness of NNCW Kit Materials	24
Figure 2.9	Use of Appendix Materials	24
Figure 2.10	Usefulness of Appendix Materials	25
Figure 2.11	Effectiveness of Appendix Materials	25
Figure 3.1	Frequency of Students Witnessing Teasing, Name-Calling and Bullying in School (Time 1)	34
Figure 3.2	Student Reports of Being Targets of Teasing, Name-Calling and Bullying in School (Baseline)	34
Figure 3.3	Frequency of Students Being Perpetrators of Name-Calling and Bullying in School (Time 1)	35
Figure 3.4	Change in Experiences of Name-Calling, Teasing and Bullying after No Name-Calling Week	35

Major Findings

Severity of Name-Calling and Bullying in Schools

The overwhelming majority of survey participants (students, parents, teachers and other school staff) felt that name-calling and bullying were a problem in their schools, with almost one quarter of participants reporting that they were major problems. Only 1% of participants felt that name-calling and bullying were not problems in their schools.

Parents and students were more likely than teachers, counselors and other school staff to report name-calling to be a serious problem. Sixty-seven percent of parent survey participants, and 40% of student participants reported name-calling to be a major problem facing schools. Additionally, participants in Western states reported greater severity of name-calling in their schools than those in the Northeast, South or Midwest.

Participation in the No Name-Calling Week Project

Survey participants representing 413 schools throughout the nation reported that their schools participated in the No Name-Calling Week (NNCW) project. The majority of participating schools were public elementary and middle schools. The highest levels of participation were in schools in the Midwest (32.6%) and in the Northeast (30.6%). In addition, school mental health professionals were the largest group of individuals that reported having conducted NNCW activities.

School-wide activities, such as poster-making contests and daily announcements, were the most popular activities, with almost half of survey participants reporting these types of activities. Educators also included a variety of classroom-based activities, such as video screenings, class discussions, and writing assignments, in their NNCW events. Role-playing, faculty trainings and media involvement were among the other activities reported by participants. Activities that involved student discussions about name-calling and bullying, including video presentations and NNCW lesson plans, or activities that were widespread throughout the school, such as art projects and morning announcements, were often rated as most effective by educators.

In addition to using the resources provided by GLSEN and its NNCW partners, educators demonstrated their commitment to the NNCW project by including a variety of other creative and unique activities in their NNCW events. Many survey participants expressed a commitment to making NNCW an on-going project at their school.

Feedback about the No Name-Calling Week Website and Resource Kit

The majority of survey participants visited the NNCW website between two and five times, and with the exception of the on-line forum, found all of the website's materials to be useful or very useful resources in their preparation for NNCW.

The resources in the NNCW kit were widely used by those participants who received it. Seven of the eleven lesson plans were used by over 40% of survey participants, and all of the lesson plans were found to be useful and effective by those who used them. All other kit resources, such as "The Misfits Teacher's Guide," were rated favorably. The video *Creating Safe Environments* was most highly rated with almost 82% of participants reporting it was "very useful," and 71.4% reporting it was "very effective."

Effect of No Name-Calling Week on Students

After their schools' participation in NNCW, the number of students who reported witnessing teasing, name-calling and bullying at their schools decreased. Students were less likely to report witnessing, being the victim of, or being the perpetrator of such events. Although there was little or no change reported regarding the intervention of other students when someone was being victimized, students reported positive changes in their own experiences as the target and perpetrator of name-calling and bullying.

Additionally, NNCW activities were well liked by the majority of the students. The *Creating Safe Environments* video and creative activities such as poster-making contests were particular favorites among student survey participants. Many students also expressed a desire to make NNCW an on-going, year-round project in their schools.

Name-calling and bullying is pervasive in American schools. A 2001 study funded by the National Institute of Child Health and Human Development (NICHD) of over 15,000 public, private, and parochial school students in grades 6–10 reported that almost a third of 6th to 10th graders—5.7 million children nationwide—have experienced some kind of bullying.¹ In a survey commissioned by the Kaiser Family Foundation, more eight to fifteen year-olds picked teasing and bullying as “big problems” than those who picked drugs or alcohol, racism, AIDS, or pressure to have sex. A recent survey conducted by Widmeyer Communications for the Health, Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services² reports that “twens”(students aged 9–13) consider name-calling the worst kind of verbal bullying and that threatening words or taunting based on race or appearance have as much a negative impact as does physical bullying.

Although there is limited research on the impact of anti-bullying programs in the U.S., school-based interventions have demonstrated positive outcomes in Norway and England^{3,4,5}, with reductions in bullying of 30% to 50%. These interventions focused on changes within the school and classroom climate to increase awareness about bullying, increase teacher and parent involvement and supervision, form clear rules and strong social norms against bullying, and provide support and protection for individuals bullied.

Given GLSEN’s mission to ensure safe and effective schools for all students, its Education Department created a project for middle schools to address name-calling and bullying. This project, 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. The project was inspired by *The Misfits*, a novel by James Howe, published by Simon & Schuster Children’s Publishing. No Name-Calling Week seeks to draw national attention to the problem of name-calling in schools, and to provide students and educators with the tools and inspiration to launch an on-going dialogue about ways to eliminate name-calling in their communities. The inaugural week was held the week of March 1 to 5, 2004.

GLSEN is dedicated to documenting the effectiveness of its projects and, as NNCW was a newly developed educational project, it was important to document the nature of participation of schools,

- 1 T. R. Nansel, M. Overpeck, R. S. Pilla, W. J. Ruan, B. Simons-Morton, & P. Scheidt (2001). Bullying Behaviors Among U.S. Youth: Prevalence and Association With Psychosocial Adjustment, *Journal of the American Medical Association*, 285, 2094-2100.
- 2 Widmeyer Communications (2003). National Bullying Prevention Campaign Formative Research Report. Washington, D.C.: Author.
- 3 Olweus D. (1991). Bully/Victim Problems Among School Children: Basic Facts and Effects of a School Based Intervention Program. In: D. Pepler & K.H. Rubin (Eds.) *The Development and Treatment of Childhood Aggression*. Mahwah, NJ: Lawrence Erlbaum Associates Inc., 411-448.
- 4 Smith P.K. (1997) Bullying in Schools: The UK Experience and the Sheffield Anti-Bullying Project. *Irish Journal of Psychology*, 18, 191-201.
- 5 Sharp S, Smith PK. Bullying in UK Schools: The DES Sheffield Bullying Project. *Early Child Dev Care*. 77:47-55 (1991)

students and educators nationally as NNCW was. Further, it was important to examine the utility of both the project itself and the materials created for the project. During the spring of 2004, GLSEN's Research Department conducted a multifaceted evaluation of the NNCW project. First, we conducted a survey of all NNCW registrants to document their participation in the project and the quality and breadth of their activities during the week. Second, we conducted an evaluation of the materials by surveying all parties who had purchased NNCW kits prior to NNCW. Lastly, several schools across the country conducted surveys of their students before and after participating in NNCW to assess the effect of the project on their student population.

Section I. No Name-Calling Week Participant Survey

Prior to the first No Name-Calling Week (NNCW), 4,443 individuals registered on the project’s website to receive regular updates and information about the NNCW project. A total of 707 (15.9%) individuals responded to the on-line survey about the project between March and April 2004. As shown in Table 1.1, the largest percentage of survey participants were school mental health professionals (38.5%) followed by teachers (31.1%).

Table 1.1. School Affiliation of Survey Participants

Teacher/Educator/Coach	31.1%	(N=201)
Counselor/Psychologist/ Social Worker	38.5%	(N=249)
Administrator	14.1%	(N=91)
Student	4.6%	(N=30)
Nurse	2.8%	(N=18)
Librarian	1.7%	(N=11)
Parent/Guardian/Family Member	2.3%	(N=15)
Other	4.9%	(N=32)

Learning about No Name-Calling Week

In its inaugural year, No Name-Calling Week was promoted largely by those organizations who were official partners of the project. These partners include GLSEN and Simon and Schuster Children’s Publishing, the creators of the project, as well as other national educational and youth organizations, such as National Education Association, National Association of Multicultural Education, Children’s Defense Fund and Advocates for Youth. To discern what were the most effective ways for announcing the week, survey participants were asked how they first learned about the project. The two most common ways in which people first learned about NNCW were through their schools and through the Internet (see Table 1.2). Of the participants who first learned about NNCW through their schools, the majority learned of the event through some form of communication⁶ with faculty (such as principals, assistant principals, counselors, and teachers) or other school staff (such as nurses). In addition, almost one quarter of these participants learned about NNCW through communications with administrators or other staff at their school district offices. Although the vast majority of individuals who said that they had first learned about the event through the Internet did not provide specific information regarding a website(s), several participants indicated that they learned about NNCW through a search engine such as Google.

⁶ “Communication” refers to emails, memos, announcements, and a variety of other means indicated by survey participants.

GLSEN and its NNCW partner organizations proved to be instrumental in alerting people to the event—over 15% of participants first learned about NNCW from GLSEN or a partner organization. In addition, many survey participants first learned about NNCW through communication with a non-partner association or organization. Education organizations, such as the National Social Studies Council, were the source for nearly one quarter of these participants. Professional associations for school counselors and youth and children’s advocacy groups were also identified as sources of NNCW information. Interestingly, over a third of this group of participants reported that they had first learned of NNCW through the organization Teaching Tolerance.

Table 1.2 Source of No Name-Calling Week Information⁷		
School		(N=150)
Faculty/Staff	22.0%	
District office	61.3%	
Equity group	24.0%	
Other/source not specified	3.3%	
	11.3%	
Internet	19.9%	(N=139)
Search engine (e.g., Google)	8.6%	
Education site	1.4%	
Source not specified	89.9%	
Email (source not specified)⁸	11.1%	(N=77)
A non-partner association or organization	10.3%	(N=72)
Teaching Tolerance	38.8%	
Education	23.6%	
Children & Youth	12.5%	
Counseling	12.5%	
Social justice	6.9%	
Healthcare	4.2%	
Government office	1.4%	
Partner organizations	8.2%	(N=57)
GLSEN	7.3%	(N=51)
Publication	4.7%	(N=33)
Education	72.7%	
Source not specified	27.3%	
Colleague/Coworker	4.5%	(N=31)
Other sources	11.2 %	(N=78)

7 This table does not include the responses of individuals who did not know or did not remember how they first learned about NNCW (N=8).

8 This category only includes survey participants who did not specify the source of the email. It does not include those participants who included information regarding the specific source of an email communication (e.g., “email from school principal”).

Although only about 5% of participants indicated some type of professional journal or publication as a source, it is interesting to note that almost three-quarters of these individuals first learned about NNCW through an education journal, such as Scholastic Magazine. Many survey participants also identified a variety of other sources, including colleagues and coworkers (which may overlap somewhat with school faculty and staff), family and friends, local media, and James Howe’s book, *The Misfits*.

Severity of Name-Calling and Bullying in Schools

All survey participants were asked to describe the severity of name-calling and bullying in their schools. As shown in Figure 1.1, almost a quarter of respondents reported that they were major problems in their schools and over half reported that it was somewhat of a problem. Parents and students were more likely to report name-calling and bullying as being major problems in their schools than were school personnel, such as teachers and school administrators (see Figure 1.2). In addition, there was a marginally significant difference across regions in ratings of severity—respondents from Western states rated the severity of name-calling and bullying in their schools higher than those from other regions of the country (see Figure 1.3).⁹

Figure 1.1. Severity of Name-Calling or Bullying in School

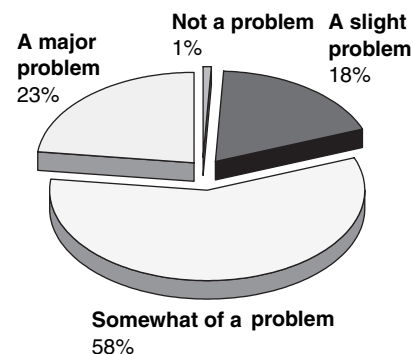


Figure 1.2. Perceptions of Name-Calling Severity by School Affiliation

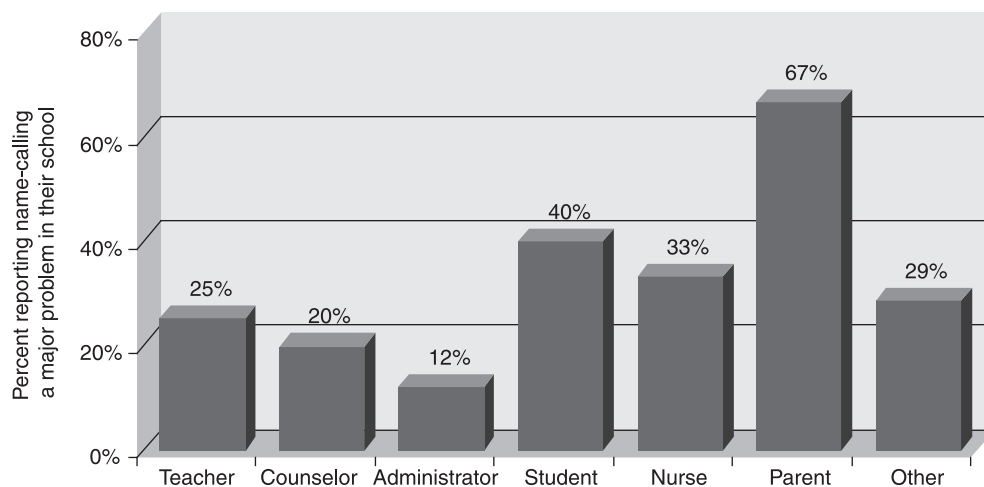
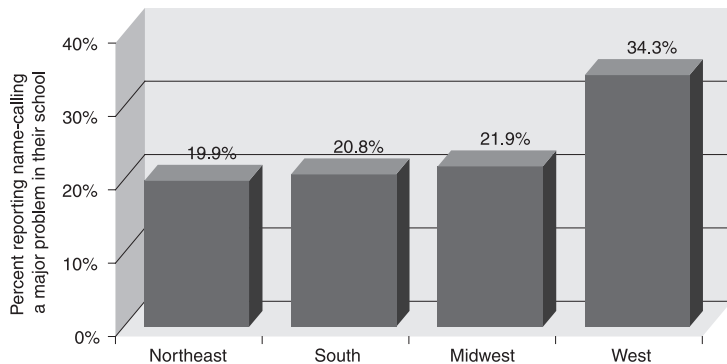


Figure 1.3. Perceptions of Name-Calling Severity by Region



⁹ Analysis of variance results: $F(3,620)=2.10, p<.10$.

Participation in No Name-Calling Week

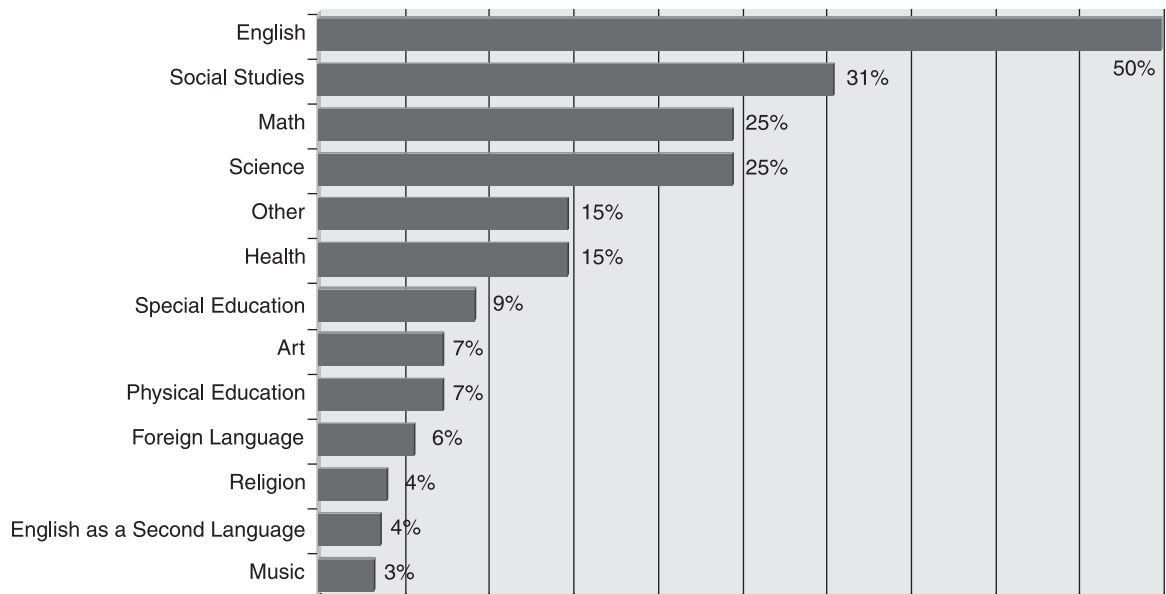
A total of 422 participants, representing 413 unique schools, reported that their schools had participated in the NNCW project. Similar to the percentages of all survey participants, the largest groups of individuals who reported having conducted NNCW activities were school mental health professionals (e.g., counselors, psychologists, social workers), followed by educators (see Table 1.3). As shown in Figure 1.4, the largest number of educators taught English, followed by Social Studies, Math and Science. However, NNCW activities were conducted by a broad range of educators, including those from Physical Education, Special Education and Foreign Languages.

Most of the schools participating in NNCW were public elementary or middle schools (see Table 1.4). Although participants from Western states reported a greater severity of name-calling and bullying in their schools, a smaller percentage of schools from these states conducted NNCW activities (see also Table 1.4).¹⁰

Table 1.3. Participation in NNCW Activities by School Affiliation

Teacher/Educator/Coach	28.9%	(N=122)
Counselor/Psychologist/ Social Worker	42.4%	(N=179)
Administrator	16.1%	(N=68)
Student	3.6%	(N=15)
Nurse	2.4%	(N=10)
Librarian	0.9%	(N=4)
Parent/Guardian/Family Member	0.7%	(N=3)
Other	5.0%	(N=21)

Figure 1.4. Subjects Taught by Teachers Participating in No Name-Calling Week



¹⁰ Chi-square analysis results: $X^2(df=3)=8.66$, $p<.05$.

Table 1.4. School Characteristics

Grade Levels

K through 12 school	11.1%	(N=47)
Elementary school	30.1%	(N=127)
Lower school (elementary and middle school grades)	10.4%	(N=44)
Middle school	35.8%	(N=151)
Upper school (middle school and high school grades)	4.7%	(N=20)
High school	6.4%	(N=27)

School Type

Public school	88.4%	(N=372)
Religious-affiliated school	4.0%	(N=17)
<i>Catholic</i>		(N=13)
<i>Friends</i>		(N=1)
<i>Jewish</i>		(N=1)
Other independent or private school	4.3%	(N=18)
Other education-related organization	3.3%	(N=14)

Region

Northeast (CT, DC, DE, ME, MD, MA, NH, NJ, NY, PA, RI, VT)	30.6%	(N=194)
South (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, TX, VA, WV)	20.5%	(N=130)
Midwest (IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, OK, SD, WI, WY)	32.6%	(N=207)
West (AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA)	16.2%	(N=103)

Participants who reported having conducted NNCW activities were asked to describe their schools' specific activities. (See Appendix for a more detailed listing of NNCW activities conducted by survey participants in their schools.) As shown in Table 1.5, almost half of participants reported that their schools conducted school-wide events. Most frequently mentioned were school-wide visual and dramatic projects, including poster contests:

Posters and signs throughout the building featuring the SAFE and Stop Think Decide techniques

Made posters of nasty names with slashes through it on Monday

Videos that were from students' daily lives.

Another sizeable percentage of participants reported that their schools conducted daily announcements:

Daily pertinent or inspirational quotes were read over the loudspeaker

Our student leadership group had No Name-Calling reading over morning announcements each day of the week

Students reading essays over intercom in the morning at one school

Other common school-wide activities involved assemblies, contests for positive behavior and promotion of the NNCW ideals through the wearing of stickers, t-shirts and ribbons.

Almost a third of participants reported that they conducted classroom-based activities focused on NNCW. Participants often mentioned showing videos about name-calling and bullying, including *No Name-Calling: Creating Safe Environments*, the video available from the NNCW kit. Participants also reported conducting surveys with the student body about the incidence of name-calling and bullying in their schools, often using the survey provided in the NNCW kit and on the NNCW website.

In addition to school-wide and classroom-based activities, many schools also used counseling-related activities, such as role-playing and discussions with the school counselor. Several schools also broadened the efforts of NNCW by involving parents, through the Parent-Teacher Associations, and the larger community through inviting local media to the school's activities.

Table 1.5. Types of No Name-Calling Week Activities

School-Wide Events	45.9%	(N=639)
Art Projects, Posters	16.8%	(N=234)
Daily Announcements	10.1%	(N=140)
Assemblies	5.5%	(N=76)
Contests	4.3%	(N=60)
Stickers, T-Shirts, Ribbons	3.5%	(N=49)
Pledges	2.7%	(N=38)
Positive Reward Systems	2.2%	(N=31)
Mix-It-Up Lunch	<1%	(N=11)
Classroom Activities	36.9%	(N=513)
Videos	6.8%	(N=94)
Surveys	4.9%	(N=68)
Class Discussion	4.8%	(N=67)
NNCW Lesson Plans	4.3%	(N=60)
Reading (<i>The Misfits, Blubber</i>)	3.6%	(N=50)
Skits	2.9%	(N=40)
Writing Assignments	1.8%	(N=25)
Other Classroom Activities	7.8%	(N=109)
Counseling-Related Activities	6.5%	(N=91)
Role-Playing	2.9%	(N=41)
Working with the School Counselor	2.9%	(N=41)
Peer Education	<1%	(N=9)
School & Community Involvement	3.9%	(N=55)
Faculty Training	2.2%	(N=30)
Parent Activities	1.0%	(N=15)
Media	<1%	(N=10)
Miscellaneous Activities	6.7%	(N=93)

Participants were also asked which activities they thought were the most effective in addressing the issues of name-calling and bullying with their students. As shown in Table 1.6, there were many different types of activities that were considered to be most effective. The largest percentage of participants did not distinguish any one activity as most effective because they thought all of them were (15.7%):

All have been beneficial to make the students more aware of unkind words and let them know more eyes and ears are watching and listening.

All were interconnected and according to the teachers' feedback all were very well received. The teachers have commented that their students are still talking about the presentations given. Time will tell how effective they were but all feel this is a worth-while subject to keep discussing.

All of the above: I believe that making everyone aware of how serious and hurtful name-calling is especially amongst friends really helped. Now that students are aware they are more likely to think twice and teachers are more apt to approach students and they over hear in the hall and address it right away.

Many of this group thought that all NNCW activities were effective because they were integrated into their schools' year-long efforts to address name-calling and bullying:

Because the activities are part of our on-going efforts I think all are effective in maintaining the focus on the topic.

All of them as we continue throughout the year to emphasize good character...

Of those participants who designated an activity as most effective, the largest percentage of participants thought that the use of videotapes were most effective with their students (11.1%):

Our students really enjoyed watching the videos and participating in the discussions and reflection afterwards. It was a good way for students to see the emotional effect for a student who is being bullied and even the bully himself

The video was effective because it gave me a chance as assistant principal to address name-calling and bullying from a different point of view. I referred to the video many times since then in dealing with discipline. It has also been a help with the victims of bullies using the SAFE method.

Art projects were also often identified as highly effective:

The banners. The idea of bullying and coming up with a solution or slogan really made the kids think. It also started discussions and sparked some realization as to some of the bullying we see every day in our own homes and school.

The video made by the students for the students had the most impact because it was done realistically and in the language the kids understand. There was no sugar coating.

Many educators found classroom discussions about name-calling and bullying to be most effective with their students as it allowed students to speak to one another about the issues:

Class discussions which included class meetings seemed the most effective. The students were involved in naming their own issues in regard to the topic. Students were able to hear each other express concern about the problem and learned that they were not alone in wanting the bullying to stop.

Class discussions—students were happy to share personal experiences.

A sizeable number of respondents thought that having school-wide announcements were most effective as they provided the highest visibility of the issues for the school population:

Morning announcements—so the whole school was aware of what we were trying to do.

The daily announcements because the staff heard them too and [reinforced the messages] by labeling name-calling when they heard it.

Table 1.6. Most Effective No Name-Calling Week Activities

All Activities	15.7%	(N=54)
Videos	11.0%	(N=38)
Art Projects, Posters	10.5%	(N=36)
Class Discussion	7.0%	(N=24)
Daily Announcements	6.1%	(N=21)
General Classroom Activities	6.1%	(N=21)
Lesson Plans from the NNCW Kit	5.8%	(N=20)
Assemblies	4.4%	(N=15)
Role-Playing	4.1%	(N=14)
Surveys	3.5%	(N=12)
Stickers, T-Shirts, Ribbons	2.9%	(N=10)
Other Activities	2.9%	(N=10)
Reading (<i>The Misfits</i> , <i>Blubber</i>)	2.6%	(N=9)
Contests	2.6%	(N=9)
Working with School Counselor	2.6%	(N=9)
Peer Education	2.6%	(N=9)
Skits	2.6%	(N=9)
Faculty Training	2.0%	(N=7)
Pledges	1.7%	(N=6)
Positive Reward Systems	1.2%	(N=4)
Writing Assignments	1.2%	(N=4)
“Don’t Laugh at Me” ^a	0.6%	(N=2)
“Mix It Up” Lunch ^b	0.3%	(N=1)

a The “Don’t Laugh at Me” programs were developed by Operation Respect, a non-profit organization working to transform schools, camps and organizations focused on children and youth, into more compassionate, safe and respectful environments. For more information, visit www.operationrespect.org.

b “Mix It Up at Lunch” is a project of the Southern Poverty Law Center’s tolerance programs and the Study Circles Resource Center. Its purpose is to have all students interact with different types of people in the cafeteria than they normally would. For information about this project, visit www.tolerance.org.

No Name-Calling Week Website¹¹

Figure 1.5. Frequency of Visiting the NNCW Website

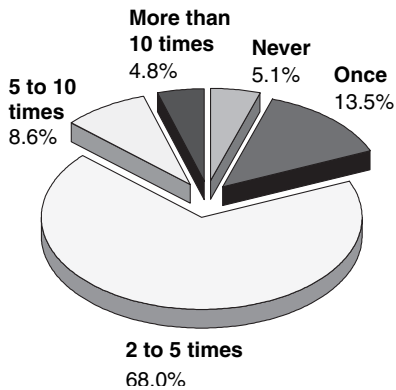
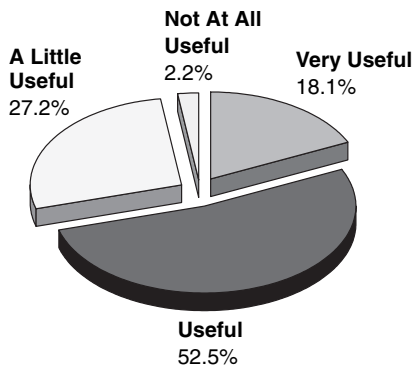


Figure 1.6. Usefulness of the NNCW Website



For many individuals, the No Name-Calling Week website (www.nonamecallingweek.org) is their first introduction to the project's objectives and resources. The vast majority of participants had visited the website between one and five times (see Figure 1.5), and the majority had found the website to be useful or very useful (see Figure 1.6).

Survey participants were also asked to rate aspects of the website regarding: appearance, ease of use, value of the information provided, information about ordering materials, and the availability of downloadable resources. As shown in Figure 1.7, general information about NNCW and the appearance of the website were rated more highly than all others. The lowest rated aspect was regarding resources available for downloading.

Participants were also asked whether they used the educational or promotional materials available from the website. As shown in Figure 1.8, the majority reported using the "Tips for Organizing" and almost half reported using "Lesson Plan 8: Think Before You Act." For those materials used, participants were also asked how useful each one was. As shown in Figure 1.9, the mean ratings for all but the on-line forum were between "Useful" and "Very Useful."

Survey participants were also asked to provide open-ended comments about each aspect of the website. As is common with open-ended questions, positive remarks were common across questions and were typically general in nature, such as "Great" or "Good," and the more specific comments were criticisms or suggestions for improvement. There were several themes that appeared across the topics:

- Many individuals commented that information about NNCW and availability of the products as not early enough for them to implement the project in their schools.
- Many also commented that they wanted or needed more free materials because their schools did not have the financial resources.
- Several reported having technical difficulties with the website, including not being able to download materials, materials that were blank, not being able to navigate the site easily and being "kicked off" the site.
- A few participants also mentioned that the materials were not developmentally appropriate for their schools—either "too old" for elementary school students or "too young" for high school students.
- A few also commented that the website had not been updated enough.

¹¹ In September 2004, the No Name-Calling Week website was redesigned. Although most of the information and resources remained the same, much of the navigation has changed. Preliminary results from these surveys help to inform decision-making about the redesign. Nevertheless, comments about the sites ease and aesthetics no longer apply to the current site.

Figure 1.7. NNCW Website Ratings

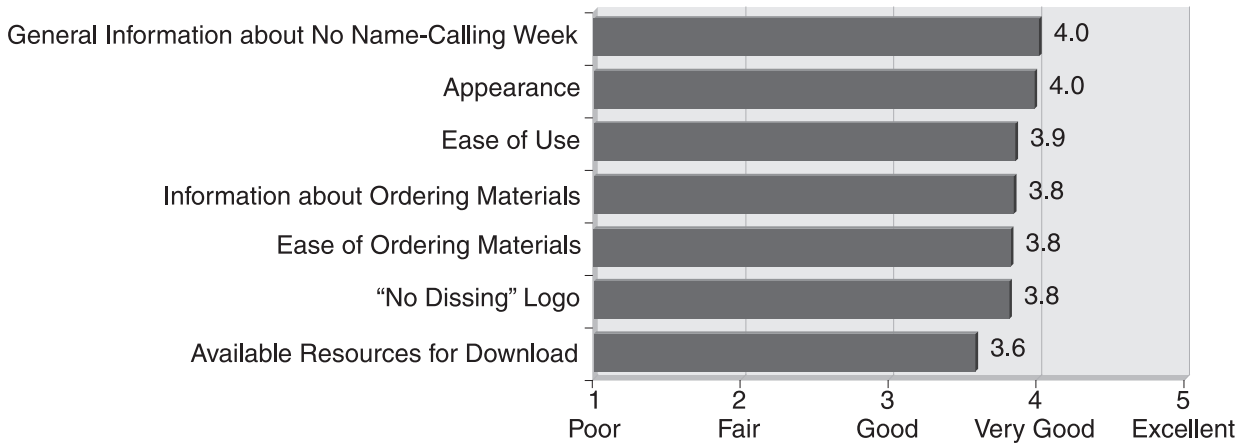


Figure 1.8. Use of NNCW Resources from the Website

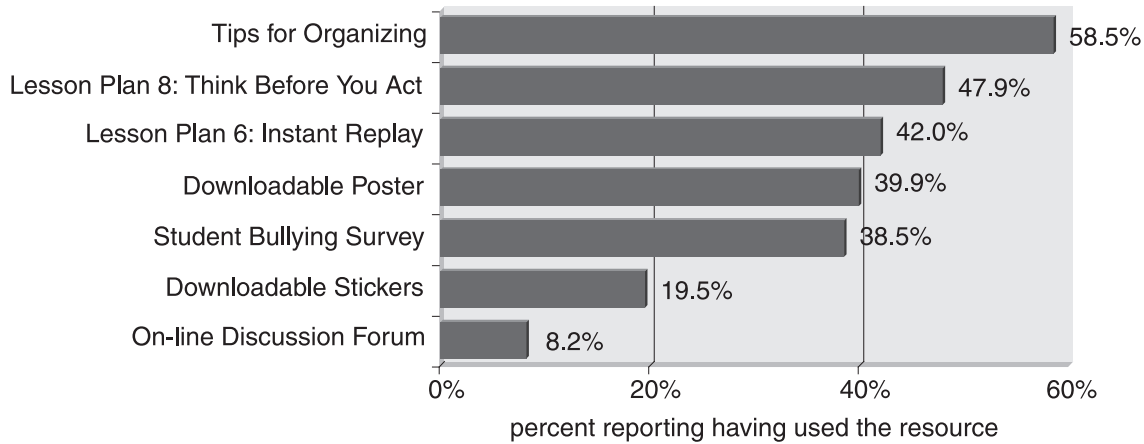
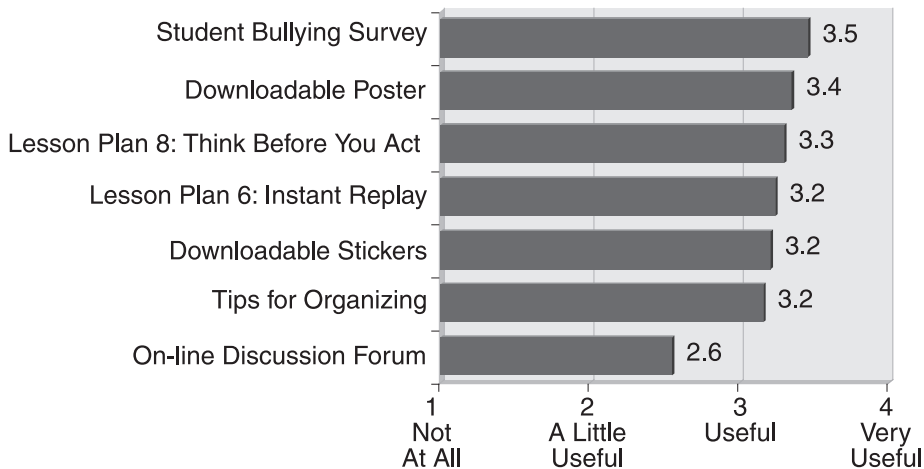


Figure 1.9. NNCW Website Ratings



Appearance

Of the 11 participants who commented on the appearance of the website, the majority had favorable remarks:

Four made general positive comments, such as "Excellent" or "Great."

One commented that it looked "inviting" and another mentioned that "uncluttered" and "easy to read."

Of the few critical comments, most were about the size and/or color of the font being difficult to read.

Ease of Use

Of the 12 participants who commented on the ease of using the website, the largest number (n=4) were again general, favorable remarks, such as "Great" and "Info was clear and well-presented."

Most of the critical comments were about links within the site (n=3):

A more complete menu of links would have been helpful. Some links were so buried.

Links on side were confusing.

Your links didn't always work. Kind of disappointing.

One person wrote that the site was hard to navigate and the downloads appeared hidden. Another reported problems with accessing the forum.

General Information about No Name-Calling Week

Comments about general information were primarily general themes that appeared throughout all of the qualitative responses, as mentioned above. They included:

- Difficulty gaining access to the site
- Appropriateness for age groups other than middle school students
- Poor timing with availability of information
- Site not updated enough

Ordering Materials

Twenty-nine comments were included about ordering materials from the website. Regarding the ease of ordering materials, the majority of the comments were not about the ordering process but about the costs being prohibitive:

Kind of pricey. Didn't have the extra money to order any materials

Some schools do not have large budgets for materials.

One person commented that there was too much emphasis on the website about purchasing materials.

Several comments regarding information about ordering materials concerned the late availability of the information and the materials, including:

Didn't get to because of the lack of time for shipping. And no warning to allocate funds earlier.

This info did not appear soon enough.

Other comments included a request that more materials be available for sale separately and that it was difficult to order unless one was using a purchase order.

With regard to downloading materials, the vast majority of comments expressed the need for more free materials, given school financial resources. A sizable number of participants reported that they were not able to download materials and one person reported not knowing that materials were even available for downloading. One person suggested that we provide a sample agenda or menu of activities to be conducted during the week.

General Comments about the NNCW Website

Participants were also given the opportunity to provide general comments about the NNCW website. As with the other open-ended questions, the largest numbers of participants mentioned:

- Earlier notification about the week
- More, free materials available on the website
- More materials appropriate for younger students
- Cost of the materials was prohibitive.

Other common suggestions included:

- NNCW should be advertised more broadly
- A sample menu of activities for holding a NNCW in one's school
- More suggestions on school-wide events, in addition to class-related events
- Make the availability of free, downloadable materials more obvious on the site
- Make the bullying survey shorter
- Share materials or ideas that other schools have done, and related, make the forum more effective
- Make the rationale and history of NNCW clearer, along with the rationale for having a week dedicated to something that should be all year long
- Avoid having NNCW during major state testing times.

In addition, two participants mentioned that they had expected to receive materials in the mail after signing up on the NNCW website.

There were several other noteworthy suggestions that were each given only by a single participant:

- Make the poster larger
- Have materials available in Spanish
- Have the stickers in sets of 30 so to be easily printed on sticker paper
- Make the video available for rentals
- Include a suggested reading list for elementary school students
- Create lesson plans for other study areas, such as mathematics.

“No Dissing” Logo

Most of the qualitative comments provided by survey participants were about the “no dissing” logo. Of the 48 participants who commented on the logo, the largest number had general, favorable comments (n=15):

A simple yet clever logo. I like it.

Age appropriate and eye catching

Another sizeable segment of this group reported not liking the term “dissing” and many reported that it was not a culturally appropriate term for their students or their school (n=13).

This is not a term used in our area.

The term dissing was not familiar to the majority of the students.

Just felt it was not universal for the younger age group although I know the target was 5th grade and above. Schools would have to create a different logo for the lower grades.

One of these participants commented on the inconsistency between the week being called “No Name-Calling” and the logo referring to “No Dissing.”

Several participants also reported that the black background made it difficult to print out and that the use of red was impractical given most schools do not have color printers (n=8).

The RED requires a color copier...[therefore, one] can't use a black & white copier or xerox.

Was hard to download and print due to the amount of black ink.

A few participants commented that “No Dissing” and “no name-calling” were negative expressions and suggest that we create a positive slogan:

Could you make it more positive—instead of ‘no’ find a way to tell them what to do—i.e. RESPECT or CHOOSE YOUR WORDS WISELY

Our school wanted to send a positive message rather than a don't message. We changed the name of our week to Safe Space Week and focused on all the things that help and harm a safe space

We made our promo more positive—to tell middle schoolers not to do something is just begging for it to become more prevalent.

There were only two general, negative comments about the logo:

I didn't like the logo, it looked...tacky. I thought it could be a little more creative! ... and less ghetto!

Not attractive and was often dismissed by students...more eye catching design needed

Additional suggestions included that we have more than one style of logo and that the logo be available in a PDF format for greater ease of use.

Discussion

Findings from the participant survey served to confirm GLSEN's belief that name-calling and bullying are serious problems in our nation's schools and that educational programs addressing these problems are crucial. Almost all participants believed name-calling and bullying were significant problems in their schools and wanted to implement school-wide efforts to address the problems. Many educators reported that their schools already had preexisting programs, such as character education curriculum, but felt that NNCW was a vital addition. Even participants who were unable to conduct NNCW activities in its inaugural year planned to implement the project next year. It is important to note that students and parents were more likely to report that name-calling and bullying were significant problems in their schools than were school personnel. It may be that students are personally affected by bullying and name-calling in school as targets and, in turn, so are their parents. It may be that more school-wide discussion of these issues is indicated so that teachers, parents and students can share a more common understanding of the problems.

GLSEN and its NNCW partners were important vehicles for disseminating information about the project. In particular, professional associations and their publications were among the most effective. However, given the largest percentage of individuals learned about the project through their schools or school districts, it could be important for NNCW partners to focus their informational efforts on local districts.

Information about the activities conducted for NNCW reflect the creativity and commitment of educators to address these issues. Although participants commonly used materials available from the NNCW website and the NNCW partnership, they often modified or enhanced the activities for their own school population and many created new projects for the week. Many schools emphasized school-wide activities, such as assemblies, positive rewards programs, contests and visual displays in addition to classroom-based activities.

Results from this survey also highlight the quality of the NNCW resources developed by GLSEN and its NNCW partners. With the exception of the on-line forum, all of the resources available on the NNCW website were found to be useful or very useful by the survey participants. In particular, school-wide activities and activities that involved student discussion of the problems were found to be most effective.

Survey participants provided valuable information for improving the NNCW project. Much of the critical feedback from participants has already been implemented. For example, the NNCW website has been changed to provide for easier navigation and to include more free, downloadable resources. Although NNCW was developed for middle school grades, the idea seemed to resonate with many elementary school educators as reflected by the number of these schools participating. Thus, GLSEN's Education Department is currently identifying materials specifically geared to the younger grades.

Section II: Findings from the No Name-Calling Week Kit Survey

One of the major resources offered by the No Name-Calling Week (NNCW) partnership is the resource kit, a compilation of educational materials for students at a variety of experience levels, primarily developed for students in 5th to 8th grade. A total of 472 educational institutions purchased the NNCW kit prior to the inaugural week. In order to assess the utility and effectiveness of the NNCW materials, those individuals who purchased the kit were asked to participate in an on-line survey about the materials. Almost a quarter completed the survey (N=100) between March and May 2004.

No Name-Calling Week Activities

Survey participants were asked how universal NNCW activities were in their school, and how many teachers or other school staff used the resources provided in the NNCW kit. As Figure 2.1 shows, the majority of people (64%) reported school-wide activities at their school. In addition, as shown in Figure 2.2, over one third of participants (37%) reported that between two and five teachers or other staff at their school used materials from the NNCW kit. Nearly one quarter reported NNCW kit usage by more than 10 teachers or other staff.

Participants were also asked about their use of the lesson plans, and about the usefulness and effectiveness of each lesson plan. As shown in Figure 2.3, lesson plan 5 (*I Was Just Kidding!*) was the most popular—60% of participants indicated that they used lesson plan 5. Lessons 1 (*Reflections*), 3 (*Name-Calling in Our School*) and 7 (*Don't Just Stand By*) were also popular, each used by almost half of the participants.

Figure 2.1. NNCW Activities in Schools

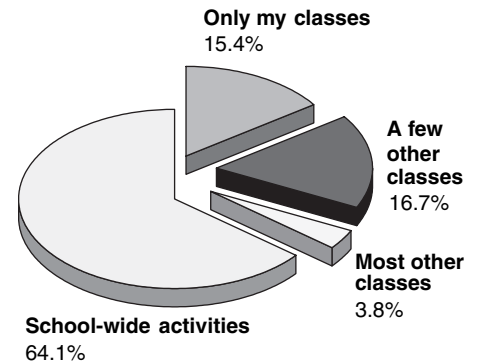


Figure 2.2. Number of Faculty/Staff Using the NNCW Kit at Their School

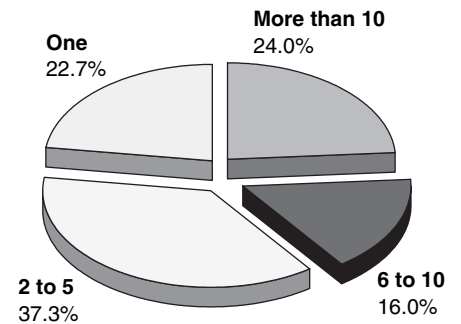
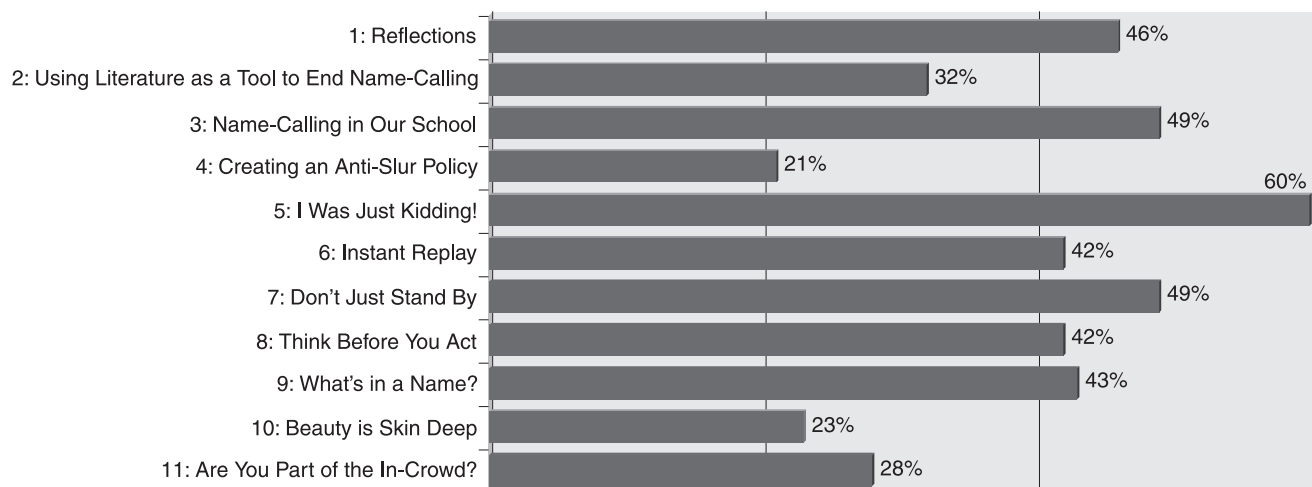


Figure 2.3. Use of NNCW Kit Lessons



Overall, people found the content from all lesson plans to be useful and effective to some degree in their classrooms. As Figure 2.4 shows, lessons 3 and 5 were thought to be the most useful lesson plans—100% of people thought these lessons were “very useful” or “useful.” As shown in Figure 2.5, lesson 5 was also thought to be the most effective of the lessons—100% of participants rated it “very effective” or “somewhat effective.” People also considered Lessons 1, 3, and 7 to be highly effective overall.

Figure 2.4. Usefulness of Lesson Plans from the NNCW Kit

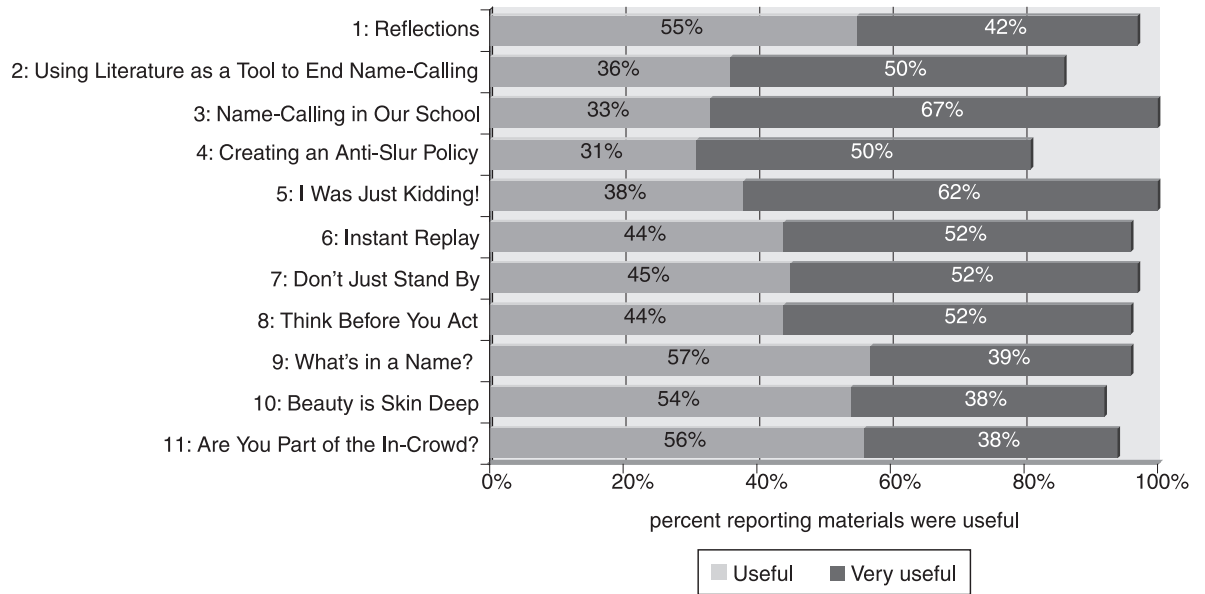
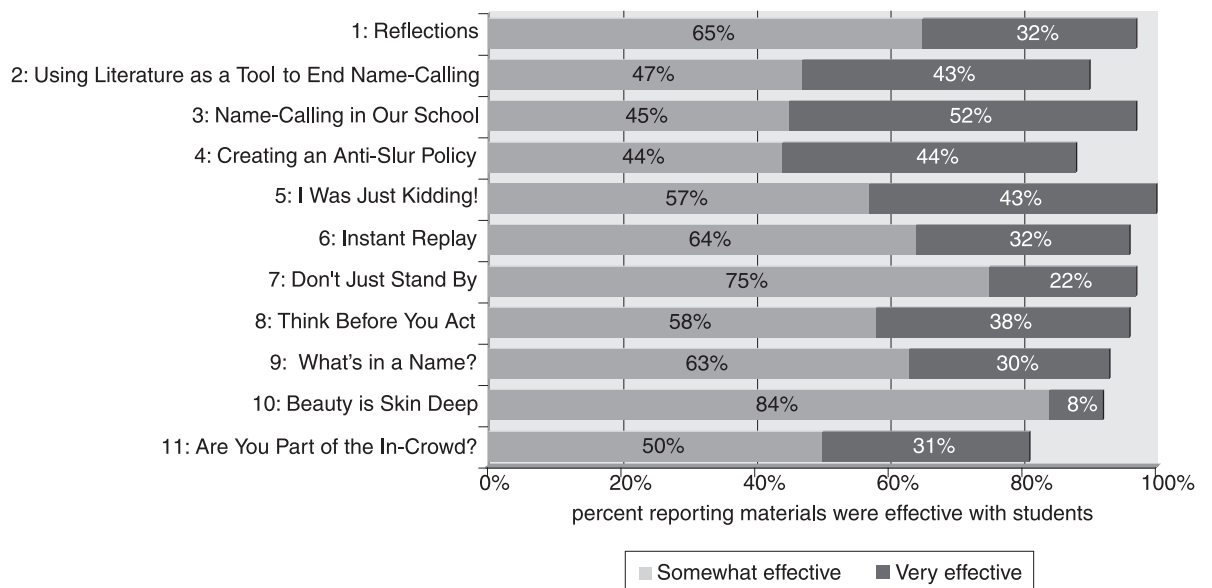


Figure 2.5. Effectiveness of Lesson Plans from the NNCW Kit



Survey participants were also asked about their use of other materials in the NNCW kit. As indicated in Figure 2.6, the video, *No Name-Calling: Creating Safe Environments*, was the most popular resource in the kit—92% of people said they used this video in their schools. The NNCW posters were another popular resource. The Teacher’s Guide to *The Misfits* was the least popular resource in the kit.

The *Creating Safe Environments* video was considered the most useful and effective of all the materials. As Figure 2.7 shows, the vast majority of people (82%) thought the video was “very useful.” People also thought the video was really effective overall—97% found it to be “very effective” or “somewhat effective” (Figure 2.8). Although the Teacher’s Guide to *The Misfits* was not a popular resource, those who used it thought it was useful and effective. People also thought *The Misfits* itself was a useful and effective resource.

Figure 2.6. Use of NNCW Kit Materials

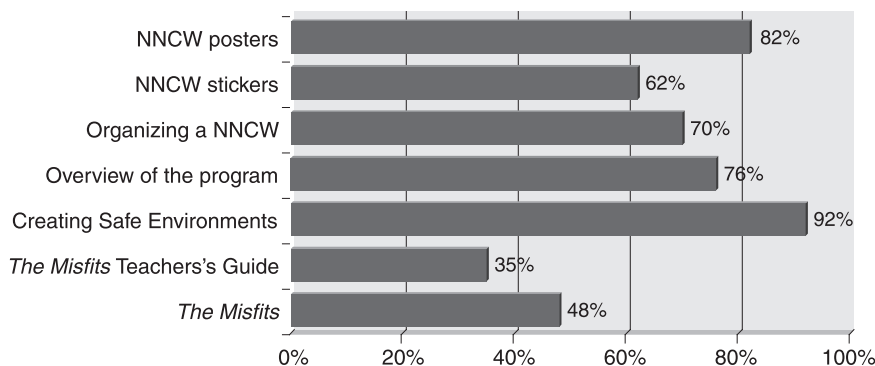


Figure 2.7. Usefulness of NNCW Kit Materials

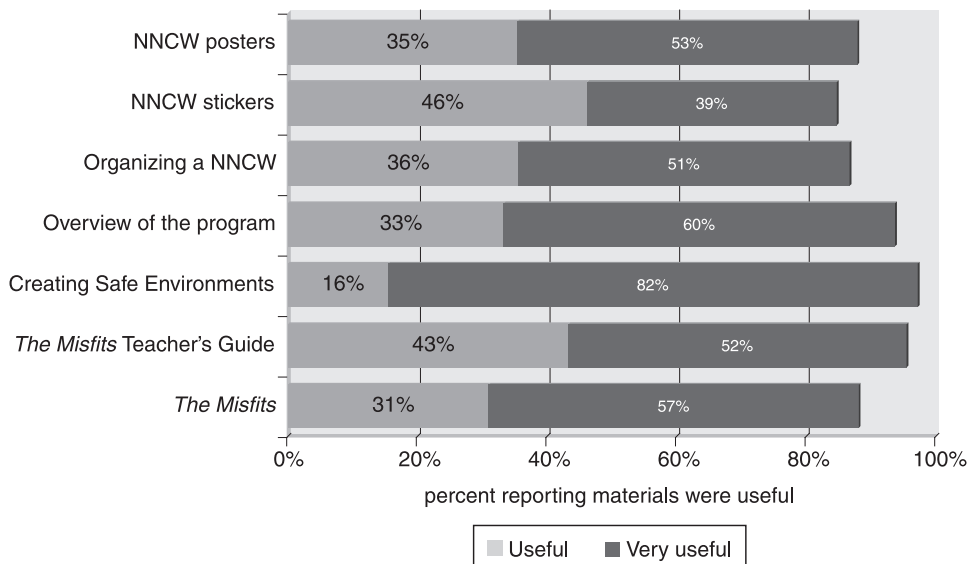


Figure 2.8. Effectiveness of NNCW Kit Materials

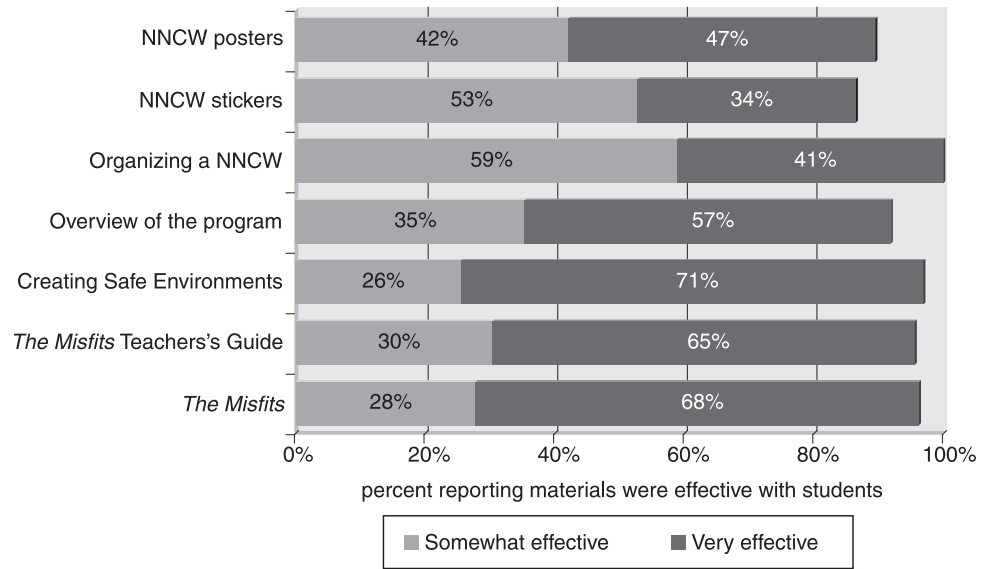
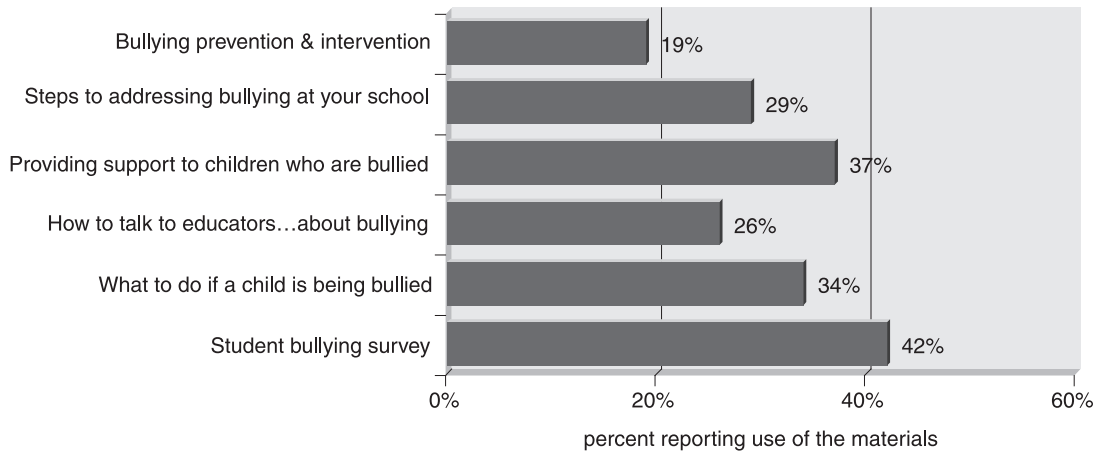


Figure 2.9. Use of Appendix Materials



People were also asked about their use of materials included in the Appendix of the NNCW curriculum, and about the usefulness and effectiveness of these materials. As Figure 2.9 illustrates, 42% of participants indicated that they used the Student Bullying Survey. *Providing Support to Children Who are Bullied* and *What to do if a Child is Being Bullied* were also popular—over one third of participants reported using each of these tip sheets.

Overall, people found the Appendix materials to be useful and effective. As shown in Figures 2.10 and 2.11, the Bullying Survey was thought to be the most useful and effective resource—100% of people thought it was “very useful” or “useful,” and “very effective” or “somewhat effective.” *What to do if a Child is Being Bullied* and *Steps to Addressing Bullying at Your School* were also considered quite useful and effective. In addition, with the exception of *Bullying Prevention and Intervention*, none of the Appendix materials were thought to be ineffective.

Figure 2.10. Usefulness of Appendix Materials

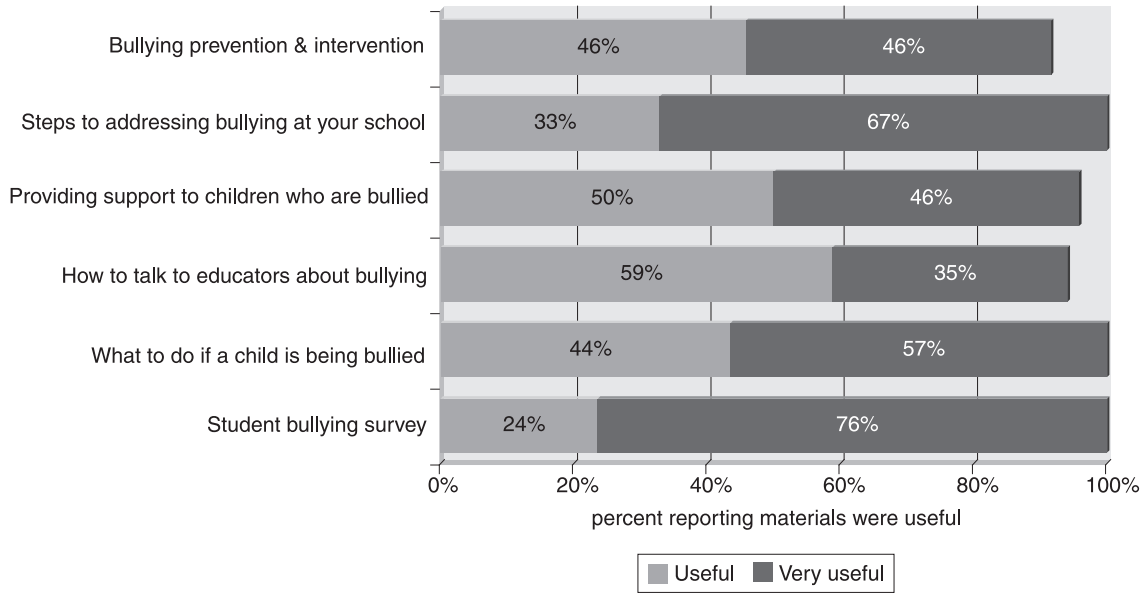
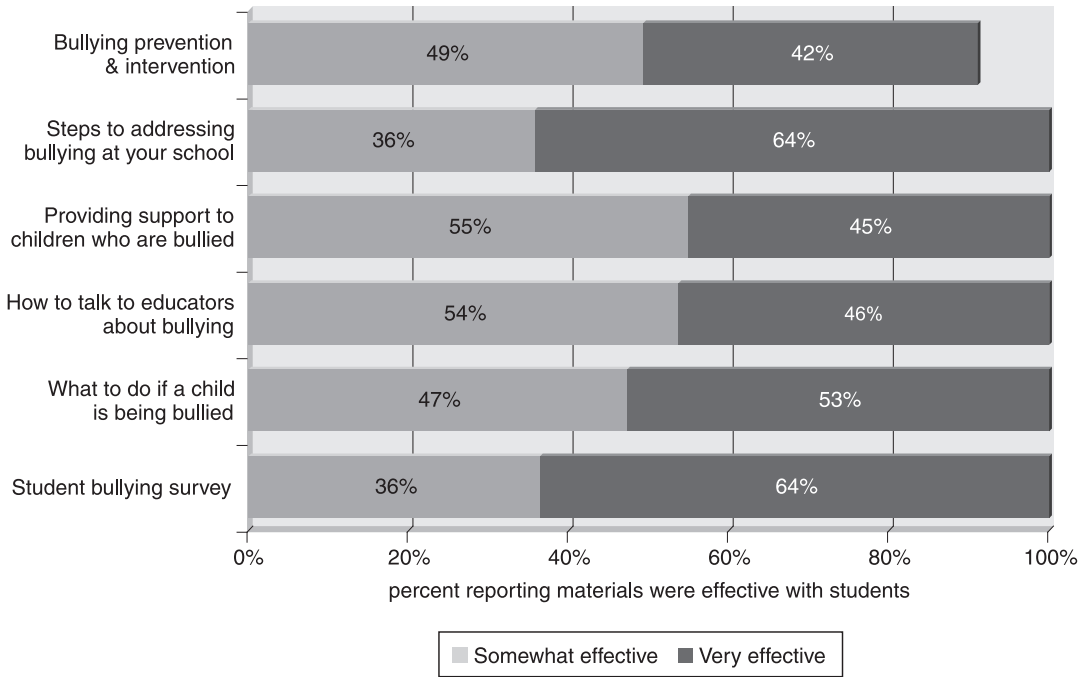


Figure 2.11. Effectiveness of Appendix Materials



Additional Comments about NNCW Kit Materials

The NNCW Kit Survey also included several open-ended questions about the content of the kit.

Lesson Plans

Participants made many positive comments about the various lesson plans, including:

The reflections part was very beneficial for the students. They were able to tie in past experiences. [Lesson #1: Reflections]

For all of the lesson plans I used I tailored them to fit the age group I was working with. The lessons had good content and easily inspired age appropriate activities.

This was one of the best lessons due to length of time and ease of facilitation. They kids really connected. [Lesson #5: I Was Just Kidding!]

Acting out the skits in this area was a lot of fun for the students. [Lesson #6: Instant Replay]

Quite an eye opener for the students in what actually name-calling is. [Lesson #9: What's in a Name?]

This was a great lesson for the boys. [Lesson #10: Beauty is Skin Deep]

This was a major focus of our project! This material was useful in the students and staff identifying and using creative problem solving. [Lesson 11: Are You Part of the In-Crowd?]

Other Kit Materials

Survey participants were also given the opportunity to make comments about other NNCW kit materials. Of the participants who answered this item (40% of all survey participants), the video (*No Name-Calling: Creating Safe Environments*) and the book (*The Misfits*) were discussed most frequently.

No Name-Calling: Creating Safe Environments. The vast majority of comments about the video (72.4%) were positive, including:

It was appropriate, attention-getting, and it made its points clearly, concisely, and in an interesting manner.

Great video that the students really paid attention to.

Excellent!!! Very useful as a supplement to what I am already teaching the students.

A few participants expressed concerns about the video. Two participants thought that the video was too young for students on the middle and high school levels. Another participant reported that she/he “was a little worried to show the video due to the names called in it.” This individual suggested that a letter be sent to students’ parents before showing the video and felt that “it is so important to have parents on board” first. One participant felt that the video “was a bit too heavy to show to the entire student population without guidance,” and reported that her/his school would be showing the video to smaller groups of “select” students, followed by group discussions.

The Misfits. Nearly half of the participants (44%) who commented on the book reported positive experiences. Positive comments included the following:

As the districts diversity education coordinator, i have been looking for age appropriate literature that would facilitate the infusion of social issues into other content areas. This novel is great!

Most students really enjoyed this book. It produced terrific discussions. Several groups of students prepared presentations to take to other classes and included the video in their presentations.

Great reading for students.

Similar to responses to the video, a few individuals expressed concerns regarding the age appropriateness of *The Misfits*. These participants felt that the book was too advanced or inappropriate for their younger students. In addition, one participant felt that the inclusion of sexual orientation issues was inappropriate for her/his sixth grade students. As indicated above, however, comments about both the video and the book were primarily positive in nature.

Poster and Stickers. The majority of participants (65.2%) who commented on NNCW posters made positive statements about their use and effectiveness, such as the following:

Created awareness among staff and school visitors.

We posted one in the front office and then the leadership students used the idea for more posters around the school.

One principal asked to leave the posters up after the end of the week.

Posters were displayed in major thoroughfares at school.

Approximately 40% of participants who commented on the stickers reported positive experiences, including:

All the teachers wore them and some classes asked the teachers to make copies of them which they pinned to their shirts.

Great, used these to have kids take a pledge to reduce name-calling for the week. Kept the signed back of the stickers as 'their word.'

Popular!!

Although most participants made positive comments about the posters, one person stated that the posters were “small and not very vibrant.” Another participant felt that the poster was inappropriate in her/his small town:

We are a smalltown in the midwest. The term 'dissing' is not commonly used or understood in these parts. Not everyone uses the same slang and my students did not have a clue what dissing meant.

Several participants indicated that they would have like to receive more posters and stickers. A few participants mentioned that they experienced problems when trying to order additional stickers. One individual, who wanted to use the materials at a later date, suggested that specific dates be removed from both the posters and the stickers.

Overview of the Project. With the exception of one individual, all participants who discussed this material commented positively.

Excellent. The students responded very openly to the video and were able to create their own presentations to 'travel' to other classes with their information.

Very helpful and user friendly.

Very effective in providing teachers with information to prepare followup writing activities.

One participant said that the material was “very useful,” but added that she/he “would like more written dialogue and more questions” included. One participant stated that it was “better just to watch the [Creating Safe Environments] video.”

Organizing a No Name-Calling Week in Your School. Again, many of the participants who discussed this material gave positive feedback, such as the following:

The suggestions were very helpful.

Not many teachers jumped on the band wagon, but those who did, had great results.

Gave me a good start on our planning.

Was fun to do and very easy to do.

Two individuals mentioned that the organization and planning of NNCW events could be improved. For example, one participant felt that “[t]here should have been a meeting with the school secretary, who instigated using the materials; myself; and all the elementary school teachers.” Another participant noted that this material would have been more helpful if she/he had received it earlier in the school year.

Teacher’s Guide to *The Misfits*. Only five participants chose to discuss the teacher’s guide, which accompanied *The Misfits*. Primarily positive in nature, the following are their remarks:

Excellent guide to begin open instruction.

Excellent.

Very informative and useful.

I modified, to meet my students needs.

The guide was available for anyone who wished to use it.

Appendix Materials

Twenty-eight percent of all survey participants chose to share additional comments or suggestions regarding the materials in the NNCW kit’s Appendix. The Student Bullying Survey was discussed most frequently.

Student Bullying Survey. Almost one third (30.8%) of these participants indicated that they did not use the survey. Several participants did not use the survey because they had already given their students a different survey regarding bullying; one commented that she/he was not able to use the survey due to time constraints. In addition, several participants indicated that they planned to use the Bullying Survey at a later date. The length of the survey was also mentioned—some participants felt the survey needed to be shorter. Additionally, there was one suggestion regarding the tabulation of survey results:

Would be great to...be able to tabulate answers on a computer program to allow for easier interpretation.

There were two very positive comments about the survey:

Very indepth—so very useful.

This was one of the most useful aspects of the program for us. There is a sense among some kids and adults that 'this type of thing just doesn't happen here.' The survey helped to dispel this.

Providing Support to Children Who are Bullied. Fourteen survey participants commented on this tip sheet, and there were several positive remarks about it as well. One participant commented that it was an “eye opener for the staff,” and another stated that it was a “great resource.” Similar to the Bullying Survey, a few participants plan to use this material at a later date.

What to do if a Child is Being Bullied. Of the 12 participants who commented on this tip sheet, plans for future use were most frequently mentioned. Two participants discussed how their schools used the material (posted on website; PowerPoint presentation to students). There were also two positive comments regarding the “helpful information” contained in the tip sheet. One of these participants also plans to share this information with parents who are concerned about their child being bullied.

Steps to Address Bullying at Your School. Three of the nine participants who commented on this material made positive remarks, such as “great resource” and “very helpful to me in my position as assistant principal.” Two people mentioned their plans to use the material in the future, while a few people said that they did not use the tip sheet because their school had already addressed this problem.

How to Talk with Educators at Your Child’s School About Bullying. Of the seven people that commented on this information, the majority said they plan to distribute the material to parents at a later date. One individual, however, said that her/his school had posted it on their website. In addition, one participant found this material only “somewhat useful,” and another stated that most of the “bullying educators” at her/his school were “in denial” and not interested in the tip sheet.

Bullying Prevention and Intervention. Only two participants commented on this tip sheet. One participant planned to distribute this material in the future. The other participant said that it was a “good resource.”

Other Comments. Survey participants were given the opportunity to discuss other materials they would have liked included in the NNCW kit. The issue of age appropriateness was brought up again by several participants, most of whom would have liked materials appropriate for elementary school students included in the kit (e.g., a short picture book). Several participants also suggested that more materials, particularly stickers, posters, and copies of the video, be included in the kit. A few individuals would have liked the inclusion of shorter lessons and activities. There were a variety of other suggestions, including the following:

Brochures for parents.

A note to send home to parents explaining concerns associated with bullying and general content of movie to be shown would have made less paper work for me to create.

Maybe a certificate for students who have completed the curriculum and understand what it means.

Suggestions for adapting the material to use in churches -and with youth groups.

Poetry by Middle School students regarding bullying...

A little more variety—we created art projects (a poster contest that we turned into t-shirts).

Additional videos dealing with bullying. I used the Harassment Hurts video in addition to the NO Name-calling video. Student's seem to like videos...

[G]eneral name tags and posters without dates so can be used year after year.

Study guide or quizzes over 'Misfits'.

Finally, participants were asked about any additional NNCW activities that they found to be particularly successful among their students. There were a number of comments regarding a variety of creative activities that educators thought were very successful. These activities included contests, the creation of school “theme days,” and having students teach lessons to their peers:

[W]e did some inter-divisional discussions...about a dozen 11th graders read the book and led discussion groups—trained by the school counselor and health teacher—for the 8th grade... a few of these 8th graders then led the discussion groups for the 7th grade... the 11th grade also led discussion groups for grades 5 & 6.

We sponsored a door decorating contest on the theme of no name-calling.

We acted out the scenarios.

I... used index cards and clipped them to my own clothing using names I have heard myself be called at the junior high. The students were surprised that name-calling effected adults in the building. It lead to great discussion.

Our eighth-grade conflict resolutions class taped skits and presented them to the entire school via our morning television program.

Tally sheet—number of times students heard name-calling/put downs in the hallway a month prior to no name-calling week. Results were used in announcements during the week.

We created theme days to encourage participation in no name-calling week. We had 'sock it to name-calling' and wore crazy socks; 'paint the school green' green represented the rebirth and new attitude of our school; 'hello my name is' children received self adhesive name tags; and 'bulldogs, not bullies!' our schools mascot is the bulldog-we all wore school shirts.

In addition, there were a few mentions of additional materials and/or activities that participants were able to successfully incorporate into NNCW, including the following:

We have been using a variety of materials this year, but the videos 'The Broken Toy' and 'Joey' have been very effective.

We followed up the week with Random Acts of Kindness...

We showed other movies on the topic. 'Gum in My Hair' and 'Let's Get Real'...

The fifth grade is incorporating literature with the no name-calling theme into its curriculum using the novel When Zachary Beaver Comes to Town. The sixth grade is using The Hundred Dresses. The seventh grade has chosen to study parables from the Bible and folktales from other countries to emphasize morals and various cultural beliefs. The eighth grade has taken a field trip to the Holocaust Museum in Houston and is reading Night.

Involving parents in NNCW events proved successful for a few participants as well. One participant had the following to say regarding parental involvement:

In anticipation of our participation, we let several parents preview the video and asked for feedback. All of the parents thought the video was a powerful tool. We advertised our participation in our weekly and monthly newsletters. We offered showings of the video: once in the evening and once during the school day. Parents were invited with letters written by their children to come and watch the video. Many came. Parents phoned to say that they thought this was a good program and a step in the right direction.

In addition, there were several positive comments about the overall success of NNCW activities and materials:

The video tape was exceptional!!! You could have heard a pin drop; the students were that attentive.

As an 8th grade health teacher, I have noticed that students appreciate the opportunity to reflect upon their behaviors and its effects. 'I Was Just Kidding' is very powerful lesson, because the phrase is overused as an excuse and the students dislike it when kids get away with mean acts by saying it.

Seventh graders love to read about other seventh graders, and it is a stroke of luck that The Misfits is about them. The story is touching and well told. There was great opportunity for discussion, writing, and reading!

One participant commented on the effect of NNCW on students who have been called names, bullied, and teased:

[I]t was a relief for some students, one fifth grader in particular who has been teased and called fag constantly. His mother was in tears as she thanked me for helping her son through these lessons.

Discussion

Results from this survey indicate that the NNCW kit was a useful and effective resource for educators.

Participants indicated that in addition to themselves, the resources in the kit were often used by other faculty members and staff at their schools.

Similar to findings from the NNCW Participant Survey discussed in Section I, results from this survey also demonstrate the quality of the NNCW resources. Although some lesson plans were more popular than others, none of the lesson plans remained unused by survey participants. Overall, participants found the content of all the lesson plans to be useful and effective tools, particularly Lesson 5 (*I Was Just Kidding!*). In addition to the lesson plans, participants found other NNCW kit resources, such as the *Creating Safe Environments* video, the Bullying Survey, and the posters, to be useful and effective in their implementation of NNCW activities.

Many participants also indicated their commitment to making NNCW an on-going event at their schools.

Survey participants had a number of suggestions for improving the NNCW kit, such as the inclusion of a study guide for *The Misfits*. One of the more frequently expressed concerns was that many of the materials were not appropriate for elementary school students. Although the NNCW website now includes materials geared toward younger students, an inclusion of such materials in future NNCW kits may be useful to educators who work with younger grades. The availability of replacement kit materials, such as additional posters and stickers, was another concern expressed by survey participants.

Section III: Effect of No Name-Calling Week on Students

Results from the on-line surveys provide important information about how schools implemented No Name-Calling Week (NNCW) activities and how educators rated materials provided from the NNCW partnership on their usefulness and effectiveness. In order to assess the severity of name-calling and bullying, many schools across the country conducted surveys of their students as part of their NNCW efforts. Three schools, two 7th grade classes from a Midwestern urban school district and one 5th grade from a Northeastern urban school district, shared their findings with the NNCW partnership.¹²

Method

Survey data was received from 111 7th grade students from the two middle schools and 68 5th graders from the elementary school. One week prior to NNCW, students completed a survey about their experiences with name-calling and bullying¹³ in their schools. Students were asked about the frequency of witnessing, being the target of and being a perpetrator of such events in the two months prior to NNCW (since winter break). All three schools conducted school-wide activities during NNCW, including posters, announcements and using the book *The Misfits*. In addition, one week after NNCW was finished, students were asked a series of questions about how their school had or had not changed since NNCW with regard to name-calling and bullying, as well as a series of open-ended questions about what they liked best and least about the week and what additional activities would help lessen name-calling and bullying in their schools. At the end of the school year (June 2004), students were again asked questions from the baseline survey about their experiences with name-calling and bullying in the previous two months.

12 Additional schools provided us with results from their surveys. However, given they were only one-time surveys without comparative information, they were not included in statistical analyses.

13 Bullying was defined as "...when another student, or a group of students, say or do nasty and unpleasant things to him or her. It is also bullying when a student is teased repeatedly in a way he or she doesn't like. But it's NOT BULLYING when two students who are about the same strength quarrel or fight."

Results

Baseline Results

Prior to NNCW, name-calling was pervasive in these schools. Over 90% of students reported that they had witnessed someone being called mean or insulting names in school; 60% of students reported that they themselves had been called such names, with over 10% reporting that it had occurred frequently (see Figures 3.1 and 3.2). Students were also asked whether they had been targeted for name-calling for specific reasons, such as their religion, race/ethnicity, or looks. As also shown in Figure 3.2, the most common reason students reported being called names was their looks. Other frequent forms of harassment in school included having mean rumors or lies told about oneself, and having uncomfortable comments made about one's body or being touched in inappropriate ways by other students. Although reports of bullying were less common, over 60% reported witnessing someone being bullied and over a quarter reported that they themselves had been bullied in school. Students also frequently reported that they had been perpetrators of name-calling and bullying in school. As shown in Figure 3.3, over 60% said they had ever called someone names and over a quarter said that they had bullied another student in the previous two months.

Figure 3.1. Frequency of Students Witnessing Teasing, Name-Calling and Bullying in School – Time 1 (percent reporting any incidence)

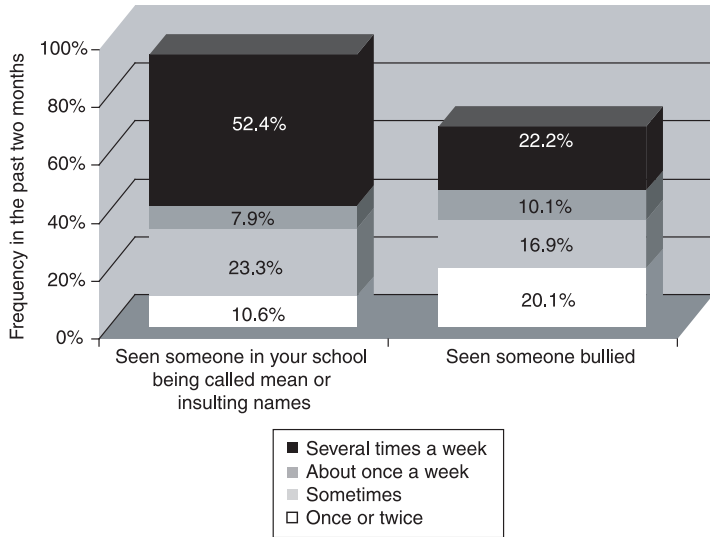
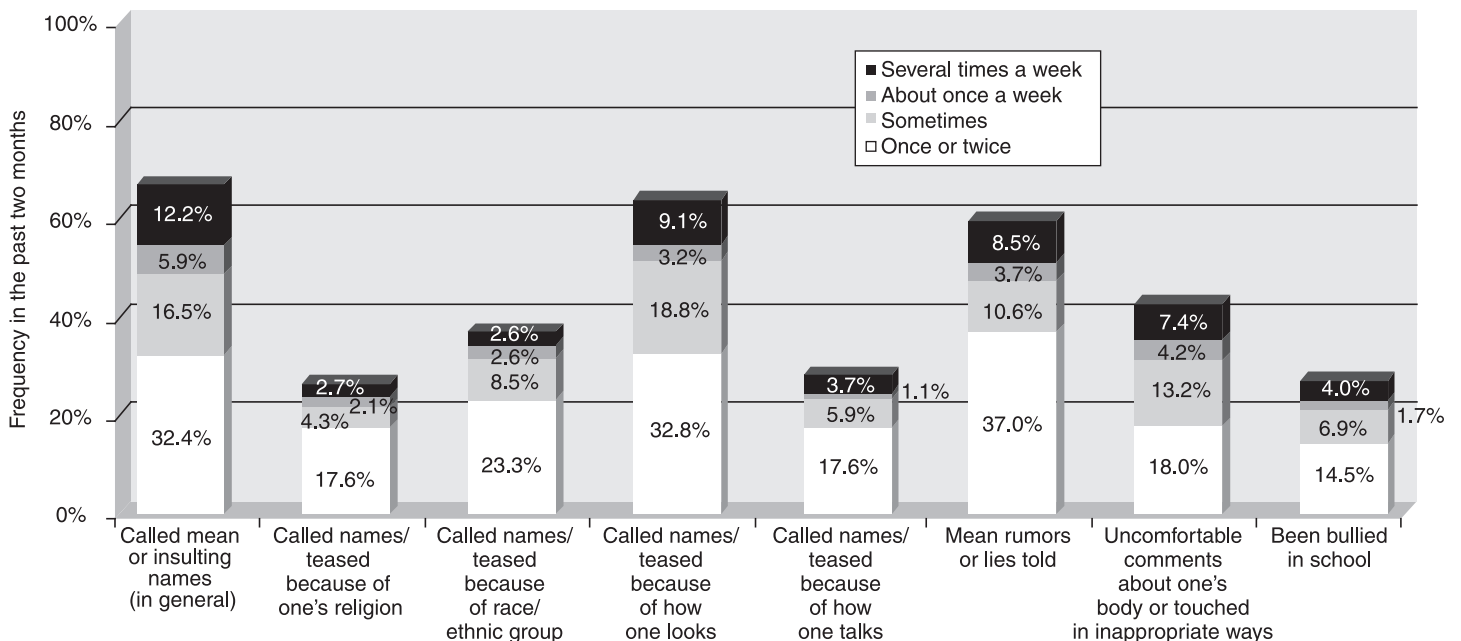


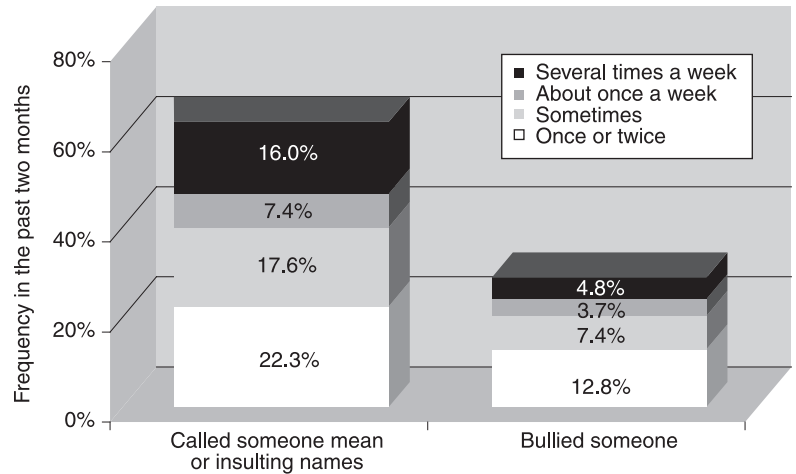
Figure 3.2. Student Reports of Being Targets of Teasing, Name-Calling and Bullying in School – Baseline (percent reporting any incidence)



Directly after NNCW

Over a third of students reported that name-calling and bullying had lessened in their schools after the project was implemented in their schools, although, many also reported there was little or no change (see Table 3.1). However, the majority of students reported that they themselves had experienced name-calling and bullying in school less often as well as have been perpetrators of these behaviors less often since NNCW. Fewer students reported positive change with regard to other students intervening when they witness name-calling and bullying.

Figure 3.3. Frequency of Students Being Perpetrators of Name-Calling and Bullying in School – Time 1 (percent reporting any incidence)

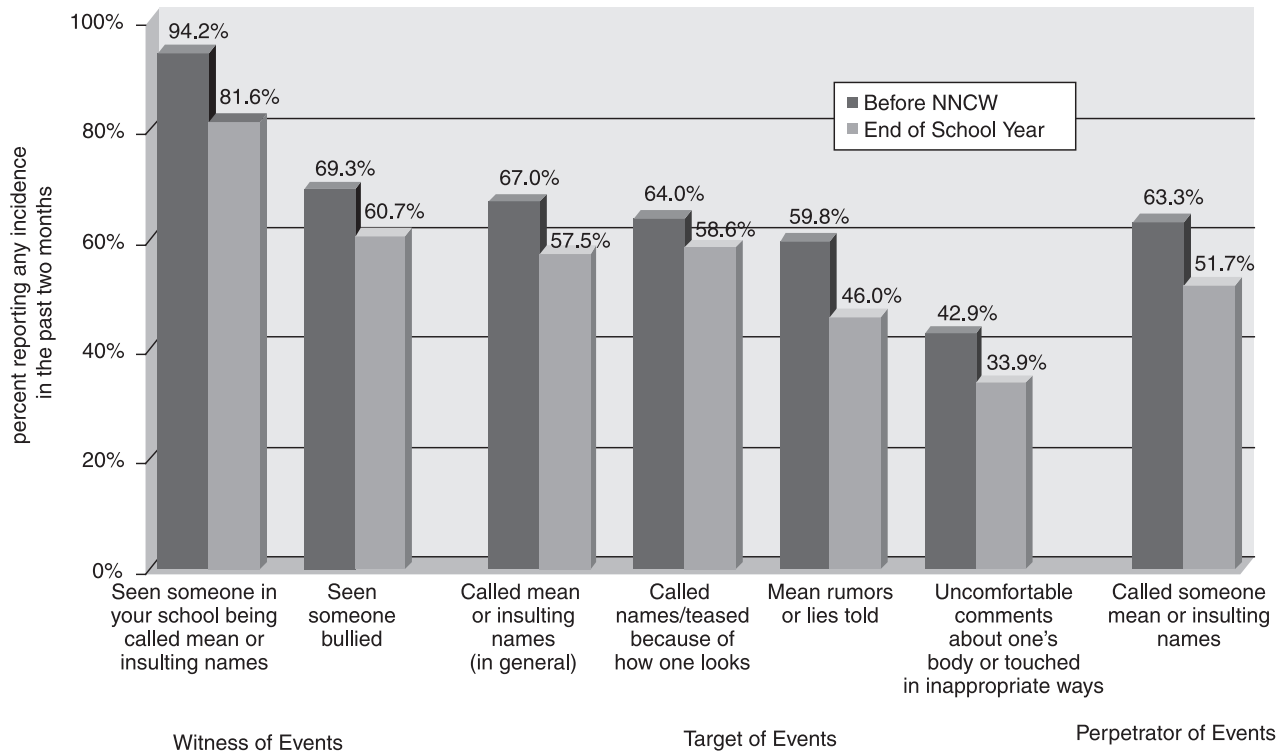


End-of-the-Year Comparison

Although reports of name-calling and bullying continued to be common in these schools at the end of the school year, the incidence had decreased significantly (see Figure 3.4)¹⁴:

- Fewer students reported witnessing name-calling in school, from about 94% of students prior to NNCW to about 80% of students at the end of the year.

Figure 3.4. Change in Experiences of Name-Calling, Teasing and Bullying after No Name-Calling Week



¹⁴ A 2x3 multivariate analysis of variance was performed to assess change over the two time-points by the three schools with data. The time effect was statistically significant, Pillai's Trace=.40, $F(12,319)=3.61$, $p<.01$.

Table 3.1. Student Reports About Name-Calling and Bullying in School Since No Name-Calling Week

General Name-Calling and Bullying

Since No Name-Calling Week...	A lot worse	A little bit worse	About the same	A little better	A lot better
<i>Do you think name-calling in your school has gotten better, worse or stayed about the same, in general?</i>	9.4%	9.4%	46.2%	29.8%	5.3%
<i>Do you think bullying in your school has gotten better, worse or stayed about the same, in general?</i>	8.2%	17.0%	34.5%	24.0%	16.4%

Personal Experiences of Name-Calling and Bullying

Since No Name-Calling Week...	A lot more	A little bit more	About the same	A little less	A lot less
<i>Have you been called mean names or been teased more, less or about the same amount?</i>	3.0%	6.6%	27.7%	18.1%	44.0%
<i>Have you been bullied in school more, less or about the same amount?</i>	3.1%	6.3%	28.9%	11.3%	44.0%

Bullying and Calling Others Names

Since No Name-Calling Week...	A lot more	A little bit more	About the same	A little less	A lot less
<i>Have you called others means names or teased others in school more, less or about the same amount?</i>	5.0%	5.6%	30.6%	15.6%	43.1%
<i>Have you bullied someone in school more, less or about the same amount?</i>	6.9%	2.0%	25.6%	16.3%	42.0%

Students Intervening

Since No Name-Calling Week...	A lot more	A little bit more	About the same	A little less	A lot less
<i>Do you think other students get involved or stop name-calling and teasing when they see it happening more, less or about the same amount?</i>	6.4%	17.0%	39.8%	17.0%	20.0%
<i>Do you think other students get involved or stop bullying when they see it happening more, less or about the same amount?</i>	7.6%	17.0%	41.5%	14.6%	20.0%

- Fewer students also reported witnessing some being bullied in their schools, from about 69% to about 60%.
- Students were also less likely to report being the victim of name-calling and bullying at the end of the school year. There were significant decreases among the most common forms—

being called names because of one's looks, having mean rumors or lies told about oneself and having uncomfortable comments made about one's body or being touched inappropriately by other students.

- The percentage of students who admitted being perpetrators of name-calling also decreased, from about 63% prior to NNCW to about 52% at the end of the school year.

There were no significant differences with regard to less commonly reported acts of name-calling and bullying, such as name-calling because of one's religion or race/ethnicity. Given the lower incidence at Time 1, there was not have been significant statistical power to demonstrate an effect. However, it may be that NNCW activities are more successful in addressing the more common types of these behaviors.

Qualitative Comments from Students

Favorite Activities During NNCW

Student attending schools that participated in NNCW were given the opportunity express their thoughts about the event. Students were asked which activities from NNCW were their favorite activities. The most frequently mentioned activity was the video, *No Name-Calling: Creating Safe Environments*. Almost 40% of students said watching the video was their favorite activity, and some made very positive comments about it, including:

My favorite was watching The Misfits movie. I realized how much name-calling can hurt and why you shouldn't do it. Plus it was interesting and fun.

I like watching the movies about NNCW because it's interesting seeing how others understand bullying.

I liked watching the video because it was showing how brave some kids can be.

I liked watching the tapes because it showed me how some people suffer. Now I really know how maybe I could help.

Many students also liked making posters for the poster contest. One student remarked that she/he liked making posters "because this got everyone together and happy." Many of these students enjoyed this activity the most because they were able to draw and be creative. A few students mentioned class discussion about name-calling and bullying as their favorite NNCW activity:

My favorite was when we had conversations because we got the chance to express our feelings.

I really liked having conversations with the class because we all learned more about how it feels to be teased.

Two students said their favorite activity was completing the survey. One of these students remarked that she/he liked the survey because she/he "like[d] putting my observations to good use." In addition, a few

students said that watching another video (*Happy to be Nappy*) was their favorite activity. Another student had the following to say about reading the book, which was her/his favorite activity:

My favorite was the misfit. I know a lot of people get teased behind their backs (including me) and its even worse when they do it like at the beginning of misfits. It should stop!

Least Favorite Activities During NNCW

Students were also asked which activities were their least favorite activities. The majority of students either did not list any least favorite activity or specifically stated that none of the activities were their least favorite (63.8%). Of those that provided information about a least favorite activity, many students commented that reading the book, *The Misfits*, was their least favorite activity. Although many of these students did not give additional feedback about the book, a few included comments such as the following:

I didn't really like reading the book. It didn't really show a lot about bullying.

The books were good, but I like the videos better, because they were real stories.

The books, because they didn't teach me as much.

Several students also reported that they did not like writing an essay about name-calling, primarily due to the length of the assignment (500 words) and several reported not liking the poster contest because of their dislike for drawing.

Suggestions for How to Stop Bullying, Teasing, and Name-Calling

Students were given the opportunity to suggest steps their schools could take in order to stop bullying, teasing, and name-calling. The most frequent comments made by students were suggestions for anti-bullying educational programs. Several of these students specifically mentioned the NNCW project:

Our school could have more no-name-calling weeks instead of just one.

We could do more activities for No Name-calling week and make it longer...

Maybe we could have No Name-calling year...

Additional suggestions included regularly showing anti-bullying videos to students and engaging in more role-playing and other creative activities. A number of students also thought it important to encourage bystanders to get involved:

If someone sees someone getting bullied or teased they should stop them.

In the future kids should stick up for the kid being teased by say would you like it if you were being bullied.

More kids could get involved so they can stop it when it's happening.

Stand up for one another.

There were several suggestions from students regarding the punishment of those who bully, such as suspending or expelling such students, taking away recess and other “free time,” and giving more detentions. A few students suggested alternative ways in which to deal with students who bully:

We could find the bullies and talk to them and find out why they do this.

Try to tell the bullies to try to put there self in that position.

We can stop by just help[ing] other people who are bullies.

A few students also suggested ways in which the victims of bullying, teasing, and name-calling could be helped. Helping these students to stand up for themselves, and to find friends that will stand up to bullies with them were mentioned. Lastly, a number of students suggested that their schools implement better monitoring and mediation techniques:

We definitely could get more monitors in the recess yard. That is where all the name-calling teasing and stuff happen, and the teachers don't see!

They could have people who try to look out for fights and work them out and make sure nobody is hurt.

We could get mediators who stop fights and teasing.

Teachers have to look very careful to notice if some kids are getting bullied.

Discussion

Results from this survey demonstrate the need for having school-based programs like NNCW to address name-calling and bullying. Before participating in the project, the vast majority of students reported witnessing name-calling, teasing, and bullying in their schools. In addition, most students also reported being the victims of such actions, as well as being the actual perpetrators of name-calling and bullying. After NNCW, however, the number of students who reported any of these activities decreased. Students were less likely to report witnessing, being the victim of, and being the perpetrator of name-calling, teasing and bullying.

Students reported positive change in their own experiences as both the target and perpetrator of bullying and name-calling, yet they reported little if any change in the intervention of other students when someone is being victimized. This may reflect the culture of the schools, e.g., teachers may intervene but students should not get involved. However, it may indicate that the project was more effective addressing the student's own actions with regard to bullying and name-calling rather than their responsibility, if any, to their peers when witnessing such events.

These results suggest a possible relationship between NNCW and a decrease in teasing and bullying behaviors at these students' schools. However, it is important to note some important limitations to this study. The NNCW project, for example, may be only one

contributing factor. Given that we did not have access to comparative data from schools that were not participating in NNCW, it is possible that students are less likely to participate in name-calling or bullying at the end of the school year or students may developmentally grow out of this type of behavior as they age throughout the year. In addition, we do not know if there were other factors that affected the degree of teasing and bullying at these three schools. For example, individuals teachers may have implemented other prevention projects during the time after NNCW and before the End-of-the-Year Comparison survey. It is also possible that there were greater intervention efforts made by school staff, or greater enforcement of anti-teasing/-bullying policies at these schools. Given that these schools already implemented the NNCW project indicates some level of commitment to addressing these problems, which may have other manifestations during the school year. Nevertheless, given that there were significant changes over time, across several dimensions of name-calling and bullying in all three schools the results suggest that NNCW had a positive effect on school climate. Lastly, it is important to note that survey data were collected from only three schools from only two different regions of the U.S. Results from these surveys are not necessarily generalizable to all schools that participated in NNCW. Further research is indicated that would examine multiple variations of involvement in the project, from no participation to school-wide activities to implementation of the NNCW curriculum.

In addition to their potential for improving the school climate, NNCW activities were also well liked by the majority of students. Favorites among the students were the *Creating Safe Environments* video, and creative activities such as poster-making contests. Overall students enjoyed all the NNCW activities that took place at their schools. The majority of students either did not list a least favorite activity, or specifically stated that they did not have a least favorite activity. Several survey participants highlighted the importance of NNCW and thought that it should be an on-going activity in their schools.

Our findings show that both educators and students believe that name-calling, teasing and bullying are serious problems in our nation's schools. Although many educators reported that their schools already have pre-existing programs meant to address this issue, the vast majority felt that NNCW was a vital addition. Results from these surveys also demonstrate the quality of the NNCW kit and other resources developed by GLSEN and its NNCW partners—the project has proven to be a valuable tool for educators concerned with teasing, name-calling and bullying in their schools. In general, all of the NNCW resources—curriculum, posters, video, and so on—were well received by both educators and students alike. In addition to being highly rated, results indicate some success in battling the epidemic of name-calling and bullying in America's schools.

Appendix: Listing of No Name-Calling Week Activities Conducted by Schools*

Announcements During the School Day

Daily photos of real kids on in-school TV with discussion questions.

Don't Laugh at Me Song played over morning announcements each day.

Student council read peaceful messages.

Morning Announcements stressing the importance of kindness and positive problem solving.

Daily quotes on intercom with daily announcements.

Thought of the day.

On morning announcements 4th graders gave facts each day from their anti-bullying curriculum (Buddies program).

Announced No Name-Calling Week on our organization newsletter.

Created a special section about No Name-Calling Week on our web site with a link to the NNCW site.

Singing over PA—song re: self esteem.

Students reading essays over intercom in the morning at one school.

Morning News Commercials.

Daily announcements-motivational thoughts.

Public-service announcements over the TV's in our school.

Teacher announced in their individual room.

Had a show on community access TV.

Information center displayed in the cafe during lunch providing facts about name-calling. Message was changed daily. Used as awareness.

Students presented daily positive statements re: bullying during AM & PM homeroom with non-violent messages.

Our student leadership group had No-Name-calling reading over morning announcements each day of the week.

Word of the day that dealt with bullying/name-calling.

Students wrote Public Service Announcements and read them to other classes.

Guest Readers over PA.

Monthly school district paper.

Radio PSA's.

Made a newscast—all stories revolved around name-calling and "The Misfits"—gave entire school a survey about name-calling.

No bullying essays during morning announcements.

Student council read a prepared statement on the intercom to inform everyone about the week.

Special daily Words of Wisdom announcements created by students and read by students to entire student body.

* The mention of any program, activity or materials in this Appendix does not indicate endorsement or promotion on the part of GLSEN or its partners in NNCW.

Announcements were made at lunch to remind students to report inappropriate behavior concerning calling names.

Announcements were put in the school bulletin encouraging staff to discuss this topic with students.

Skits on Morning Video Announcements.

Poems read over PA for 2 1/2 wks we ran our program.

One of the kids wrote up a little essay on name-calling and read it over the loud speaker to advise kids to use nice language and avoid name-calling.

Art Activities

Made and displayed posters school wide.

“Stomp out name-calling” [and had] shoes hanging from ceiling.

No Name-Calling posters displayed throughout school.

Poster Contests.

Bulletin board display re. Kindness and quotes on friendship.

Promoted by our student council members to all students in homeroom class time—each classroom had a quote/poster for the week as well.

Peer Leaders made and hung posters throughout the building.

Homemade pins.

No Name-Calling murals.

Kids made posters with ties on them; colored in ties; poster said “We are all tied together.” (Bobby wears ties in the novel).

About 100 slurs taped to walls in front foyers with lines through them like on the back cover of “The Misfits”.

Short video made by students.

Sing Along.

No Name-Calling banner in gym.

Students presented poems and reading in an assembly.

All children decorated cards with a picture showing how it feels when someone calls you a name.

The librarian displayed pertinent books.

Anti-Bullying Club sponsored a creative writing/artwork contest.

Posters for the school designed by art classes.

Nurse presentations with puppets.

Students designed their own stickers.

Homework assignment for the children to listen to things that were being said in the hall. They had to write them down and then create a story or poem about them.

Door Decoration Contest.

Poster & Essay Contest.

We created reproducible flyers that could be used as a model for TV announcements, articles, etc.

Posters in different languages about negative effects of name-calling.

Made a Kindness chain in which each student wrote a Kind Deed upon the link.

Media campaign.

Door decorating contest for each grade level.

PTA Cultural Arts sponsored program on character traits.

No Name-Calling Paper Quilt.

Boomerang Act of Kindness Chain—we looked for the positive graffiti wall of kind words.

paper quilt squares representing our idea of a Safe Space.

Created wall of Kindness—bricks symbolize what we can do to make our school a kinder place.

Distributed posters defining violence and stating that this is a NPD Zone (No Put-Down).

Designed and ordered t-shirts.

Large banner that stated I support a dis-free [school]. Hundreds of kids signed it during lunch period. Then displayed in a prominent place.

Modified the Declaration of Tolerance from Teaching Tolerance materials; had students and staff read sign and make a paper chain link to have a visual representation of all the names.

Kindergarteners made hanging mobiles about ways to get along.

Posted graffiti walls to have places where students could express their opinions without major censorship.

Peer conflict managers made mini posters for hallway display.

7 & 8 grade art students carved their names and ugly names they had been called into sticks. 6-7 - 8 art students constructed an installation of the sticks and (mock) stones—shaped like a fire-circle with burning flames (mock) in the center—because name-calling BURNS. The installation has been put on permanent display in front of the main office—a continued reminder to students.

PE classes made their own no name-calling posters and put up around school especially in the locker rooms.

Trash Talk wrote down names that kids have been called on slips of paper and put them in a trash bag. The bags were displayed in a display case.

Make friendship bracelets.

Assembly Activities

End of week assembly.

Performed a skit at school-wide assembly.

A parent visited all the lunch periods and did a comedy act on name-calling and followed up with discussion.

Students presented poems and reading in an assembly.

Assembly where the story the Sneetches by Dr. Seuss was read to the student body.

Discussion was held after [reading a story about name-calling] with the student body (K–2 then 3–5) about how painful names can be using the saying from the book “sticks and stones..names will break our spirit.”

Pep rally.
Skit Assembly (teachers portrayed bullies).
guest speakers on bullying and diversity.
Student role play assembly.
Bon-fire of names.
Focus at School Council Meeting.
Torn Heart lesson at Town Meeting.
We asked [a local GLSEN chapter and LGBT youth group] members to develop a lunchtime No Name-Calling Workshop for us.

Reading Activities

Read poetry each day at dismissal.
“The Misfits” placed in the library—announcement made.
“The Misfits” novel will be integrated into the 7th grade Lit class beginning fall 2004.
Used the book “The Misfits” in speech therapy with approximately 30 5th and 6th grade students.
All seventh grade read “The Misfits” wrote poetry or did activities and discussed novel.
ESL Language Arts class is reading “Blubber” and discussing the bullying in the book.
Read “The Misfits”.
Student leaders read the book and initiated activities.
Read some of “The Misfits” book during their homerooms and English class.
Students identified characters in stories that had to cope with teasing and name-calling.
Students read “Primer Lesson” by Carl sandburg and “A Word” by Emily Dickinson to discuss the power of hurtful words.
Read picture books about bullies.
Read “A Duck So Small” and “Band-Aid Chicken.” We read “We Dream of a World” and designed additional pages.
We read “We Dream of a World” and designed additional pages.
(With 6th Graders) read “The Misfits” aloud and discussed .
Used The Recess Queen by Alexis O’Neill in every class.
Read “The Misfits” twice a week; classroom chart on Misfit Names.
Teachers read children’s literature pertaining to bullying and teasing.
“Chicken Soup for the Soul” readings.
Used “The Berenstein Bears and Too Much Teasing”.
“The Misfits” Book and Role Playing.

Classroom Activities

Self-esteem boosters.

[Had students] write down nice words about a student in class. Slip of nice comments given to student so every student received one.

Cooperative games in PE class.

Civil Rights Team members spoke to classes.

A secret message game was held. 10 words were displayed thru school when all were identified by students and put together they read "Believe in yourself" and "Name callers will always fail."

In Physical Education students were engaged in specific team building activities and discussed the potential for saying hurtful words.

Had a compliment day on Thursday after a discussion in each room about a meaningful compliment vs.others.

One of the elementary schools had their students pick a name of someone in their class.They then drew a copy of their hand on a piece of paper cut it out and wrote the students name in the palm; Then they wrote 5 nice things about them on each finger. Staff members did this too.

Student workshop on homophobia.

Top 10 reasons not to call names compiled by 5–6 grades.

We started secret pal activities where complimenting and kind deeds were offered anonymously to secret pal.

Principal met with each individual class and talked to them about the week.

Weekly Conflict Resolution Lessons.

Weekly Culture Lessons.

Weekly Diversity Lessons.

Weekly Identity Lessons.

Weekly Prejudice and Discrimination Lessons.

Peace Train.

Anti-Bullying Workshop (7th grade).

"Mirror Mirror"—Lesson about inside/outside of people.

Had older kids write down a value statement and then asked if they had ever gone against it.

Teacher conducted individual activites such as rap sessions.

Played a song of the day each day: "Don't Laugh at Me," "Shining Star," "Help," "Beautiful," "Where is the Love?" The advisory teachers had copies of the lyrics and had class discussions.

Discussion of how to react if you witness someone else is being bullied.

Teacher activity for class—squeeze toothpaste out of tube try to get it back in—can't. Just like names and words once they are said can't take them back. Need to think about what you say.

Parent and Community Activities

Put an article about No Name-calling Week in our parent newsletter.

Had newspaper come out and do a story.

Parent presentation.

Speaker met with PTO.

Local news coverage.

Hosted a Press Conference in partnership with the State Division of Criminal Justice.

We wrote a guest column for the local newspaper.

Namecalling homework for parents.

Contests

Poster Contests.

Anti-Bulling Club sponsored a creative writing/artwork contest.

Violence Prevention Coordinator & Social Worker went out into the community to solicit gifts for the writing contest presenting a letter to proprietors explaining No Name-Calling Week.

Student Essay Contest.

Homeroom contests—homeroom with least amount of name-calling for the week won a prize—teachers kept a count of name-calling.

“How Would You Stop A Bully” Contest.

Poetry competition.

Coloring contest (primary grades).

No Dissing Day-Every student got 3 safety pins. Every time a student is caught by another student dissing someone else he/she had to give 1 pin to the person who pointed it out.

School Counselor Involvement

Anti-Bullying efforts continue throughout the school year such as one to one intervention with bullies and victims. Victims are referred to a Friendship Group run by a guidance counselor.

Counselor presentations to classes.

Counselor led lessons on resisting bullying in K and 1st.

PE teacher and counselor taught K–2 identification of bully behavior and resistance skills.

group work/team building activities teaching students to focus on the positive.

Activities Addressed to Faculty/Staff

Made a presentation to faculty.
Sponsored slogan contest among faculty.
Staff viewed the movie the week prior to the start.
Teacher workshop on homophobia.
Developed on-going committee to look at problem/strategies.
The Bully Bullied and the Bystander—book presented to staff.
Teachers received a script with discussion questions.
Staff development on bullying.

“Mix It Up”

We had a mix it up at lunch in which students sat according to their birth date at different tables during lunch. This allowed students to mix it up and sit with other people not just their cliques.
Mix It Up Day—kids were randomly marked with colored markers then at lunch they sat at tables with that color. Getting to know someone out of your own clique was the intent. Went well!

Recognition and Reward Programs

Blue ribbons with students' names on them posted in cafeteria for no name-calling, anti-bullying and sticking up for one another.
Our peer helpers conducted a secret tally of students grades 6-8 who said or did nice things for others; we are rewarding the class with the highest numbers of marks with an ice cream sundae party.
“Caught Ya Being Nice” nominations.
Teachers looked for ways to recognize kids through the day.
Extra Free Time for those students with no discipline referrals.
The committee gave out Caught you Red-Handed awards to students who were helpful.

Skits and Role-Plays

Role Plays led by students on various issues.
Live play regrading Bullying.
Puppet Show over the school telecast.
Skit in Drama class to be presented in an assembly.
Skit Assembly (teachers portrayed bullies).
Film Club and GSA merge to make mini movies about hate in the hallways.
Performing a play entitled “Alice In Sexual Assault Land.”
Students were encouraged to...write skits and poems.

Stickers, Ribbons and Other Signs of NNCW Awareness

Wearing the [NNCW] stickers.

Visual reminders. Stickers worn by staff and students every day.

Students wore ribbons in recognition of no name-calling week. .

A local button shop made buttons for every teacher and child in the building with a cool design and slogan on it. We all pointed to the button instead of name-calling.

Purchased a watch for everyone in school that says “Stop the violence now.”

Students wore buttons with put-ups on them and a number—had a daily raffle—had to be wearing their button to claim their prize.

“Proud to Be” stickers. Students bought stickers for a quarter and wrote something they were proud of that no one could tell by looking at them. “Proud to be a Christian.” “Proud to be a soccer player.”

Monday-wear red white and blue with the idea United we stand divided we fall as a theme

Tuesday-wear two different shoes with the theme of walking a mile in another’s shoes can be difficult and eye opening

Wednesday-wear mismatched clothing to express we are all different and we should appreciate our differences

Thursday-wear your clothing backwards with the idea that words can hurt and you can’t take them back and that a good person always has another’s back.

Friday-wear sport’s team regalia because we are all good sports if we treat each other like we are on the same team

Give Name-Calling the Slip—slipper day

Put a cap on name-calling—hat day

Tattoo Day—Everyone wore a “We Rock” tattoo to celebrate a successful [No Name-Calling Week].

Surveys

Conducted a pre no name-calling survey. Conducted a post no name-calling survey.

Selected students tracked name-calling that they heard for a week.

Chalkboard available for students to write the names they were hearing in the school. Used as a way to do mini survey.

At end of year we will re-distribute violence surveys to see if there is an improvement in school climate. We are really focusing efforts on the bystanders.

Conducted a survey about students’ experience and feelings about name-calling/bullying and how it applies to them and our school.

Gave entire school a survey about name-calling.

School climate survey.

Conducted surveys 5th and 6th grade.

Pre- and post-tests with 25 students counting numbers of name-calling events before and after no name-calling week.

The Bullying Survey.

Bully survey given in all English classes.

The No Name-Calling survey.

Gave the survey to all 4th–8th graders. Results of the survey will be reviewed with each grade. Summary...will be sent to all staff. Survey results will be put up in Cafeteria for all to see.

Videos & Music

With small group of students had them watch a self esteem video and write a list of all the negative phrases and words they've heard and or used and then shredded them up! With the same group of students (5) I had them write a list of positive words and phrases they've used and heard and we pasted them up.

Showed "Don't Laugh at Me" video.

Deaf Bully Video from the Texas School for the Deaf: "The Shadows's Resolve".

Friday Night at the Movies showing "Radio" to promote no name-calling.

We showed the video in all of our study halls during the week and and discussions.

Show/discuss "Broken Toy" video.

Used the song "Don't Call Me Names" by Mark Wills.

Video, "It's Not Okay to Bully" [and] "Words Hurt".

"Don't Laugh At Me" song taught in music class.

Viewed clips from movie Pay It Forward.

"Dealing with Bullies" and "Trouble Makers" video.

Writing Activities

Written letters to pretend bullies.

26 students were given a written assignment to share what names they were called and how they felt and what names they called people and how they thought the other person felt. These were read aloud .

Conflict pics were shown on TV and children wrote stories about the pics.

8th graders wrote personal essays to be read at the assembly.

Appreciation statements written by students in each classroom focusing on positive aspects of our school.

Creative writing assignment in which kids answered their own questions about prejudice.

Other Activities

Students got bookmarks for 3 of the days with messages about dealing with name-calling.

Made a school cheer. The cheer was said each morning.

Sponsored a week called a Kindness Crusade.

Bully Busters set up stations throughout the school to discuss No Name-Calling Week and to answer questions.

Invited 2 other elementary schools in our district to join us to make it district wide.

Random Acts of Kindness.

Anti-Bullying Club promoted upcoming anti-bullying dance.

Students and Staff wore red and black (colors from the posters) on No Name-calling Day.

“Dear Gabby” box for student letters and our student newspaper is dedicating the next issue to No-Name-calling.

Positive week promotions.

Lunch Room Discussions.

Special lunch with Assistant Principal.

6th and 7th graders created anti-slur policies to be read at the assembly.

Any student sent to the office for name-calling was given double the punishment.

MLK Kindness and Justice Challenge—ongoing.

No Names Just Games Activity Night.

Developed a district wide discipline matrix.

Launching the District wide Bullying Prevention Campaign aligned with the National Campaign.

New lunch/recess behavior plan introduced.

It was self-control month at school and we discussed steps for this.

Three teachers are getting a summer grant to develop a one-week interdisciplinary unit for the entire middle school to implement during the first week of school in September.

Bullying phone Hot-Line.

Bullying box for anonymous notes.

“March Against Bullying” with parents and students.

Have students create lessons to be used in lower grades.

High School students spoke to elementary students.

High school students from the schools’ GSA, SAFER and SADD clubs organized and presented workshops about name-calling/no name-calling.