

# Appendix D:

## How to Handle Harassment in the Hallways in Three Minutes

### 1. STOP THE HARASSMENT

- Interrupt the comment/halt the physical harassment.
- DO NOT pull students aside for confidentiality unless absolutely necessary.
- Make sure all the students in the area hear your comments.
- It is important that all students—whether onlookers, potential targets, or potential harassers—get the message that students are safe and protected in the school.

### 2. IDENTIFY THE HARASSMENT

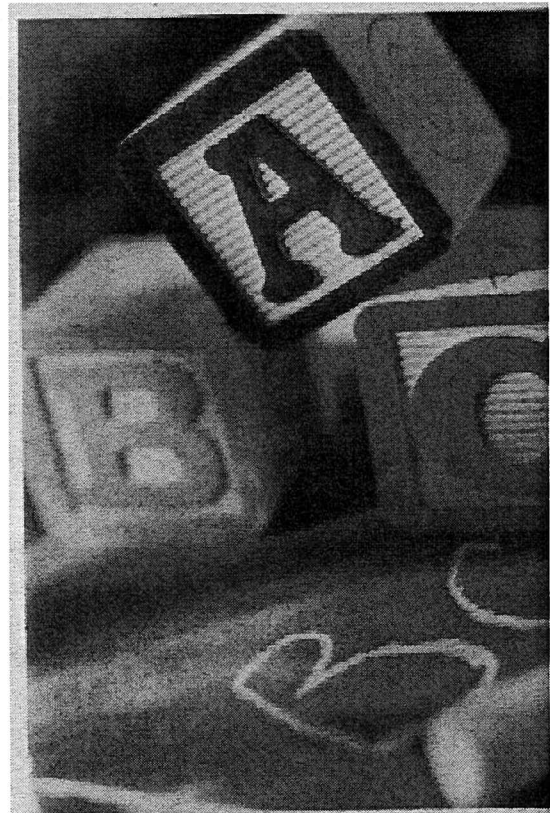
- Label the form of harassment: “You just made a harassing comment/put-down based upon race/religion/ethnicity/abilities/gender/age/sexual orientation/economic status/size, etc.”
- Do not imply that the victim is a member of that identifiable group.
- A major goal is to take the spotlight off the target and turn the focus to the behaviour. Students should realize what was said, regardless of what was meant (e.g., kidding).

### 3. BROADEN THE RESPONSE

- Do not personalize your response at this stage: “At this school, we do not harass people.” “Our community does not appreciate hateful/thoughtless behaviour.”
- Re-identify the offensive behaviour: “This name calling can also be hurtful to others who overhear it.”
- “We don’t do put-downs at this school” specifically includes those listening, as well as the school community in general. Even if they were “only kidding,” harassers must realize the possible ramifications of their actions.

### 4. ASK FOR CHANGE IN FUTURE BEHAVIOUR

- Personalize the response: “Chris, please pause and think before you act.”
- Check in with the victim at this time: “If this continues, please tell me, and I will take further action. We want everyone to be safe at this school.”
- Now turn the spotlight on the harasser specifically, asking for accountability. Again, be sure not to treat the target like a helpless victim. Rather, plainly give him or her this responsibility on behalf of others.



## Appendix F: Ten Things You Can Say or Do When You Hear “That’s So Gay!”

Many students may be using homophobic language without even realizing it—or they realize it, but deny it. Referring to something uncool as “gay” or calling someone a “fag” or a “dyke” is inappropriate. This usage is equating homosexuality with something negative. If students have fallen into these habits, it can be difficult for them to train themselves out of speaking this way, but it’s important that all staff members correct them.

1. Ask, “How would you feel if your name/identity were inserted instead of ‘gay’?” (e.g., “That’s so Bryce/Gurvir/Aisha!, etc.” and if it were used repetitively.)
2. Ask, “What does that mean?,” or say, “That’s so what?”

Typical student response: “It’s stupid, weird, ugly, etc.”

Teacher response: “That’s the same as saying, ‘Gay people are stupid, weird, or ugly,’ and I find that offensive.”

3. Ask, “How can a book, idea, or song have a sexual orientation?” if they are referring to an inanimate object when using this slur.
4. Say, “You might be surprised to know that what you just said could hurt someone’s feelings.”
5. Say, “This is a homophobia-free zone. Homophobic slurs like that are not tolerated here.”
6. Ask, “What does gay mean?” Use this opportunity to discuss the language of oppression.
7. Show one of the National Film Board videos: *Sticks and Stones*, *One of Them*, or *In Other Words*.
8. Create classroom posters on this topic.
9. Say, “Gay is OK.”
10. Make links between homophobic slurs and other forms of discrimination. Use analogies between racism, sexism, ableism, ethnocentrism, etc.

Use a strategy that reflects your personal teaching style and that is appropriate to the situation at hand.

“Homophobia is like Racism and Anti-Semitism and other forms of bigotry in that it seeks to dehumanize a large group of people, to deny their humanity, their dignity and personhood...I appeal to everyone who believes in Martin Luther King Jr.’s dream to make room at the table of brother and sisterhood for lesbian and gay people.” ~ Coretta Scott King ~

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