

A central chalkboard graphic with the title "TEACHING GENDER RESPECT IN THE BILINGUAL CLASSROOM" is surrounded by a collage of diverse people. The collage includes a group of four students at the top, a smiling woman with glasses, a woman reading in a library, a woman with a backpack, a family of three, a young man, a group of students, and a woman holding a book. There are also solid colored squares in blue, orange, red, and green.

TEACHING GENDER RESPECT IN THE BILINGUAL CLASSROOM

Texas Association Against Sexual Assault (TAASA) and Arte Sana (art heals)

This is a teaching guide for bilingual teachers to use with students in fourth to eighth grades. It assists teachers in helping students learn about gender identity, harassment, bystander action, and violence prevention. These lessons could be incorporated into your human growth and development/health classes.

The University of Texas at San Antonio, Institute for Demographic and Socioeconomic Research has reported that by the year 2040, 66.5% of students in middle school will be Hispanic. Grades K-8 are where the majority of English Language Learners are enrolled, according to the Texas Association for Bilingual Education (TABE). This guide is meant to provide ESL/ELL students with vital information and terminology that will help promote safety in the schools and in their future relationships as young adults.

The Texas Association Against Sexual Assault developed the original version of this publication.

In 2010, Arte Sana's Executive Director, Laura Zárate and Communications Coordinator, Elisabet Mateos collaborated with TAASA to complete this revised edition.

We welcome any and all comments and appreciate your input.

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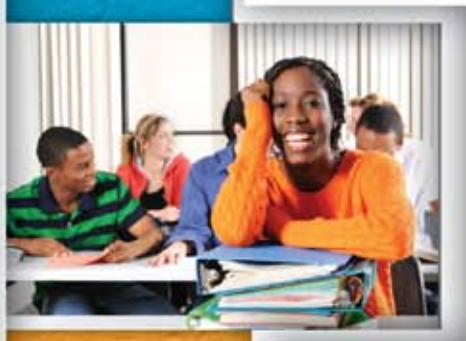
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Activity Options & ADVISORY

Teachers are encouraged to adapt this guide as needed to promote cultural relevancy and thus empower students as critical agents of change.

While some of the activities have been placed in sequential order, teachers may opt for those that better match their student age group. Supplemental word games are included for younger students.

The activities included in this guide are meant to provoke thought, challenge assumptions and open the door for more inclusive and less abusive attitudes towards peers.

REGARDING THE “WORDS CAN HURT” ACTIVITY

Since neither students nor schools exist in a vacuum, it is very important that all facilitators consider existing discriminatory attitudes that students and their families may have been exposed to both recently and historically.

This activity is meant to promote empathy and should allow students to debrief regarding how the old saying “*sticks and stones can break my bones but words can never hurt me*” is FALSE. Students should be reminded of the wealth of diversity represented in this nation because it was a nation built by native populations and immigrants from many parts of the world.

REGARDING THE “CONSEQUENCES/CONSECUENCIAS” ACTIVITY

Since many students have experienced a form of sexual harassment or bullying and/or have friends or family members who may have been victims, it is really important that teachers be mindful of modeling and/or offering support when resolution was not reached. Personal examples shared should never be left hanging as supplemental anecdotes.

If a student is brave enough to share a direct or indirect experience thank him or her for sharing and make sure that you follow-up with them after class regarding closure or any possible additional support that might be needed.

CULTURE & GENDER

Special care should be taken to assess the possible impact of some of the cultural differences on students and families trying to adapt to U.S. culture, rather than pass judgment on those differences. Many students live with families that adhere to strict gender role expectations. Rather than focus on the negative, the emphasis should be on respect and tolerance. The importance of being both bilingual and bicultural could be shared as a vehicle for trying on new perspectives as settings allow.

The ultimate goal is to help students develop skills for identifying and questioning gender stereotypes and harassing behavior in any culture or setting—without having to negate their own cultural backgrounds.



Vocabulary/Vocabulario

Gender | Género

Gender boxing* | Limitaciones impuestas por género

Gender labels* | Estereotipos de género

Victim | Víctima

Sexual Harassment | Acoso sexual

Hostile Environment | Ambiente Hostil

No-Contact Statement* | Notificación - no contacto

Report | Reportar

Journal | Cuaderno o diario personal

Witness | Testigo

Bully | Bravucón

Agitator | Agitador/a

Passive/Active Bystander* | Espectador pasivo/activo

* Rather than literal translations of topic-specific terms (that may not exist), some of the vocabulary words in English have been matched with culturally relevant terms in Spanish that better match the original concepts.



GENDER IDENTITY



LESSON PLAN: GENDER IDENTITY

LENGTH: 1 – 2 hours (Depends on discussion time allowed.)

Suggested Group: Adaptable to various sizes of groups, ESL grades 4-8.

OBJECTIVES:

1. To recognize how gender roles are learned.
 2. To acknowledge cultural differences in gender role expectations.
 3. To learn about the possible disadvantages of strict gender boxing.
 4. To learn about the possible obstacles in juggling cultural gender expectations.
-

BY END OF CLASS STUDENTS WILL:

1. Have a clear understanding of how gender roles are assigned and enforced.
 2. Will have a clear understanding of how cultural differences affect gender expectations.
 3. Will have a clear understanding of the benefits of gender equity and the possible risks of gender boxing.
-

MATERIALS NEEDED:

- Exercise sheets
 - Butcher paper/flipchart sheets, tape, markers
 - “Gender Adjectives” activity sheet (pg. 7), copied on two different colors of paper and cut along lines
-

TERMS AND DEFINITIONS:

Gender: one’s sex (male or female).

Gender boxing: narrowly defining gender roles.

Gender labels: any personality trait that is gender-specific.

PALABRAS Y DEFINICIONES:

Género: *el sexo masculino o femenino.*

Limitaciones impuestas por género: *expectativas rígidas para cada sexo.*

Estereotipos de género: *cualquier característica de la personalidad asignada según el sexo de la persona.*

Gender Adjectives Activity

DURATION: 20-25 minutes

FACILITATION METHOD: Individual participation and group discussion

MATERIAL & PREPARATION

- Two sets of “Gender Adjectives” (preferably in two separate neutral colors – i.e. not pink and blue)
 - Large male and female symbols on flip chart sheets or drawn on either a blackboard or dry erase board)
-

INSTRUCTIONS:

[**BEFORE** you begin - please read “**Activity Options & Advisory**” on page 3.]

1. Tape or draw male and female symbols on different sides of the room.
 2. Divide the class into two groups and have them stand by either the male or female symbol.
 3. Pass out one set of gender adjectives **in English only** to each group.
 4. Have students each take at least one gender adjective (it is OK if they have more than one).
 5. Once all of the words have been distributed, share brief gender-neutral definitions as needed in Spanish and ask the students to think about which adjectives best describe the gender their group was assigned.
 6. Ask students to tape the adjectives that they feel are appropriate onto their assigned gender symbol.
 7. Once all of the adjective cards have been taped onto the gender symbols, ask the students to look at both sets of adjectives assigned and note the similarities or differences.
 8. Ask the students to share if there were any differences of opinion within the group. If so, ask them to please explain what they decided.
 9. Use discussion prompts to talk about how social expectations and cultural differences can sometimes box boys and girls into rigid roles that are limiting for both.
-

DISCUSSION PROMPTS

Which words were given to both genders and which were different?

¿Qué palabras se asignaron a ambos hombres y mujeres y cuáles fueron diferentes?

Question whether or not the missing words might also be assigned to the other gender and why.

¿Sería posible asignar algunas palabras que no se usaron al otro género?

How might our assumptions be unfair? How might our expectations be unfair?

¿Como podrían ser injustas algunas suposiciones y expectativas?

Gender Adjectives Cutout List

Helper

Leader

Tender

Boss

Strong

Friendly

Fearless

Caring

Tough

Cleaner

Smart

Worker

Sexy

Flirt

Cook

Emotional

Aggressive

Passive

Times Have Changed Activity

DURATION: 20-30 minutes

FACILITATION METHOD: Small and large group discussion

MATERIALS & PREPARATION

- Four flip chart sheets with one of the following headings on it:

“Men before/Men now - *Los hombres de antes/los hombres de hoy*”

“Women before/Women now - *Las mujeres de antes/las mujeres de hoy*”

“Men in (pick a familiar country)/Men in the United States
Los hombres en (país conocido) / Los hombres en los EEUU”

“Women in (pick a familiar country)/Women in the United States
Las mujeres en (país conocido) / Las mujeres en los EEUU”

INSTRUCTIONS

1. Divide the class into four groups. Assign each group one of the heading topics and ask the students to brainstorm observations regarding the comparison group listed. Ask each group to nominate a reporter to document the group's responses on the flip chart.
2. Ask the groups to make a list of responses for their headings.
3. After the groups have completed their lists, have each group present their list to the class.
4. Use the following discussion questions to discuss gender expectations in a non-judgmental manner.



DISCUSSION QUESTIONS:

What was life like for your grandmothers and grandfathers? Who did the housework?

How have men's and women's roles changed throughout time?

How do gender roles differ from culture to culture?

How do gender expectations of this country differ from those of others, and what problems might this present for a person trying to function within two cultures?

Why do you think gender expectations are different in different countries?

Why do you think gender expectations change over time?

What makes gender expectations change?

PREGUNTAS PARA DISCUSIÓN:

¿Cómo fue la vida para tu abuelo y tu abuela? ¿Quién hacía los quehaceres domésticos?

¿En qué aspectos han cambiado los papeles de hombres y mujeres a lo largo del tiempo?

¿Cuáles son algunas diferencias que hay entre el papel del hombre y la mujer en distintas culturas?

¿Cómo las expectativas de cada género difieren en este país en comparación con otros países y con qué problemas se enfrenta una persona que intente mantener las expectativas de género de dos países?

¿Por qué crees que las expectativas de cada género son diferentes dependiendo del país?

¿Por qué crees que las expectativas de cada género cambian a medida que pasa el tiempo?

¿Qué es lo que hace que estas expectativas cambien?





SEXUAL
HARASSMENT
EL ACOSO
SEXUAL

LESSON PLAN: SEXUAL HARASSMENT

LENGTH: 2 hours (Depends on discussion time allowed for each activity.)

SUGGESTED GROUP: Adaptable to various sizes of groups, ESL grades 4-12.

OBJECTIVES:

1. To learn about sexual harassment.
2. To recognize how sexual harassment affects us.

BY THE END OF CLASS STUDENTS WILL:

1. Have a clear understanding of how sexual harassment affects the physical, academic and emotional well-being.
-

MATERIALS NEEDED:

- Pens and small pre-cut sheets of paper.
 - Damaging Effects of Sexual Harassment handout (one for each student).
 - Sexual Harassment Scenario.
-

OUTLINE OF LESSON:

1. “Words Can Hurt” activity & topic questions (15-20 minutes).
2. Share sexual harassment definition with pronunciations of unfamiliar words (5 minutes)
3. “Consequences/*Consecuencias*” activity (20-30 minutes) use “DAMAGING EFFECTS of Student Sexual Harassment” handout and the scenario.

“Words Can Hurt” Icebreaker Activity & Opening Questions:

DURATION: 20-25 minutes

MATERIALS & PREPARATION:

- Pens and small pieces of paper
-

INSTRUCTIONS:

[**BEFORE** you begin - please read “**Activity Options & Advisory**” on page 3.]

1. Ask each student to write a hurtful comment that they have heard someone else called at school.
Ask that no names be listed but rather associations like a friend, a classmate in gym class, etc.
 2. Collect the papers. (**SAVE them** for the last activity in this guide.)
 3. Ask the students to listen respectfully and think of how the comment may have made the other student feel.
 4. Read each comment.
 5. Ask the students to share a word that can describe how these insults may have made other students feel.
 6. Ask the students what they think others could do if they see or hear someone being bullied.
 7. Let them know what your school policy is, who they should report incidents of bullying to, and that schools should be safe for all students.
-

SEXUAL HARASSMENT OPENING QUESTIONS

Ask the following questions and let all the students respond first, before sharing the answers. Let them know that the next activities will deal with a form of abuse that is sometimes misunderstood, and that part of changing how we act is changing how we think.

After you’ve shared the correct responses, read the definition and examples on the next page.

SCRIPT: “Raise your hand if you’ve heard the term sexual harassment.”

“What do you think it is?”

“Who can be sexually harassed?”

“Who can harass others sexually?”

ANSWERS

Anyone can be sexually harassed.

Both males and females can sexually harass others.

Boys can harass girls, girls can harass girls, boys can harass boys, and girls can harass boys.

Definition and Examples

SEXUAL HARASSMENT is any behavior of a sexual nature that is unwanted, makes someone feel uncomfortable, and occurs on a frequent basis.

It can include:

- Unwanted notes, telephone calls, texting and emails.
- Unwanted touching and grabbing.
- Unwanted teasing, sexual jokes, rumors and sexual comments.

Sexual harassment can hurt a student's health, self-esteem and grades.
It can make a school an unsafe place that students may want to leave or drop out of.

EL ACOSO SEXUAL es cualquier conducta sexual no deseada que ocurre frecuentemente y te hace sentir incómodo/a.

Puede incluir:

- Notas no deseadas, llamadas telefónicas, emails, mensajes al celular.
- Toqueteo indeseado.
- Burlas, chistes groseros, rumores, comentarios sexuales.

El acoso sexual puede perjudicar la salud, la confianza y las notas del estudiante.
Puede hacer que el estudiante deje de ir a la escuela porque es un sitio poco seguro.



Consequences/Consecuencias Activity

DURATION: 20-30 minutes

FACILITATION METHOD: Group and Individual

MATERIAL & PREPARATION:

- Copies of Damaging Effects of Student Sexual Harassment handout
 - Sexual Harassment Scenario
 - Pens and paper
-

INSTRUCTIONS:

1. Give each student a copy of the Damaging Effects handout.
2. Read, or ask for a volunteer to read the sexual harassment scenario.
3. Ask the students to identify and write down an emotional, a physical, and an academic effect of sexual harassment from the scenario.
4. Ask students to take turns sharing what they identified.
5. Ask students to share other possible consequences or effects of sexual harassment. Encourage them to put themselves in someone else's shoes.



Damaging Effects of Student Sexual Harassment

Consecuencias Dañinas del Acoso Sexual en la Escuela

PHYSICAL EFFECTS / CONSECUENCIAS FÍSICAS

Frequent illness / *Enfermar frecuentemente*

Sleeping problems / *Problemas para dormir*

Eating disorders / *Trastornos de alimentación*

Headaches & stomach ailments / *Dolores de cabeza y problemas de estómago*

EMOTIONAL EFFECTS / CONSECUENCIAS EMOCIONALES

Isolation & withdrawal / *Aislamiento y retraimiento*

Anger / *Ira*

Low self-esteem / *Baja autoestima*

Loss of trust in others / *Pérdida de confianza en los demás*

ACADEMIC EFFECTS / RENDIMIENTO ACADÉMICO

Tardiness / *Falta de puntualidad*

Absenteeism / *Absentismo*

Inability to concentrate / *Falta de concentración*

Lower grades / *Malas notas*

Switching classes / *Cambiar de clase*

Dropping classes / *Dejar la clase*

Damaged reputation / *Reputación dañada*

Loss of friends / *Pérdida de amistades*

Changing schools / *Cambio de escuela*

Loss of trust in educational system / *Pérdida de confianza en el sistema educativo*

Dropping out of school / *Dejar de ir a la escuela*

Sexual Harassment Scenario #1

Every time Melissa passes by the junior hallway, Brad and his friends make comments and sounds in front of everyone entering Mr. Jacobson's class. During lunch Brad always finds any excuse to pass by Melissa's table to make a comment about her breasts. He has done this since the beginning of the semester. Melissa is so upset about this humiliation that she has changed the way she dresses, and has begun to take the long route to her classes in order to escape Brad's abuse. Because of this she is now arriving late to some of her classes, but she is too embarrassed to tell her teachers what is happening. Melissa is now having a hard time sleeping and is tired all of the time. She has begun to think about skipping school altogether.

Cada vez que Melissa pasa por el pasillo para ir a la clase del Sr. Jacobson, Brad y sus amigos hacen comentarios y sonidos en frente de todo el mundo. A la hora de la comida Brad siempre encuentra alguna excusa para pasar por la mesa donde Melissa se sienta y hacer un comentario sobre su pecho. El ha hecho esto desde el principio del semestre. Melissa está tan afectada por esta humillante situación que ha cambiado su forma de vestir y ha empezado a tomar otra ruta más larga hacia sus clases con el objetivo de evitar el abuso. Debido al largo recorrido de una clase a otra, ella está llegando tarde a clase y se siente demasiado avergonzada para explicar a sus profesores lo que está pasando. Melissa se siente cansada todo el tiempo porque no puede dormir. Ella ha empezado a pensar en dejar de venir a la escuela.



Sexual Harassment Scenario #2

José has never liked to play sports but now he needs to complete one more class. There is a classmate that is always insulting him by telling him: “you play like a girl” and “go to the women’s team.” José has an uncle who is gay, so he knows of violence that many suffer because of intolerance. Some kids have begun to threaten him and José does not want to attend that class anymore. He has lost weight and also has headaches. He is afraid to ask for his parents’ help because they are not understanding and they have always criticized him for not being “man enough.”

A José nunca le ha gustado los deportes pero ahora le hace falta cumplir con una clase más. Hay un compañero de gimnasio que siempre le insulta con frases como “juegas como niña” y “vete al equipo de las mujeres.” José tiene un tío quien es gay y conoce bien la violencia que sufren muchos por la intolerancia. Algunos chicos han empezado a amenazarlo y ahora José ya no quiere ir a esta clase. Ha perdido de peso y también tiene dolores de cabeza. Él tiene miedo de pedir ayuda a sus padres pues no son comprensibles y siempre le han criticado por no ser lo suficiente “macho.”





ACTIVE BYSTANDERS
AND PEACEMAKERS
OBSERVADOR PASIVO
Y CONCILIADOR
ACTIVO



LESSON PLAN: ACTIVE BYSTANDERS AND PEACEMAKERS

LENGTH: 2 hours

SUGGESTED GROUP: Adaptable to various sizes of groups, ESL grades 4-8.

OBJECTIVES:

1. To learn about the difference between passive and active bystanders.
2. To learn the possible impact of bystander behavior.

BY THE END OF CLASS STUDENTS WILL:

1. Have a clear understanding of how bystanders can help or hurt an abusive situation.
 2. Be aware of safe intervention options.
-

MATERIALS NEEDED:

- Pens and paper
 - Examples of hurtful comments from previous Words Can Hurt activity
 - Copies of *Qué tipo de estudiante eres?* handout (one for each student)
-

TERMS & DEFINITIONS:

Bully: someone who commits harmful acts or gestures against another person or persons.

Victim: a person who is harmed or killed by another person, group of people, condition, or system.

Agitator: someone who joins in, cheers the bullying behavior and makes things worse.

Bystander: a witness to an event who can influence how long a conflict lasts, or whether the conflict becomes bigger or is reduced.

Sexist: Discrimination based on gender, especially against women, and attitudes or behaviors that promote stereotyping of social roles based on gender.

OUTLINE OF LESSON:

1. Term translation and concept explanation (5 minutes)
2. “Bullies & Bystanders” activity & topic questions (30 - 40 minutes)
3. “*Qué tipo de estudiante eres?*” “Consequences/*Consecuencias*” activity (15 - 20 minutes)

Bullies & Bystanders Activity

DURATION: 25-35 minutes

FACILITATION METHOD: Group and Individual

MATERIAL & PREPARATION:

- Small selection of examples of hurtful comments from previous Words Can Hurt
- Copies of *Qué tipo de estudiante eres?* handout (Double-sided bilingual option)
- Pens and paper

INSTRUCTIONS:

1. Remind students of the Words Can Hurt activity.
 2. Ask them to pay close attention to the examples that you will read and ask them to focus on possible bystanders this time, who may have witnessed the abuse.
 3. Ask students to write a short real or fictional situation/story where they are witness to a bullying situation.
 4. Ask the students to think of the example they wrote about and share their feelings. Make a list of all of the feelings on the board or overhead.
 5. Ask students the following discussion questions and allow for the open expression of fears without judgment.
-

BULLYING & BYSTANDER DISCUSSION QUESTIONS

Did you do anything, as a bystander?
Encourage students to talk about how they think other bystanders feel.

Have you ever been an agitator?
How did being an agitator make you feel?

6. Give each student a double-sided *Qué tipo de estudiante eres?* handout. Review the score calculations.
7. Allow students to volunteer sharing (if they like) – their scores.

How do they feel about them and what do they plan to do to maintain or improve their score?

What kind of a student are you?

| PEACEMAKER | PASSIVE BYSTANDER | AGITATOR |

Only **mark one** – what you do most of the time.

1. If I see a student being harassed ...

- a. I join in because it's fun.
- b. I stand and watch, without taking sides.
- c. I try to do something to stop it.

2. When I hear a sexist joke....

- a. I laugh.
- b. I don't say anything.
- c. I point out that sexism is not funny.

3. When someone is made fun of because of gender stereotypes ...

- a. I mock or imitate them also.
- b. I ignore what's going on.
- c. I try to do something to stop it.

4. When I hear a sexual rumor about a student...

- a. I laugh, and add other rumors that I have heard.
- b. I listen but I don't respond.
- c. I try to stop the rumor.

5. When inappropriate things are sent by text or email about a student...

- a. I forward them to all my friends.
- b. I just ignore them.
- c. I remind everyone that this can cause a lot of harm and get many in trouble.

6. When a student is excluded...

- a. I find reasons to justify the exclusion.
- b. I don't do anything.
- c. I try to include him or her.

What kind of a student are you?

| PEACEMAKER | PASSIVE BYSTANDER | AGITATOR |

Response Points: “a” response = 1 point “b” response = 2 points “c” response = 3 points

CALCULATE YOUR SCORE!

Count the number of responses and multiply by points.

- How many “a” responses did you mark? ____ x 1 point = _____
- How many “b” responses did you mark? ____ x 2 points = _____
- How many “c” responses did you mark? ____ x 3 points = _____

Add your responses to find out what you are! Your Total _____

If your total is 6 - 8 points – *cuidado* you are an agitator and make things worse.

If your total is 9 - 13 points you are a passive bystander, you watch silently as others cause harm.

If your total is 14 - 18 points – CONGRATULATIONS you are a peacemaker and help make your school a better place!

Don't be a passive bystander!

Learn your rights – get a copy of your school's sexual harassment policy or code of conduct. This should let you know how the school defines it and how to report it.

Stand up – for those who you see being sexually harassed or bullied anywhere—in class, on the bus, at school activities and/or at after-school jobs.

If you are harassed:

- Tell the person harassing you to stop. You can do this face-to-face or in writing.
- If you write them a letter, make a copy for yourself.
- Report the harassment to the appropriate person in your school and/or tell a parent or trusted adult.
- If the harassment doesn't stop, keep a journal documenting each incident. Write down what happened, when and where it happened, whether there were any witnesses (and their names if you know them), how it made you feel, and how you responded. Then take this documentation to school.

¿Qué tipo de estudiante eres?

| **CONCILIADOR** | **OBSERVADOR PASIVO** | **AGITADOR** |

Marca **sólo una respuesta**—lo que sueles hacer más.

1. Si veo a un estudiante que está siendo acosado...

- a. Me uno al grupo y tomo parte porque es divertido.
- b. Me quedo mirando, sin ponerme de parte de nadie.
- c. Trato de hacer algo para evitarlo.

2. Cuando escucho un chiste sexista...

- a. Me río del chiste.
- b. No digo nada.
- c. Expreso que el sexismo no es gracioso.

3. Cuando se ríen de alguien basándose en estereotipos sexuales...

- a. Les sigo la gracia.
- b. Les ignoro.
- c. Trato de pararlo.

4. Cuando escucho algún rumor sexual sobre un estudiante...

- a. Me río y comento otros rumores que he oído.
- b. Escucho, pero no respondo.
- c. Trato de parar el rumor.

5. Cuando un mensaje inapropiado es enviado por email o por el celular...

- a. Envío el mensaje a todos mis amigos.
- b. Ignoro el mensaje.
- c. Le recuerdo a todo el mundo que esto puede ser muy dañino y nos puede meter en problemas.

6. Cuando un estudiante es excluido...

- a. Encuentro una razón para justificar la exclusión.
- b. No hago nada.
- c. Intento incluirlo.

Speak-up Activity

Ask students to share why it's sometimes difficult to take action when you see someone being bullied. (Fear of retaliation, fear of physical harm, becoming a target, etc.)

Discuss options other than standing up to a bully directly that might help a victim.

POSSIBLE OPTIONS:

- Talk to a teacher or school counselor.
- Tell a parent or trusted adult.
- Befriend the target or victim and lend support and encouragement, advise the target or victim as to what they can do.

HELPFUL MESSAGES

Ask the students to separate into small groups and ask them to develop sample messages for either a bully or a target/victim.

Have students to take turns reading and discussing the messages.

WRAP-UP EXPRESSION OPTIONS:

Ask students to do one or more of the following to share what they've learned:

- A poster drawing
- A poem
- A slogan
- A mini cartoon or fotonovela
- A song that promotes respect and inclusion.

Or get lyrics and recordings for the following songs and have a sing-along.

- “*De Colores*” (See “Additional Handouts and Forms” section, page 31)
- “Everyday People” by Sly and the Family Stone
- “*La Tierra Misma* (The Same Ball of Clay)”

The art and messages can be shared in your classroom during April, **Sexual Assault Awareness and Prevention Month**. Contact TAASA for more information regarding materials for youth and the Green Ribbon Campaign.



ADDITIONAL
HANDOUTS
AND FORMS

Gender Respect Word Search

Find the following 15 words below.

Look for words that are vertical, diagonal and horizontal.

GENDER

RESPECT

SUPPORT

EMAIL

HARASSMENT

HELP

REPORT

TEXTING

BYSTANDER

MALE

WORDS

LEADER

FEMALE

BULLYING

ACTION

A	C	V	G	E	N	D	E	R	L	K	J	P	Q	B	N	O
H	C	A	V	B	J	L	O	R	X	Q	E	M	T	U	U	P
A	Q	T	M	A	Y	C	H	Y	U	I	I	O	B	L	E	Y
R	D	B	I	R	E	S	P	E	C	T	P	W	V	L	Z	X
A	C	F	Y	O	K	U	T	F	E	M	A	L	E	Y	W	T
S	L	J	H	L	N	P	H	A	B	G	X	Z	J	I	U	L
S	G	E	L	Z	G	P	L	O	N	V	O	H	R	N	X	M
M	A	L	E	H	V	O	Q	K	H	D	L	K	E	G	P	N
E	O	J	H	W	O	R	D	S	E	H	E	L	P	U	O	B
N	M	C	H	E	A	T	L	C	J	L	A	R	O	M	I	V
T	Z	A	V	X	H	Z	A	G	V	E	D	B	R	G	U	D
J	H	K	I	O	Z	L	J	H	B	T	E	X	T	I	N	G
L	X	H	G	L	V	K	L	X	O	G	R	Z	H	L	T	F

Busca Palabras Sobre el Respeto

Encuentra las siguientes 15 palabras abajo.

Busca las palabras verticales, horizontales y diagonales.

GÉNERO

ACOSO

TESTIGO

HEMBRA

RESPE TO

AYUDA

VARÓN

BRAVUCÓN

APOYO

REPORTAR

PALABRAS

ACCIÓN

EMAIL

TEXTING

LÍDER

G	C	V	G	E	W	E	R	O	L	H	J	P	Q	A	N	O
E	C	A	V	B	J	L	O	R	X	Q	E	M	T	P	U	P
N	A	C	C	I	O	N	H	Y	U	I	I	M	B	U	T	Y
E	P	B	I	O	E	A	P	E	T	O	P	W	B	S	E	X
R	O	A	Y	O	S	P	T	H	E	M	P	A	E	R	S	T
O	Y	P	L	L	N	O	R	E	S	P	E	T	O	N	A	L
S	O	E	A	U	G	Y	L	M	N	V	O	V	R	N	Y	I
P	A	P	A	L	A	B	R	A	S	D	L	A	E	G	U	D
E	O	P	A	T	E	S	T	I	G	O	Y	R	D	A	D	E
K	P	C	H	E	A	T	S	L	R	E	P	O	R	T	A	R
T	Z	A	V	X	B	R	A	V	U	C	O	N	R	G	U	D
T	E	X	T	I	N	G	J	H	B	T	R	X	T	O	N	G
L	X	H	G	L	V	K	L	X	O	G	R	Z	H	L	T	F

Arte Sana 2002, 2010

Secret Word Messages/Mensajes secretos

Use the code chart below to figure out the secret messages.

Usa el código para descifrar los mensajes secretos en inglés.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	7	18	19	20	21	22	23	24	25	26

MESSAGE #1

23	15	18	4	19		3	1	14		8	21	18	20

¿Cuál es el mensaje en español? _____

MESSAGE #2

8	5	12	16		15	20	8	5	18	19

¿Cuál es el mensaje en español? _____

MESSAGE #3

18	5	19	16	5	3	20		5	22	5	18	25	15	14	5

¿Cuál es el mensaje en español? _____

Examples of Songs to Promote Unity and Inclusion

The “*De Colores*” (in colors) song is a public domain Mexican folk song with origins in Spain, according to folklorist Americo Paredes. The Farmworker Movement Documentation Project website tributes a *Teatro Campesino* singing group for having recorded the song during the United Farm Workers union meeting in Delano, California on July 30, 1976. In addition to being known as a children’s song, “*De Colores*” has also been recorded by many well-known singers in the United States.

De Colores

*De colores, de colores
se visten los campos en la primavera*

*De colores, de colores
son los pajarillos que vienen de afuera*

*De colores, de colores
es el arco iris que vemos lucir*

*Y por eso los grandes amores
de muchos colores me gustan a mi
Y por eso los grandes amores
de muchos colores me gustan a mi*

*Canta el gallo, canta el gallo
con el quiri quiri quiri quiri quiri*

*La gallina, la gallina
con el cara cara cara cara cara*

*Los polluelos, los polluelos
con el pio pio pio pio pi*

*Y por eso los grandes amores
de muchos colores me gustan a mi
Y por eso los grandes amores
de muchos colores me gustan a mi*

In Colors (English translation)

In Colors, in colors
the fields dress in springtime

In Colors, in colors
are the little birds that come from afar

In Colors, in colors
the rainbow that we see shine

And that’s why the great love
of many colors pleases me
And that’s why the great love
of many colors pleases me

Sings the rooster, sings the rooster
with his kiri kiri kiri kiri kiri

The hen, the hen
with her cara cara cara cara cara

The baby chicks, the baby chicks
with their pio pio pio pio pi

And that’s why the great love
of many colors pleases me
And that’s why the great love
of many colors pleases me

“We’re all living on the same ball of clay
Same stars at night
Same sun in the day
We’re all living on the same ball of clay
And all the world is one”

From the song by Linda Beck, “La Tierra Misma (The Same Ball of Clay)”

The song lyrics and MP3 are available on the New Songs for Peace website: www.newsongsforpeace.org/songs-beck1.html
Farmworker Movement Documentation Project website: www.farmworkermovement.us/



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