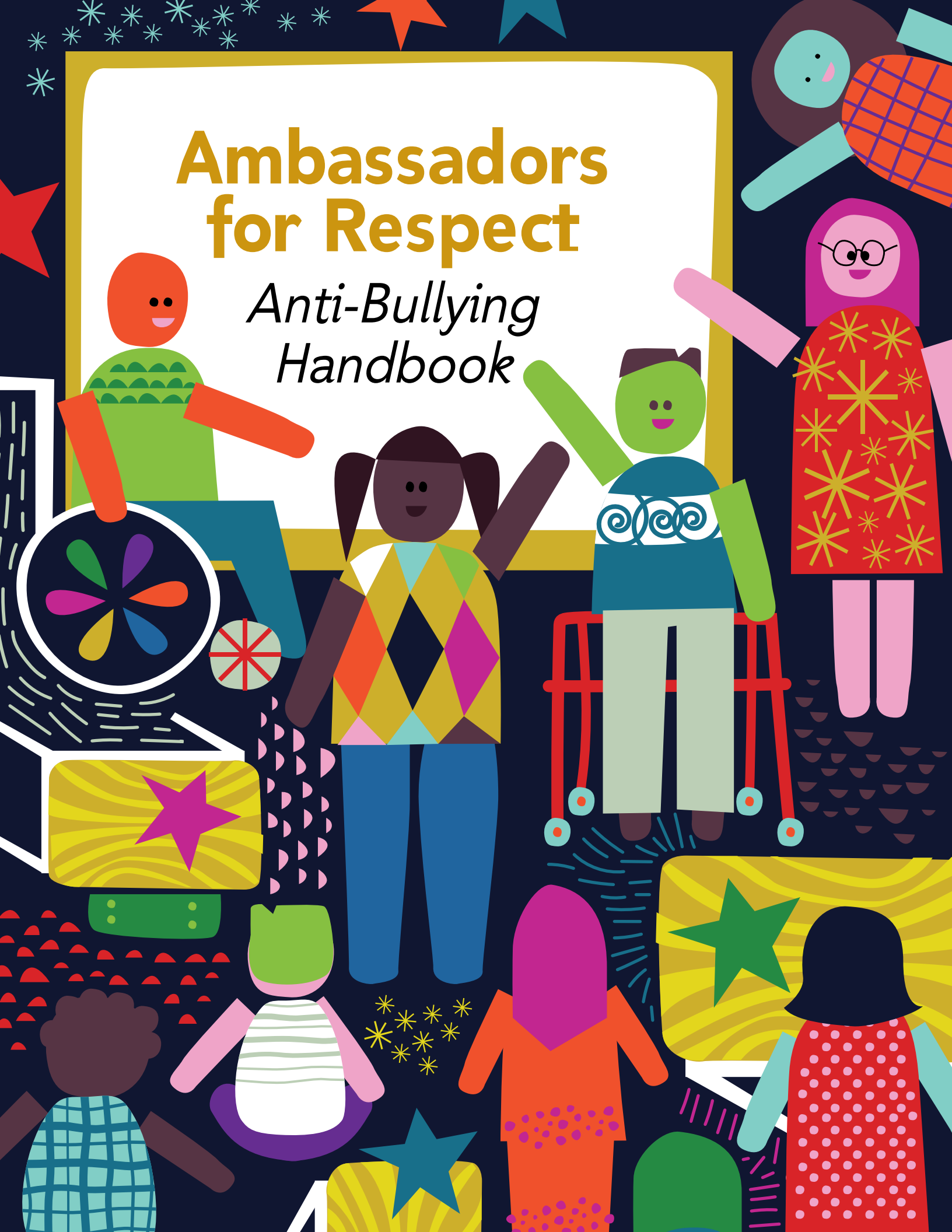


# Ambassadors for Respect

## *Anti-Bullying Handbook*



treat  
others with  
respect

smile

be  
kind

**Dedicated to  
Colleen Timbers**

Her leadership and support,  
with four self advocates, who  
initiated the idea of an anti-bullying  
campaign, brought the idea to reality  
in 2013 in three elementary schools  
in the St. Paul School District.

The MINNESOTA  
GOVERNOR'S  
COUNCIL on  
DEVELOPMENTAL  
DISABILITIES

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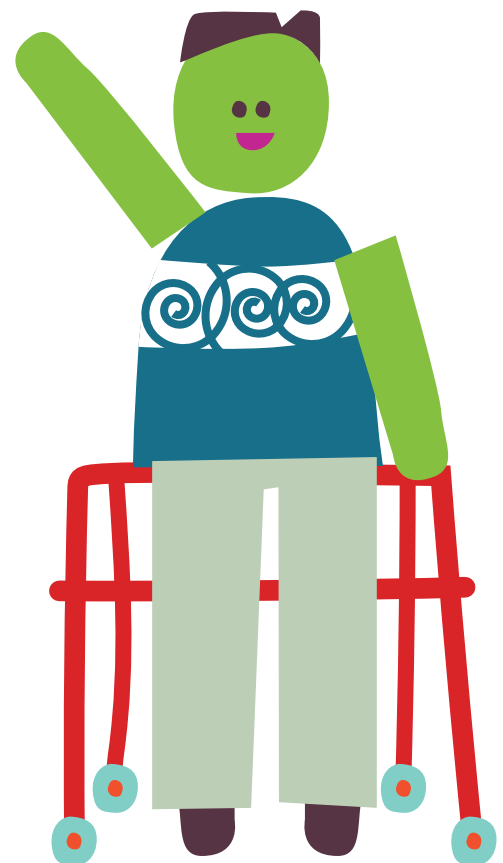
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## Background

*Ambassadors for Respect*, a program of the Minnesota Governor's Council on Developmental Disabilities, supports self-advocates who are developing their leadership and presentation skills. One of the ways these self-advocates develop their skills is through presentations that address the problem of bullying. *Ambassadors for Respect* have been successfully leading training sessions for 4th grade elementary school students about how to deal with and address bullying since 2013. *Ambassadors* presented their anti-bullying program 89 times and have reached 2,403 students and 138 teachers, all for a total cost of \$70,000.

Teachers and paraprofessionals are also involved in the training sessions so they can reinforce the tips and tools that students learn in the *Ambassadors for Respect Anti-Bullying Program* presentations. Indeed, the *Ambassadors for Respect* program depends on the collaboration and partnership with local schools. The *Ambassadors for Respect* uses a curriculum from PeaceMaker Minnesota ([www.peacemakermn.org](http://www.peacemakermn.org)) that has been modified so that students with and without disabilities can benefit from this training.

This handbook, produced by the Minnesota Governor's Council on Developmental Disabilities, is intended to assist organizations that serve individuals with developmental disabilities and public and private schools in establishing partnerships to support anti-bullying programs. The first section of this handbook will briefly address the problem and prevalence of bullying, suggest

some evidence-informed best practices for anti-bullying programs, and discuss the roles and expectations for creating partnerships. In section two, the handbook provides complete details about the anti-bullying presentation, evaluation, and a process for quality improvement.

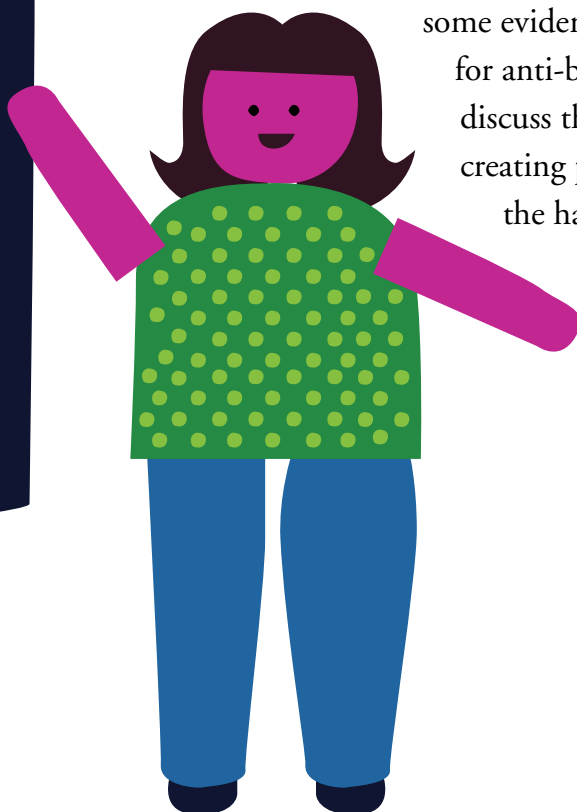
**Ambassadors  
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anti-bullying  
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**2,403**

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**teachers.**



## Funding and Return on Investment

According to a report from the Highmark Foundation, societal cost benefits of high school bullying prevention can total \$1,412,995 per individual over a lifetime. For approximately \$29.13 per student, this *Ambassadors for Respect* program teaches children to address and confront bullying at an early age, potentially reducing the amount of high school bullying later. In addition, many of the self-advocate presenters have gone on to full employment after participating in the program, an unanticipated result of this program building confidence and skills.

*Ambassadors for Respect* is beginning its fifth year of programming. After its first year of programming, Merrick, Inc., which was involved from the start of the program, established a partnership with PeaceMaker Minnesota to modify curricula and identify sustained funding opportunities for annual trainings. Since 2013, that partnership has developed a strategic plan, which includes a fundraising component to sustain the innovation. In 2015, Ally People Solutions, a business that employs people with developmental disabilities, joined the strategic planning team to expand programming throughout the state. In 2016, three elementary schools joined the PeaceMaker Foundation as members and funds raised by those schools were matched by the foundation to compensate ambassador presenters. The program continued to grow in 2017, with an additional school receiving PeaceMaker Foundation funds. This campaign comes at a time when the State of Minnesota has reinvested itself in anti-bullying with the passage of the Safe and Supportive Schools Act in 2014 — a 13-page bill that replaced a 37-word anti-bullying law. This commitment from the State ensures that this programming will have support to continue.

For approximately

**\$29.13**

**Ambassadors for Respect  
teaches children to address  
and confront bullying  
at an early age.**

## The Problem of Bullying

Bullying is a very real problem for large numbers of children. But what bullying is can be often misunderstood. In the popular imagination, bullying occurs when a bigger—sometimes thought of as a “tough” kid—roughs up a weaker child. But violence perpetrated by a stronger child on a weaker one is only one aspect of what constitutes bullying.

So, what is bullying? Many definitions have been proposed over the years, but the most common definition in use today stems from the work of Dan Olweus, Professor of Psychology at the University of Bergen, Norway, and one of the world’s leading authorities on problems of bullying and victimization. This definition indicates that bullying is “unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally and excluding someone from a group on purpose” ([stopbullying.gov](http://stopbullying.gov)).

This definition includes a number of key points that can be used to determine if interactions should be treated as bullying.

First, bullying activity is marked by an imbalance in power. While the “big kid picking on a little kid” preconception is clearly an imbalance in power, it is only one possible example. Power imbalances can be much subtler. Children who aren’t part of the “cool” group, children with disabilities, overweight children, gender non-conforming children, or even children with eye glasses, to name only a few examples, can find themselves being bullied by other children with greater social power. It is not uncommon for adults to miss the subtle power imbalances in children’s peer groups. And it is not enough to consider that since one child is larger than the one picking on her, bullying must not be occurring. If the smaller child is surrounded by her peer group, the larger child might be outnumbered and facing a power imbalance.

The second key point of the definition to consider is that bullying is also repeated behavior. Not all forms of childhood aggression are defined as bullying. The one-off fight or quarrel between two children of roughly equal size and ability, while it might be in violation of school rules, is not bullying in most cases. In order for aggressive behavior, whether physical, verbal, or emotional, to be considered bullying, it must be repeated over time. When children are singled out for cruel or aggressive treatment by their peers over and over again, they

### Key Criteria to Identify Bullying

1

Behavior results from a power imbalance

2

Behavior is repeated

3

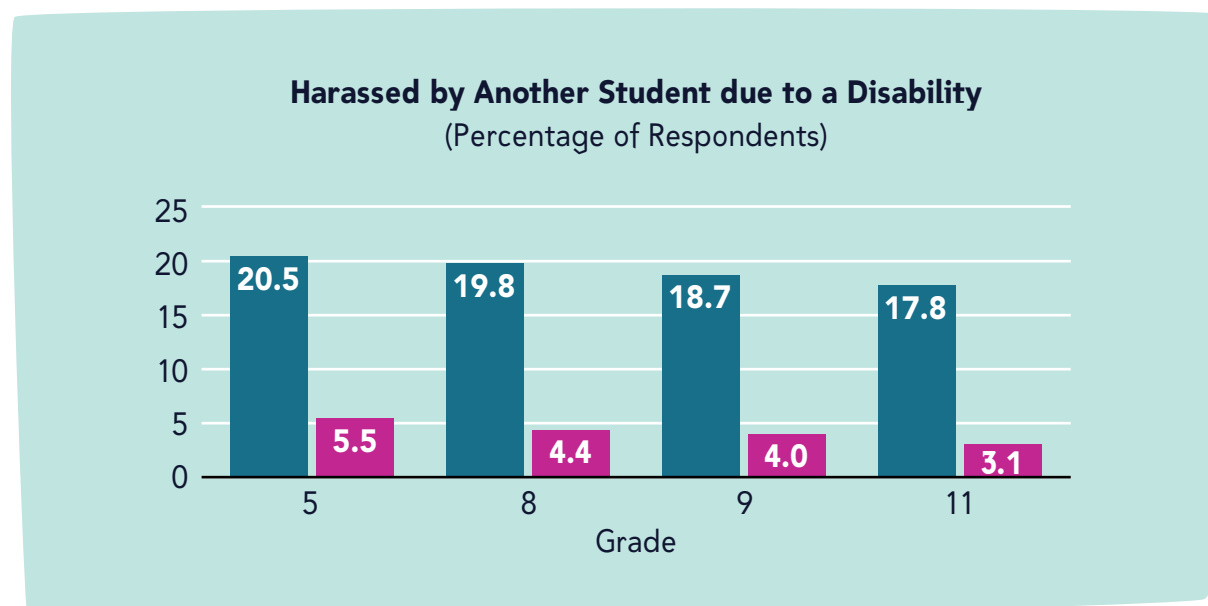
Behavior is intended to inflict harm

become victims of bullying. If not dealt with promptly, long-term victimization can have devastating psychological and physical effects on children.

Finally, the third key point that defines bullying focuses on intent. For bullying to occur, the action must intend to inflict harm on the child. Harm in this case does not always refer to physical harm. Harm can come in the form of psychological distress as well. Name calling and other verbal abuse, verbal threats, shunning, malicious rumors, for example, are all actions intended to harm. To be sure, playful teasing is not usually considered bullying behavior because it is not meant to inflict harm. That said, children need to understand the difference between teasing and verbal bullying as the line between the two can quickly be crossed, and often unintentionally.

It is a sad fact that as many as a third of all school-aged children in the United States report being bullied. What is more, 60% of young people nationwide with disabilities have reported being bullied regularly.<sup>1</sup> The Minnesota Governor's Council on Developmental Disabilities produced a study of the type of bullying occurring in 2016 among children with individualized educational plans. The results were startling. Over 20% of children in 5th grade special education programs reported being bullied because of their disability (figure 1).

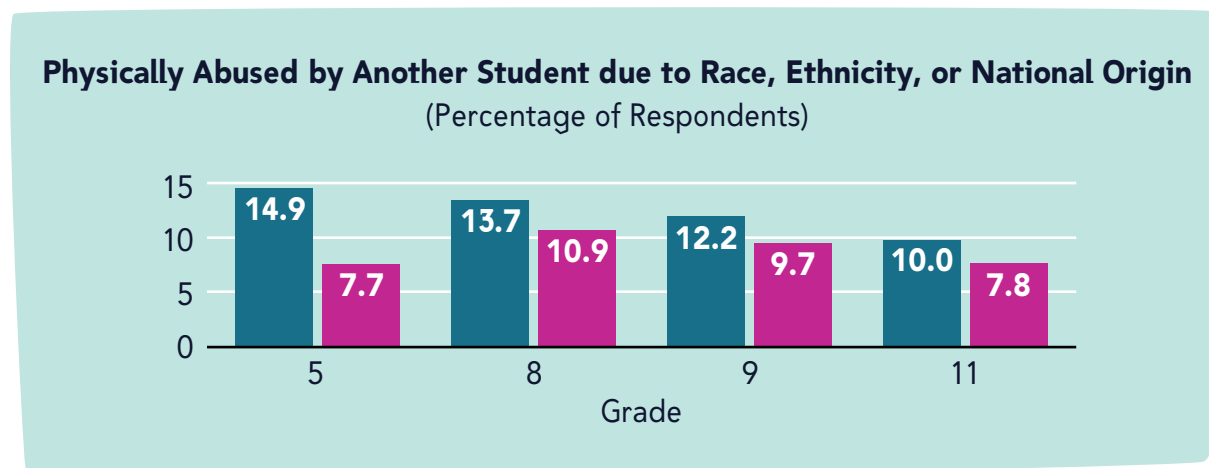
**Figure 1:** ■ Students in Special Ed ■ Students not in Special Ed



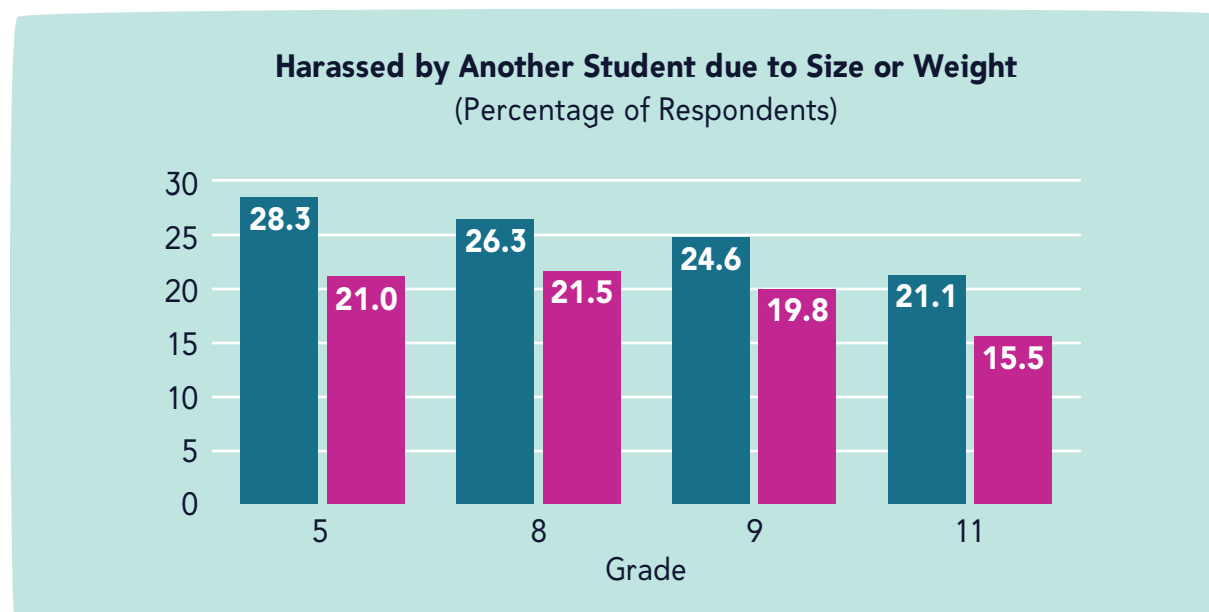
<sup>1</sup> Deborah Lessne and Christina Yanez, "Student Reports of Bullying: Results From the 2015 School Crime Supplement to the National Crime Victimization Survey," National Center for Educational Statistics, 2015.

14% reported being bullied because of their race or ethnicity, as compared to 7% of those not in special education programs (figure 2). More than 28% of 5th graders in special education programs reported being harassed due to weight or size (figure 3); 34% reported being physically abused (figure 4); 26% reported be threatened with physical violence (figure 5); roughly 40% reported that lies or rumors were being spread about them (figure 3) and more than 38% reported being excluded by other students (figure 7).<sup>2</sup>

**Figure 2:** ■ Students in Special Ed ■ Students not in Special Ed



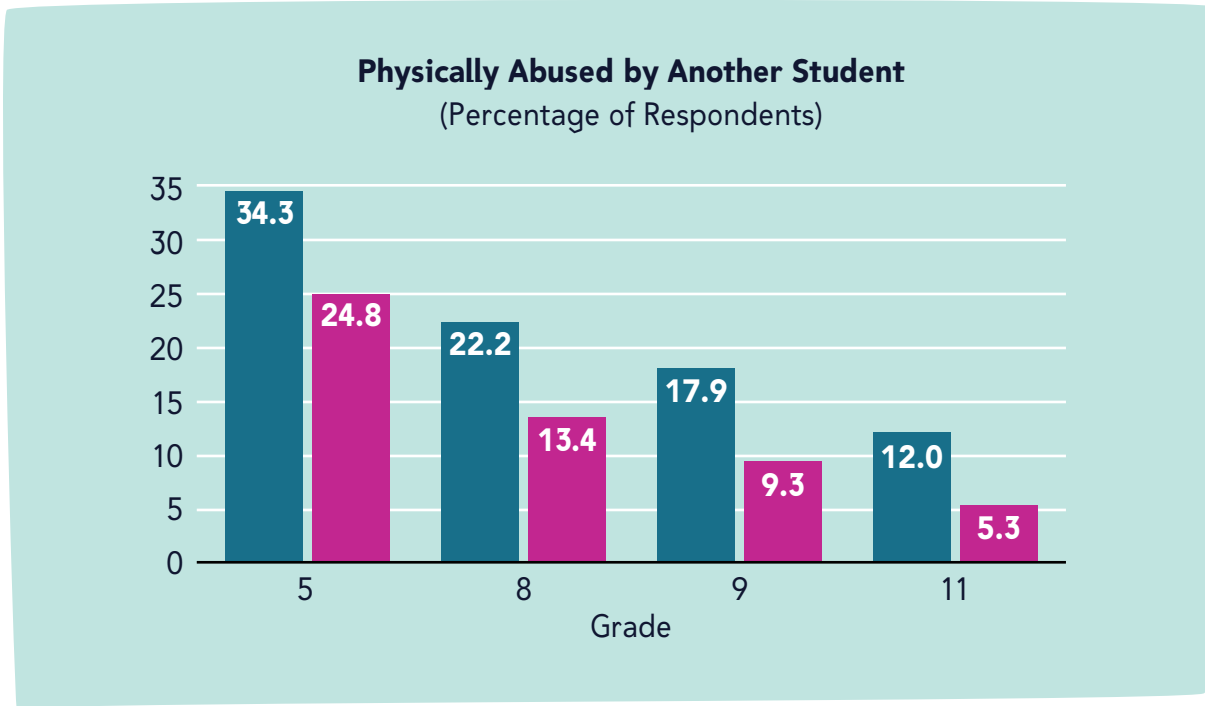
**Figure 3:** ■ Students in Special Ed ■ Students not in Special Ed



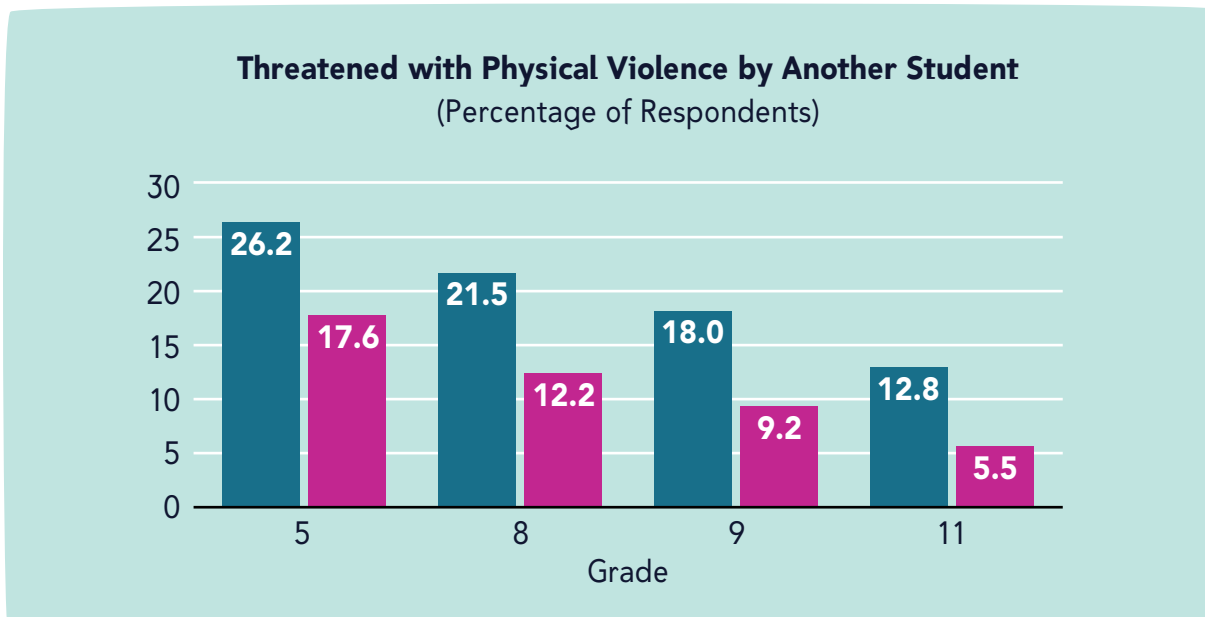
<sup>2</sup> Minnesota Department of Education, 2016, Minnesota Student Survey Reports 2013-2016.



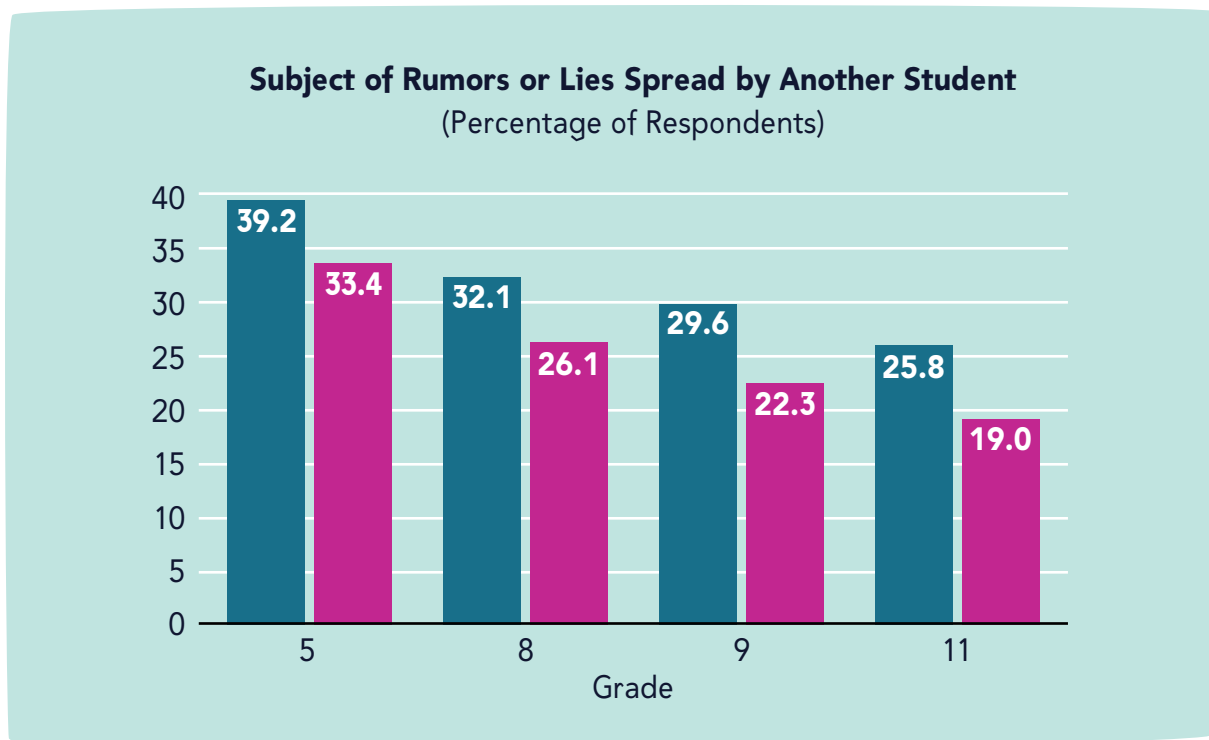
**Figure 4:** ■ Students in Special Ed ■ Students not in Special Ed



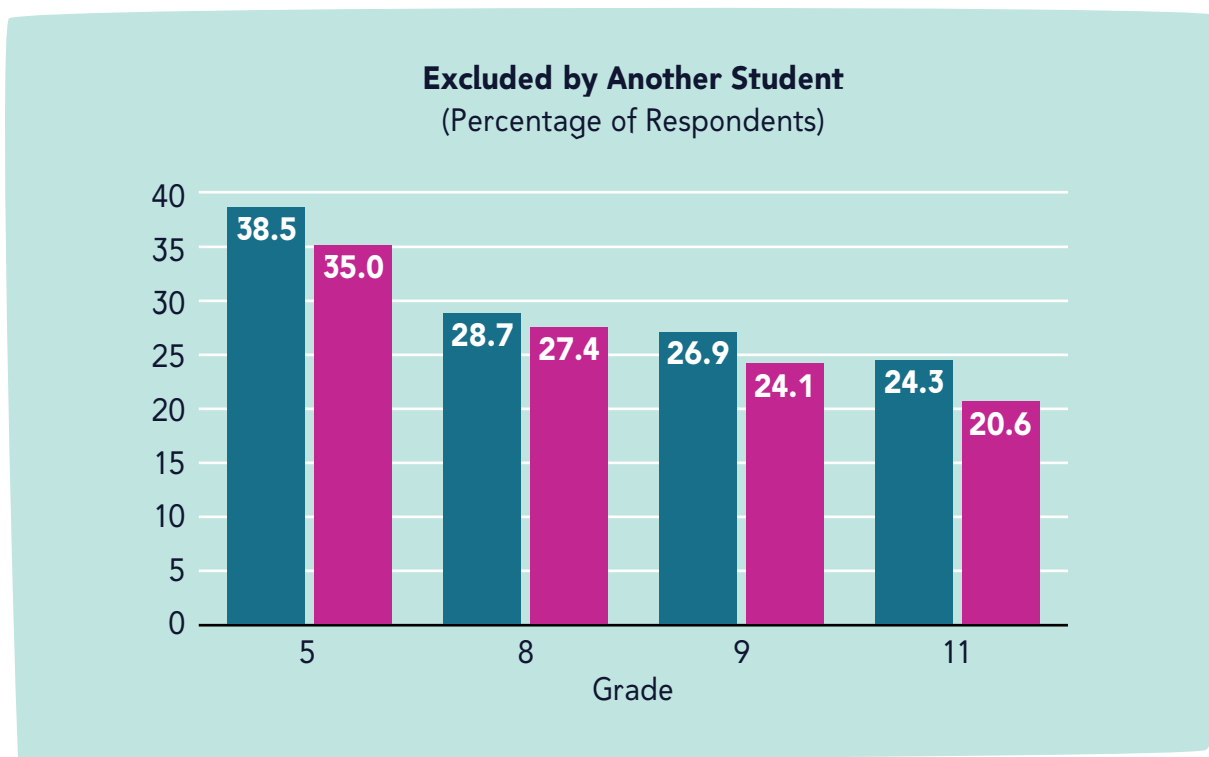
**Figure 5:** ■ Students in Special Ed ■ Students not in Special Ed



**Figure 6:** ■ Students in Special Ed ■ Students not in Special Ed



**Figure 7:** ■ Students in Special Ed ■ Students not in Special Ed



And these statistics illustrate only the tip of the iceberg. While no child should be subjected to bullying, the barriers facing many students, such as those with disabilities, can become even more acute when confronted with the negative effects of bullying.

Recent academic studies of the effects of bullying at school have shown a direct connection between bullying, its frequency, and its duration on student academic performance. Put bluntly, children who have been bullied show lower academic performance than those who have not been bullied. And because victims of bullying are often reluctant to participate in classroom activities where they might be subject to further scorn, they tend to be labeled “dumb” by other students, further adding to the chance of persistent bullying.<sup>3</sup> Indeed, the negative effects of bullying during the school years can continue to negatively affect learning in young people even once they are enrolled in institutions of higher education.<sup>4</sup>

Because the effects of bullying can be long lasting and profoundly affect the mental health of those who are its victims, early interventions are crucial. While bullying occurs at all age levels, the frequency of most forms of bullying in school-aged children peaks around the 5th and 6th grades and decreases over time through the middle and high school years. This indicates that the best time to engage students in anti-bullying programs is while they are in elementary school. This is precisely the age group that the *Ambassadors for Respect* Anti-Bullying program targets.

The *Ambassadors for Respect* Anti-Bullying program was designed to be presented in 4th grade classrooms (or, when necessary, in a school assembly setting). It was also designed to complement school-wide, district-wide, and community anti-bullying efforts. To be clear, this program is not intended to be the only anti-bullying effort for schools. It can, however, form the core event around which a school-wide anti-bullying effort is designed following best practices for anti-bullying education and advocacy.

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<sup>3</sup> Jaana Juvonen, Yueyan Wang, and Guadalupe Espinoza, “Bullying Experiences and Compromised Academic Performance Across Middle School Grades,” *Journal of Early Adolescence* 31/1 (2011): 152-173

<sup>4</sup> Frank D. Adams, Gloria J. Lawrence, “Bullying Victims: The Effects Last Into College” *American Secondary Education*, 40/ 1 (2011): 4-13.

## Best Practices in Anti-Bullying Programs in Schools

The *Ambassadors for Respect* Anti-Bullying Program was inspired by a self-advocate who had been bullied to assist schools as they apply best practices in anti-bullying programs. In establishing best practices, schools should base their approach on a philosophy that focuses on a positive school environment, a long-term commitment to program implementation and assessment, and clear strategies on how to deal with bullying when it occurs.<sup>5</sup> In addition, because of the prevalence of victimization among the students with disabilities, schools should include programs that include self-advocacy opportunities for individuals with disabilities.

The first step each school should take in establishing an anti-bullying program is to assess the level of bullying taking place in the school. Assessing the frequency and severity of bullying in schools is not easy. Students rarely report bullying to teachers or administrators and bullying usually occurs when adults are not present to witness it. The result is a tendency for teachers and administrators to underestimate bullying in the school. Because bullying is often difficult to discern, schools should survey students to determine the state of bullying. There are a large number of good surveys available that schools can choose from. These surveys target various age groups, bullying and victim groups and measure a wide range of behaviors. The United States Centers for Disease Control's National Center for Injury Prevention and Control has published a compendium of surveys from which schools can select: [www.cdc.gov/violenceprevention/pdf/bullyingcompendium-a.pdf](http://www.cdc.gov/violenceprevention/pdf/bullyingcompendium-a.pdf)

### Suggested Best Practices for Anti-Bullying Programs in Schools

- Schools should assess bullying in the school and develop anti-bullying policies and rules
- Schools should put structures in place to carryout policies and enforce rules
- Schools should devote class time to awareness programs and involve individuals with developmental disabilities in awareness activities
- Schools should create an anti-bullying environment that allows students to take the lead
- Schools should track and report bullying
- Schools should continue these anti-bullying efforts over time

<sup>5</sup> Ansary, Nadia S., et al. "Best practices to Address (or Reduce) Bullying in Schools." *The Phi Delta Kappan*, vol. 97, no. 2, 2015, pp. 30–35.

Surveying students about their experiences with bullying is not a one-time event. Stopbullying.gov recommends that surveys be administered yearly at the start of each new school year. Once schools have measured the degree of bullying, they can develop evidence-informed anti-bullying policies and rules to implement in the school.

Creating a set of anti-bullying policies and rules is just the first step in the process of a best-practices-based anti-bullying program. Setting up enforcement structures and mechanisms is equally important. Teachers, school staff, parents and other adults need to take the lead in enforcement. Whatever the rules and policies in place, when adults are made aware of bullying they must: 1. stop the bullying immediately; 2. once stopped, ascertain what happened, and; 3. provide support to all children involved in the bullying including the bully, who will need to be understood and redirected in a non-threatening way. The goal is to change behavior in a way that promotes positive student social interactions.

Of course, the best way to affect change in the school is to devote class time and school activities to anti-bullying programs. This reinforces in the students the urgency of the problem and through active learning strategies can involve them in understanding how to respond to bullying. Most of what follows in this *Ambassadors for Respect* Anti-Bullying Program Handbook addresses how to integrate anti-bullying strategies in the classroom. The presentation and its associated materials provide students with an introduction to the real-life experience of individuals who have been subjected to bullying. The program also provides the students with active learning activities that allow them to reflect on their own behaviors and identify ways that they can respond to bullying when it happens and, in the case of a bully, to reconsider hurtful behaviors.

Indeed, involving students in creating an anti-bullying environment through classroom presentations, lesson plans, and extra-curricular activities is one of the most powerful ways to address bullying in the schools and is a “best practice” in its own right. While all schools try to create environments that promote positive social interactions and inclusiveness, a positive school culture cannot be developed without student buy in. In their works, “Creating a Climate of Respect,” Jonathan Cohen, Richard Cardillo and Terry Pickeral state that “When students are engaged, they feel safe and supported to foster positive change in their school communities in authentic and rich ways.”<sup>6</sup> Promoting active engagement in anti-bullying efforts within the student body can rapidly affect positive change in a school’s culture.

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<sup>6</sup> 2011 Educational Leadership, 69/1 Promoting Respectful Schools.

Tracking and reporting bullying allows schools to determine areas and times when bullying most often occurs. Continuous reporting further contributes to assessing the extent of bullying and a school's progress in decreasing the incidents of bullying over time.<sup>7</sup> In other words, tracking and reporting bullying allows schools to both reduce the potential for bullying and measure the success of anti-bullying programs.

Finally, schools should continue anti-bullying efforts over time. While any exposure to anti-bullying program will have even minor effects, coordinated and persistent efforts have the potential to reduce the incidence of bullying. Anti-bullying efforts cannot be treated as if there were an end date. The school community needs to be vigilant and engaged throughout the school year — every school year. Ideally, programs like the *Ambassadors for Respect* Anti-Bullying presentations should form only one aspect of a multi-faceted program that includes instructional time, community involvement, and continual monitoring.

**Schools should  
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**Ideally,  
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<sup>7</sup> Fred Pampel, "Bullying and Disability: An Overview of the Research Literature," White Paper. OMNI Institute, Denver.

## Expectations

Considering that community involvement is an important part of the most effective anti-bullying programs, schools would do well to partner with local **self-advocacy groups** (SAG) or **community-based organizations** (CBO) that serve people with developmental disabilities in their anti-bullying efforts. The *Ambassadors for Respect* Anti-Bullying Program is designed to be both a resource for and a partnership between SAGs or CBOs, referred to throughout the rest of this document as **program partner organizations**, and schools. The partnership can be driven either by the program partner organization or the school but, regardless of which organization takes the lead, both have important roles to play in achieving desired student outcomes.

For program partner organizations, the *Ambassadors for Respect* program offers persons with disabilities opportunities to practice the self-advocacy and leadership skills they have been learning. Statistically speaking, individuals with disabilities have a far greater likelihood than the general population of having been bullied at some point in their lives. As a result, these individuals are highly motivated to speak out against bullying. For schools, working in concert with program partner organizations in anti-bullying efforts provides students with curricular enhancement activities that equip them with strategies to respond to bullying, a mechanism through which students can commit not to bully, and opportunities to engage in positive behaviors vis a vis their peers. The desired outcome is to reduce the prevalence of bullying; an outcome that can be assessed and tracked.

### Program Partner Organization Expectations

Program partner organizations are expected to identify and recruit potential Ambassadors for Respect to be trained in self-advocacy and in the anti-bullying presentation. They also coordinate the Ambassadors for Respect Anti-Bullying presentation logistics, such as procuring and assembling materials, transporting the ambassadors to and from the schools, and providing a facilitator during the presentations. The program partner organization is expected to coordinate with the school teachers in scheduling presentations, distributing and collecting quality feedback surveys from the schools. The program partner organization should also follow up with the schools after the presentations to receive feedback and to conduct follow up on services as necessary. (Information for finding potential partners can be found at: the National Association of Councils on Developmental Disabilities ([www.nacdd.org/](http://www.nacdd.org/)) and/or SABE – Self Advocates Becoming Empowered ([www.sabeusa.org/](http://www.sabeusa.org/)).

A sample  
Recruitment  
Application can  
be found in  
the Appendix.

- **Recruitment & Recruitment Application**

The program partner organization should ideally recruit from the pool of young adults and adults with developmental disabilities that they serve. Individuals recruited to the *Ambassadors for Respect* project need to have had one or more experiences of being bullied and be willing to share their experience with being bullied to 4th grade classes. They should also possess good listening skills, demonstrate respectful interpersonal interactions, be able to project their voice so that microphones are not necessary (except in cases of school assembly situations), and, if possible, demonstrate average reading skills. Because in-school presentations are designed to be delivered independently by four ambassadors, at least one of them will need to be high functioning. In addition, individuals selected should also demonstrate that they are dependable and will attend the required training sessions and presentation sessions. A sample **Recruitment Application** can be found in the Appendix.

- **Self-Advocacy Training**

Program partner organizations have a variety of choices in providing self-advocacy training for the individuals they serve. Excellent programs are available online. One of the most widely-adopted programs is the Minnesota Governor's Council on Developmental Disabilities' *Partners in Policymaking*, which can be accessed at [mn.gov/mnddc/pipm/](http://mn.gov/mnddc/pipm/). Developed to train participants in best practices over a wide range of issues, the *Partners in Policymaking* program teaches the skills necessary to change systems. Participants in the program become competent in changing their own lives, and adept at working on changes that affect others with disabilities at local, state, and national levels. They learn there are no "quick fixes." Thus, *Partners in Policymaking* program graduates become agents of long-term change, achieve long-term success, and create a shared vision, enlarging the power base of disability rights advocates.

The *Partners in Policymaking* program is an extensive introduction to advocacy and leadership for people with developmental disabilities and their families in how to influence policy. This program can be presented in a facilitated environment. Another, though less extensive, program has been developed through a collaboration between The Arc and the University of Minnesota's Research and Training Center on Community Living. This online program can be accessed at



[www.selfadvocacyonline.org](http://www.selfadvocacyonline.org). This website also includes a list of organizations that promote self-advocacy by people with developmental disabilities.

- **Anti-Bullying Presentation Training**

Because the core role of the *Ambassadors for Respect* is presenting an anti-bullying program in schools, all ambassadors need to be thoroughly familiar with the presentation and its associated student activities. Ambassadors will also need to be coached on basic presentation skills such as pace, enunciation, when to take questions, how to respond to questions, and what to do if everything doesn't go according to plan. Because it is such an important part of the success of the program, the Anti-Bullying Presentation training for ambassadors is described in greater detail in the next section of this handbook.

- **Program Coordination**

A successful *Ambassadors for Respect* Anti-Bullying program requires considerable coordination between the program partner organization and the schools. Each program partner organization must identify a facilitator whose job it will be to:

- order and collect presentation materials
- coach the ambassadors
- transport ambassadors to and from the school for scheduled presentations
- coordinate schedules with partner schools and classroom teachers
- assist the ambassadors in managing the presentations
- follow up with schools with an eye toward improving the quality of the program

A strong school partnership is essential for success.



## School Expectations

In partnership with community-based organizations and self-advocacy groups that serve people with developmental disabilities, schools and school districts who will be participating in the *Ambassadors for Respect* Anti-Bullying program have a variety of responsibilities. Schools are expected to incorporate the *Ambassadors for Respect* into their anti-bullying/social behavioral curriculum, work with Program partner organizations to schedule presentations, provide classroom time for presentations and provide practice space the day of the presentations, and conduct regular anti-bullying assessments and follow up with the *Ambassadors for Respect* facilitator with presentation evaluation and quality improvement.

- **Curriculum Integration**

The biggest mistake schools can make is to rely only on the *Ambassadors for Respect* presentation for their anti-bullying efforts. While any attempts at promoting an anti-bullying culture in schools is better than none, the *Ambassadors for Respect* presentations should be part of a larger curricular program. A 4th grade program should include an initial survey to measure bullying at the beginning of the school year. Classes should engage in student-led discussions of school anti-bullying policies and rules along with consequences for infractions. The *Ambassadors for Respect* presentation can form a core event, but must be followed up with further discussion by students, commitments to incorporate the activities in student interactions, and assessments to measure whether or not desired outcomes are being met.

- **Schedule Visits with the Program Partner Organization**

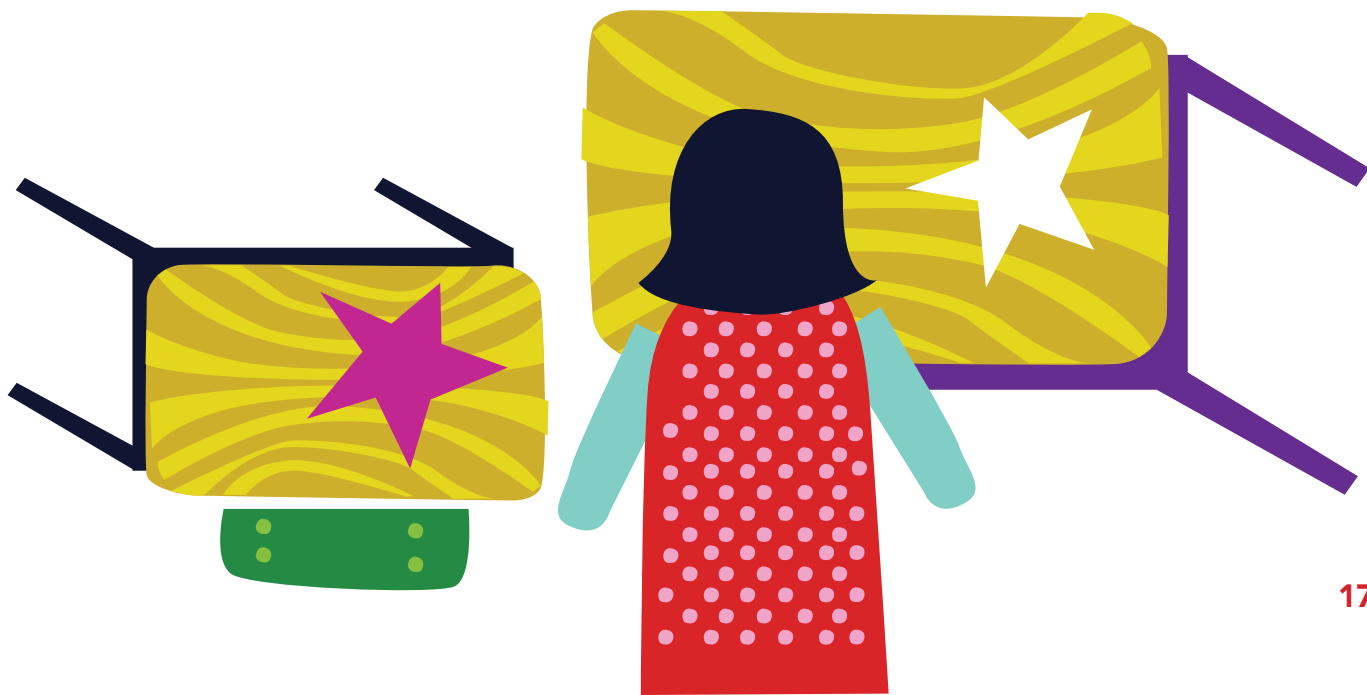
School administrators and teachers must work together with the program partner to schedule classroom presentations. Most program partner organizations will be partnering with multiple schools; often an entire school district, so scheduling must be well planned. While there is not necessarily an ideal time of year to schedule classroom presentations, they should be scheduled in such a way that some class time is dedicated to the topic of bullying before and after the ambassadors' visit. In addition, they should not be scheduled too late in the school year, because student outcomes will need to be assessed and feedback provided to the program partner organization.

- **Provide Space and Support**

The *Ambassadors for Respect* presentations have been designed to take place in the students' regular classroom. The ambassadors can set up their presentation quickly (usually in about 10-15 minutes), but they will need to arrive at the school quite early in order to run through their presentation once before the class visit. The school should provide some space for the ambassadors to practice. This can be a conference room, faculty lunchroom, office space, etc. The ambassadors will also need access to a computer projection system because they will be using PowerPoint for their presentation. If a projection system is not available in the 4th grade classroom, the teacher should arrange for the district to bring in a projector and screen. The *Ambassadors for Respect* program does not recommend that the presentations be scheduled as school or grade-level assemblies, however, in some cases experienced ambassadors can accommodate this kind of format.

- **Conduct Assessments/Evaluations**

As a part of best practices in anti-bullying programs, schools are also expected to assess student outcomes as they work to improve their school culture. Schools are also expected to provide assessment results and evaluations of the presentations to the *Ambassadors for Respect* program partner organization as part of a continuous quality improvement effort. Improving the quality of presentations and the program as a whole requires feedback from all stakeholders in the project partnership.



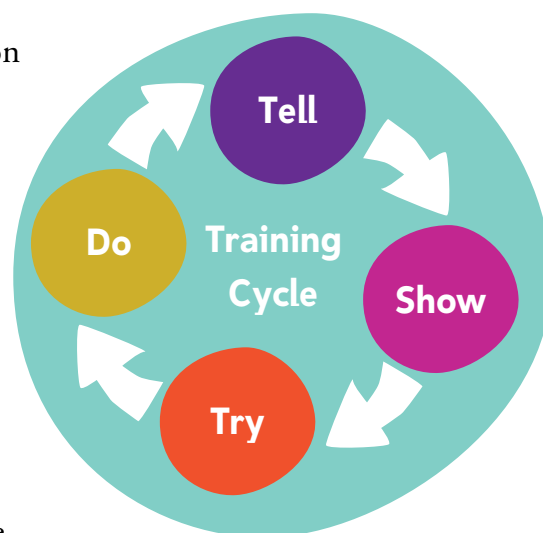
## ***Ambassadors for Respect Anti-Bullying Program Training***

Ambassador training should begin shortly after recruitment and should be delivered in the months leading up to the first in-school presentation, allowing for plenty of rehearsals. Program partner organizations, especially self-advocacy groups, are well aware that teaching new skills to individuals with developmental disabilities takes time, patience, and persistence. If possible, the individual designated as the ambassadors' facilitator should conduct the anti-bullying program training in order to build trust, provide for social interactions that reinforce student learning, and to provide the facilitator with a good understanding of where in the presentations problems might occur.

The training program begins with the development of a structured teaching strategy. The basic strategy of “tell, show, try, and do” is one possible structure that can be used to train new ambassadors in the anti-bullying program. But when working with individuals with intellectual and developmental disabilities, trainers will want to break down learning tasks into small steps and use visual aids when explaining the material rather than lengthy lectures.

For example, when training the ambassadors on preparing the materials for the presentations, the trainer might begin by holding up each item and telling the ambassador what it is. Next the trainer will show the ambassador how to put it in the materials box and check it off the list. Then the ambassador is asked to take the item, place it in the box, and check it off the list. This process is repeated for each item. Once the ambassador has mastered each item, she can “do,” by filling the materials box and checking the list for all items. Once the ambassador can “do” a task, the trainer moves onto telling about the next task. Training takes time, but when steps are broken down, the ambassadors will learn to be effective presenters.

The “tell, show, try, do” strategy is only one of many that the program facilitator might employ, but it is important that all ambassadors know the details for the entire presentation, not only their particular role. In the event one of the ambassadors gets ‘stage fright’ or forgets the part being covered (which is not at all uncommon), then another ambassador will be able to step in. Only as a last resort should the facilitator step in to assist.



Ambassador training should be an iterative process not a ‘one time’ event.

Ambassadors will need to practice as a group to ensure that the ‘live’ presentations run smoothly when on-site at schools. Training should begin a minimum of 2 months prior to the first school presentation with bi-weekly or weekly training sessions for team members to keep the content ‘fresh’ in their minds. The ambassadors will feel more comfortable with preparation and practice and come out of the training program with a sense of achievement and accomplishment.

**Ambassador training should begin at least 2 months before the first school presentation.**

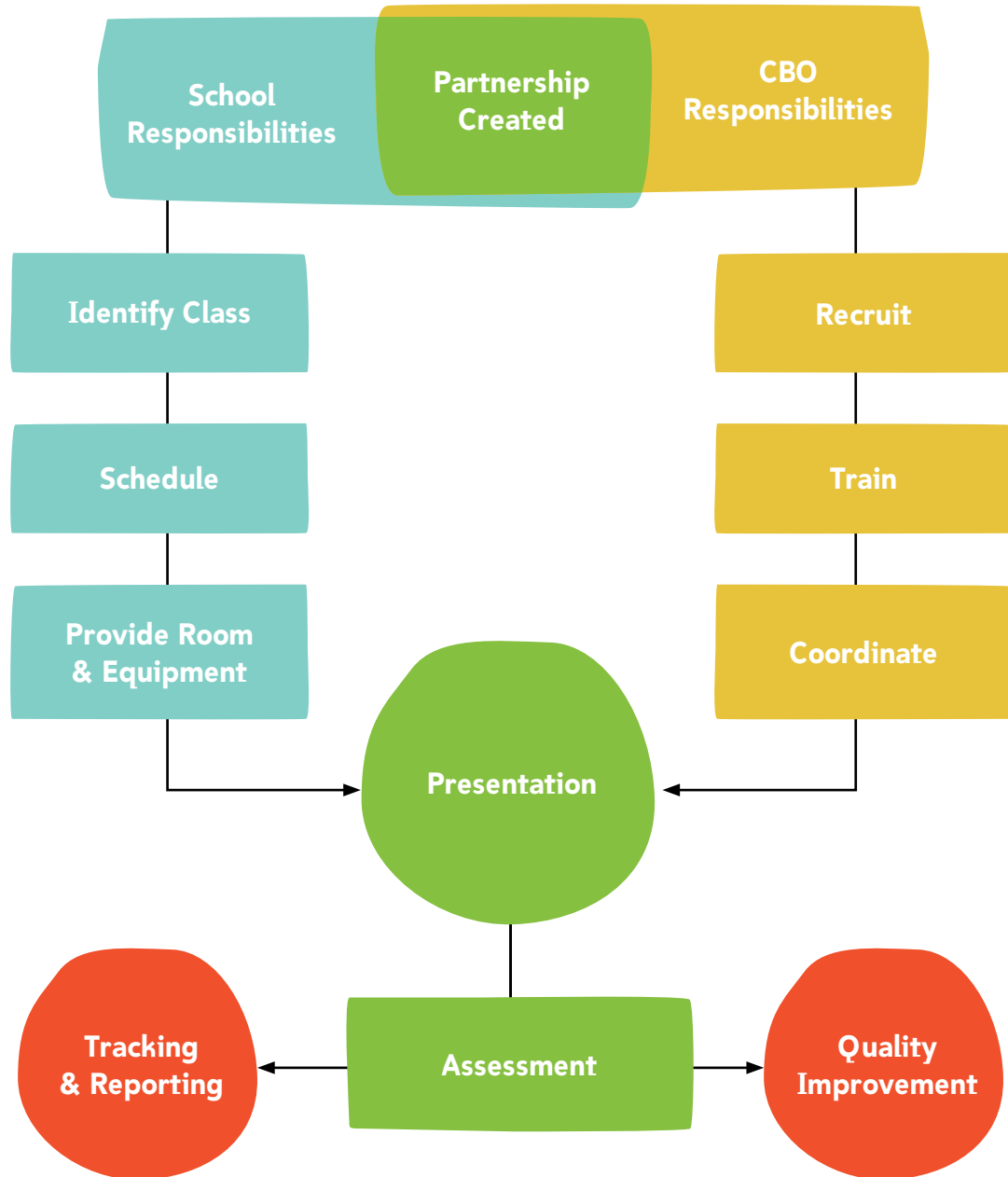
Training the ambassadors to be effective presenters not only takes time, it takes a lot of practice and rehearsal. Presentation training should consist of multiple mock presentations or ‘dry runs’ in front of a sympathetic audience of peers or family. Each part of the presentation — each activity — should be timed so that the presenters stay on

within the allotted time. The mock presentations must be timed so that they will coincide with school class periods. Even the amount of time the ambassadors devote to calling on students should be accounted for in practicing the presentation.

The facilitators should keep time during mock presentations just as accurately as they would in keeping time in the school presentation. One of the facilitator’s most important tasks, during the actual school presentations is to keep the ambassadors on track and to inform them when they need to move on to the next activity. During the training phase, the facilitators and the ambassadors will need to determine, and agree on, well in advance of the actual school program, what will need to be cut from the presentation if it is running over the allotted time. The most obvious way to cut time is to limit the number of interactive questions/participation from students. But practicing what to do if the presentation runs over time will help the ambassadors keep their composure and perform well, even when things don’t go according to plan.

The key to training the *Ambassadors for Respect* to deliver quality presentations for the Anti-Bullying program is to break down the presentation into its components’ parts, give the ambassadors multiple opportunities to practice the presentation in from of an audience, and give them the leadership opportunity to ‘own’ the program.

## Partnership Process





# *The Anti-Bullying Program*

## Presentation at the School

### Preparing for the Visit

*Ambassadors for Respect* are involved in all aspects of the anti-bullying school visit preparations. This provides ambassadors with important leadership development skills: such as working collaboratively in teams and thinking through problems, as well as taking ownership for the anti-bullying program. Although coaches might find it expedient to assemble the materials for class visits themselves, they must always bear in mind, that it is the ambassadors who will be presenting the Anti-Bullying program in the classroom. Ambassadors will be far more engaged and effective in the school visits if they are allowed to 'own' all aspects of school visit preparations.

### *Anti-Bullying School Visit Materials Checklist*

#### **Presentation materials:**

- ☐ String (6 to 8 feet long)
- ☐ Paper shredder
- ☐ PowerPoint presentation on USB drive
- ☐ "Crushed Charlie/Charlene" drawn on flip chart paper and double-sided tape
- ☐ Box to hold all presentation materials and student packets

Number of students: \_\_\_\_\_

#### **Student packet**

##### ***(one for each student):***

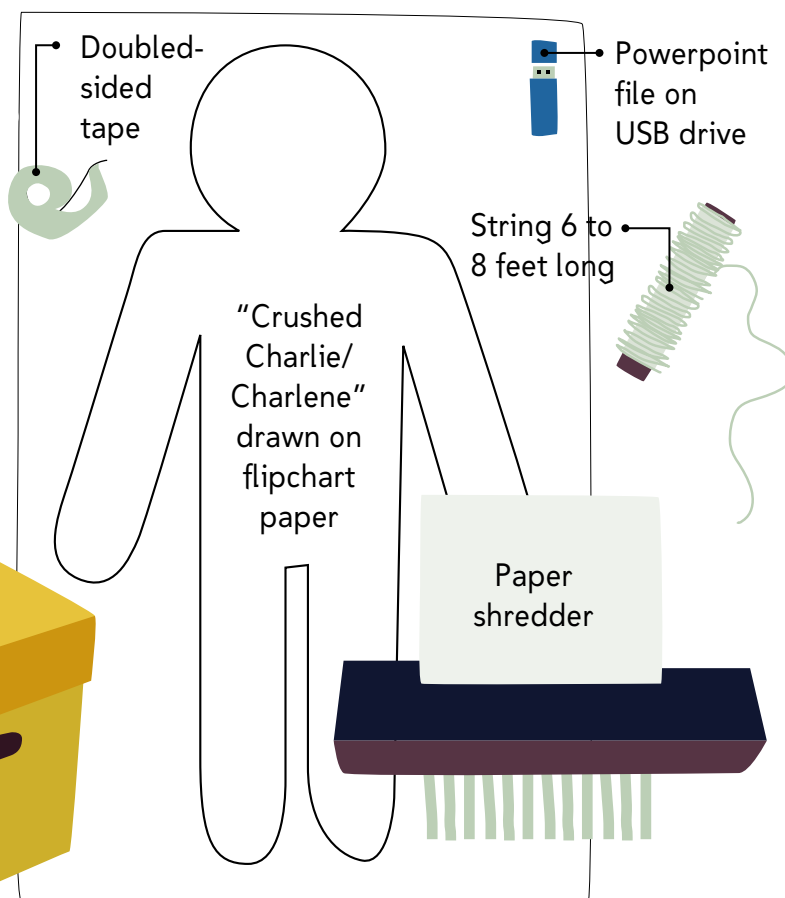
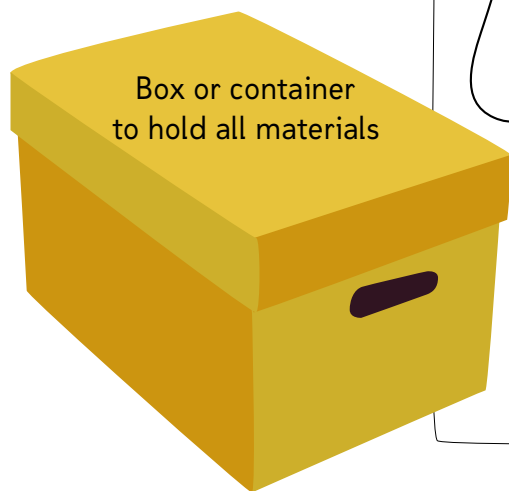
- ☐ Index card with 2 post-it notes attached
- ☐ Star shape cut-outs (approx. 5-1/2" x 6-1/2")
- ☐ A small binder clip or mini clothespin (1-3/4" long)
- ☐ "People First Language" flyers
- ☐ "It Starts with You" flyers
- ☐ Personal Stories handouts
- ☐ Survey sheets
- ☐ Swag for each student ("Be Kind" bracelet, "Bully-Free Zone" button, etc.)

**A Materials Checklist can be found in the appendix.**

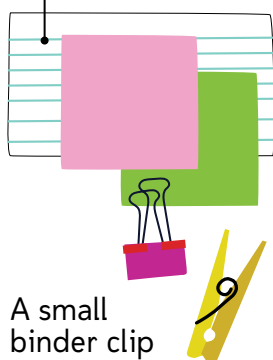


# Anti-Bullying School Visit Materials

The  
Anti-Bullying  
Program

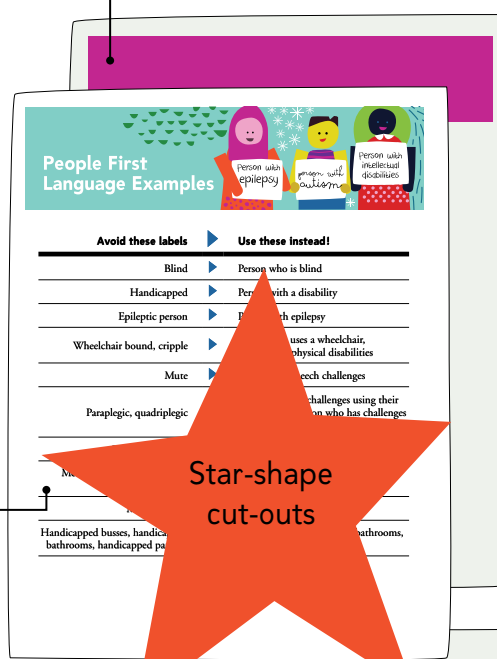


Index card with 2 Post-it notes



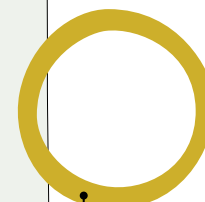
"People First" Language Flyer

"It Starts With You" Flyer



Personal Stories Handout

Survey



Swag, such as a "Be Kind" bracelet or button

## Assembling Materials

Prior to the school visits (ideally the day before the visits), the *Ambassadors for Respect* assemble the materials for the visit in a 'banker's box' (or other suitable container that can be closed with a lid) with a checklist attached to the box. (Sample materials are found in the Appendix.)

The contents of the 'box' consists of Presentation Materials and Student Packets. The Student Packets are assembled for distributing to the students during the classroom visits. One packet per student, should be assembled and placed in the box for each student.

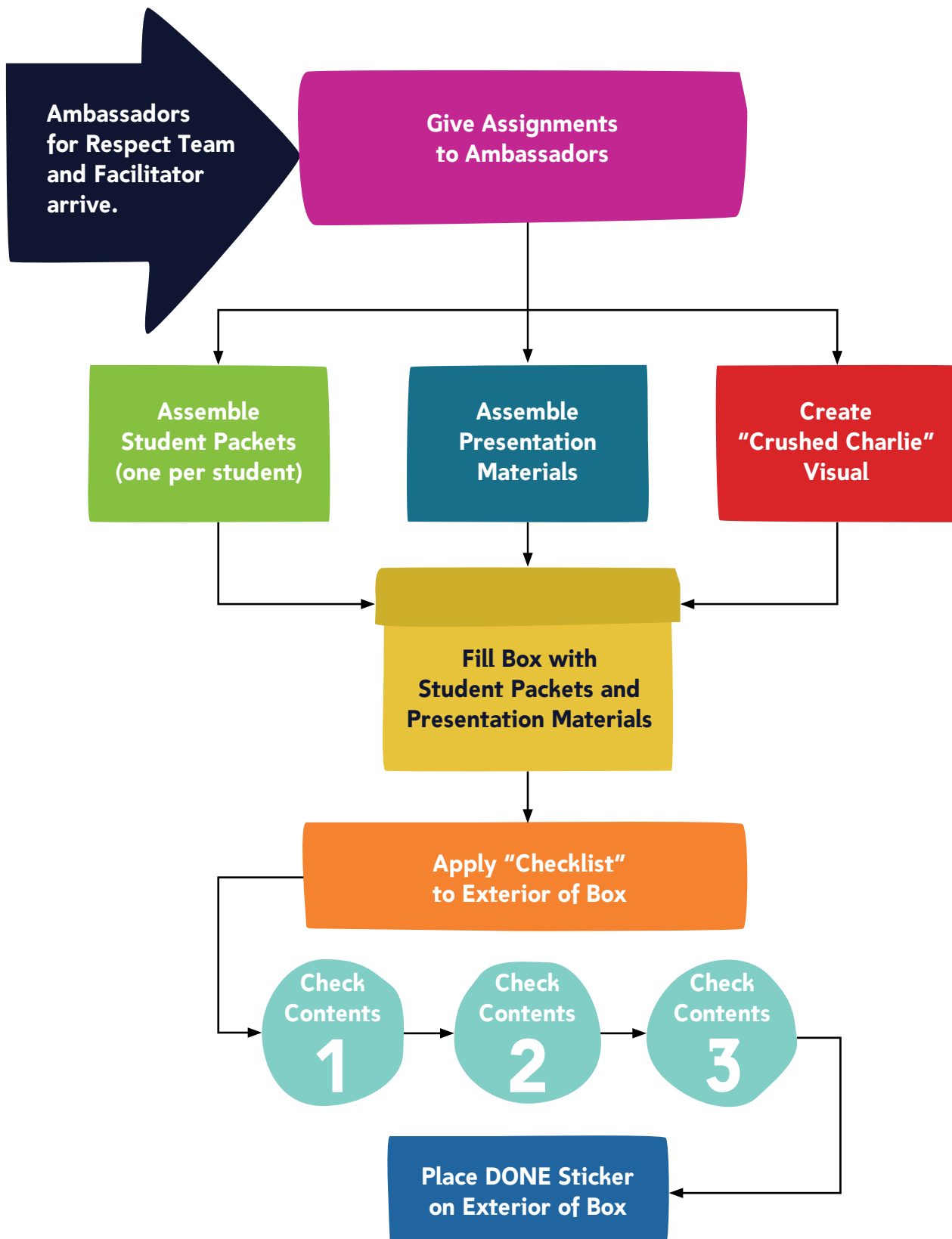
Please note that the teacher will need to provide the program partner organization with an accurate count of the students that will attend the presentation.

Presentation materials are those items that the *Ambassadors for Respect* will need to conduct their presentation and include things like a long string, display materials, computer media on which the PowerPoint presentation is stored, a shredder, etc.

**Sample materials  
can be found in  
the appendix.**

The entire *Ambassadors for Respect* presentation team, comprised of 4 members, should be involved in filling the box. Once the box is filled, its contents are checked 3 times. Ambassadors will usually want to take turns filling and checking the box, so that all 4 members participate. Once the box contents has been checked for the 3rd time, a 'Done' sticker with the date is placed on the front of the box. If multiple classrooms are scheduled for presentations throughout the day, the team will need to assemble one 'banker's box' of materials for each classroom.

## Presentation Process



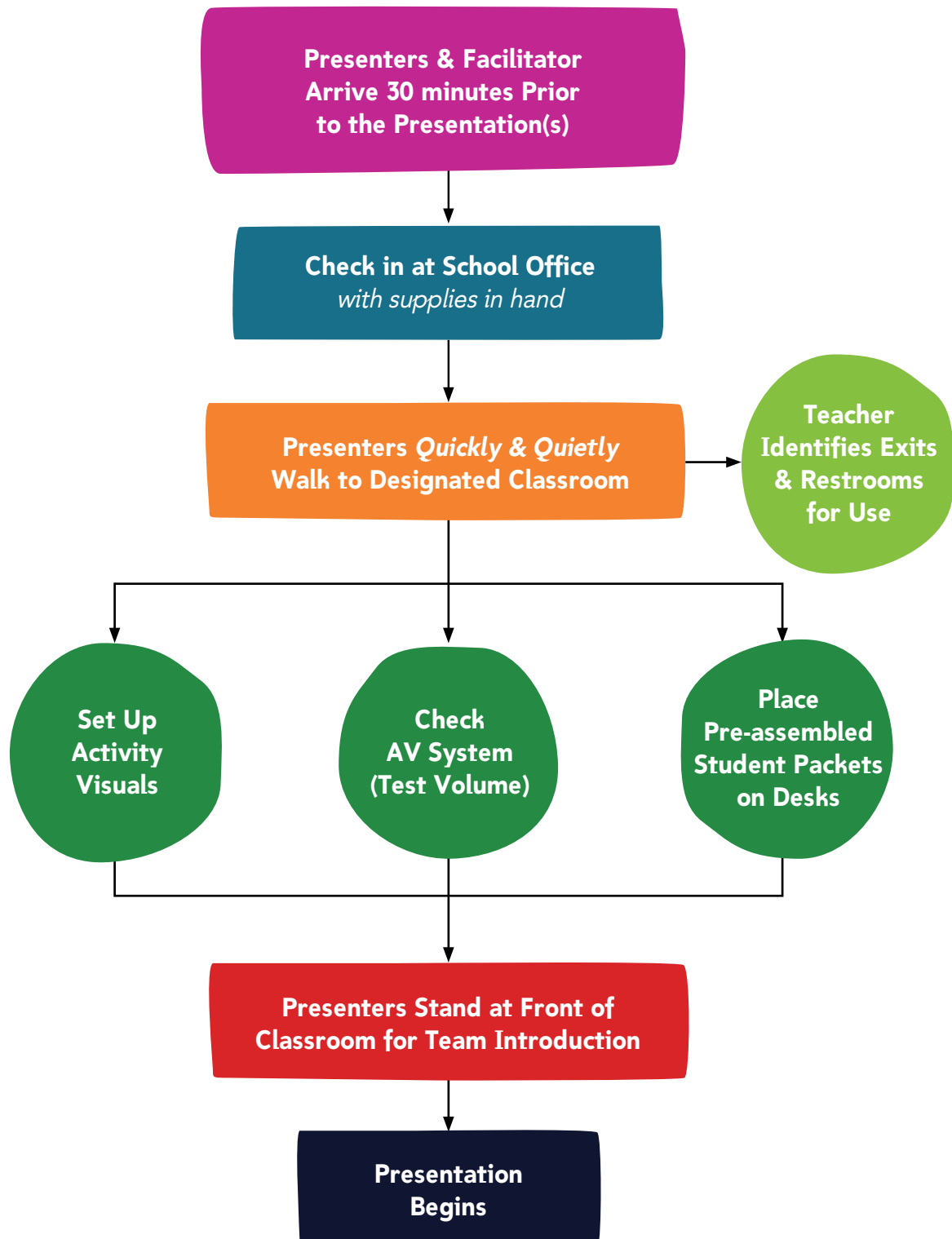
## Check-in at the School

Once at the school, the facilitator should take only a support role, insuring that the ambassadors are on track and on time. Ambassadors and the facilitator will need to check in with school staff upon arrival being sure to follow school procedures — either checking in at the school office or with the staff member stationed at the school entrance. First-time ambassadors might feel overwhelmed in this new situation, so school staff and the facilitator should be sure to help the ambassadors feel welcomed and at ease in the school.

The facilitator will need to assist the ambassadors in familiarizing themselves with the school. Ambassadors should know where the exits are, where the restrooms are, and where the classroom they will be presenting is in relation to these key locations. Inexperienced ambassadors may need to be reminded to walk quietly in school hallways and observe all school rules.

If space is available in the school, ambassadors will appreciate a chance to briefly rehearse the presentation prior to the classroom visit. At the very least, they should be provided with a relatively quiet area in which to run through their presentation. In any event, the ambassadors will need a few minutes to set up and take their positions in the classroom. Whenever possible, it is helpful to schedule presentations for the period following recess or lunch break to give the ambassadors time to set up without disturbing students. Most classrooms today are outfitted with an AV system that allows for PowerPoint presentations. The school teacher will need to be prepared to assist the ambassadors as they set up the PowerPoint system. If the school does not have AV or if it isn't working, the program partner organization should be notified in advance of the visit so the facilitator can bring a portable LCD projector and laptop.

## On-Site Presentation Process



## The Anti-Bullying Presentation

Ambassadors for Respect Anti-Bullying presentations are designed to last from 50 to 90 minutes, depending on how much time the classroom teacher has allocated in an anti-bullying lesson plan. The ambassadors prefer to present to one classroom of students at a time, but the presentation can be adapted to be presented to 4th grade assemblies provided time is reserved in each classroom for follow-up discussion.

Ambassadors for Respect follow a presentation script that they have trained with and have rehearsed prior to the presentation. Teachers should allow the ambassadors to follow this script. The ambassadors' facilitator will assist the classroom teacher in keeping the 4th grade students on track if necessary. Significant deviations from the script will lessen the impact of the presentation and fluster the ambassadors. The ambassadors will ask for student input at key points during the presentation.

### Ambassadors for Respect Anti-Bullying Program

#### Presentation Process



**1. Introductions:** The ambassadors begin their presentation by greeting the students and by introducing themselves.

**2. The Game Plan:** The PowerPoint the ambassadors use will include an outline or

#### Presentation Game Plan

- Focus on acceptance and the impact of words.
- Personal Stories
- Using “People First” language
- Activities and the Pledge/Promise

“game plan” for the presentation, so the teacher and students will know how the presentation will unfold. The ambassadors define “acceptance” for the students and why it is important to focus on accepting other people for who they are, rather than what they look like, or talk like, or walk like.

**3. Definition of Acceptance:** Understanding acceptance is a key outcome for this part

#### Definition of Acceptance

The act of embracing,  
including, or accepting

of the presentation. Students will learn that bullying occurs just as much when people are isolated, treated as outsiders, or otherwise not accepted, as it does when people are physically harmed. Oftentimes, the ambassadors have felt isolated in their lives and their stories will help the students understand this aspect of bullying.

**4. Advocates’ Stories:** The ambassadors have already written their introductions and

#### My Story: Katie



will talk about times when they have been bullied. These introductions consist of powerful and heartfelt stories about the ambassadors and how they have stood up for their rights in the face of sometimes severe bullying. The ambassadors project pictures of themselves in the PowerPoint presentation from when they were younger. The

introductory personal stories often grab the attention of the students, particularly of those students who have experienced bullying themselves.

- 5. Language Can Hurt:** In this segment of the presentation, ambassadors explain to students the ways in which language can hurt and how important it is to accept others and not make fun of them. See dialogue box below for written copy.



**SAMPLE DIALOGUE:** *Language Can Hurt*

It is important to accept others and not make fun of others. In the picture above, there are people making fun of somebody that has a physical challenge and calling her hurtful names such as wheelchair bound, and moron ...

To let you know, this person is **wonderful** *She is funny, loyal, hardworking, and a kind person.* She works as a janitor at Merrick. To do her job, she has a vacuum attached to her wheelchair so that she can perform her work duties like anyone else could.

She is an **advocate and an athlete** for Special Olympics where she bowls, does track and field, and swims. She was elected as the President of the Wednesday morning Shooting Stars group. She has a lot of friends who enjoy her humor and loyalty as a **friend**.

**Nobody** should **ever** have to **feel** like **this** person in the picture!



- 6. Language Shapes Attitudes** An interactive discussion with students on how words are very powerful and can shape attitudes will help reinforce this concept. Hurtful words and ‘labels’ reinforce negative attitudes. See dialogue box below for written copy.

### Language Shapes Attitudes

- Language can reinforce labels
- The R-word hurts
- Language is a powerful tool—  
Use it Well!

#### **SAMPLE DIALOGUE:** *Language Shapes Attitudes*

**Words are very powerful.** We have been called many things over history — ugly, hurtful words, and these labels keep the negative attitudes going.

Labels belong on jars, clothing designs, candy bars — **not** people.

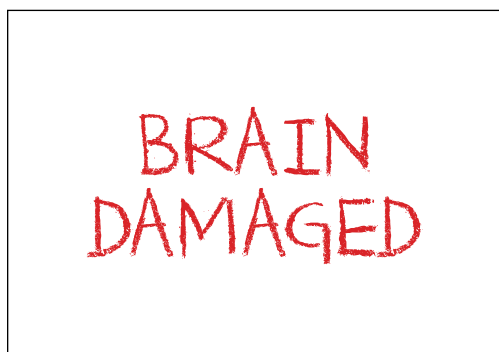
Negative words have also been used to pity people. We are more **alike** than different. Our language needs to promote the **person first**. The most important label is a person’s **name!**

Example: Instead of saying **disabled student** it is better to say student **with a disability**. OR instead of saying “ADHD Kid,” say “a kid with ADHD.” Or just say the person’s name — and no label at all!

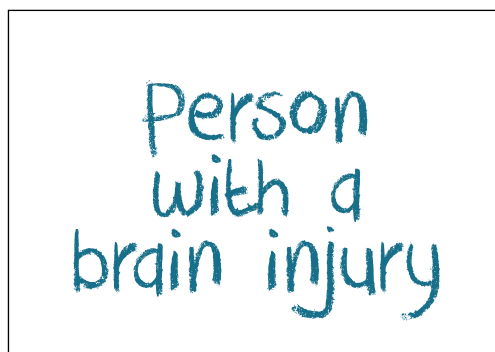
- 7. Activity: People With:** Ambassadors have written hurtful words that have been used to disrespect them in order to personalize this segment and to provide powerful testimony about how words hurt. For example, an ambassador with Down Syndrome might choose to use as an example of a hurtful word “dumb.” Another might choose to use the word “moron.” Yet another might choose the word “cripple.” On the

reverse side of the paper sign, the ambassadors have written ‘people first’ words that are not hurtful.

***Side 1: Hurtful Words***

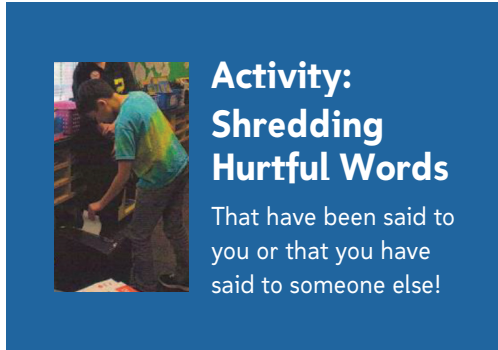


***Side 2: People First Words***



Ambassadors place themselves at strategic spots around the classroom and one by one hold up the hurtful word that has been used to disrespect them. In turn, each ambassador holds up the word printed in large letters on a sheet of paper, states the word, then flips over the sheet of paper and states the appropriate word, flips it again with the disrespectful word and rips up the paper and drops it on the floor. The ambassador then states how they are using people-first language. The ambassadors provide a handout to the class that has a list of hurtful words and their corresponding people-first words. A sample list of people first language can be found in the appendix.

## 8. Activity: Shredding Hurtful Words:



This activity personalizes hurtful words for the students. Each student is asked to write a hurtful word that someone has directed at them, or, perhaps more powerfully, that they have used toward someone else. They are asked to write this word on an index card provided to them in their 'packet' by the ambassadors so that nobody else can see it.

Writing hurtful words that they have used, or that have been used by others when referring to them, forces students to confront bullying behavior head on. Because it is confidential, it allows students to reflect deeply on their own circumstances as either one who has been bullied, as a bully, or as someone who has ignored bullying.

Once the students have written their word on the index card, they are invited one by one to bring it to the front of the room where they are allowed to shred it in the shredder provided by the ambassadors. After the students have shredded their hurtful word, the ambassadors call on a few of the students to share how shredding the hurtful word made them feel.



- 9. Changing Attitudes:** Changing Attitudes is an optional part of the presentation that highlights how individuals with disabilities have advocated for themselves to shape community attitudes and policy. Recent *Ambassadors for Respect* presentations have discussed a rally to the Minnesota State Capitol building where the ambassadors conducted a modified version of the shredding hurtful words activities. Program

partner organizations should take note that they can also provide self-advocacy opportunities for *Ambassadors for Respect* to affect change in the community. Program partner organizations could consider holding their own community events and include experiences the ambassadors have had in the community. This optional activity will help students see that anyone can affect change in the community if they will only speak up for their rights.

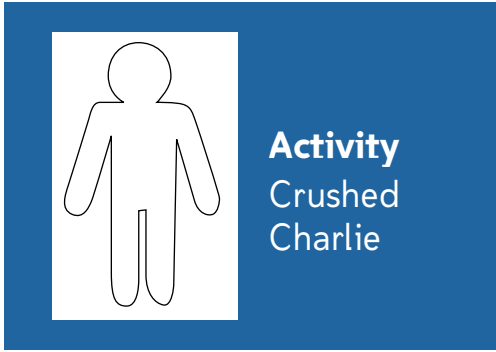
#### **SAMPLE DIALOGUE:** *Changing Attitudes*

In 2004 and 2005, lots of people with disabilities went down to the State Capitol in St. Paul to change language and attitudes of others.

***Guess what they did?*** Just like you did today, they shredded ugly, mean words that have been said to them. They wrote down those words on paper and then shredded them in large shredders in the rotunda of the Capitol.

It not only started the healing process, it helped the lawmakers know how awful language used in laws can be. It is about treating each other with dignity and respect!

- 10. Activity: Crushed Charlie/Charlene:** Crushed Charlie” (or Charlene) is the centerpiece of this activity intended to remind kids that everyone needs to feel included. Prior to the presentation, the ambassadors drew a Crushed Charlie figure on a piece of flipchart paper. Around the outline of Charlie, they placed strips of double-sided tape.



The ambassadors show Crushed Charlie to the class and ask what the students think he feels about being left out. Ambassadors will call on students to hear their ideas. The students are asked to write on a post-it note what they think Crushed Charlie is feeling. The students are then invited one by one to crush the bad feelings Charlie feels and to stick the crushed post-it notes on the outline of Crushed Charlie.

- 11. Bullying Video:** The initial *Ambassadors for Respect* project had selected a video entitled “A Message from Will” to show to the students. In the video, Will explains how he came to be an *Ambassador for Respect* and a self-advocate. There are a variety of compelling videos that could be inserted into the program. Program partner organizations may choose to create their own video featuring one of the clients they serve, or they might prefer to find a video on an internet video site. The point of this part of the presentation is to provide another learning method for the students and to feature another story of someone affected by bullying who has become an outspoken self-advocate.

**12. An Act of Kindness:** In this activity, students are asked to take the star that they were



given at the beginning of the presentation in the student packets and write one act of kindness that they commit to do during the year. Once the students have written their act of kindness, they are invited to bring the star up to the front of the room and clip it on to a long string that the ambassadors have brought with them. The ambassadors will ask

for a few volunteers to read their acts of kindness to the rest of the class. The ambassadors and the classroom teacher then hang up the string with the stars in the classroom to remind the students that they have agreed to perform one act of kindness during the year. While it is up to the classroom teacher how long the string of stars is displayed in the room, it could be referred to during the weeks following the presentation to reinforce the commitment that the students made to commit an act of kindness.

**13. The Pledge/Promise:** The final segment of the presentation asks the student to take



the Anti-Bullying Pledge/Promise. Program partner organizations and schools should be sensitive to the restrictions that some faith traditions hold surrounding the term “pledge.” In areas that have a religiously diverse population, the program partner organizations and schools should consider referring to the Anti-Bullying Pledge as a Promise.

The ambassadors project the pledge/promise slide on the screen and lead the class in reciting the pledge/promise. The ambassadors congratulate the students on taking the Anti-Bullying Pledge/Promise and commend them for becoming *Ambassadors for Respect* themselves!

**14. Thank You!:** The ambassadors ‘THANK’ the students and hand out anti-bullying “swag,” such as pin-on buttons, wrist bracelets, stickers, etc. These gifts are usually funded through Ambassadors for Respect donor funds.

**15. Group Picture:** The ambassadors take a group photo of themselves and the class. This photo will be used in creating a certificate for each student that will be sent to the school on a follow-up visit. A sample Certificate of Completion can be found in the Appendix.

**16. Student Survey:** Ambassadors provide the school with surveys for the students to complete. These surveys are to be returned to the program partner organization to assess the program. A sample Survey can be found in the Appendix.) A list of students who participated in the presentation should be provided so the ambassadors can personalize each student’s Certificate of Completion.



## Presentation Evaluation

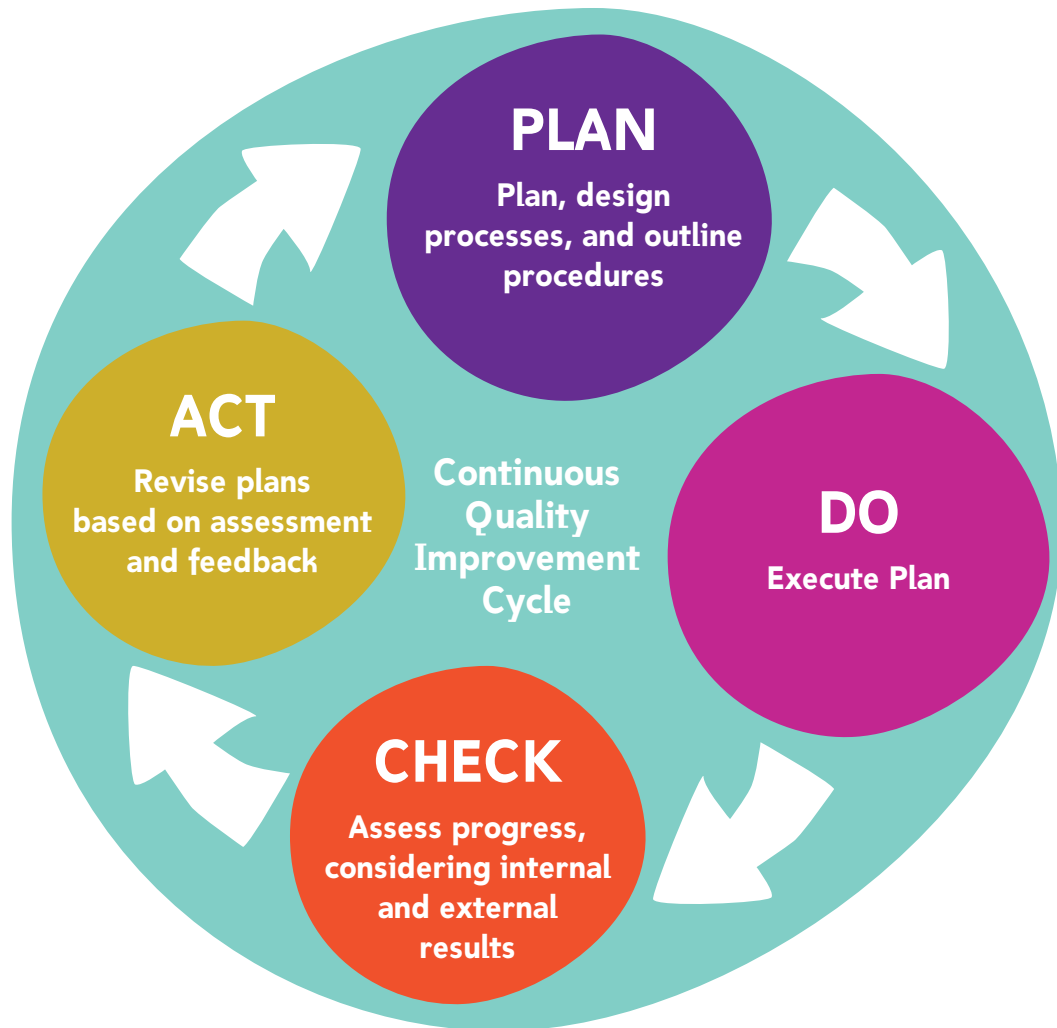
The *Ambassadors for Respect* will return to the school on a different date or use Skype to follow up on the presentation and collect survey results electronically. An *Ambassadors for Respect* Certificate of Completion can be given to students or mailed for the teacher to hand out. A sample Certificate of Completion can be found in the Appendix.

## Continuous Quality Improvement

A rigorous Continuous Quality Improvement process should be employed by the program partner organizations participating in the Ambassadors for Respect project. Leveraging Shewhart’s four stage Plan-Do-Check-Act (PDCA) method for continuous improvement cycles provides an easy to follow and effective way to monitor program success. Following PDCA enables action-oriented learning through feedback between processes and results. During the Plan stage, objectives and processes necessary to deliver the program results are established. The Do stage is when the plan is implemented.

During this stage, the service or process is executed and delivered according to the plan. An analysis of the actual results compared to the planned results is conducted during the Check stage. During this stage, schools served by the Ambassadors for Respect Anti-Bullying program are invited to evaluate the service through ratings and open-ended questions, and to measure how the program affects student attitudes. Program partner organizations should check the effectiveness of their presentation teams routinely and regularly to ensure that schools served are given ample opportunities to provide feedback. How the organization should act going forward depends upon whether the actual results are better or worse than planned. If, during review of the program (the Check stage), results differ from those outlined in the Plan, the next iteration of PDCA is defined and revision planning begins.

This process allows for continuous improvement of the program based on both CBO analysis of presentation performance and on school feedback. Developing a culture of continuous learning is essential, as is the speed and agility of continuous improvements and innovation in anti-bullying programs.





# Appendix

Each page in the appendix may be copied/reproduced for use or download at [mn.gov/mnddc/extra/publications.htm](http://mn.gov/mnddc/extra/publications.htm)

## Program Overview

### Recruitment Application

- Frequently Asked Questions
- Program Support Manager/Program Plan Coordinator Referral
- Applicant Expectations Agreement

## Handouts

- People First Language Examples
- It Starts with You!
- Our Stories
- Student Survey

Crushed Charlie Template

Certificate of Completion

## Additional Anti-Bullying Resources:

Home of the Olweus Bullying Prevention Program:

[www.violencepreventionworks.org/public/index.page](http://www.violencepreventionworks.org/public/index.page)

The United States Centers for Disease Control's National Center for Injury Prevention and Control

[www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf](http://www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf)

# Ambassadors for Respect

## Anti-Bullying Program

### Program Overview

Dear Educator,

The *Ambassadors for Respect* Anti-Bullying Program is pleased to offer your 4th grade class an effective anti-bullying presentation to help you and your school combat this problem. The *Ambassadors for Respect*, a project of the Minnesota Governor's Council on Developmental Disabilities, gives people with developmental disabilities who have been bullied in their lives an opportunity to serve as self-advocates in your classroom to teach your students about bullying and ways to avoid it. This presentation should be used as part of a school-wide anti-bullying effort. The presentation targets 4th grade students, because studies show that this grade level is when bullying begins to increase in schools.

The presentations will last about an hour and will focus on the power of language, the importance of people-first language, and about what it feels like to be bullied. The presentation includes active-learning techniques and focuses on best practices to avoid bullying. The ambassadors will provide all of the materials needed for the presentation and activities, but they will need access to a smartboard or a projection system for PowerPoint presentations.

The presentation will contribute to the following student outcomes. After completing the Anti-Bullying Program, students will:

1. Understand what bullying is
2. Employ strategies to stop bullying
3. Commit not to engage in bullying
4. Breakdown barriers between students with and without disabilities.
5. Increase friendships

Students who participate in the presentation will receive a "certificate" from the *Ambassadors for Respect* in recognition of the students' promise to be *Ambassadors for Respect* in your school.

For more information on this program or to schedule a presentation in your class, contact:

*name*

*organization*

*phone*

# Ambassadors for Respect

## Anti-Bullying Program

### Recruitment Application: Frequently Asked Questions

#### What is the Ambassadors for Respect Project?

The *Ambassadors for Respect*, a program of the Minnesota Council on Developmental Disabilities, was established so that persons with disabilities can take a leadership role in self-advocacy through presenting an anti-bullying program in area elementary schools. We are looking for persons to lead presentation information and activities.

- Teach 4th grade students about accepting differences of others.
- Promote People First language.
- Share their own personal stories about being bullied.
- Lead interactive activities for the teachers and students to choose from to promote acceptance.
- Share information about self-advocacy, person-centered planning, and self-determination by giving testimonies of their leadership in the community.
- Be a resource to schools related to acceptance materials specific to persons with intellectual disabilities.
- Promote other persons with disabilities and students to be leaders in this area.

#### Will I get paid?

Persons selected will receive minimum or above minimum wage per hour for work done during the scheduled preparation times and during actual presentations. A time card will be provided to the Ambassadors and it is their responsibility to submit the time sheet to their designated staff on the same day or early the next.

#### Who can apply?

- We are looking for people served by (insert Program Partner Organization name) who are passionate about respect and acceptance and willing to take a leadership role in minimizing bullying in participating classrooms.

- Must attend 90% of the preparations that you are directly involved in giving. The following is an example of scheduled presentations for a school: four 3-hour sessions in Feb., four 3-hour sessions in March, six 3.5-hour sessions in April, six 3.5-hour sessions in May. All sessions will be scheduled once the schools confirm the dates of the presentations.
- For new Ambassadors selected, you must be available to attend the majority of presentations scheduled for that school year. This means on the days of the presentations you need to be available the entire day due to transportation, practice, and number of presentations.

### **Do I need experience?**

- No speaking experience is necessary, however it is beneficial for the persons to demonstrate average to above reading skills, ability to project his/her voice since microphones are not used in the classrooms, possess good active listening skills, and have demonstrated respectful interactions.
- Have had one or more experiences of being bullied in school and willing to share the experience(s) in front of 4th grade classrooms.

### **How will I know what to do or say?**

A PowerPoint presentation has already been developed along with specific interactive activities. Generally, new Ambassadors watch a presentation with more seasoned presenters and ease into sessions by helping with the activities and sharing their short stories.

### **How do I apply?**

Complete both of the Recruitment Applications forms: **Program Support Manager/Program Plan Coordinator Referral** and **Applicant Expectations Agreement**.

**Applications are due before**

# Ambassadors for Respect

## Anti-Bullying Program

### Recruitment Application:

### Program Support Manager/Program Plan Coordinator Referral

\_\_\_\_\_ has indicated a preference to participate in the *Ambassador for Respect* project. Please review the application notice for more details about the project.

The Program Support Manager has received this form requesting the person above to participate in the *Ambassador for Respect* project. Based on his/her work schedule , I promote / hesitate (*circle choice*) about the participation of this person in the project.

**Signature**

**Date**

**Comments**

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The Program Plan Coordinator (PPC) has received this form requesting the person above to participate in the *Ambassador for Respect* project. I promote / hesitate (*circle choice*) about the participation of this person in the project. Under the above person's direction, the PPC may develop an outcome specific to the project, if I so desire.

**Signature**

**Date**

**Comments**

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# Ambassadors for Respect

## Anti-Bullying Program

### Recruitment Application: Applicant Expectations Agreement

I, \_\_\_\_\_ agree to the following expectations:

- I will arrive to preparations at the schedule time;
- I will submit my time sheets to my direct staff so that they can input the information in a timely manner;
- I will practice my short story about being bullied so that I do not need to read it and project my voice so that the 4th grades in the classroom can hear me;
- I will arrive to work well-groomed on the days of the preparation and presentation sessions;
- I will be energetic, respectful, supportive, and kind when interacting with the other Ambassadors for Respect, staff support, students, teachers, my peers and staff at [CBO] and on social media;
- I will practice my presentation information and/or leadership in the interactive activities;
- I will update my story and complete the “I AM” assignment and be prepared to share these during presentations;
- Once I receive the schedule, I will not schedule doctor appointments, vacations, etc. on days that I am scheduled to give presentations or prepare for presentations;
- If I miss on presentation date for an unexcused reason, I will forfeit my opportunity and role as an *Ambassador for Respect*;
- If I miss more than 2 practices without a previous approved request, I will forfeit my opportunity and role as an *Ambassador for Respect*; I will inform my staff of any changes in my schedules. Name of Person Date

Name

Date

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# People First Language Examples



Avoid these labels	▶	Use these instead!
Blind	▶	Person who is blind
Handicapped	▶	Person with a disability
Epileptic person	▶	Person with epilepsy
Wheelchair bound, cripple	▶	Person who uses a wheelchair, person with physical disabilities
Mute	▶	Person with speech challenges
Paraplegic, quadriplegic	▶	Person with challenges using their arms or legs, person who has challenges using both their arms and legs
Learning disabled	▶	Person with learning challenges
Mentally ill, crazy, demented, lunatic, psycho	▶	Person with mental illness, person with emotional challenges
Midget, dwarf	▶	Person short in stature or little person
Handicapped busses, handicapped bathrooms, handicapped parking	▶	Accessible buses, accessible bathrooms, accessible parking

## It Starts with



Did you know that one out of every five persons in the USA has a disability and the number is growing? Therefore, we need to promote acceptance and respect. We need to value what persons with disabilities bring to our lives.

Don't pity us! We want you to focus on our abilities and possibilities. To help make this happen, we need to start with the language we use.

People First language refers to the individual first and the disability second. (See the People First Language Examples handout for suggestions.) The hope is to eliminate hurtful words like the "R" word from our vocabulary. It is important not to repeat these words even if you hear them, and gently correct people when they don't use People First language.

Labels belong on candy bars, cereal boxes, clothing, and cleaning products — not on people. Labels cause assumptions about people that are not correct and should not define who the person is. As *Ambassadors for Respect*, we need to promote and model acceptance, respect, and dignity.

When talking about persons with disabilities be sensitive, respectful, and positive. We are like you — we have more things in common than we have differences. People with disabilities are citizens, taxpayers, moms, dads, sisters, brothers, friends, neighbors, constituents, volunteers, leaders, coworkers, employers — all have dreams and all want to live a desired quality life. Persons with disabilities are artists, musicians, actors, athletes, politicians, engineers, builders, office workers, teachers, servers, own businesses, and work in every part of our society. We drive cars, live on our own or with some assistance, testify, vote, get married, have children, and serve on committees and boards. We are leaders!

It starts with each one of us to do the right thing. We are all unique and that is a good thing. We need to celebrate the uniqueness and work together to better understand that the world is a better place when we do. Be an Ambassador for Respect!

## People First language starts with you!



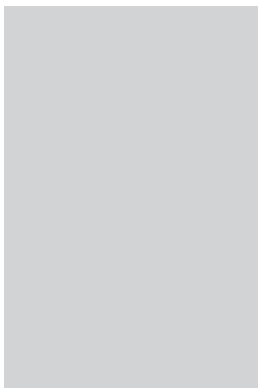
# Our Stories



## Katie

When I was in elementary school, I was picked on. Kids called me 4-eyes, fatso, and retard. A person who I thought was my friend pushed me down a flight of steps. I ended up breaking my arm and I had a cast on for 6 weeks. I had to ride a little yellow school bus to Como Elementary because my Catholic school did not have special ed classes. This made me feel so different. I would go home at night and look in the mirror and ask why no one likes me or cares about me? I

did not have a support system to help me. I would recommend kids now to find that support system — whether it is parents, teachers, principals, sisters, brothers, or friends, if you need help advocating for yourself.



## Name

When I was in elementary school, I was picked on. Kids called me 4-eyes, fatso, and retard. A person who I thought was my friend pushed me down a flight of steps. I ended up breaking my arm and I had a cast on for 6 weeks. I had to ride a little yellow school bus to Como Elementary because my Catholic school did not have special ed classes. This made me feel so different. I would go home at night and look in the mirror and ask why no one likes me or cares about me? I

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## Ambassadors for Respect *Anti-Bullying Program* Survey

**We want to hear from you!** Tell us how we did. Please circle your answer for each question. There's also room for comments. Once you're finished, turn it in to your teacher. Thank you!

1. Was the information useful/helpful to you?	Very Helpful	Not at all Helpful			
	5	4	3	2	1
2. Did you learn new information?	A lot	None			
	5	4	3	2	1
3. Was the information presented well?	Very Well	Not Well at All			
	5	4	3	2	1
<b>Comments</b>					

## Ambassadors for Respect *Anti-Bullying Program* Survey

**We want to hear from you!** Tell us how we did. Please circle your answer for each question. There's also room for comments. Once you're finished, turn it in to your teacher. Thank you!

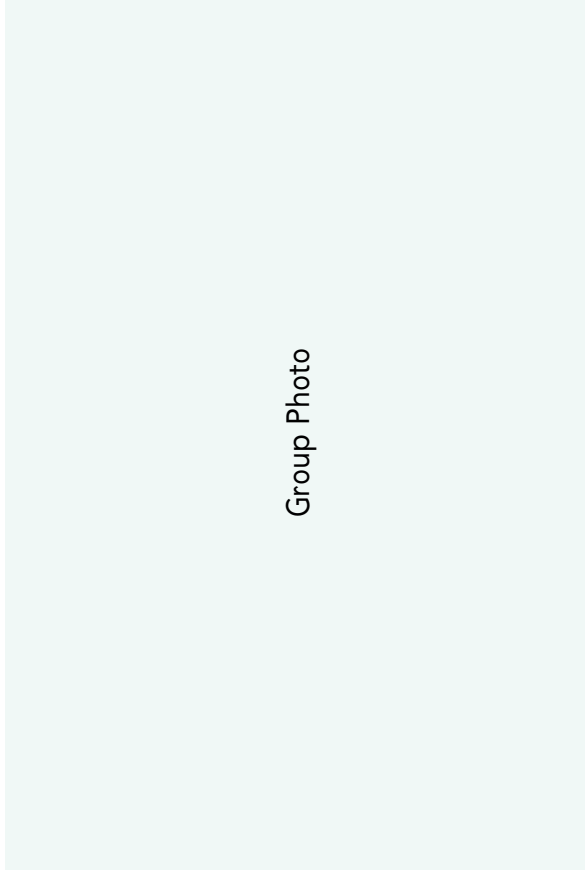
1. Was the information useful/helpful to you?	Very Helpful	Not at all Helpful			
	5	4	3	2	1
2. Did you learn new information?	A lot	None			
	5	4	3	2	1
3. Was the information presented well?	Very Well	Not Well at All			
	5	4	3	2	1
<b>Comments</b>					



# Ambassadors for Respect

## *Anti-Bullying Program*

### Certificate of Completion



Group Photo

This certificate is in recognition for participating in the Anti-Bullying Program and for becoming an Ambassador for Respect in your school.

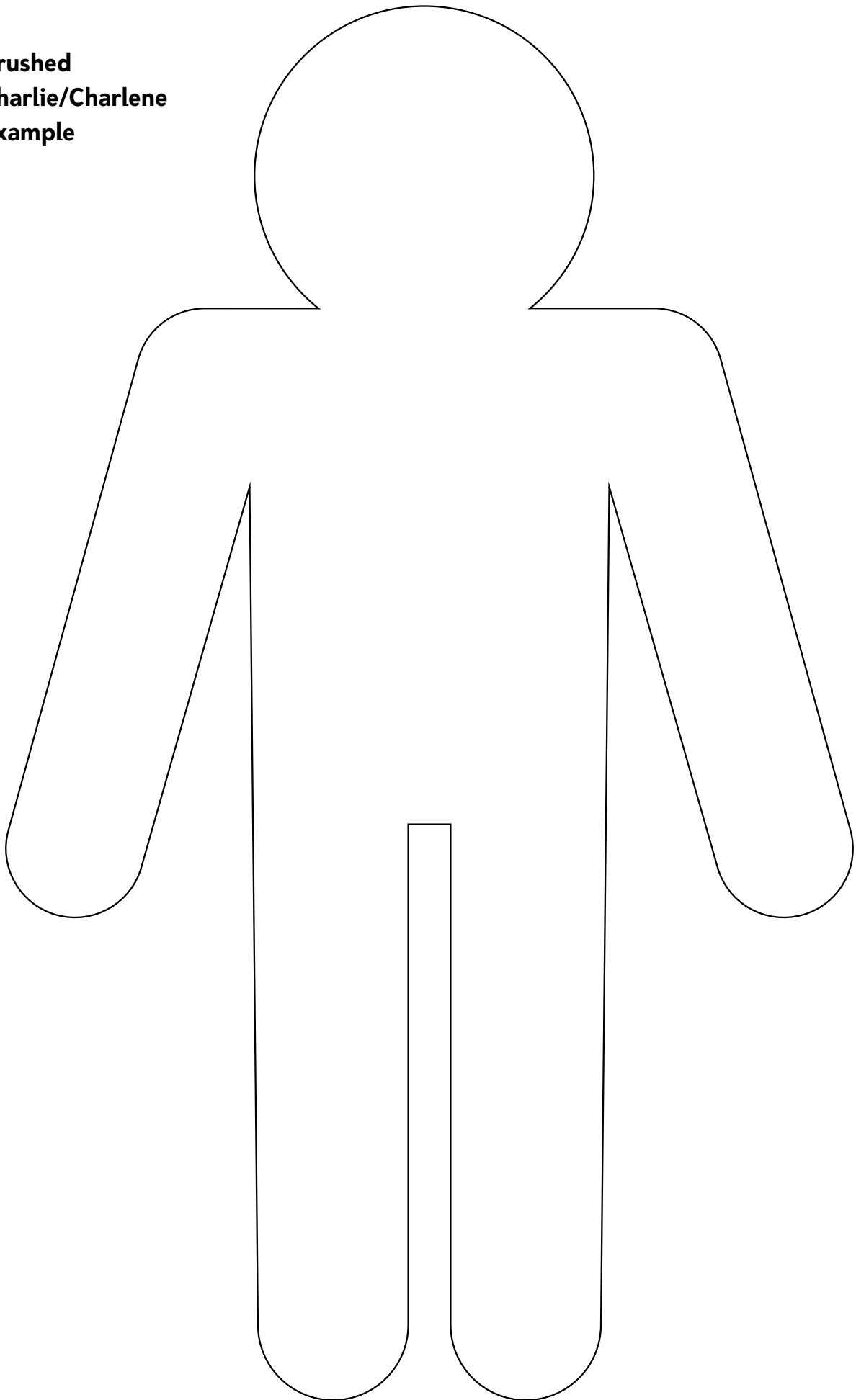
Student Name

School

Date

Ambassador Names

**Crushed**  
**Charlie/Charlene**  
**Example**





For print copies, please contact:

**Minnesota Governor's Council  
on Developmental Disabilities**

Minnesota Department of Administration  
370 Centennial Office building  
658 Cedar Street  
St. Paul, Minnesota 55155

Call: 651-296-4018

TTY: 800-627-3529 Minnesota Relay Service

Fax: 651-297-7200

Toll Free: 877-348-0505

Email: [admin.dd@state.mn.us](mailto:admin.dd@state.mn.us)

Websites: [mn.gov/mnddc/](http://mn.gov/mnddc/) & [mn.gov/mnddc/pipm/](http://mn.gov/mnddc/pipm/)

Electronic and PDF versions available at  
[mn.gov/mnddc/extra/publications.htm](http://mn.gov/mnddc/extra/publications.htm)

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