COACH TOOLKIT

CREATING A SAFE SPACE

UP2US SPORTS

the Ben Cohen
STANDUP
FOUNDATION

Bullying is a growing concern in the lives of young people. Whether it is physical, verbal, relational, or cyber, bullying can happen anywhere and is harmful to everyone.

Unfortunately, youth sports—which should be environments of fun, safety, and inclusion—are not immune from bullying. In response to this emerging trend, Up2Us Sports and the Ben Cohen StandUP Foundation have teamed up to educate coaches about building safe spaces in the sport environment. The role of the coach cannot be understated when it comes to creating positive culture, and Up2Us Sports and StandUP celebrate this powerful position. At the same time, we also challenge coaches to be leaders in creating inclusive spaces that celebrate young athletes of all backgrounds. This toolkit is built to ensure that all coaches have the awareness, knowledge, and strategies to make these safe environments a reality.

Partnerships

Edgework Consulting has been instrumental in helping Up2Us Sports develop innovative youth development content. Our collaboration is evident in this toolkit and beyond.

In 2013, Up2Us Sports and the Ben Cohen StandUP Foundation partnered to increase awareness of bullying in youth sports. The StandUP Foundation has generously funded the creation of an anti-bullying training curriculum for sports-based youth development programs and coaches, as well as this toolkit. Up2Us Sports would like to appreciate Diana Cutaia at Coaching Peace Consulting for her help and expertise in creating this toolkit.

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INTRODUCTION TO THE TOOLKIT

Every day, the media explodes with reports of young people falling victim to bullying of many different types. In the area of athletics, bullying hurts young people, disrupts athletic and academic performance, and impacts team, program, and school culture. Up2Us Sports and StandUP have created this toolkit to assist coaches and program administrators as they work to address negative behaviors, educate their peers, and create safety for all youth.

Purpose
Help coaches address and prevent situations in their programs that make young people feel unwelcome or unsafe through evidence-based best practices and strategies.

Function
Provide coaches with a framework to create program environments that are physically and emotionally safe for the youth they serve.

Guiding Principles
The goal of this toolkit is to educate coaches and program administrators about how to address and prevent bullying. When coaches build positive program cultures that celebrate inclusivity and the power of each young person, they take a stand against bullying.

Investing in the following principles is integral to creating and maintaining safe spaces for **young athletes.**
- All participants are valued.
- Individual differences are respected.
- Everyone has a role in ensuring a welcoming environment.
- Education and evaluation are ongoing.

WHAT IS BULLYING?

An action one or more people take against an individual or group that meets the following:
- It is on purpose
- It happens repeatedly
- It is an abuse of power

Bullying is unwanted and aggressive behavior among school-aged youth, which 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 intentionally excluding someone from a group.

TYPES OF BULLYING

- **Verbal**
  - Name calling
  - Taunting
  - Writing notes/messages
- **Physical**
  - Overt aggression in games or practice
  - Punching, hitting, kicking
- **Relational**
  - Excluding
  - Ignoring
  - Creating peer-to-peer conflicts
- **Cyber**
  - Posting or texting embarrassing images
  - Posting or texting threatening messages

WHAT WE KNOW ABOUT BULLYING

- Over a quarter of LGBT student-athletes reported being harassed or assaulted while participating on a school sports team due to their sexual orientation (27.8%) or gender expression (29.4%)[i].
- A group of studies show that LGBTQ youth suicide attempt rate is anywhere from 30-40% while that of their heterosexual peers is 4 to 8%[ii].
- Studies show 77% of all students in grades K through 12 have been bullied at some point in their lives. Of those children, 14% claimed to have experienced severe reactions to their ordeal[iii].
- Based on the average reported over the last five years, approximately 90% of children in grades 4 through 8 have reported incidents of being bullied[iv].
- Approximately 40% of middle school and high school students do not feel they are safe when attending school[v].
- The 2008–2009 School Crime Supplement (National Center for Education Statistics and Bureau of Justice Statistics) indicates 28% of students in grades 6–12 nationwide have experienced bullying[vi].

Bullying is associated with a decrease in mental and physical health. In a recent study following children in grades 5-10, those who experienced bullying had worse mental and physical health, greater depression symptoms, and lower self-worth over time than those who were not bullied. Children who were bullied for long periods of had the most severe health impacts.[vii] This makes it

even more imperative that adults identify and address bullying before it becomes an ongoing event.

THE BULLIES AND THE BULLIED

Why do kids get bullied?
Kids get bullied for many reasons. Some of the most common include:

- Race/Ethnicity
- Socio-Economic Class
- Body Size
- Gender
- Sexual Orientation
- Disability (Cognitive/Physical)

The Bully
There are many reasons why kids bully. Much of the time kids bully because they have experienced bullying in the past or they are looking for connection with other people, even if it is negative. It is important to recognize both that the bully needs to stop the behavior and also that it is vital for coaches to understand the source of the behavior by listening to, supporting, and observing the bully.

One of the defining characteristics of bullying is that it is an abuse of power. Kids often get power because behavior that may develop into bullying is condoned through silence or not directly addressed. Programs should follow a strict behavior code to ensure that incidents that may not seem to be bullying at first do not become it in the future.

SIGNS SOMEONE IS BEING BULLIED

Bullying is not always done in plain sight, and oftentimes those being bullied do not want to tell anyone about it. Youth may feel if they report bullying they will look weak or lose the respect of the coach, or they decide that the situation is hopeless and nothing can be done about it. Also, youth are frequently embarrassed and often do not know how to disclose a complaint. This is why it is imperative that programs have clear, easy, and confidential ways for young people to come forward and report bullying.

When coaches and staff are attentive and focused on spotting and identifying bullying, they can actively take steps to preventing it.

The first step is understanding the possible signs of bullying:

- Frequent absences from the program
- Not using the locker room to change and either coming to the program already in playing gear or using a single bathroom to change
- Waiting to go home long after most of the other kids have left or arriving after the program has begun

- Damaged clothing or physical bruises
- Not engaging with peers and/or
- isolating oneself
- Depression
- Being defensive or easily agitated

BULLYING IN SPORT

The culture of sport can make it hard to identify bullying because at times these actions have become the norm. In order to change the culture of sport, it is necessary to identifying and labeling acts of bullying, including (but not limited to) some of the following examples:
- Name calling
- Taunting the other team
- Making comments about one's athletic ability
- Always asking only the boys to get
- equipment
- Continually criticizing an athlete's performance publically
- Behaving aggressively in practice and drills targeted at one individual

In the past, things defined as "part of the game" need a second look to determine whether or not these elements of sport are bullying or contribute to a culture of bullying.

Ways to support a culture of bullying:
1. Not addressing language that denigrates, discriminates, or diminishes others. (i.e., "That's so gay").
2. Allowing coaches to berate players' performance or mock an aspect of their performance consistently in front of others.
3. Not addressing bullying behavior of parents on the sidelines.
4. Allowing coaches or other players to use motivational tactics that put down another group ("Next time, take off the skirt and you can run faster").
5. Establishing traditions that encourage fans to speak poorly about other players on the other team.

HOW CAN WE KEEP SPACES SAFE?

Research shows that in order for programs to ensure their space is safe for all involved, several criteria must be in place. When programs take focused and intentional actions, they create positive program cultures that are rich with opportunities for young people to engage, develop, and learn.

WHAT IS CULTURE?

In the most general terms, culture can be defined as "the way we do things here." The research on building positive program culture focuses on four specific strategies that help create safe spaces for all young people.

1. Help kids make friends – everyone in your program should leave with more friends than when they came. Positive peer relationships are hugely protective for young people.
2. Provide opportunities to matter – when kids get the chance to make a difference in your program, whether it is by helping carry equipment, take attendance, or be a team captain, they gain valuable skills and ownership over their participation.
3. Follow a strict behavior code – all programs should have clear expectations about behavior in their programs. These should be clearly communicated to all stakeholders and focused on keeping kids safe and healthy. We recommend three primary elements in every behavior code: no physical violence, no unsupervised activity, and no put-downs.
4. Have positive traditions – some kids come to programs primarily because they love the traditions they find there. These could be special cheers or songs, eating rituals, pump-up notes, end of programming events, and anything else that always happens at your program.

Clear Policies and Philosophy

Programs should engage all stakeholders—including youth—in developing a philosophy that clearly states the values of the program in regards to the equal treatment of all members of the community. In line with this philosophy, the organization should create a strict behavior code (see above for more information about behavior codes) that addresses:

- o Expectations of behavior from all members of the community.
- o The commitment to diversity and acceptance.
- These documents should be widely distributed to the entire programming family.
  - o These should be revisited every few months so that all members of the community are reminded of them and their purpose.
- Initial and Ongoing Education
  - o Organizations should place emphasis on training their coaches, staff, youth, and families on how to identify and prevent bullying.
- Programs should use any incidents as opportunities to re-educate or fill information gaps

that may be contributing to consistent problems.
- Education for young people should focus on:
    - Empathy-building
    - Bystander approach
    - Standing up to bullies

Create an Inclusive Environment

Inclusion means everyone is in activities at all times. No one should ever feel they are sidelined or marginalized. Organizations should be intentional in their efforts to highlight and celebrate the diversity of their community.

At Up2Us Sports, we talk about Home Field Advantage for kids – in sports, the team playing in their own stadium/community is considered to have the home team advantage because everyone is cheering for them. Programs can create a similar environment for young people by ensuring that they provide holistic support at all times.

Coaches Employ a Strengths-Based Approach

Success breeds success. The foundation of all development should be identifying the strengths young people already possess and building on them. As coaches work to support young people, it is important they spend time building both emerging skills and those in which mastery has already been achieved.

> We call the relationships that caring adults build with young people the "**VITAL CONNECTIONS.**" Having a caring adult is a major protective factor for young people. Vital connections can be built by showing the child we believe in their success and making time for them when they need it.

Connection with Caring Adults

One of the most important protective factors for a child is a connection with a caring adult. Organizations that incorporate varied and multiples ways for young people to establish and build relationships with caring adults are more successful in supporting the positive development of that young person. Central to this end is the intentional structure of time, formal and informal, whereby young people can interact with coaches and other staff.

Clear and Encouraged Incident Reporting

Policies are only as good as their enforcement. If young people do not understand or feel safe enough to report bullying, programs will not be able to respond to or identify problems. Coaches should encourage participants to speak up by making the process confidential and easy. All policies and procedures should include specific language about how the organization responds to backlash about reporting a bullying incident.

FORMAL TIME is the structured and planned time when you are running your program activities and working through your curriculum. Informal time is the before/after practice times, transitions between activities, and mealtimes, among other things. Informal time can be crucial for building the vital connections between young people and caring adults. Don't underestimate the value of informal time!

Close Supervision

Organizations should strategically plan how they will monitor *hot spots* at each program location. These spaces are those in which bullying is most likely to take place, including locker rooms, hallways, bathrooms, and dugouts. This will reduce the opportunity for bullying and will ensure all participants feel safe and protected. Knowing an adult is nearby is not nearly as safe as having one there.

CREATING SAFE SPACES: THE PROCESS

1. Evaluate
   a. Administer the Safe Space Assessment Tool.
   b. Discuss with staff the results.
2. Identify
   a. Determine which areas need improvement based on the criteria of a safe space.
3. Plan
   a. Develop and teach strategies for intervention.
   b. Revise or create effective policies and overall philosophy.
4. Promote
   a. Determine strategies for communicating polices and philosophy.
   b. Share all documents to ensure everyone involved in the program is aware of and committed to building safe space at the program (parents, spectators, coaches, etc.).
5. Educate (staff and students)
   a. Program Policies and Strict Behavior Code
   b. Prevention
   c. Intervention
6. Re-evaluate
   a. Safe Space Assessment Tool

WHAT TO DO WHEN BULLYING HAPPENS: THE STEPS TO STAND UP

We have developed the *STEPS TO STAND UP* as a way for coaches and administrators to ensure that there is a clear intervention model that can be used when bullying occurs to address and improve program safety.

Steps to STAND UP

STOP & SCAN

1. If you see bullying taking place, or behavior that could lead to participants feeling unsafe, STOP the behavior immediately. Letting it happen is silent acceptance that it is okay.
2. Look around to see if there are other people who witnessed or took part in the incident.
   a. Take note of where the incident took place (i.e., locker room, hallway, fields, etc.). If you did not see the incident, ask the person who brought it to your attention for this information.

SUPPORT

The victim
1. Hear what they have to say and repeat it back for understanding so that you are sure you know all of the facts.
2. Agree on the issue(s) to be addressed.
3. Provide them with the action you will take, what is required from them, and a timeline for how you will address this issue.
4. Support the victim by identifying and building their support network. First, ask them if they have a friend they can confide in or if they would like you to help them find someone. Remember, bullies often target young people they know and who do not have many friends or allies because it is easier to isolate and take advantage of them.

The bystander(s)
1. Regardless of their actions or lack there of, take the time to speak to any bystanders to make sure that they feel safe and understand what actions they could have taken.
2. Be sure to label and acknowledge the actions they did take so they feel respected and validated.
3. Try to include the bystander in education and mediation processes.

The bully
1. Identify the behavior and how it violates the behavior code of the program.
2. Work to determine the root cause of the bullying behavior and provide them with resources.
3. Acknowledge them for appropriate behavior moving forward.

SURVEY

1. Watch the hot spots (locker rooms, hallways, bus, etc.) or the area where a specific incident of bullying took place.
2. Check in with all parties frequently to remind them of the behavior code and celebrate positive actions they take moving forward from the incident.
3. Recognize and label positive behavior by the bully.
4. Identify policies or procedures that need to be enforced or amended as a result of this incident.
5. Try to stay away from adding more punitive policies and always focus first on education and resources.

SURVEY CRITERIA AND BEST PRACTICES

Policies, Philosophy and Administration
- The program has a written declaration of values, which is agreed upon by the coaching staff and program participants.
- The program's philosophy on fostering a safe space for all is clearly defined.
- All program participants, regardless of sexual orientation, gender identity, race, religion, ability, etc., are ensured fair treatment by these policies.
- Program policies and philosophy are clearly visible and participants are educated on them before the program begins.
- Policies that provide necessary resources for transgender individuals are in place.
    - o For some programs, working with transgender individuals can be a new and unfamiliar process. One of the best resources we've found for doing this is the Trans Youth Equality Foundation. Please see the Resources Section of this guide for additional information.

Initial and Ongoing Education
- Time is dedicated to bullying prevention.
- Conflict resolution skills are taught and utilized.
- Youth are taught to discuss their negative feelings instead of using derogatory language or actions.
- Coaches, staff, and youth are taught about the harm of stereotypes and how to appropriately speak up when such a situation arises.
- All program participants are taught the importance of respecting the identities of others.
- Families are provided with access to training.

Inclusive Environment
- Coaches create a welcoming environment for all by modeling positive behavior.

- Gender-neutral language is used when speaking to the group.
- All youth are treated equally, regardless of sexual orientation, race, gender expression, sex, or ethnicity.
- All activities are open and welcoming to all athletes, regardless of gender.
- Coaches make programs as participatory as possible for all individuals regardless of ability.
- Derogatory language is not permitted and is addressed immediately.
- All facilities have a gender-neutral restroom.
- Coaches and staff provide athletes the opportunity to share their personal identity with the group.
- Coaches and staff lead by example in respecting each and every athlete's identity.

Strengths-Based Approach
- The team has defined goals that facilitate appreciation of differing abilities.
- Positive behavior is taught, modeled, encouraged, and rewarded.
- Positive behavior receives more attention than misbehavior.
- Focus is placed on the individual's ability rather than their inabilities to do something.
- Coaches are flexible in adjusting to their team's ability level.

Connection with Caring Adults
- Coaches communicate to youth that they care about them through words and actions.
- Coaches arrive early and stay late for informal time to connect with athletes.
- Coaches communicate with families on a daily or frequent basis to involve them in their child's development.
- Families are welcome to contribute to the team in positive ways.
- Adults model and teach empathy by allowing athletes to express emotion and refrain from judgment.
- Coaches do not engage in bullying behavior.

Incident Reporting
- Athletes are encouraged to report incidents of bullying.
- The incident reporting procedure for youth is easy to navigate.
- The incident reporting procedure for youth is confidential when possible.
- Reports of bullying are taken seriously and addressed immediately.
- Team meetings are open for athletes to talk about issues related to bullying in a productive manner.
- Families of youth involved in a bullying incident are notified and provided with resources to support them.

Close Supervision
- Adult supervision is increased in hot spots where bullying occurs.
- Coaches intervene consistently in bullying situations.

ACTIVITIES

COLLECTIVE POWER!

Age Group: 10+ | **Time:** 15-20 minutes | **Materials:** Poster paper, markers, scissors, tape

Instructions:
On a large poster paper trace the outline of a person. Then cut the paper into 4 or 6 equal parts. Give a section to a small group of students and ask them to write down on the paper (within the lines of the person) two of their strongest identifying qualities. On the outside ask them to write down why they are a part of your program.

Be sure to provide everyone with the same color marker. Give them examples like, Italian and Lesbian, or Tall and Male, etc. Once everyone has finished, tape the paper back together again to create the person.

Debrief questions:
- What are some of the qualities that we share that are different?
- What is important about having different qualities?

Look for answers like:
- We can learn from each other
- We have different ideas and perspectives

Remind youth that being part of a team is understanding that, as a group, they are stronger with everyone's different skills. Limiting a team to the skills or experiences of a few people ignores what everyone brings to the table.

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USING MY VOICE

Age Group: 8+ | **Time:** 10 minutes | **Materials:** None

Instructions:
Teaching young people to use their voice is really important. It can be very scary for young people to say the word "stop," especially when confronted with a scary situation. Bullies can often tell from tone of voice if people are nervous or scared, and this can help them target weaker peers.

Have two lines of kids facing each other. As they walk past each other (like two teams after a sports game) tell them to stop at each person, say "STOP" in a loud, confident voice, and give each other a high five before moving onto the next person.

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PICKING MY TEAM

Age Group: 10+ | **Time:** 20 minutes | **Materials:** Paper, markers/pens

Instructions:
A team is made up of trusted people are supportive when the game gets difficult. Facing down bullying requires the same kind of support.

Ask young people to think about who can help them if they are in a situation when they need support. These can be peers or adults in their lives. If you notice that a young person is having difficulty coming up with a list, always remind them that you are on their team, and then ask about some of the people who help them every day (teachers, bus drivers, etc.); ask if they feel like any of them could be of a support.

Once the kids have their lists, present each of them with a bullying situation. Ask them to think about what they would do and who they would talk to on their list if that bullying situation happened. You can have them roll play this activity in small groups or make it a journal activity (or both!).

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BYSTANDER SCORECARD

Age Group: 8+ | **Time:** 30 minutes | **Materials:** Bullying scenarios, paper, pens

Instructions:
Being a bystander is hard, and oftentimes youth don't know how to respond when they see bullying in front of them. This activity helps them role-play and try out different responses.

Separate the group into teams of three. Present each team with a scenario that has a bully, a victim, and a bystander. The teams will have time to practice role-playing their scenario and then to present it to the larger group. The most important thing is to determine how the bystander should respond. Make sure that each kid has a notecard or piece of paper where they can take notes during the group presentations; ask them to write down some of the bystander ideas that they see others using that they think would be helpful.

PARTNER INTERVIEWS AND GROUP REPORT-OUTS

Age Group: 10+ | **Time:** 30 minutes | **Materials:** None
[Adapted from the City Year New York Basic Training Retreat Facilitator Guide 2008]

Instructions:
Have everyone find a partner who they do not know particularly well. Explain that each pair will have the opportunity to have a real conversation, with both people taking turns speaking and listening. The listening in this activity is "full-body:" ears, eyes, minds, hearts.

The coach can come up with any prompting questions to guide the conversations, but here are some suggestions:

1. Talk about the one aspect of your identity—being you!—that you feel the most pride or satisfaction about.
2. Talk about the one aspect of your identity that you have found the most challenging or difficult.
3. Talk about a turning point or defining moment in your life.
4. Find at least two interesting, non-superficial things you have in common with your partner.

When all of the pairs have finished, bring the whole group back together and sit in a circle. Partners should sit next to each other and introduce each other to the larger group. Ask the group to listen carefully to each introduction and notice what they have in common with group members who were not their partner.

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LEMON EXERCISE

Age Group: 12+ | **Time:** 45-60 minutes | **Materials:** Lemons, poster paper, markers
[Adapted from the City Year New York Basic Training Retreat Facilitator Guide 2008]

Instructions:
Hold up a lemon for the group to look at. They should brainstorm a list of all the characteristics that ALL lemons have in common.

Divide your team into smaller groups and give each a lemon. The smaller groups are responsible for getting to know their lemon – what it looks like, smells like, etc. The groups should not mark or alter the lemon in anyway. They should create a name and story for their lemon, accompanied by some sort of presentation about it (skit, song, poem, etc.).

When each team is done, bring the group back together and have the groups introduce the lemons to the group (name plus skit/song/poem).

Collect all of the lemons and mix them up (add in some additional lemons for an extra challenge). Now, ask a representative from each team to come up and try to find their lemon in the pile. They should then explain how they found their specific one.

Debrief questions:
- At the beginning, we had a list of things that all lemons had in common, but you found your specific fruit pretty quickly. What changed?
- How did it feel to create a story about your lemon?
- How did your view of the lemon change once it had a name and a story?
- How does this relate to getting to know people?
- How does this relate to the stereotypes we might have about humans?

Up2Us Sports Teambuilding Games

Teambuilding games help young people get to know each other and find common ground outside of the sport you play. This is important because when kids have strong, positive relationships with each other, they are less likely to bully or let others be bullied. These games can be played at any time, whether you need to reinforce teamwork or have some downtime before a session. Teambuilding games are not only fun – they also teach.

As a coach, your goal should be to not only facilitate a great game, but also to make sure your debrief is strong so that kids walk away having made linkages between the game and their lives.

COOPERATIVE MUSICAL CHAIRS

Age Group: 12+ | **Time:** 10-15 minutes | **Materials:** Set up 1 chair for each participant in a circle, with the backs of the chairs facing towards the middle of the circle

Instructions:
- This is played just like musical chairs but with a cooperative twist.
- Participants dance around the outside of the chairs to music. When the music stops, all the participants must find a chair. After each round, the facilitator removes one chair.
- The participants once again dance around the chairs until the music stops. Again, the participants need to find chairs. This time, however, there will not be enough chairs for each participant
- Participants must cooperate and share chairs so that everyone has a seat.
- See how few chairs you can get down to and still have the whole team on chairs!

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SPAGHETTI PLATE

Age Group: All | **Time:** 10-15 minutes | **Materials:** Paper plates, tape, and uncooked spaghetti noodles

Instructions:
- Each participant gets a plate taped to their hand and finds a partner (preferably someone they don't yet know or need to get to know better)
- Working together with their partner, they will balance a raw piece of spaghetti between their two plates.

- The goal of the game is to walk from Point A to Point B without dropping or breaking the spaghetti.
- Once all teams are done, they will debrief with their coach about the strategies they tried, what worked and what didn't, and what was hard about working together to balance the slippery spaghetti.

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THUMBS UP

Age Group: All | **Time:** 10-15 minutes | **Materials:** None

Instructions:
- With a volunteer, demonstrate thumb wrestling but DO NOT USE THE TERM THUMB WRESTLING or THUMB WARS. Ask participants if they have ever seen anything like it.
- Have each participant find a partner and give the following instructions: "When I say Go, working together with your partner, get as many pins as possible in 30 seconds…Go!"
- After 30 seconds, say Stop! Ask, by show of hands, how many partner pairs got a combined score between 0-5? 5-10? 10-20? 20-30? 30-40? 40-50? Over 50? Most, if not all of the pairs, will have competed and struggled, gaining very low scores. You can arrange in advance to have at least one high-scoring set of partners by having youth accomplice pair up and tell his/her partner the secret
- Ask the group if they notice anything strange about this big difference. Then, ask the group to try again, but this time to really, really listen carefully to all instructions. Repeat the directions, but this time emphasize the working together part. "When I say Go, working together with your partner, get as many pins as possible in 30 seconds…Go!"
- Obtain the score ranges again. Usually at least some of the pairs will have caught on and worked together, resulting in much higher scores. (If not, repeat the instructions again, but this time really stress the phrase, working together with your partner, then let them try it again.)
- Ask why the results of the second round were so different from the first round:
    - Some kids will say because they listened better
    - Other, more savvy kids will talk about how they cooperated instead of competed. Or, they worked together to get a higher score.

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PERSON-TO-PERSON

Materials: None | **Age Group:** All | **Time:** 10-15 minutes

Instructions:
- There has to be an odd number of people for this activity to work.
- One person (Facilitator) stands in the middle of the group and asks everyone else to pick a partner.
- Explain that you (person in the middle) will give them between two to five commands that they must perform as a pair.

- When the middle person yells "Person-to-Person" (**Can use something more fun to yell) - everyone, including the person giving the commands, will have to scramble to find a new partner.
- The odd person out goes into the middle of the group and provides the next set of commands.
- The game begins with the person in the middle giving instructions such as: "Elbow to elbow" and the pairs must put an elbow to elbow. The next command could be "Ear to Ear." The partners would then have to put an ear to an ear, while keeping the elbow to elbow.
- Then the facilitator says "Person-to-Person**," everyone finds a new partner, and you go on to the next person calling out commands. Stop the game when you feel like it.

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LUNG CAPACITY

Materials: Feathers | **Age Group:** All | **Time:** 10-15 minutes

Instructions:
- The participants are divided into teams of 2-4 people.
- Each team is given a feather.
- At a signal, each team must blow a feather into the air and keep it there by continuously blowing on it.
- The team whose feather stays up the longest wins. **Can add people to teams with each round to increase the challenge.

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WHAT GOES UP

Materials: Catchable balls | **Age Group:** 8+ | **Time:** 10-15 minutes

Instructions:
- Split your team into smaller groups of 10-15; you'll need enough balls for each person on your team (they can be any kind of balls that can be thrown into the air and easily caught-soccer balls, basketballs, rugby balls, volleyballs, beach balls; not bowling balls).
- Gather your team into the circle and gather the balls around you so they are easy for you to reach.
- The object of the game is for the team to catch all of the balls as you throw them without letting them fall to the ground.
- Every five seconds, you will yell "UP!" and toss one ball into the air. There will be 1, 2, 3…balls in play over time.
- When you yell "UP!" and toss one ball into the air, anyone else who is holding a ball also has to toss it into the air.
- No player can catch the same ball s/he throws (s/he can't throw it to him/herself). This is the most important rule!
- If any ball hits the ground, the game resets with the first ball

- Each time a ball hits the ground, allow the team 30 seconds to plan a strategy, then begin the game again
- The game continues until the team successfully gets all the balls into the group.

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BLOOPER

Materials: Beach balls or balloons (for littler kids) | **Age Group:** All | **Time:** 10-15 minutes

Instructions:
- Divide the group into smaller groups of 4-6 people
- Give each group a balloon to inflate. Then, each group joins hands.
- The objective is to keep their balloon in the air, without letting go of hands.
- Each time a balloon touches the floor, that group "loses" the use of a body part, meaning they can no longer let that body part touch the balloon.
- For the first round, let them use any body part they want.
- After the first balloon hits the ground, they can no longer use their hands.
- After that, they lose use of their elbows, shoulders, knees, and head!
- With older participants, or for an added challenge, use beach balls!

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MAKE ME A... (AKA APPLIANCE CHARADES)

Age Group: All | **Time:** 10-15 minutes| **Materials:** Index cards with the names of different appliances or machines on them (i.e., ATM machine, coffee maker, lawn mower, washing machine, pinball machine, popcorn maker). If you don't have cards, you can whisper a machine to each group, being careful not to let other groups hear!

Instructions:
- The group will divide up into groups of 4-6 people; each group gets a card with a machine on it
- Each group must then make themselves into the object on their card. Give the groups five to ten minutes of planning time.
- Make sure all the groups know that each participant must be a part of the object in some way, shape or form. No words are allowed, but sounds and noises are encouraged. No external objects or props are permitted
- Once everyone has practiced, bring the whole group back to the circle with each small group sitting together. Have the first group to perform stand up together in front of the larger group so everyone can see.
- When the whole performance is over, the performing group will call on people from the larger group (ask that the group refrain from calling out). Once the object has been guessed correctly, the next group will perform and so on.

HERE TO THERE

Age Group: 8+| **Time:** 10-15 minutes | **Materials:** Balls, cones/chairs

Instructions:
- Set two cones or chairs about 30 yards apart.
- Create teams among your group. Anywhere from 10-20 is a good number for a team and it is okay to have just one team. Just make it clear that they are working together. If there is more than one team, set up the appropriate number of markers and have the teams complete the same challenge, on different courses.
- Tell each team that they have to take their ball from its resting place at marker 1 and set it to rest at marker 2. They will want to get it there as quickly as they can.
- There is only one condition- that each member of the team has to touch the ball.
- Give the teams a few moments to plan.
- If there is one team, you can time them and see if they can beat their own scores. If there is more than one team, you can have them compete.
- Teams can take a few turns at this with the goal of improving their time and creating a better strategy each time around.
- There are lots of strategies for how to do this quickly, a couple include:
    - Have the team line up along the path from marker to marker with their hands extended. One team member runs alongside them touching the ball to their hands as they go by.
    - Have each person rest one finger on the ball at rest by the first marker and throw it to another team member waiting at marker two to secure it at the second marker

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RELAY RACES

Age Group: All | **Time:** 10-20 minutes | **Materials:** Cones, sport equipment

Instructions:
- Divide your kids into groups of four to six with each team standing in a single-file line.
- Place a cone about 15-20 yards in front of each line
- To start the relay, the first kid in each line runs out to tag his/her cone and performs a specific activity such as five push-ups, five jumping jacks, etc. Be creative or let the kids choose some activities
- Once the activity is completed, the child runs back and tags the hand of the next person
- The first team to complete the relay and sit down in a line wins.
    - Variation: incorporate your sport into relays (dribbling, cradling, swimming, rowing, etc.).

Frog jump relay
- Divide your kids into teams of four to six and have each team standing in a single-file line
- On "GO," have the first kid in each line hop like a frog out to a designated spot Once there, s/he turns around and runs back to tag the next person in line
- The first team to complete the relay and sit down in a line wins

- o   Variation: try this with crab walk

Tunnel Race
- Divide the team into three groups. Each team lines up in a single-file line, parallel to each other
- The players should stand with their legs spread in a straddle position
- The last player from each team crawls through the legs of his/her teammates; the next player follows in turn until the team is back into its original line
- As soon as a player has crawled through the tunnel, s/he stands up so the next one can get through his/her legs
- The first team that completes the order is the winner.
    - o   To add more physical activity to the game and if you have the space, have the goal be to get the line to a spot 20 yards away, whichever team gets there first wins.

Cone Olympics
- Divide your players into teams of five or six. Give each team a cone
- Set up a line which the players need to cross
- Have the teams run through a series of relay activities
    - o   While walking, have each player carry a cone on his/her head (no hands). If it galls of, he/she must start over from the starting line
    - o   Carry the cone between the knees while hopping to, around, and back from the line
    - o   Place cone on stomach and do crab walk
    - o   Place a cone between the backs of two players
- First team to complete all of these tasks is the winner

Circle run relay race
- Create a giant circle with the team lying on their stomachs. Be sure the kids' outstretched arms don't touch a teammate.
- One player gets up and runs around the circle counterclockwise, jumping over the feet of his/her teammates
- The next player jumps up to join the race after the player to his/her left has jumped past
- The players all run counterclockwise, jumping over their teammates' feet, until they return to their original spot in the circle
- Each player should lie back down in position once s/he has returned to his/her original spot

RESOURCES AND GLOSSARY

Other Resources
Up2Us Sports is proud to be leading the way with incorporating anti-bullying strategies into sport. If you'd like to learn more about preventing bullying, both inside and outside of sport, check out these resources!

The National Bullying Prevention Center has a wealth of resources, stories, videos, and toolkits about anti-bullying initiatives. Check it out for more suggestions about games, activities, and other initiatives (working with parents, teachers/administrators, etc.).
http://www.pacer.org/bullying/resources/activities/

Teaching Tolerance is a project of the Southern Poverty Law Center. While most of the activities here are more academic-focused, they are comprehensive and are aimed at many types of learners (multi-media, experiential, etc.). If you have more time, older kids, or a special initiative coming up where you need content, this is a good place to look!
http://www.tolerance.org/classroom-resources

Anti-Bullying Week is in November each year. This site includes many different kinds of activities and suggestions that can be used during the week or anytime! There are good suggestions for all ages here as well.
http://www.antibullyingweek.org/

Check out these organizations to learn more about the StandUP Foundation and the LGBTQ community, especially as it relates to bullying.
The Ben Cohen StandUP Foundation - http://www.standupfoundation.com/
The Trans Youth Equality Foundation - http://www.transyouthequality.org/
The TransYouth Family Allies - http://www.imatyfa.org/#
The Gay Straight Alliance Network - http://www.gsanetwork.org
The Human Resource Center (HRC) – http://www.hrc.org

Glossary
All terms were gathered from the following resources:
- Gay Straight Alliance Network, "Gender and Sexual Orientation Terms and Definitions," http://www.gsanetwork.org/resources/creating-inclusive-gsas/gender-and-sexual-orientation-terms-definitions.
- Human Resource Center, "Terms and Definitions," http://www.hrc.org/issues/allies.
- Human Resource Center, "Sexual Orientation and Gender Identity: Terminology and Definitions," http://www.hrc.org/resources/entry/sexual-orientation-and-gender-identity-terminology-and-definitions.
- UC Berkley Gender Equity Resource Center, "Definition of Terms," http://geneq.berkeley.edu/lgbt_resources_definiton_of_terms.

Bully – Someone who uses their power to intimidate or harm another
Bystander – Someone who observes an incident or event but did not actively take part in it
Ally – An individual who advocates for and supports members of a community other than their own
Gender-Neutral/Gender-Inclusive – inclusive language describing relationships ("spouse" and "partner" instead of "husband/boyfriend" and "wife/girlfriend") and referring to groups ("team" vs. "guys")

Homophobia – refers to the irrational fear and intolerance of people who are homosexual or perceived as homosexual

LGBTQ – an acronym for Lesbian, Gay, Bisexual, Transgender, Questioning/Queer. At times you may also see GLBTQ; the same communities are being identified

Stereotype – a belief about an entire group of people without regard for individual differences

Transphobia – refers to irrational fear or hatred of transgender people

SEX

Intersex – refers to someone who is biologically neither completely male nor completely female; may have genital and/or reproductive organs which may represented both male and female

Sex –refers to one's biological status. Typical categories or assignments labeled by American society include "male, female, or intersex." These assignments are based on a number of characteristics including sex chromosomes, internal reproductive organs, and external genitalia.

GENDER

Gender – refers to a wide range of attitudes, feelings, characteristics, and behaviors that a given culture associates with a person's biological sex

Gender Identity – a person's psychological understanding, definition, or experience of their own gender, regardless of biological sex (one's sense of self)

Transgender – refers to a broad range of people who experience and/or express their gender differently from the societal norm. This includes gender expression which does not conform to designated sex at birth, or physically changing their sex. Used as an umbrella term that includes people who are transsexual, cross-dressers, or otherwise gender non-conforming.

Transsexual – refers to an individual who has changed, or is in the process of changing, their physical and/or legal sex to conform to their internal sense of gender identity.

GENDER EXPRESSION

Androgynous – a term for a person who expresses neutral characteristics or a collection of socially defined masculine and feminine characteristics

Masculine – perception of what is traditionally male in terms of appearance, behavior, and personality

Feminine – perception of what is traditionally female in terms of appearance, behavior, and personality.

Gender expression – refers to all external characteristics and behaviors that are socially defined as either masculine or feminine. Can include dress, manners, speech, hair style, and social interactions, among other things.

Cross-dressing – refers to dressing as another gender and is irrelevant of sexual orientation. Individuals who cross-dress typically do not seek to change their physical characteristics and/or manner of expression permanently or desire to live full-time as another gender.

Drag – The act of dressing in gendered clothing and adopting gendered behaviors as part of a performance. Clothing and behaviors are not always associated with the individual's gender

identity. Drag Queens perform femininity theatrically. Drag Kings perform masculinity theatrically. Does not indicate sexuality, gender identity, or sex identity.

SEXUAL ORIENTATION

Asexual – refers to a person who is not sexually attracted to any gender

Bisexual – refers to a person who is attracted to two sexes or two genders

Gay – refers to men who are attracted to men. Sometimes used as an umbrella term to include all LGBTQ community.

Heterosexual – Sexual, emotional, and/or romantic attraction to a gender other than your own.

Homosexual – Sexual, emotional, and/or romantic attraction to the same gender.

Sexual orientation – the preferred term used when referring to an individual's physical and/or emotional attraction to the same and/or another gender

[i] Impact, The LGBT Health and Development Program at Northwestern University. "Research Blog: New

[ii] Suicide Prevention Resource Center. "Suicide Risk and Prevention for Lesbian, Gay, Bisexual, and Transgender Youth." (2008). Retrieved from:
http://www.sprc.org/sites/sprc.org/files/library/SPRC_LGBT_Youth.pdf.

[iii] School Bullying Council. "Bullying Statistics." n.d. Retrieved from:
http://www.schoolbullyingcouncil.com/bullying-statistics/.

[iv] School Bullying Council. "Bullying Statistics." n.d. Retrieved from:
http://www.schoolbullyingcouncil.com/bullying-statistics/.

[v] School Bullying Council. "Bullying Statistics." n.d. Retrieved from:
http://www.schoolbullyingcouncil.com/bullying-statistics/.

[vi] National Center for Education Statistics, Institute of Education Sciences. "Student Victimization in US Schools: Results from the 2009 School Crime Supplement to the National Crime Victimization Survey." (2012). Retrieved from: http://nces.ed.gov/pubs2012/2012314.pdf.

[vii] Bogart, L.M., Elliot, M.N., Klein, D.J., Tortolero, S.R, Mrug, S., Peskin, M.F., Davies, S.L., Schink, E.T, & Schuster, M.A. (2014). Peer Victimization in Fifth Grade and Health in Tenth Grade. Pediatrics. Retrieved from: http://pediatrics.aappublications.org/content/early/2014/02/11/peds.2013-3510.abstract?sid=76bb88bb-7565-407a-bef8-f479611aa1c7.