

No Name-Calling Week Project: Year Four Evaluation



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The **Gay, Lesbian and Straight Education Network** is the leading national education organization focused on ensuring safe schools for all lesbian, gay, bisexual and transgender students. Established nationally in 1995, GLSEN envisions a world in which every child learns to respect and accept all people, regardless of sexual orientation or gender identity/expression.

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TABLE OF CONTENTS

Executive Summary.....	1
Background and Introduction	5
Methods.....	7
Findings	13
Learning about No Name-Calling Week.....	13
Name-Calling, Bullying, and Harassment in Schools.....	15
Severity of Name-Calling and Bullying.....	15
Programs Used to Reduce Bullying and Harassment.....	18
Participation in No Name-Calling Week.....	19
Participant Characteristics	19
No Name-Calling Week Activities	23
Effectiveness of NNCW Activities.....	30
NNCW Materials and Resources	35
NNCW Curriculum Materials.....	35
NNCW Program Materials and Resources	40
No Name-Calling Week Resource Kit	46
NNCW Resources and Materials Used with Elementary School Students	48
The “No Dissing Logo”	53
Creative Expression Contest	55
No Name-Calling Week Website and Listserv.....	57
No Name-Calling Week Website.....	57
No Name-Calling Week Listserv	59
Effectiveness of No Name-Calling Week.....	63
Additional Comments	67
Discussion	69
Appendix: Complete List of Respondents’ Comments and Suggestions	73

LIST OF TABLES AND FIGURES

Table 1	Affiliation of Survey Respondents.....	9
Table 2	Type of School of School Affiliated Survey Respondents.....	9
Table 3	Locale of School or Organization of Survey Respondents.....	10
Table 4	School Level of Teachers	10
Table 5	School Subjects Taught by Teachers.....	11
Table 6	How Learned About NNCW.....	14
Table 7	Anti-Bullying/Harassment Programs Used Throughout 2006-2007 School Year.....	18
Table 8	Reported Participation in NNCW Project.....	19
Table 9	Participation in NNCW Activities by Affiliation.....	20
Table 10	Most Common No Name-Calling Week Activities.....	29
Table 11	Most Effective No Name-Calling Week Activities.....	32
Table 12	Other Programs/Materials used During NNCW.....	34
Table 13	Use of NNCW Curriculum Materials.....	36
Table 14	Use of NNCW Program Materials & Resources.....	41
Table 15	Other Materials & Resources Requested by Respondents.....	45
Table 16	Elementary School Level Use of NNCW Materials & Resources.....	49
Table 17	Change in Name-Calling, Harassment, or Bullying Due to NNCW.....	63
Table 18	Additional Comments.....	68
Figure 1	Severity of Name-Calling and Bullying in School.....	16
Figure 2	Severity of Name-Calling and Bullying in Elementary and Middle Level Grades.....	17
Figure 3	Severity of Name-Calling and Bullying by Locale Type.....	17
Figure 4	Grade Levels Participating in 2007 NNCW.....	21
Figure 5	NNCW Participation by Grade Level by Position of Respondent.....	22
Figure 6	Level of School/Organization Participation in NNCW Activities.....	23
Figure 7	Use of Elementary Lesson Plans by Respondent Type.....	37
Figure 8	Usefulness of Curriculum Resources by NNCW Participant.....	38
Figure 9	Usefulness of Curriculum Resources by NNCW Website Visitor.....	38
Figure 10	Usefulness of Program Materials & Resources.....	41
Figure 11	Usefulness of Posters and Stickers.....	42
Figure 12	Most and Least Useful NNCW Website Resources.....	44
Figure 13	Reasons Respondents Did Not Purchase NNCW Resource Kit.....	47
Figure 14	Purchase of NNCW Resource Kit by Region.....	47
Figure 15	Usefulness of Materials & Resources.....	51
Figure 16	Usefulness of Website Materials & Resources.....	52
Figure 17	Most and Least Useful Website Resources.....	52
Figure 18	Use of Creative Expression Contest Materials by Region.....	53
Figure 19	Respondents Ratings of "No Dissing" NNCW Logo.....	56
Figure 20	Times Respondents Visited NNCW Website.....	58
Figure 21	Usefulness of Website Year 4 Compared to Year 1.....	58
Figure 22	Respondents' Ratings of NNCW Website.....	59
Figure 23	Usefulness of NNCW Listserv.....	60
Figure 24	Respondents View about Frequency of Listserv Correspondences.....	61

Executive Summary

Name-calling, bullying, and harassment threaten the safety of many students in America's schools. Given its mission to ensure safe and effective schools for all students, GLSEN partnered with over 40 organizations in 2004 to launch a project for middle schools to address name-calling, harassment and bullying. This project, No Name-Calling Week (NNCW), is an annual week of educational activities aimed at ending name-calling, bullying and harassment of all kinds.

In order to assess educators' participation in NNCW, their use of NNCW resources, and to examine the utility of NNCW materials and resources, we conducted an evaluation of NNCW in its fourth year of implementation. Adults registered on the NNCW website were sent an invitation to participate in the evaluation survey. A total of 390 NNCW listserv registrants completed the web-based survey.

Severity of Name-Calling and Bullying in Schools

The overwhelming majority of survey respondents (district and school administrators, teachers, other school staff, and those working in non-school organizations) felt that name-calling and bullying were a problem in their schools or organizations, with one in five respondents reporting that these were major problems. Only one percent of respondents said that name-calling and bullying were not problems in their schools.

Respondents in urban schools or organizations reported greater severity of bullying and name-calling than those in the suburban or rural areas with 37 percent of urban respondents indicating it was a major problem, as compared to less than 20 percent of suburban and rural respondents.

Learning about No Name-Calling Week

The largest percentage of individuals (26.5%) learned about the project through the Internet, including through search engines and education related websites. One in five survey respondents learned about NNCW through their school, mostly from other staff members. Slightly fewer individuals (15%) learned about NNCW through its partner organizations, predominantly GLSEN or a professional education association (such as the National Education Association or the National Association of Elementary School Principals). Just over 10 percent of individuals were informed of NNCW through non-partner organizations, most commonly Teaching Tolerance, a project of the Southern Poverty Law Center.

Participation in the No Name-Calling Week Project

Three hundred and forty-eight survey respondents representing three hundred and five schools and organizations participated in the No Name-Calling Week (NNCW) project in 2007. The majority of grade levels participating were elementary and middle grade levels. School mental health professionals were the largest group of individuals that reported having conducted NNCW activities. The highest levels of participation were in schools and organizations in the Northeast (31.8%), with the lowest levels in the West (15.9%).

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

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

Feedback about the No Name-Calling Week Materials and Resources

A variety of materials and resources were available on the NNCW website and as part of the NNCW Resource Kit. The most commonly used curricula materials were the Resource Guide, used by almost three-fourths of the NNCW participants, and the Lesson Plans. The Elementary School Lesson Plans were used by 45 percent of participants and the Middle School Lesson Plans by 38 percent. Although the lesson plans were the most highly rated of all available NNCW materials and resources, all the curriculum materials were given very high ratings by their users.

Approximately half of the participants reported using at least some of the NNCW Promotional Materials, with over half having used the poster and about a quarter having used the stickers, though both the stickers and the poster were used more often in middle school grades than in

elementary grades. The NNCW planning and organizational information available on the website was used by slightly less than half of the website visitors. Those respondents who used these promotional materials and planning materials found them to be useful.

Respondents were less likely to have used the NNCW Resource Kit, as compared to the Lesson Plans, promotional or planning materials. Less than 20 percent of survey respondents indicated that they or their school/organization had ever purchased a NNCW Resource Kit, although respondents working with middle school grade levels were more likely to have purchased a Kit than those working with elementary school grade levels. In addition, schools and organizations located in the Northeast and the West were more likely to have purchased a Kit than those in the South or the Midwest. The cost of the NNCW Resource Kit was the overwhelming reason reported for not purchasing it, as over half of those who had not purchased a Kit reported that it was too expensive or that their schools or organizations did not have the funds available in their budget at the time.

When asked about what other materials or resources respondents would find helpful, the most common requests were for materials that were more appropriate for either high school students or elementary students. Others asked for a greater variety of promotional materials and more affordable resources.

Feedback about the Creative Expression Contest

NNCW's Creative Expression Contest (CEC) provides an opportunity for students to submit essays, poetry, music, original artwork, or other pieces that convey their feelings or experiences with name-calling, harassment, and bullying. Two-thirds of survey respondents were familiar with the CEC and most of them reported sharing information about it with youth or others in their school or organization. However, over 90 percent of those who were familiar with the CEC did not know of anyone who actually participated in the contest. One in five of those who visited the NNCW website reported using materials about the CEC. The materials were used more often in middle school grades than in elementary grades and in schools or organizations in the Northeast and Southern regions than those in the Midwest or the West. Although CEC materials were found to be useful by most of their users, they were also rated as the least useful of all the NNCW website resources.

Feedback about the No Name-Calling Week Website and Listserv

Over 95 percent of survey respondents reported having visited the NNCW website. The majority of respondents visited the NNCW website between two and five times. Respondents found the website easy to

use and visually appealing. They also gave high ratings to the information about NNCW provided on the website.

Registrations to NNCW website increased by over 2,500 individuals from 2004 to 2007. Those who register on the website receive regular emails from the NNCW listserv. Two-thirds of survey respondents found these emails “useful” or “very useful” and most were satisfied with the current frequency of the emails.

Effect of No Name-Calling Week

Many respondents indicated that they and/or their school or organization had participated in NNCW in past years. Almost half of these respondents indicated that NNCW had brought about a positive change in bullying or harassment. About half of respondents said that they were not sure if NNCW caused a change in bullying or harassment. Only six percent of respondents did *not* believe that NNCW caused a change in bullying or harassment. Respondents reporting that NNCW made a difference in their school’s or organization’s climate indicated that participation in NNCW led to both an increase in awareness of bullying, harassment, or name-calling and in the reporting of such incidents, along with a decrease in actual incidents of bullying, harassment, or name-calling.

Background and Introduction

Name-calling, bullying, and harassment are pervasive in American schools. The United States' Departments of Education and Justice report that almost one-third of 12 to 18 year-olds were bullied at school.¹ Similarly, a study funded by the National Institute of Child Health and Human Development found that one out of three 6th to 10th graders - 5.7 million children nationwide - have experienced bullying. Name-calling and verbal harassment may be even more common than bullying in schools. Over half of middle and high school students surveyed by Harris Interactive said they often hear students making homophobic, sexist, racist, and negative religious remarks.² These remarks may often rise to the level of name-calling or harassment and may have serious consequences for students. For example, a survey conducted for the U.S. Department of Health and Human Services reported that "tweens" (students aged 9-13) consider name-calling the worst kind of verbal bullying and that threatening words or taunting based on race or appearance have as much a negative impact as does physical bullying.³

Clearly, students have identified name-calling, bullying, and harassment as an issue in their schools, with over a third of middle and high school students indicating that bullying and harassment are serious problems in their school.⁴ A survey commissioned by the National Association of Secondary School Principals and Phi Delta Kappa indicated that peer victimization is a sincere concern of middle school students, with more students choosing bullying and gangs over social pressure, fights, homework, or illegal activities as the biggest problem in their school.⁵

The pervasiveness of name-calling, bullying, and harassment threaten the safety of the school environment. Given its mission to ensure safe

¹ Dinkes, R., Cataldi, E.F., Kena, G., & Baum, K. (2006). *Indicators of school crime and safety: 2006* (NCES 2007-003/ NCJ 214262). U.S. Departments of Education and Justice. Washington, DC: U.S. Government Printing Office.

² Harris Interactive & GLSEN (2005). *From teasing to torment: School climate in American, A survey of teachers and students*. New York: Gay, Lesbian, and Straight Education Network.

³ Widmeyer Communications (2003). *National Bullying Prevention Campaign Formative Research Report*. Washington, D.C.: Author.

⁴ Harris Interactive & GLSEN (2005). See footnote 2 for complete reference.

⁵ Harris Interactive (2007). *A voice from the middle: Highlights from the 2007 NASSP/PDK middle school student poll*. Washington, DC.

and effective schools for all students, GLSEN partnered with over 40 organizations in 2004 to launch a project for middle schools to address name-calling, harassment and bullying. This project, No Name-Calling Week, is an annual week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and encouragement to launch an on-going dialogue about ways to eliminate bullying and harassment in their communities.

The project was inspired by “The Misfits,” a novel by James Howe, published by Simon & Schuster Children’s Publishing. The first No Name-Calling Week (NNCW) was held in March of 2004. In 2005, NNCW moved to January and has been held in January every year since. Participation in NNCW has consistently grown since its inception -- from 2,500 registrants on the website in 2004 to over 7,000 in 2007.

An evaluation of NNCW was conducted during its inaugural year to document the effectiveness of the project and the nature of participation of schools and educators.⁶ Findings from the evaluation indicated that overall the project was a valuable tool for educators, and NNCW materials and resources were well received. The NNCW resources available online and through the NNCW Resource Kit were given high ratings by survey respondents. For example, over 80 percent found each of the Kit materials to be useful or very useful. While the majority of the feedback was positive, survey respondents did provide suggestions for how to improve NNCW resources and materials. Based on this feedback, some changes were made in NNCW materials. Survey respondents requested that more resources be made available online free of charge and that the website be easier to navigate. In response, the NNCW added more free resources and the website was redesigned to be more user friendly. Respondents to the 2004 survey also asked for materials designed for younger students prompting GLSEN’s education department and the National Association of Elementary School Principals to develop elementary school lesson plans for NNCW, available free of charge on the NNCW website.

In order to assess how educators’ participation in NNCW and use of NNCW resources has changed since the first NNCW, and to examine the utility of additions and changes to NNCW (e.g. Elementary Lesson Plans, changes in the website), we conducted an evaluation of NNCW in its fourth year of implementation.

⁶ Kosciw, J. G., E. M. Diaz, et al. (2005). *No Name-Calling Week project: Year one evaluation*. New York: Gay, Lesbian, and Straight Education Network.

Methods

Following NNCW in January 2007, we conducted a survey of all NNCW listserv registrants to document their participation in the project, their use of the NNCW materials, and the quality and breadth of their activities during the week. Email invitations were sent to listserv members informing them about the survey and asking them to complete the web-based questionnaire. Listserv members were also encouraged to share the invitation to the survey with their colleagues who participated in NNCW. Those who completed the questionnaire were entered into a lottery to win a \$200 gift certificate to Human Relations Media, the company who produces, among other materials, the NNCW Resource Kit.

Survey Respondents

As of January 2007, 7,027 individuals were registered on the project's website to receive regular updates and information about the NNCW project. A total of 390 (5.6%) eligible individuals responded to the on-line survey about the project between February and March 2007.⁷ As shown in Table 1, most respondents (93.1%) worked directly for a school or school district. The largest percentage of survey respondents were school counselors or other school-based mental health professionals (46.2%) followed by teachers (29.5%). School or district-based survey respondents were overwhelmingly from public schools (92.7%). There were also non-school professionals who completed the survey questionnaire (5.9%), such as youth service workers and GLSEN chapter members.

Survey respondents worked with schools or organizations from 48 states and Puerto Rico, across all four regions of the United States.⁸

⁷ Eligible individuals were school personnel or staff/volunteers of youth service organizations. An additional 61 individuals responded to the survey but were not eligible. These included any K-12 students or parents who did not work in K-12 schools or youth service organizations. Respondents were screened for eligibility in the first few questions of the survey. Those who were ineligible were directed out of the survey and did not have the option to respond to any additional questions.

⁸ No respondents indicated that they were from Hawaii, Montana, nor Washington, DC.

Additionally, eight respondents (2.3%) were from countries other than the United States, including Canada, Ireland, and the United Arab Emirates. Of those from the continental United States, slightly over a quarter of respondents were from the Northeast (31.4%), the South (27.9%), and the Midwest (25.2%), and 15 percent were from the West (15.4%), as shown in Table 3.

Most of the teachers (63.4%) taught middle school grades, while a third (32.3%) taught elementary grades and slightly less than a quarter (22.6%) taught high school grades (see Table 4). Many teachers reported that they taught multiple subjects. As lower grades tend to have one classroom teacher responsible for all or most subjects, it is not surprising that elementary school teachers were particularly likely to report that they taught multiple subjects. Table 5 details the subjects taught by teachers. The majority of teachers (61.7%) taught a variation of English or language arts class, including reading, journalism, and creative writing. About a third of teachers reported teaching social studies (39.1%), science (35.7%), and/or math (32.2%). Over a tenth taught health (16.5%) or physical education (11.3%). Fewer teachers taught special education, art, life skills or student support classes, religion, music, or foreign languages. Other subjects taught (by 11.3% of teachers) spanned a wide range of topics including speech, etiquette, and technology.

Table 1. Affiliation of Survey Respondents (n=390)

School/School District Affiliation

Counselor/ Other School-Based Mental Health Professional	46.2%	(n=180)
Teacher	29.5%	(n=115)
School Administrator	7.2%	(n=28)
Librarian	2.3%	(n=9)
Nurse	1.8%	(n=7)
Other School Affiliation	4.1%	(n=16)
District Staff	2.1%	(n=8)

Other Affiliation

Youth Service Organization Staff	2.8%	(n=11)
Other Nonprofit/Advocacy Group Staff/Volunteer	3.1%	(n=12)
Other	1.0%	(n=4)

Table 2. Type of School of School Affiliated Survey Respondents (n=356)

Public school	92.7%	(n=330)
Religious-affiliated school	4.2%	(n=14)
<i>Catholic (n=13)</i>		
<i>Nondenominational (n=1)</i>		
Other independent or private school	3.6%	(n=12)

Table 3. Locale of School or Organization of Survey Respondents**Region (n=369)**

Northeast (CT, DC, DE, ME, MD, MA, NH, NJ, NY, PA, RI, VT)	31.4%	(n=116)
South (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, TX, VA, WV)	27.9%	(n=103)
Midwest (IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, OK, SD, WI, WY)	25.2%	(n=93)
West (AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA)	15.4%	(n=57)

Type of Location of School/Organization (n=366)

Urban	21.6%	(n=79)
Suburban	46.2%	(n=169)
Rural or Town	32.2%	(n=118)

Table 4. School Level of Teachers (n=115)

Note: Percentages do not add to 100%, as some teachers (18.3%) report teaching multiple grade levels

Elementary School Grades (pre K-5)	32.2%	(n=37)
Middle School Grades (6-8)	63.4%	(n=73)
High School Grades (9-12)	22.6%	(n=26)

Table 5. School Subjects Taught by Teachers (n=115)

Note: Percentages do not add to 100% as teachers report teaching multiple subjects.

English/ Language Arts	61.7%	(n=71)
Social Studies	39.1%	(n=45)
Science	35.7%	(n=41)
Math	32.2%	(n=37)
Health	16.5%	(n=19)
Physical Education	11.3%	(n=13)
Special Education	7.8%	(n=9)
Art	6.1%	(n=7)
Life Skills/Student Support	5.2%	(n=6)
Religion	3.5%	(n=4)
Music	2.6%	(n=3)
Foreign Language	2.6%	(n=3)
Other (e.g. Keyboarding, Advisory)	11.3%	(n=13)

Findings

Learning about No Name-Calling Week

Survey respondents learn about No Name-Calling Week in a variety of ways -- from NNCW organizational partners, schools, colleagues, or other organizations. To discern what were the most effective ways for publicizing the project, survey respondents were asked how they first became aware of NNCW. The two most common ways people learned about NNCW were through the Internet (26.5%) and through their schools (21.4%). Although the vast majority of individuals who said that they had first learned about the event through the Internet did not provide specific information regarding a website, a number of respondents indicated that they learned about NNCW through a search engine such as Google (34.3%) or an education website (5.1%), such as www.middleweb.com – a website focused on middle school reform issues. Of the respondents who first learned about NNCW through their schools, the majority learned of the event through some form of communication with counselors, teachers, administrators or other school or district staff.⁹

As indicated in Table 6, GLSEN and its NNCW partner organizations proved to be instrumental in alerting people of the event – almost 15 percent of respondents (14.7%) first learned about NNCW from GLSEN or another partner organization. Professional education and counseling organizations, such as the National Education Association and the American School Counselor Association, were the source for over 10 percent of these respondents (14.5%). In addition, many survey respondents first learned about NNCW through communication with a non-partner association or organization. Most of these respondents (56.5%) reported that they had first learned of NNCW through Teaching Tolerance, a project of the Southern Poverty Law Center. Four percent of respondents (4.3%) indicated some type of publication as a source, including education journals, such as “Scholastic Magazine.” A number of survey respondents (7.8%) identified a variety of other sources, including colleagues and coworkers of staff at youth service organizations, family and friends, and through workshops or trainings they attended.

⁹ “Communication” refers to emails, memos, announcements, and a variety of other means indicated by survey respondents.

Table 6. How Learn About NNCW (n=376)

Internet	26.5%	(n=99)
• <i>Search engine (e.g., Google)</i>	34.3%	
• <i>Education site</i>	5.1%	
• <i>Source not specified</i>	60.6%	
School	21.4%	(n=80)
• <i>Counselors</i>	35.9%	
• <i>Teachers</i>	14.1%	
• <i>Administrators</i>	12.8%	
• <i>District office</i>	12.8%	
• <i>Nurse</i>	3.9%	
• <i>Other /not specified</i>	22.5%	
Partner Organizations	14.7%	(n=55)
• <i>GLSEN</i>	60.0%	
• <i>Professional Education/ School Counseling Associations (e.g. NEA, ASCA, NAESP)</i>	25.5%	
• <i>Other</i>	14.5%	
Email (source not specified)¹⁰	13.6%	(n=51)
Non-Partner Organizations	12.0%	(n=46)
• <i>Teaching Tolerance</i>	56.5%	
• <i>Education org./assoc.</i>	15.5%	
• <i>Counseling org./assoc.</i>	13.3%	
• <i>Other org./assoc.</i>	15.5%	
Publications	4.3%	(n=16)
• <i>Professional</i>	62.5%	
• <i>Other (e.g. newspapers)</i>	37.5%	
Other sources	7.8%	(n=29)

¹⁰ This category only includes survey respondents who did not specify the source of the email. It does not include those respondents who included information regarding the specific source of an email communication (e.g., “email from school principal”).

Name-Calling, Bullying, and Harassment in Schools

Severity of Name-Calling and Bullying

We were interested in learning about the climate of schools participating in NNCW or using NNCW materials, therefore we asked survey respondents to rate the severity of name-calling and bullying in their schools. As shown in Figure 1, a fifth of respondents reported that name-calling and bullying were major problems in their schools and over half reported that the issue was somewhat of a problem.

We examined whether there were differences in respondents' perceptions of bullying or name-calling, based on the characteristics of their school or organization. Respondents working with middle school students found bullying and name-calling in school to be more of a problem than respondents working with elementary school students (see Figure 2).¹¹ Respondents in schools or organizations located in urban areas found bullying and harassment to be a greater problem than those in suburban or rural/town areas.¹² For example, as shown in Figure 3, over a third of respondents from urban areas (37.2%) reported that bullying and name-calling were a "major problem" compared to less than 20 percent of suburban (18.9%) and rural (11.3%) respondents.

¹¹ Differences between grade level groups (those working with elementary school students, those working with middle school students, and those working with both elementary and middle school students) were tested with a one way analysis of variance (ANOVA) and percentages shown are for illustrative purposes. The group differences for "severity of name-calling and bullying among the students at your school/organization" were statistically significant: $F(2, 310)=3.80, p<.05$. Post-hoc tests determined that the group differences existed between those working with elementary school students and those working with middle school students were statistically significant at $p<.05$.

¹² Differences between regions were tested with a one way analysis of variance (ANOVA) and percentages shown are for illustrative purposes. The group differences for "severity of name-calling and bullying among the students at your school/organization" were statistically significant: $F(3, 360)=4.729, p<.01$. Post-hoc tests determined that the group differences existed between urban areas and suburban areas and between urban areas and rural/town areas were statistically significant at $p<.05$.

Figure 1. Severity of Name-Calling or Bullying in School (n=370)

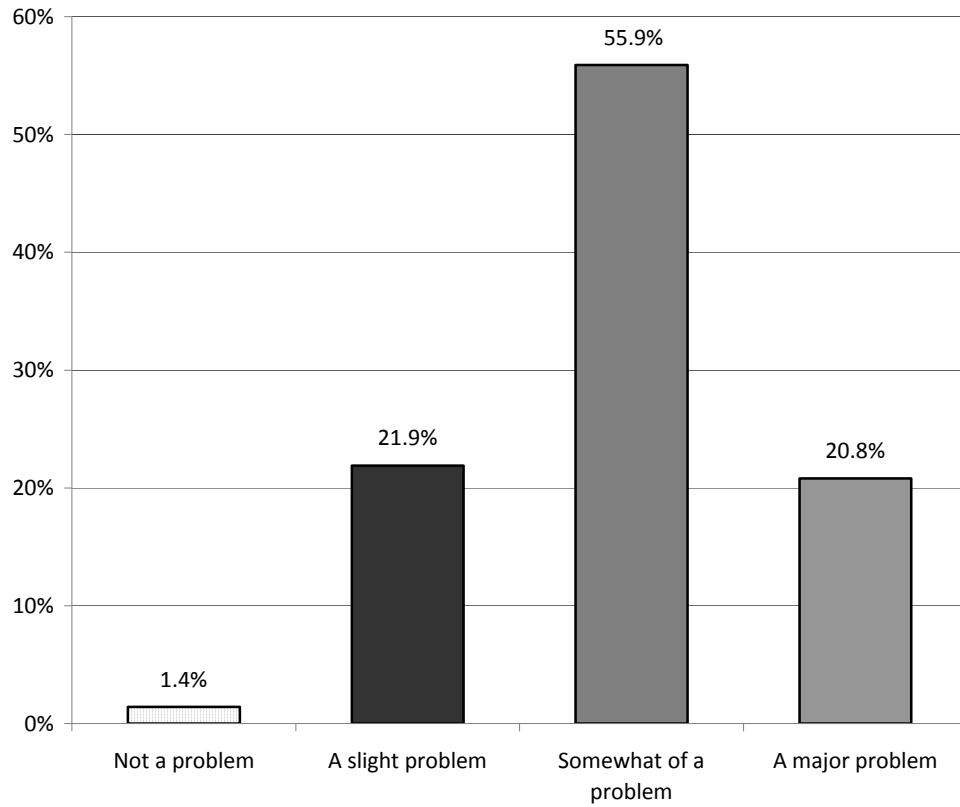


Figure 2. Severity of Name-Calling and Bullying in Elementary and Middle Level Grades (n=269)

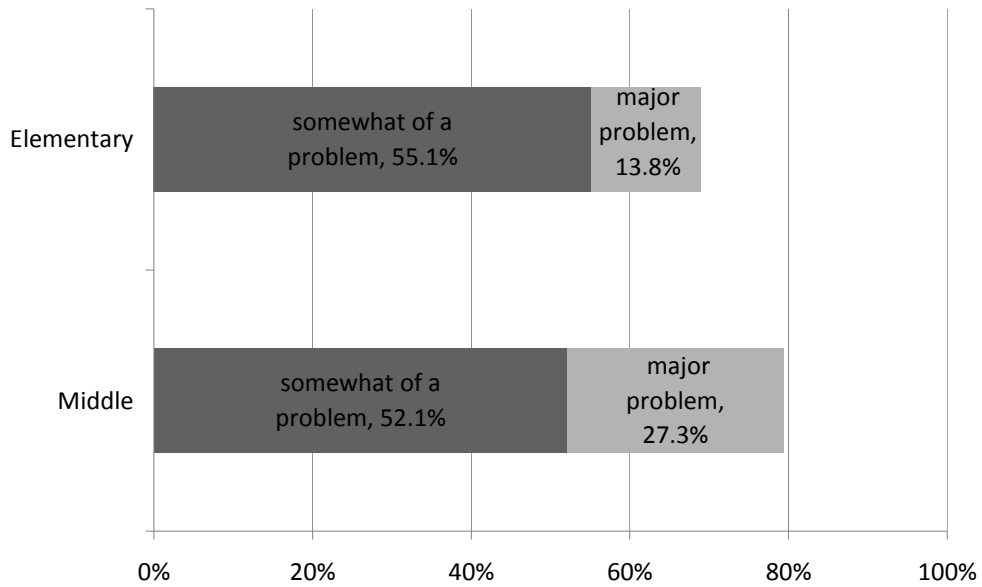
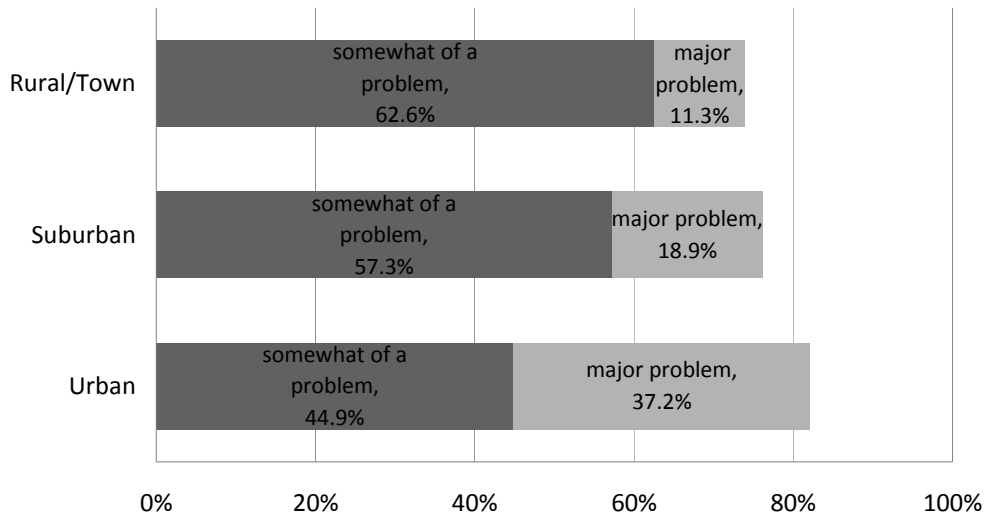


Figure 3. Severity of Name-Calling and Bullying By Locale Type (n=357)



Programs Used to Reduce Bullying and Harassment

As interest in addressing name-calling, harassment and bullying has increased, so has the availability of programs for educators and youth service providers on this issue. In addition to No Name-Calling Week, numerous programs have been developed to address name-calling, harassment and bullying. Regardless of their participation in NNCW, survey respondents were asked about programs they used or planned to use throughout the school year to reduce bullying or harassment. A wide variety of programs were mentioned and many respondents indicated that they used multiple programs. The most commonly cited program, mentioned by a quarter of respondents, was *Mix It Up Lunch*, a program of the Southern Poverty Law Center’s Teaching Tolerance project (see Table 7). About 10 percent used *Don’t Laugh at Me* (11.5%), *Bully Free* (8.4%), and The Committee for Children’s *Steps to Respect* or *Second Step* (8.4%). About six percent reported using the *Olweus Bullying Prevention Program* (5.9%) or a program developed locally (6.5%). Respondents listed almost 60 other programs or resources by name.

Table 7. Anti-Bullying/Harassment Programs Used Throughout 2006-2007 School Year (n=321)

Respondents may have provided multiple responses

Mix It Up Lunch (Southern Poverty Law Center)	25.5%	(n=82)
Don’t Laugh At Me (Operation Respect)	11.5%	(n=37)
Bully Free	8.4%	(n=27)
Steps to Respect/ Second Step (Committee for Children)	8.4%	(n=27)
Locally developed programs	6.5%	(n=21)
Olweus Bullying Prevention Program	5.9%	(n=19)
McGruff Bullying Program (National Crime Prevention Council)	2.5%	(n=8)
Bullyproof (Wellesley Centers for Women)	2.2%	(n=7)
Character Counts (Josephson Institute of Ethics)	1.6%	(n=5)
Words Can Heal	1.2%	(n=4)
Other programs named	18.1%	(n=58)
Other unspecified	6.2%	(n=20)

Participation in No Name-Calling Week

Participant Characteristics

We were interested in learning who had actively participated in NNCW, in addition having registered on the NNCW website and completing the survey questionnaire. Past feedback from the NNCW listserv registrants indicated that individuals may participate in NNCW, although their institution, their school or organization, as a whole may not. Conversely, an institution may have participated in NNCW whether or not the individual affiliated with that institution at that time participated. Therefore, to gain a more complete picture of NNCW participation, we asked respondents which years they and/or their institution (their school or organization) had participated in NNCW. As shown in Table 8, most of the respondents reported that they and their institution participated in NNCW in 2007. About a third of individual respondents and their institutions (28.7% and 34.9%, respectively) participated in NNCW in 2006, while fewer had participated in the first two years of the NNCW project.

Table 8. Reported Participation in NNCW Project

	Individual	Institution
Year 4 (2007)	63.1% (n=246)	80.8% (n=315)
Year 3 (2006)	28.7% (n=112)	34.9% (n=136)
Year 2 (2005)	13.8% (n=54)	18.2% (n=71)
Year 1 (2004)	5.4% (n=21)	7.7 % (n=30)

A total of 320 respondents reported that they and/or their institution conducted NNCW activities as part of 2007 NNCW. These respondents represented 305 unique schools or organizations. Similar to the percentages of all survey respondents, the largest groups of individuals who reported having conducted NNCW activities were school mental health professionals (e.g., counselors, psychologists, social workers), followed by teachers (see Table 9).

Table 9. Participation in NNCW Activities by Affiliation (n=320)

School/School District

Counselor/School-Based Mental Health Professional	45.9%	(n=147)
Teacher	28.8%	(n=92)
School Administrator	7.8%	(n=25)
Librarian	2.5%	(n=8)
Nurse	1.3%	(n=4)
Other school or district staff	4.4%	(n=14)

Other (Non-School/District)

Youth service organization staff	3.1%	(n=10)
Non profit/advocacy group	2.8%	(n=9)
Other	0.9%	(n=3)

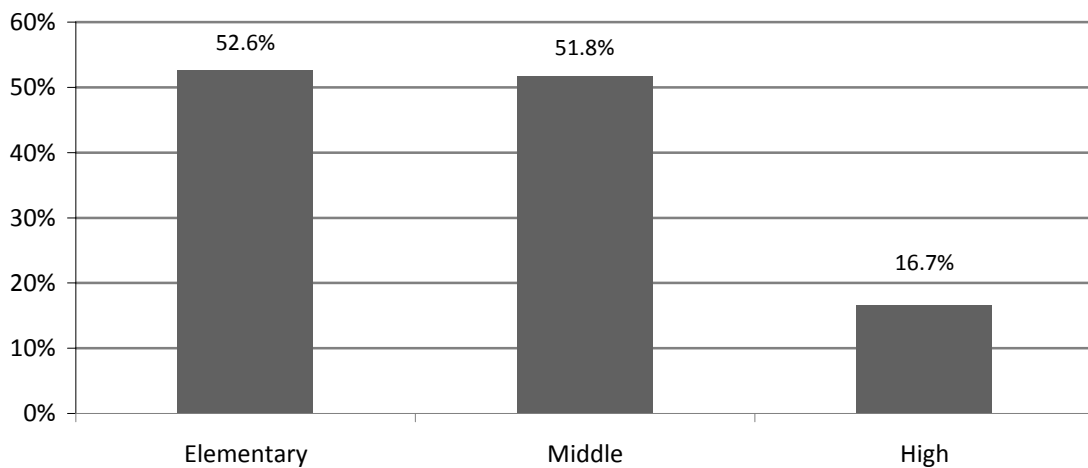
In order to understand how a school or organization comes to participate in NNCW, we asked respondents about who initiated their institution's participation in NNCW. Almost half of respondents (47.1%) indicated that the school counselor or another school-based mental health professional initiated NNCW (this includes counselors and mental health professionals who named themselves as the initiators of NNCW). More than one in five respondents (21.1%) reported that teachers initiated NNCW. Fewer respondents (11.3%) named a school or district administrator or other school staff (3.7%), such as a librarian or nurse, as the one who initiated NNCW. The remaining portion of respondents (16.8%) named other sources, such as students and non-school based professionals.

One would expect middle schools to comprise the greatest proportion of participants, as NNCW was designed specifically for middle school grades. Yet, respondents indicate that middle and elementary school students participate equally. As shown in Figure 4, over half of respondents reported that elementary and middle school students

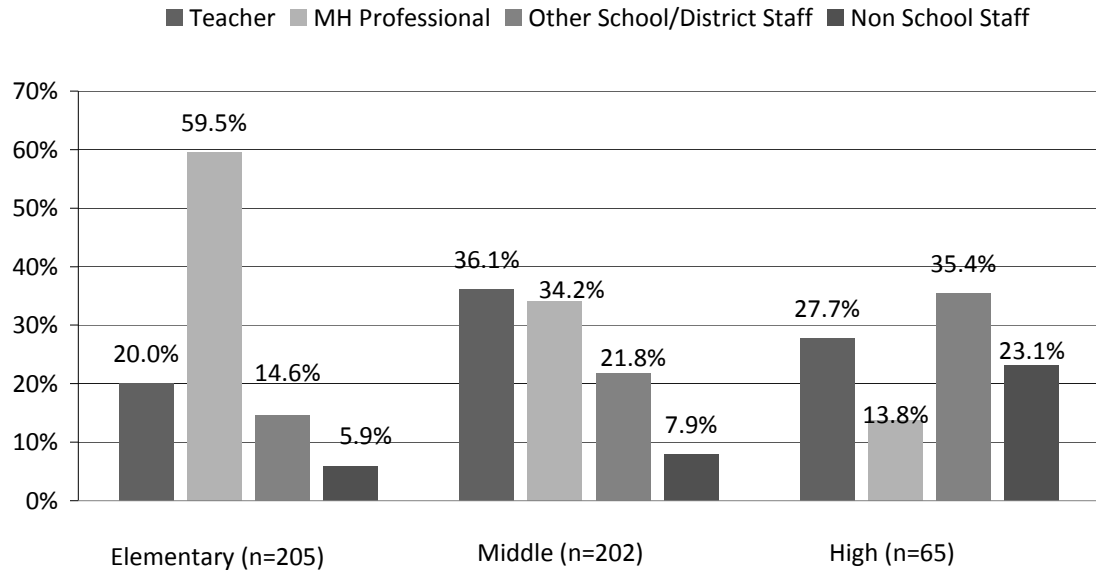
participated in NNCW 2007 (52.6% and 51.8% respectively). Lesson plans designed for elementary school students were not developed until NNCW 2007, yet even in 2004, approximately equal percentages of participants were from elementary and middle schools. Of course, it may be that more middle schools are actually participating in NNCW, but that for some reason middle school participants were less likely than elementary school participants to complete the survey. As expected, fewer respondents reported participation by high school students, with less than 20 percent (16.7%) reporting that high school students participated. Although high school students continue to make up the smallest portion of participants, the percentage of respondents reporting high schoolers' participation in NNCW has increased from 2004, when they made up less than 10 percent of total reported participants. Thus, though NNCW was originally designed as a middle school program, it is being implemented in elementary and high school grade levels as well.

Respondents varied in the grade levels they report participating in NNCW activities. As shown in Figure 5, those conducting NNCW activities with elementary students were most likely to be school-based mental health professionals, whereas those participants conducting NNCW activities with high school students were most likely to other school or district staff, such as nurses or librarians.

Figure 4. Grade Levels Participating in 2007 NNCW (n=382)

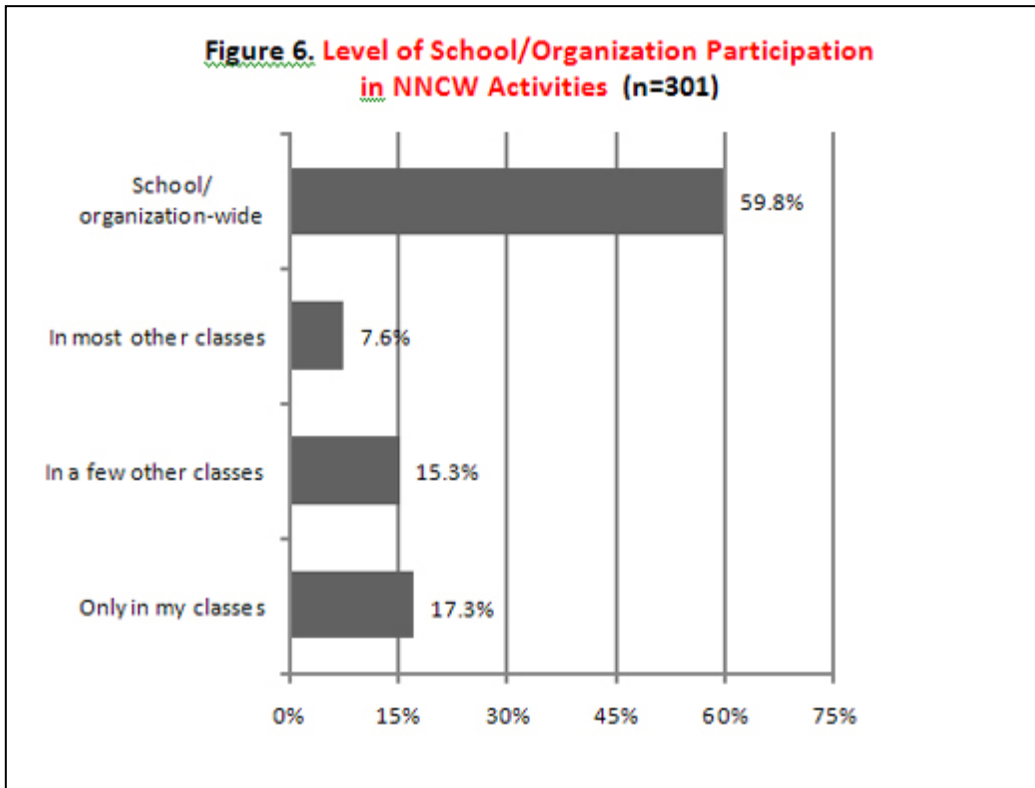


**Figure 5. NNCW Participation by Grade Level
by Position of Respondent**



No Name-Calling Week Activities

As shown in Figure 6, over half (57.5%) of the respondents indicated that NNCW activities were conducted throughout their institution. In some cases, NNCW activities were conducted only by the survey respondent (16.6%) or in select other classes, but not by the school or organization as a whole.



Respondents who reported having conducted NNCW activities were asked to describe their institutions' specific activities. A wide variety of activities were described, with the most frequently mentioned, cited by at least one tenth of respondents, shown in Table 10. Approximately a third of respondents mentioned school-wide announcements (34.5%), artistic projects (32.6%), and contests (31.4%). A quarter of respondents mentioned displays, such as posters, banners, and bulletin boards. Specific examples of these types of activities include the following:

Daily reading on the morning announcements, regarding respect and effects of name-calling.

Bullying songs by 5th graders on announcements.

Essay contest "How Name Calling Makes Me Feel."

Character Comic Strip Contest with no name-calling message.

Students created tiles to place in the No Name Calling Quilt.

Posters displayed in all classrooms and around building.

Bulletin board with no name calling inside red circle with line through it and surrounded by nice words and compliments supplied by children.

Respondents also discussed a variety of “give-a-ways” to school community members designed to raise awareness of NNCW and its goals. In addition to providing buttons and stickers (12.6%), some respondents (6.9%) said that students were provided with rewards and incentives for their participation in NNCW, such as “dollar coupons” and an “ice cream social.” Other specific examples of give-a-ways and incentives include the following:

No Name-Calling bumper sticker designs.

Made every student no name calling buttons to wear all week.

Held a prize drawing for students who were "Caught Being Good."

Gave prizes and coupons to each student.

About one in five respondents mentioned using the NNCW Lesson Plans (21.8%) and reading and writing assignments (22.2%) to educate about NNCW issues. Slightly less than 20 percent described using other types of lessons (16.1%) or discussions (18.8%) about the topic. Specific examples include the following:

High school students taught in English classes using lesson plans from the NNCW website.

Group lessons from your [NNCW] Guide during all PE classes one day.

Every advisory group had two lessons on issues of name calling and bullying in the month of January (all 1000 students received these lessons).

Classroom lessons on social groups.

Small group discussion utilizing several different scenarios regarding bullying and harassment.

Circle time where students sit on the floor in a circle and discuss feelings.

Some respondents reported audio-visual activities during NNCW, with students both as spectators and participants. Almost twenty percent indicated that students took part in skits and role-plays (15.8%) or attended assemblies (17.2%). Fewer respondents said that students watched videos (13.4%) or had guest speakers (4.2%) about the issues. Specific examples include the following:

Students wrote a play called "A Mad Word and Words Do Hurt" - It was shown on closed circuit.

Climb Theatre group did anti-bullying plays, K-8 grade.

Pep Rally with No Name-Calling cheers/ speech.

Assembly the Friday before to highlight the week and themes

Showed No Name-Calling Video during indoor recesses.

Small group viewing and discussion of "Let's Get Real."

Speaker from sexual assault center talked about harassment.

Respondents discussed how NNCW was celebrated through student personal expressions, such as wearing dressing up for theme days (10.0%), including "crazy hair day" and "put a sock in it day." Fewer respondents mentioned other daily or weekly themes (6.9%), such as "Spirit Week," "No Dissing Day," or "Word of the Week." Other specific examples include:

Two Shoe Day (representing empathy, or walking in someone else's shoes) .

Student council members hosted the week and asked everyone to wear certain colored clothing for the themes that targeted no name calling or bullying.

We had different themes i.e.: Too Bright to Bullying Day, Bee a Bold Bystander Day.

Compliment Wednesday.

Character Word of the Week.

Slightly more than a tenth of respondents (13.4%) stated that lunchtime served as a venue for NNCW activities, particularly for students to participate in *Mix It Up Lunch*, a program of the Southern Poverty Law Center's Teaching Tolerance project. Other examples of lunchtime activities include the following:

Lunchtime celebration with lip-shaped suckers suggesting to students to "keep it sweet."

Allowed students to sit with different students during lunch and write about the experience.

Some respondents (5.4%) said they participated in the *Don't Laugh at Me* program from Operation Respect as part of NNCW. Other specific programs were mentioned by less than five percent of respondents (3.1%); these included the *Second Step Curriculum*, *Rachel's Challenge*, and *The Weight of the World*. Specific examples of how these programs were used include the following:

Don't Laugh at Me song was learned schoolwide.

The week after No Name-Calling Week we kicked off the beginning of our school-wide Second Step Curriculum

One in twenty respondents (5.0%) said that students took a pledge against bullying or name-calling and fewer respondents (1.5%) discussed the implementation of school-wide policies, such as anti-bullying or name-calling policies. Some respondents assessed their school climate through student surveys (6.5%) about bullying or by tallying or logging incidents of name-calling (2.7%) as part of NNCW.

In some schools and organizations, students were not only the participants in NNCW, but they also led some NNCW activities themselves, such as peer mediation and peer education (5.0%) and student groups coordinating various NNCW activities (3.4%). Specific examples include the following:

We visited elementary schools and students presented lessons on ways to avoid bullying/name calling behaviors.

Peer mediators conducted small group presentations.

Responses indicated that students were not the only target audience of NNCW, as almost a tenth of respondents (8.0%) described involving parents in some way, mostly by providing them with information. Specific examples include the following:

Parent information night about cyber bullying and harassment.

Anti bullying brochure that was sent home to parents to be signed.

A few respondents (2.3%) talked about activities directed at school faculty, including trainings at staff meetings. Specific examples include the following:

Open discussion at the faculty meeting on equity.

I gave a presentation on name calling to 200 school psychologists.

Some respondents shared information with students or teachers (4.2%), such as distributing NNCW materials to teachers or handing out materials to students during class. Displays of NNCW-related books in schools and libraries were also mentioned by some respondents (3.4%). Fewer respondents (1.5%) indicated that information about NNCW was shared through the media. Specific examples of how information about NNCW was shared include the following:

Gave teachers website and asked them to implement activities in classroom.

I went around throughout the week and did presentations to about 20 classrooms about the importance of No Name-Calling Week and to continue it throughout the school year.

Handed out materials through all English classes.

Article in the local newspaper discussing No Name-Calling Week.

A tenth of respondents (9.7%) included NNCW topics in counseling-related activities, such as guidance lessons and psycho-educational groups. For example, one respondent described holding “empowerment groups to address self-esteem and boundary issues.” Other specific examples of counseling activities include the following:

Guidance had a daily lesson all week that covered a different aspect - all subject teachers covered one of these lessons.

Psycho educational groups using stories and sharing to have children share situations.

Classroom presentations by counselors in all 7th grade classes.

A multitude of other activities were mentioned by survey respondents, including other classroom-based activities (9.6%) and school-wide activities (2.7%), general activities that focus on encouraging kindness (3.1%), and a wide range of other miscellaneous activities (19.2%). Specific examples of these activities include the following:

Kids were given maps of the school, they were to mark where bullying takes place - we then listed the top places where this happens.

"Where's Your Heart" Collection activity for soldiers in the Middle East.

Avoided "trash talk" at sporting events.

The comment white board for the month was "What will you do to continue the positive effects of No Name-Calling Week?"

Got your back, team relay races.

Stopped anyone we heard calling someone a name.

Table 10. Most Common No Name-Calling Week Activities (n=261)*Respondents may have provided multiple responses*

Daily announcements	34.5%	(n=90)
Art/music projects	32.6%	(n=85)
Contests, e.g. essay, art, slogan	31.4%	(n=82)
Displays, posters, banners, bulletin boards	25.0%	(n=65)
NNCW Lesson Plans	22.2%	(n=58)
Reading or writing assignments	20.7%	(n=54)
Discussion	18.8%	(n=49)
Assembly activities	17.2%	(n=45)
Other lessons	16.1%	(n=42)
Skits, role plays	15.8%	(n=41)
Watching video	13.4%	(n=35)
Lunchtime activities	13.4%	(n=35)
Buttons, stickers	12.6%	(n=33)
Dress up days	10.0%	(n=26)

Effectiveness of NNCW Activities

Respondents were also asked which activities they thought were most effective in addressing the issues of name-calling, bullying, and harassment with their students (see Table 11). A number of respondents (8.0%) did not distinguish any one activity as most effective because they believed all of them were effective. Many of this group expressed that all NNCW activities were effective because they built on each other and served to reinforce the main message of NNCW.

The largest percentage of respondents (15.3%) thought that classroom activities and discussions were the most effective. Many found these effective because they fostered interaction between students and provided opportunities for students to share their experiences. Specific examples include the following:

The dialogues about bullying were most effective because the students were able to talk about how they were affected by bullying and support each other as they discussed.

Students get a chance to openly express ideas in a comfortable environment.

Group discussion/essays allowed for participation and individual expression.

It was directly related to the topic and created a time of interaction. Students were able to take part in the lesson and give feedback on their thoughts regarding the issue.

Slightly less than 10 percent of respondents (7.7%) found the specific NNCW Lesson Plans to be the most effective. Specific examples include the following:

The direct classroom lessons and discussions brought the subject up close and personal. Kids were willing and eager to talk about the behaviors they have experienced.

The lesson plans provided by you were fantastic with my students. Learning what bullying is and how to deal with it provided a lot of great discussions.

Some educators particularly valued learning about student's experiences through surveys (2.3%). They discussed ways in which they plan to use this information, including the following:

The bullying survey gave the principal and I[sic] some great info about school dynamics and therefore were helpful.

Bullying surveys - we are looking at the data and will present it to the staff and students and examine what the major problems are.

In some cases, respondents selected activities such as peer education activities (2.7%) and some speakers and assembly programs (6.1%) as most effective because they allowed for proactive student involvement. Specific examples include the following:

The student led assemblies seemed to have the most impact. In my opinion, this was due to the fact that the message was coming directly from their peers.

Student-led assembly - because the students decided for themselves what to do and how to present the materials.

Kids talking to other kids. Peers listen to each other more than to the adults.

Some educators stated that posters (5.0%), various art projects (1.9%), stickers and buttons (1.5%) helped to raise awareness and served as continual reminders of the issue. Specific examples include the following:

Buttons - Ended up on backpacks and are still there.

We only used the stickers for a week and it caused everyone including staff to talk more about name-calling.

Poster-making and display - Keeps the issue before the students.

Table 11. Most Effective No Name-Calling Week Activities (n=222)*Respondents may have provided multiple responses*

All Activities	8.0%	(n=21)
Class Discussion/Activities	15.3%	(n=40)
NNCW Lesson Plans	7.7%	(n=20)
Videos	6.1%	(n=16)
Assemblies/Speakers	6.1%	(n=16)
Contests	5.4%	(n=14)
Posters	5.0%	(n=13)
Daily Announcements	3.8%	(n=10)
Skits	3.8%	(n=10)
Reading	3.4%	(n=9)
Counseling Activities	3.4%	(n=9)
Peer Education	2.7%	(n=7)
Surveys	2.3%	(n=6)
Art Projects	1.9%	(n=5)
Writing Assignments	1.9%	(n=5)
Stickers, Buttons	1.5%	(n=3)
Name Tags/Badges	1.5%	(n=4)
<i>Mix It Up</i> Lunch	1.5%	(n=4)
Dress Up Days	1.1%	(n=3)
Music Activities	1.1%	(n=3)
Other Activities	12.2%	(n=32)
Unsure	3.8%	(n=10)

NNCW participants were asked to select which specific programs or materials they incorporated as part of NNCW. They were provided with a list of nationally available programs and materials that address name-calling, harassment, and bullying. They could also list other programs or materials they used that were not on this list. *Mix It Up*, a program of Teaching Tolerance, was the most commonly used program used by approximately a fifth of respondents (22.2%), followed by *Don't Laugh at Me* from Operation Respect, used by 15.6 percent. The *Olweus Bullying Prevention Program* and *Words Can Heal* were used by less than five percent of respondents (4.4% and 2.8% respectively). The videos *Don't Pick on Me* and *Let's Get Real* were used as part of NNCW by a small percentage of respondents (6.3% and 2.2% respectively). One in five respondents (23.3%) listed other programs and materials, primarily those developed by the participant themselves or other local sources. Other programs used by a small number of respondents include *Bullying Proofing Your School*, *Second Step*, *Bully-Free Classroom*, a curriculum on bullying and harassment by Sunburst Communications, and relevant children's books (see Table 12). We were interested in knowing whether different types of respondents varied in the programs they used. Program use varied by type of respondents' position. School counselors and other school-based mental health professionals were more likely than other respondents to use *Don't Laugh at Me* and other programs or materials during NNCW.¹³

¹³ Differences across position groups were tested with a series of Chi-square analyses. Results were significant for *Don't Laugh at Me*: $\chi^2(df=3)=19.93$, Cramer's $V=.217$, $p<.001$ and for "Other Programs or Materials:" $\chi^2(df=3)=11.40$, Cramer's $V=.191$, $p<.01$.

Table 12. Other Programs/ Materials Used During NNCW (n=313)*

Mix it Up	23.0%	(n=72)
Don't Laugh at Me	15.7%	(n=50)
Don't Pick on Me video	6.4%	(n=20)
Olweus Bullying Prevention Program	4.5%	(n=14)
Words Can Heal	2.9%	(n=9)
Let's Get Real video	2.2%	(n=7)
Other programs/materials	23.3%	(n=73)
<i>Locally created materials</i>	20.5%	(n=15)
<i>Children's books</i>	8.2%	(n=6)
<i>Bully Proofing Your School program</i>	6.8%	(n=5)
<i>Sunburst curriculum</i>	5.4%	(n=4)
<i>Second Step program</i>	4.1%	(n=3)
<i>Bully-Free Classroom program</i>	2.7%	(n=2)

*Respondents selected multiple programs materials or none of these programs/materials.

NNCW Materials and Resources

NNCW Curriculum Materials

We were interested in learning which NNCW curriculum resources were most commonly used by respondents, as well as how useful respondents found these resources. The curriculum resources offered for NNCW were the book that inspired NNCW, “The Misfits”, the video “Creating Safe Environments,” both Elementary and Middle Level Lesson Plans, and a Resource Guide which includes information on how to use the curricular materials, including the video, the book, and the Lesson Plans. The book and the video were part of the NNCW Resource Kit and were also available for purchase separately. The Resource Guide and Middle School Lesson Plans were included in the Kit and also available for download on the NNCW website, free of charge. The Elementary School Lesson Plans were available for download on the NNCW website, also free of charge.

We asked respondents which curriculum resources they used. As shown in Table 12, the Resource Guide was the most commonly used, used by almost three-fourths of those who participated in NNCW activities (71.4%). The Lesson Plans available on the website were the next most commonly used curriculum resource. Slightly less than half of respondents who visited the website reported using the elementary or middle school Lesson Plans (45.0%, 37.9%, respectively). The book “The Misfits” and the video “Creating Safe Environments” were less likely to be used, as less than a third of respondents used these curriculum resources (16.0%, 20.8%, respectively).

We were interested in knowing whether different types of respondents varied in the curriculum materials they used. Use of curriculum material in schools varied by respondents’ position, as counselors and other school-based mental health professionals were more likely to use the elementary school Lesson Plans than other school personnel (see Figure 7).¹⁴

¹⁴ Differences in use of curriculum materials across position groups were tested with a series of Chi-square analyses. Results were significant for elementary lesson plans $\chi^2(df=6)=12.64$, Cramer’s $V=.14$, $p<.05$. Post-hoc differences across positions were tested with subsequent chi-square tests, the difference between school counselors/other school-based mental health professionals and other school/district staff was significant at $p<.05$.

For each of the curriculum materials respondents used, they were asked to rate how useful they thought they were. Respondents using the curriculum resources provided by NNCW found them to be useful overall. The Lesson Plans and the Resource Guide were found to be the most useful, with the majority of users rating them as “very useful” (see Figures 8 and 9). Respondents also gave positive ratings to the book and the video. As shown in Figure 8, most respondents found the video (95.1%) and the book (79.4%) to be “useful” or “very useful,” although fewer rated them “very useful” (32.8%, 41.2%, respectively).

Table 13. Use of NNCW Curriculum Materials

Used by Respondents Who Participated in NNCW Activities (n=313)

Resource Guide	70.9%	(n=222)
Video: “Creating Safe Environments”	16.0%	(n=50)
Book: “The Misfits”	20.8%	(n=65)

Used by Respondents Who Visited NNCW Website (n=340)

Lesson Plans – Elementary School	45.0%	(n=153)
Lesson Plans – Middle School	37.9%	(n=129)

**Figure 7. Use of Elementary Lesson Plans
by Respondent Type (n=318)**

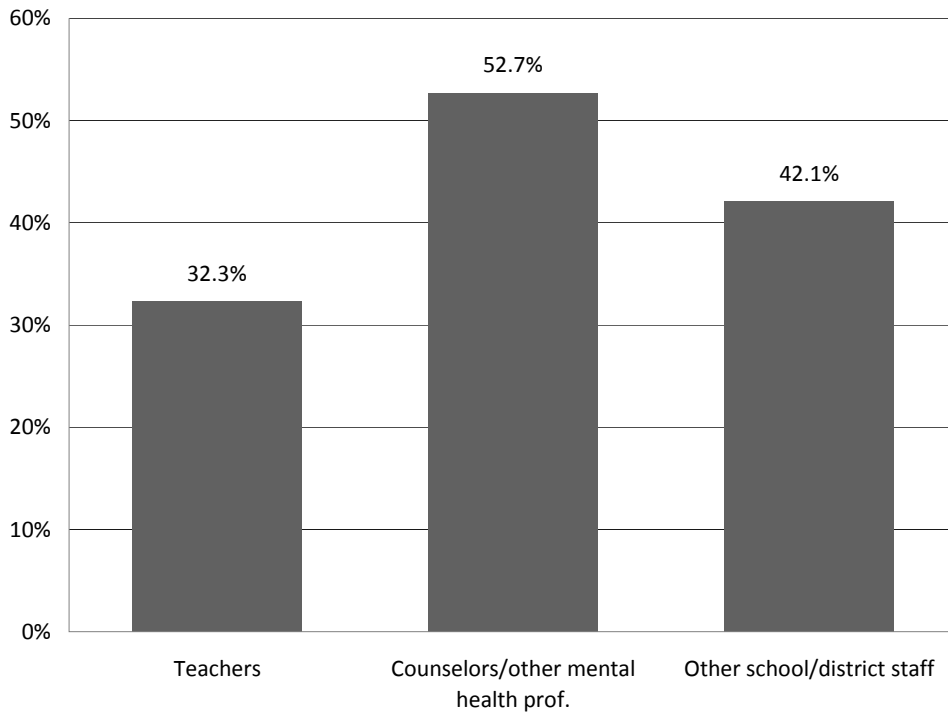


Figure 8. Usefulness of Curriculum Resources by NNCW Participants

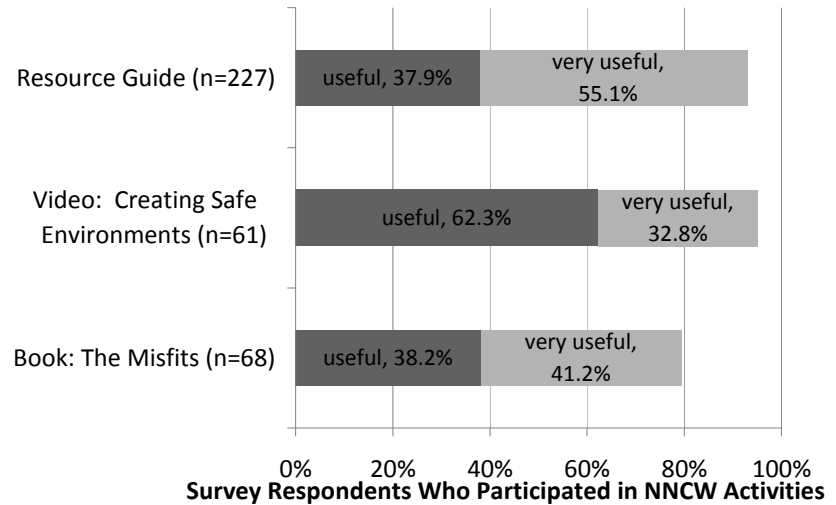
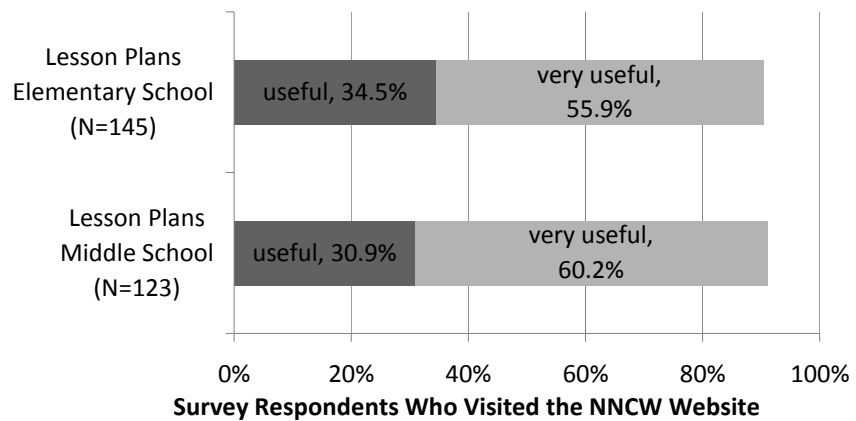


Figure 9. Usefulness of Curriculum Resources by NNCW Website Visitors



Respondents were provided with an opportunity to comment on the curriculum materials. Almost half of those who commented (46.8%) said something about the curriculum materials overall, without mentioning any specific materials. Respondents indicated they liked the materials overall, some stating that they planned to use them again in

the future, and a number of respondents indicating that they shared the materials with their colleagues. A number of respondents said that they did not have some of the materials, often because they could not afford to purchase them. Other respondents noted that while they had access to the materials, they did not have the time to use them. Of the respondents commenting on specific materials, approximately 1 in 20 mentioned the either book “The Misfits” (4.6%) or the video “Creating Safe Environments” (5.5%). Overall, these comments were positive and a few respondents requested a greater variety of videos to use. About 10 percent of those providing comments (11.9%) discussed the NNCW Lesson Plans specifically. The majority of these comments were positive and a number of respondents requested more lessons for a variety of age groups. Respondents discussed how they used these free lessons, including the following examples:

The lesson plans were used by all our social studies teachers so every student was exposed to the material!

I was only able to use and disseminate the Lessons 1-5 and additional poster and logo downloads from the Free Elementary Guide located online. I felt the materials were very appropriate for our school site and provided enough information to alter for age-appropriate discussions and topics.

NNCW Program Materials and Resources

In addition to the curriculum materials, other materials were available – both on the NNCW website and in the NNCW Resource Kit. NNCW posters and stickers were included in the Kit and available for purchase on the website. The website offered a variety of information to download, free of charge. This included information to plan and organize NNCW in local schools and communities and a report of the evaluation of NNCW’s first year. We were interested in learning which of these materials respondents used and how useful they found these materials. We asked both those who reported having visited the NNCW website and those who indicated they had engaged in NNCW if they had used the posters or the stickers. We asked only those who reported having visited the NNCW website about their use of the Planning and Organizing Information, the NNCW logo, and the NNCW Year One Evaluation Report as these resources were only available through the website.

Over half of those engaging in NNCW activities (52.1%) reported using the NNCW poster and over a quarter (26.8%) used the NNCW stickers. Most respondents who visited the NNCW website did not use the downloadable program materials (see Table 14). Less than half (44.4%) reported using the Planning or Organizing Information or the Promotional Materials, and less than 10 percent (7.4%) used the program evaluation report from the first year of NNCW.

As shown in Figure 10, over 80 percent of respondents using the program materials and resources found them quite useful. The Promotional Materials and Planning and Organizing Information were rated as “very useful” by over 40 percent of respondents (43.0%, 46.5%, respectively). Fewer respondents (29.6%) rated the Evaluation Report as “very useful.” Website visitors also found the NNCW stickers and posters useful (see Figure 11), with about half rating them as “very useful” (54.2%, 48.1%, respectively).

Table 14. Use of NNCW Program Materials & Resources

Used by Respondents Who Participated in NNCW Activities (n=313)

NNCW Poster	52.1%	(n=163)
NNCW Stickers	26.8%	(n=84)

Used by Respondents Who Visited NNCW Website (n=340)

NNCW Planning & Organizing Information	44.4%	(n=151)
Promotional Materials (stickers, posters, logo, etc.)	44.4%	(n=151)
NNCW Year One Program Evaluation Report	7.4%	(n=25)

Figure 10. Usefulness of Programs Materials & Resources

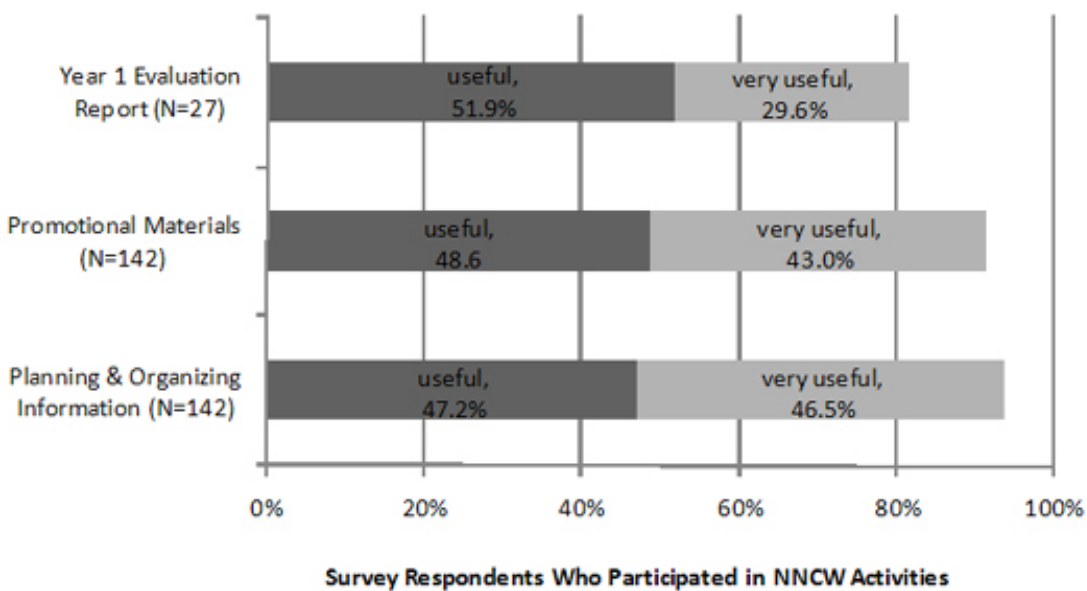
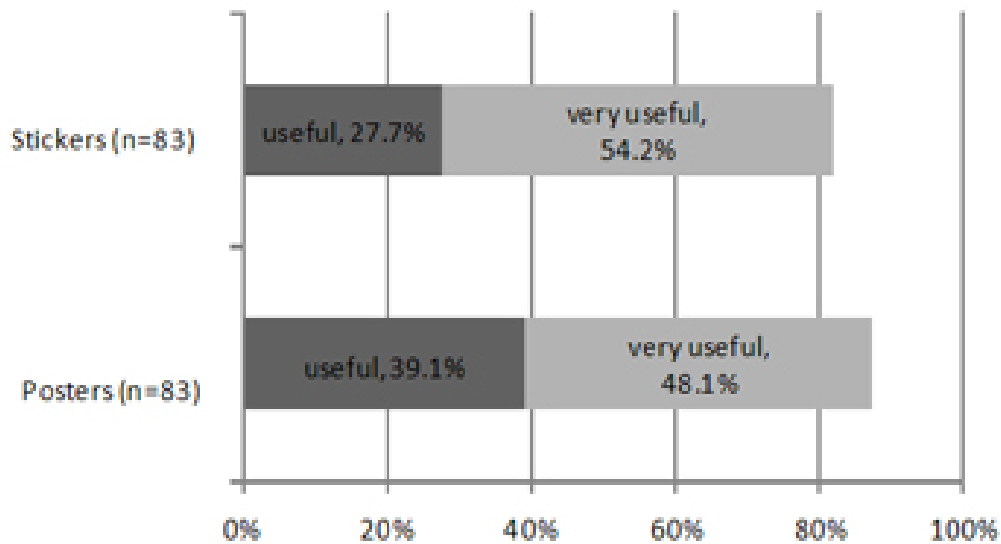


Figure 11. Usefulness of Posters and Stickers



Survey Respondents Who Visited NNCW Website

Respondents were also asked which of the website resources they found *most* useful; the most frequently selected resources were the NNCW Lesson Plans, with a third of respondents (33.8%) selecting the Elementary Level Lesson Plans and over a quarter (26.9%) selecting the Middle Level Lesson Plans (see Figure 12). The next most common resources mentioned as more useful were the NNCW planning and organizational materials and the NNCW promotional materials, such as the stickers and posters, selected by 18.7 percent and 14.4 percent of respondents, respectively.

Respondents were also asked which of the website resources they found *least* useful; one in 20 respondents (5.1%) indicated that none of the resources were the “least useful” (see Figure 12). The Creative Expression Contest materials and the promotional materials were selected as the least useful resources by a quarter of respondents (25.9%, 24.1%, respectively). Although the Lesson Plans were the most often selected as the most useful, they were also selected by slightly more than a tenth of respondents as the least useful (Elementary School Lesson Plans by 13.0%, Middle School Lesson Plans by 14.4%). The planning and organizing information was selected as least useful only two percent of respondents.

Respondents were asked if there were any other materials or resources they would like to have made available to them on the NNCW website.

Although the majority of respondents did not provide any suggestions, suggestions given by those that did are displayed in Table 15. Some asked for more age-appropriate materials (17.5%), most specifically requested more high school oriented resources, though some asked for more elementary school oriented materials. Other respondents asked for different types of Promotional Materials (15.9%), more affordable materials (14.3%), a greater variety of books and videos (12.7%), notification of NNCW program earlier in school year (9.5%), and more lesson plans (4.8%). Respondents also had a variety of specific requests, including the following:

Materials in different languages, I had to translate into Arabic the ideas in your site.

No name-calling songs, skits, quotes.

Speakers that will visit schools/organizations on no name-calling topics. Also, information that is geared towards children/youth in situations who need resources for anger management.

Figure 12. Most and Least Useful NNCW Website Resources

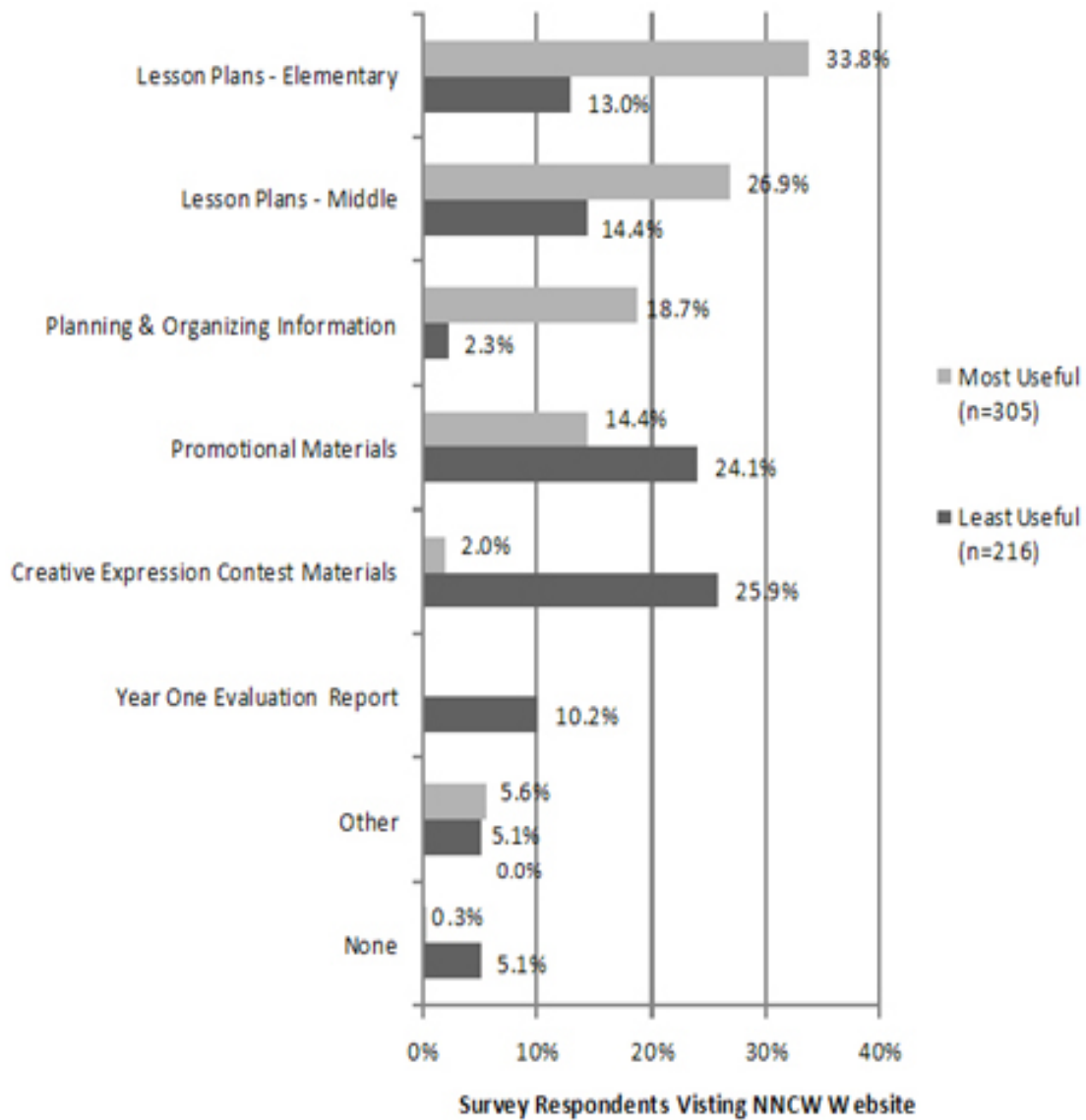


Table 15. Other Materials & Resources Requested by Respondents (n=63)

More age-appropriate materials/resources	17.5%	(n=11)
<i>For high school students</i>	54.5%	(n=6)
<i>For elementary school students</i>	27.2%	(n=3)
<i>Other</i>	18.1%	(n=2)
Different promotional materials (stickers, posters, logo, etc.)	15.9%	(n=10)
Lower cost, or free, materials/resources	14.3%	(n=9)
More books and videos	12.7%	(n=8)
More lesson plans	4.8%	(n=3)
Other types of requests	25.4%	(n=16)

No Name-Calling Week Resource Kit

The NNCW Resource Kit was developed for the first NNCW and continues to be available for purchase through the NNCW website. The Kit includes the book “The Misfits,” the video “Creating Safe Environments,” the NNCW Resource Guide, NNCW posters, and NNCW stickers. Respondents were asked if they or their institution had purchased a Kit. Those respondents who had purchased a Kit were asked a series of questions. Those who had not purchased a Kit were asked to indicate why they had not.

Less than 20 percent of survey respondents (17.2%) indicated that they or their school/organization had ever purchased a NNCW Resource Kit. As indicated in Figure 13, cost was the main factor for over half of those who had not purchased a Kit (55.4%). For some it was not that the Kit was too expensive in itself, but that they did not have the funds available to purchase it. The next most common reason respondents gave for not purchasing a Kit was that they already had enough NNCW materials (14.9%). Less than five percent of those who did not buy a Kit said it was because they did not believe the materials would be useful, they already had access to a Kit, or the Kit contained lesbian, gay, bisexual and/or transgender content.

We were interested in knowing whether there were differences in the types of respondents who had purchased a NNCW Resource Kit. Purchase of a NNCW Resource Kit varied by region with schools and organizations located in the Northeast and the West more likely to have purchased a Kit than those in the South or the Midwest (see Figure 14).¹⁵ This is a particularly interesting finding given that the greatest percentage of survey respondents overall were from the Northeastern Region and the smallest percentage were from the Western Region (see Table 3).

¹⁵ Differences in purchasing of a NNCW Resource Kit across regions were tested with a series of Chi-square analyses. Results were significant $\chi^2(df=3)=10.05$, Cramer's $V=.172$, $p<.05$. Post-hoc differences across regions were tested with subsequent Chi-square tests between pairs of regions. Differences were significant at $p<.05$.

Figure 13. Reasons Respondents Did Not Purchase NNCW Resource Kit (n=274)

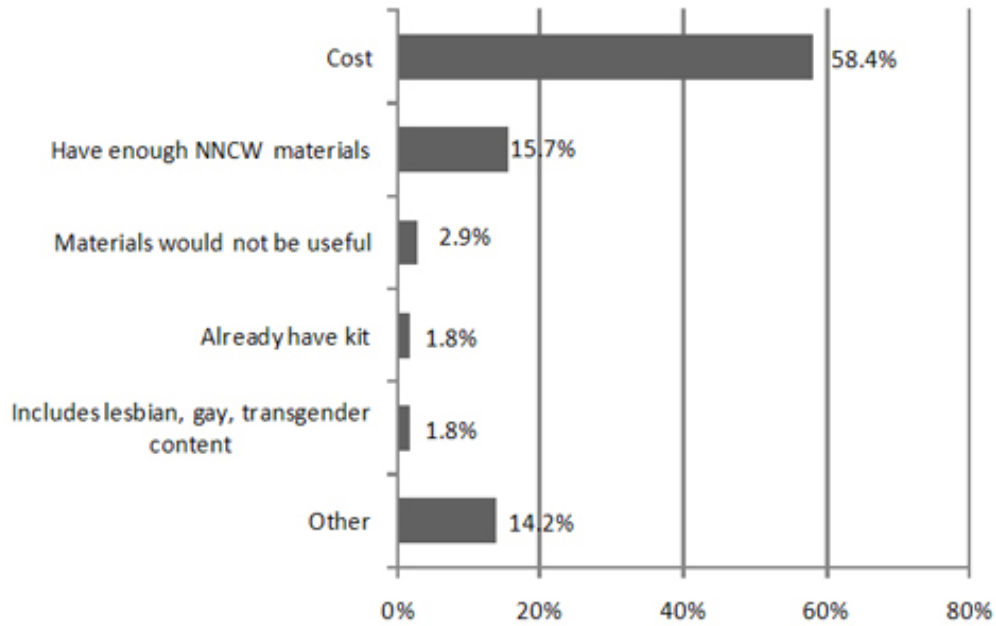
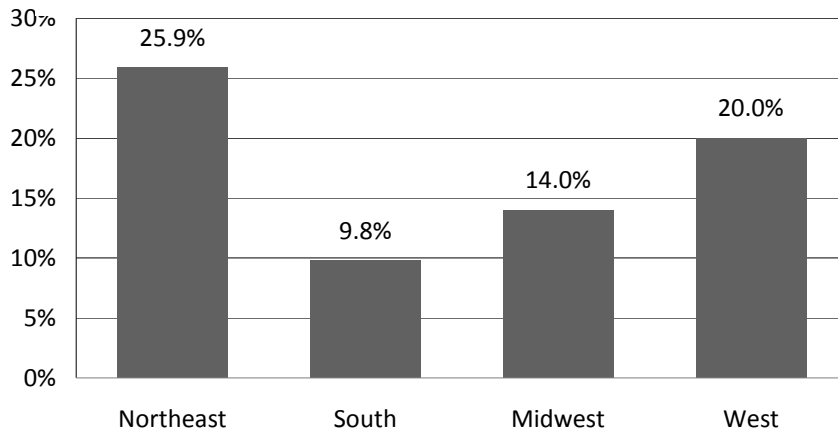


Figure 14. Purchase of NNCW Resource Kit by Region (n=341)



NNCW Resources and Materials Used with Elementary School Students

NNCW was created as a project for middle schools, yet beginning with the first NNCW in 2004, elementary school participants have accounted for approximately half of all NNCW participants. In NNCW 2007, more survey respondents reported that elementary school students participated in NNCW than middle or high school students, with over fifty percent of respondents (52.7%) indicating that elementary school students participated. Given their continued participation, we were interested in learning which resources and materials were being used in elementary schools and which of these participants found to be most useful.

Although the Elementary Lesson Plans were developed for this age group in 2007, the other NNCW resources and materials were specifically designed for use in middle school grades. Thus, it is not surprising that with the exceptions of the Elementary Lesson Plans, the Resource Guide and the Posters, NNCW resources and materials were more likely to be used in middle school grades than in elementary grades.¹⁶

To assess what materials and resources were specifically used with elementary school students, we examined responses from those only working with elementary school students for NNCW (N=145), excluding respondents also working with middle and/or high school students. As shown in Table 16, the most commonly used resources were the Resource Guide, and not surprisingly, the Elementary Lesson Plans, with both resources used by three-quarters of respondents (76.8%, 75.4%, respectively). Almost half of respondents reported using the NNCW Planning and Organizational Materials (44.3%) or the NNCW Poster (42.5%) and one-third used the Promotional Materials available on the

¹⁶ Differences in use of NNCW resources and materials between elementary grades and middle grades were tested with a series of Chi-square analyses. The following results were statistically significant. Middle School Lesson Plans: $\chi^2(df=2)=112.72$, Cramer's V=.685, $p<.001$; Creative Expression Contest Materials: $\chi^2(df=2)=17.98$, Cramer's V=.274, $p<.001$; Promotional Materials: $\chi^2(df=2)=16.93$, Cramer's V=.266, $p<.001$; NNCW Planning and Organizational Materials: $\chi^2(df=2)=10.10$, Cramer's V=.205, $p<.01$; NNCW Evaluation Materials: $\chi^2(df=2)=7.38$, Cramer's V=.175, $p<.05$; Video "Creating Safe Environments": $\chi^2(df=2)=21.59$, Cramer's V=.310, $p<.001$; Book "The Misfits": $\chi^2(df=2)=23.71$, Cramer's V=.325, $p<.001$; Stickers: $\chi^2(df=2)=9.98$, Cramer's V=.211, $p<.01$; Purchased a NNCW Resource Kit: $\chi^2(df=1)=26.64$, Cramer's V=.330, $p<.001$.

NNCW website (34.4%). Fewer respondents used the NNCW Stickers (19.1%) or the Creative Expression Contest materials (14.9%). Not surprisingly, respondents working with elementary schools students were least likely to use the curriculum materials that were designed for middle school students, with less than 10 percent using “The Misfits” book (7.8%), the “Creating Safe Environments” video (4.3%), or the Middle School Lesson Plans (4.5%).

Table 16. Elementary School Level Use of NNCW Materials & Resources

Used by Respondents Who Participated in NNCW Activities (n=115)

Resource Guide	76.5%	(n=88)
Video: “Creating Safe Environments”	4.3%	(n=5)
Book: “The Misfits”	7.8%	(n=9)
NNCW Poster	44.3%	(n=51)
NNCW Stickers	19.1%	(n=22)

Used by Respondents Who Visited NNCW Website (n=134)

Lesson Plans – Elementary School	75.4%	(n=101)
Lesson Plans – Middle School	4.5%	(n=6)
NNCW Planning & Organizing Information	42.5%	(n=57)
Promotional Materials (stickers, posters, logo, etc.)	34.4%	(n=46)
NNCW Year One Program Evaluation Report	5.2%	(n=7)
Creative Expression Contest Materials	14.9%	(n=20)

As shown in Figure 15, elementary respondents using the NNCW materials and resources found them to be useful, with at least over 85 percent of users rating the materials and resources as “very useful” or “useful”. When asked which materials and resources on the NNCW website they found most useful, an overwhelming majority (62.7%) cited the Elementary Lesson Plans. The Planning and Organizing

Information and Promotional Materials were the next most commonly cited as the most useful (by 15.7% and 11.9% of respondents, respectively). Less than five percent of respondents selected any of the other materials or resources as most useful. There was less consensus on the materials and resources respondents found least useful, with the Middle Lesson Plans and Promotional Materials cited most commonly (by 17.9% and 17.2%, respectively). Slightly more than a tenth of elementary respondents (13.4%) found the Creative Expression Contest Materials to be the least useful. Less than five percent of respondents selected any of the other materials or resources as least useful.

Although initially developed as a middle school program, NNCW materials and resources are clearly being used in elementary level grades. The newly added Elementary School Lesson Plans were the most frequently used and considered to be the most useful by those working with elementary grade levels. Promotional and informational materials about NNCW, such as stickers, posters, Organizing Information and the Resource Guide, were also used by those working with elementary grade levels. The curriculum materials designed for middle school students, such as the Middle School Lesson Plans, the video, and the book, were rarely used by those working with elementary grade levels.

Figure 15. Usefulness of Materials & Resources

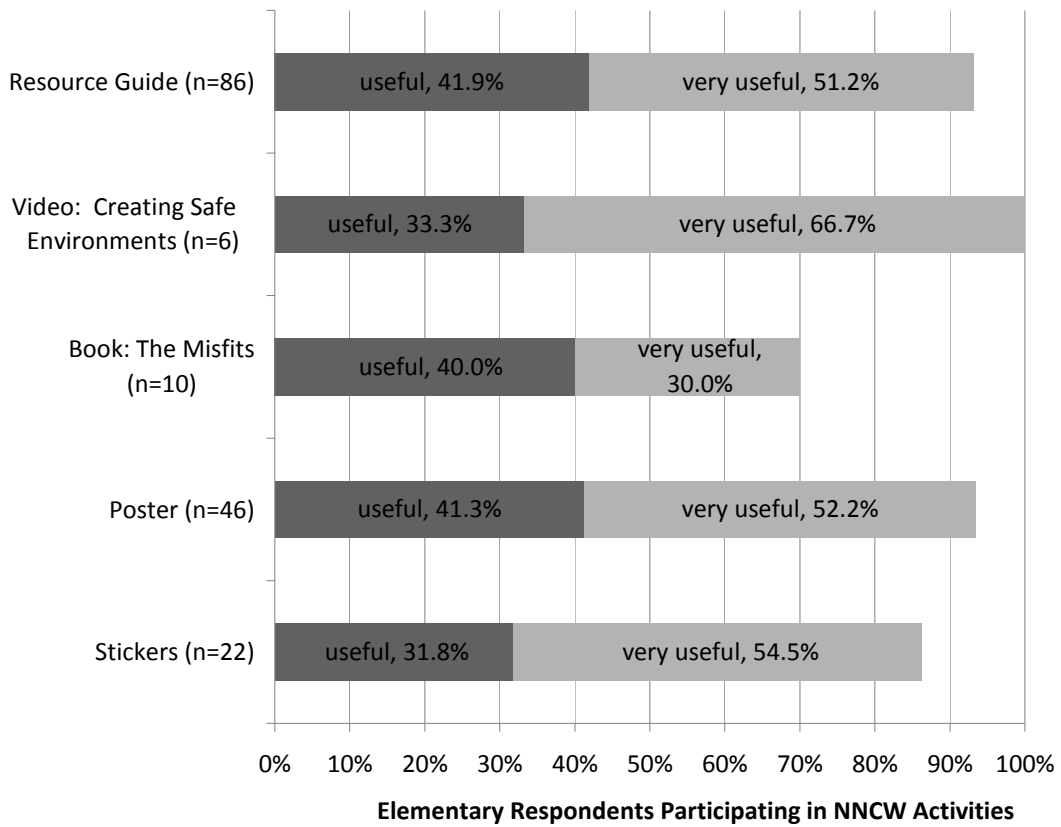


Figure 16. Usefulness of Website Materials & Resources

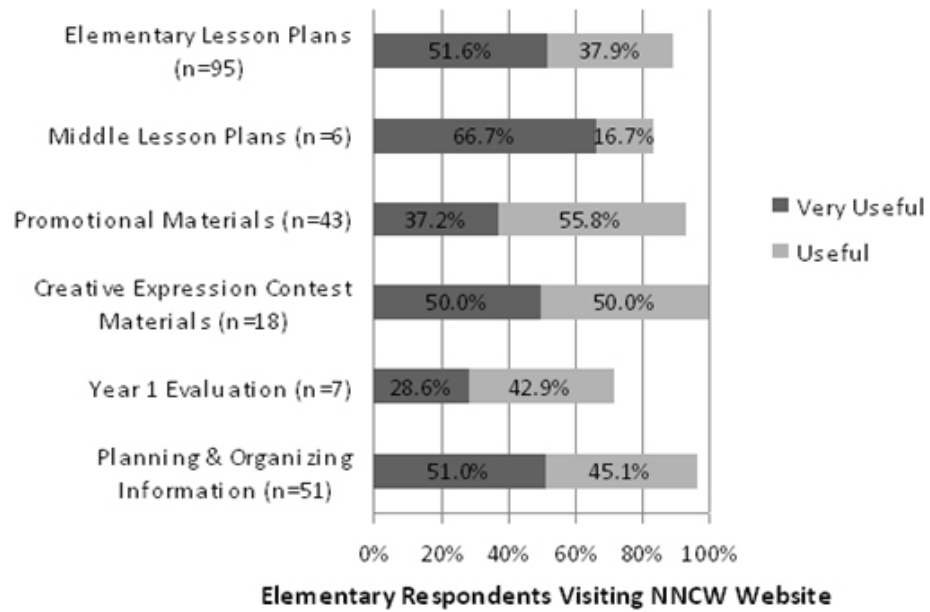
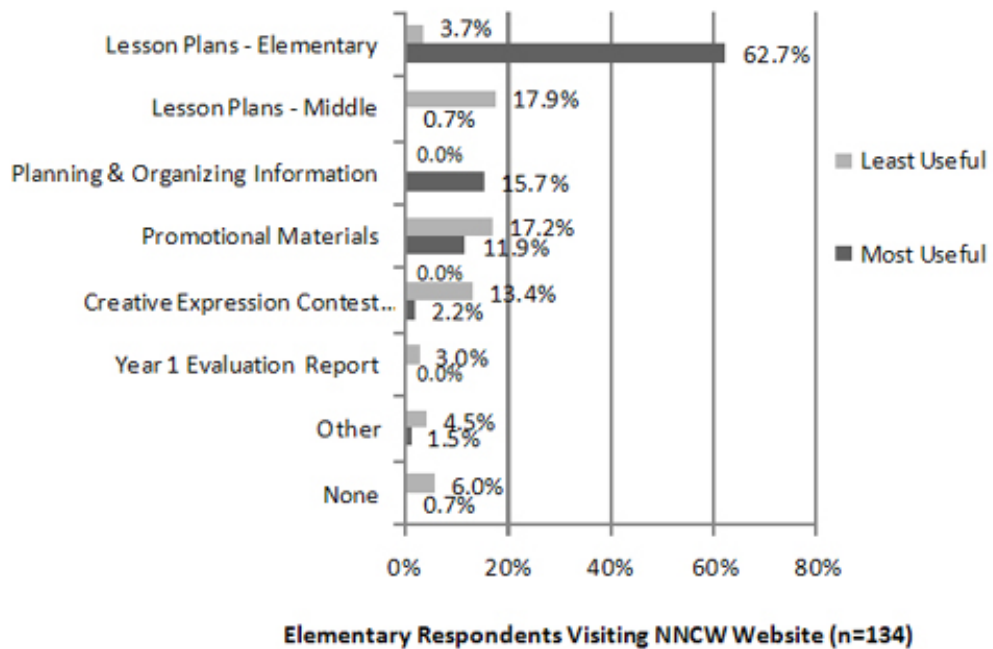


Figure 17. Most and Least Useful Website Resources



The “No Dissing Logo”

The NNCW logo with the “No Dissing” slogan and accompanying graphics was created for the first NNCW in 2004. The logo is displayed on many of the NNCW materials and respondents can download it from the website. Some respondents commented on the logo in the evaluation of NNCW conducted in 2004. Those who commented were equally split between those who liked the logo and those who did not. To learn about respondents’ current views of the logo, we asked respondents who had visited the website to rate the logo. As shown in Figure 18, most of those who visited the website (N=341) rated the logo positively, with over half of respondents (60.7%) rating it as “excellent” or “very good.” Of those who did not rate it highly, most indicated that it was inappropriate for their students, either because the word “dissing” is not familiar to their students or because the phrase was viewed as outdated. Some of these comments include:

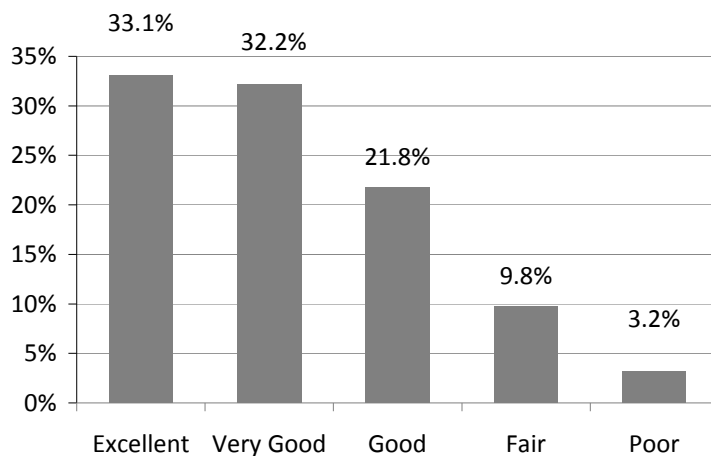
“Dissing” is not in this population's vocabulary

The term ‘No Dissing’ is not used in our community. We changed the term to No Name-Calling.

Very outdated. I haven't heard that term used in years except in connection with NNCW.

My principal and I did not like the wording to use in an elementary school.

Figure 18. Respondents Ratings Of “No Dissing” NNCW Logo (n=317)



Creative Expression Contest

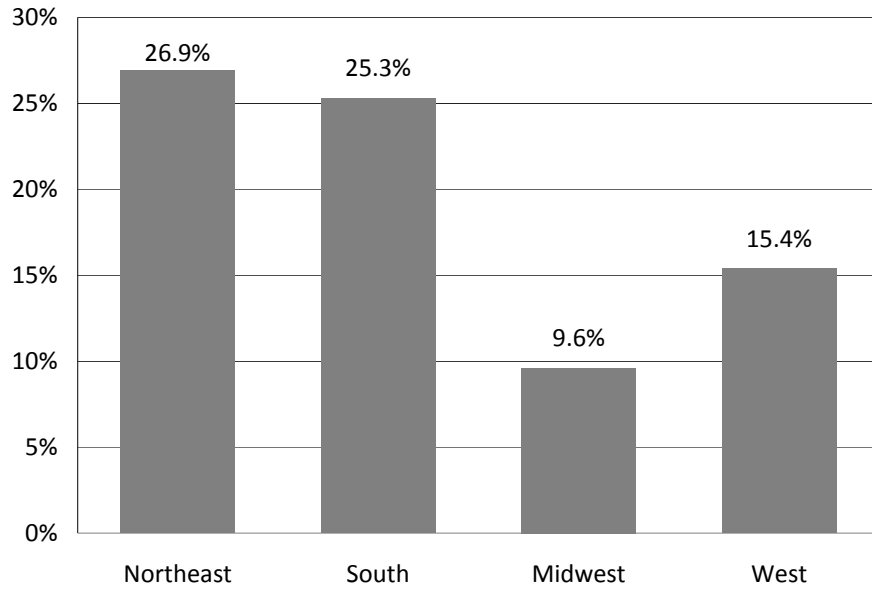
NNCW's Creative Expression Contest provides an opportunity for students to submit essays, poetry, music, original artwork, or other works that convey their feelings or experiences with name-calling, harassment, and bullying. The contest is open to all individual students ages 5 to 15, and to schools or school districts that serve students in grades 5 through 8. There are three different judging categories – individual student primary grades, individual student secondary grades, and school or district. School or district entries must address the question “What role will No Name-Calling Week play in our school or school district?” Student winners receive prize packages of NNCW related materials and the winning school or district receives a NNCW Resource Kit and a visit from James Howe, author of the book that inspired NNCW, “The Misfits.”

We wanted to know whether respondents were familiar with the Creative Expression Contest and whether their institution had participated. More than two-thirds of all survey respondents (69.3%) reported being aware of the Creative Expression Contest. The majority of these respondents (64.8%) shared information about the contest with their colleagues (41.3%), students (22.6%), or students' parents/families (0.9%). However, less than a tenth of the respondents (7.7%) who were familiar with the contest knew of anyone from their institution who actually participated in the contest.

In addition to learning about their participation in the contest, we were interested in respondents' experience and opinions with the contest materials available on the NNCW website. One-fifth of respondents who had visited the NNCW website (20.9%) reported having used the Creative Expression Contest Materials. Of these users, 85 percent found the materials “useful or “very useful”. We examined differences in the types of respondents who used the materials and only found differences based on region; respondents from the Midwest were the least likely to use the contest materials (see Figure 19).¹⁷

¹⁷ Differences in use of Creative Expression Contest Materials across regions were tested with a series of Chi-square analyses. Results were significant $\chi^2(df=6)=14.24$, Cramer's $V=.146$, $p<.05$. Post-hoc differences across regions were tested with subsequent Chi-square tests between pairs of regions. Differences between the Midwest region and the other regions were significant at $p<.05$.

Figure 19. Use of Creative Expression Contest Materials by Region (n=330)



No Name-Calling Week Website and Listserv

No Name-Calling Week Website

In response to respondents' feedback on the NNCW website in the evaluation of the first year of NNCW, the website was updated to be more user-friendly; specifically to be more visually appealing and easier to navigate. We wanted to find out if these changes resulted in a positive experience for respondents with the NNCW website.

As NNCW and its materials are mostly promoted through the Internet and specifically the NNCW website, it is not surprising that almost all the respondents (95.6%) had viewed the NNCW website at least once, and most visited the website multiple times (see Figure 20). The frequency of visits to the website has increased since 2004. In the first year of NNCW only 13 percent of respondents reported visiting the site more than five times, as compared to 35 percent of respondents this year (Year Four). Perhaps the changes made to the website after Year One resulted in a better experience for respondents, making them more likely to return to the website.

To directly assess respondents' experience with the site, we asked the website visitors to rate individual elements and its general usefulness. As illustrated in Figure 21, 90 percent of Year Four respondents (88.2%) found the website "useful" or "very useful", compared to 80 percent of Year One respondents (70.7%). Respondents also rated the specific website elements, such as appearance, ease of use and information available, favorably (see Figure 22).

To gain a better understanding of respondents' views of the website, we provided the opportunity for respondents to make additional comments. Some respondents said they found it very easy to use the NNCW website. In addition to commenting on the content and look of the site, respondents remarked on their experiences downloading resources and ordering materials. A number praised the resources available for downloading and requested more. Respondents were less satisfied, however, when attempting to order materials. Some felt they were too expensive and others reported difficulty placing an order or receiving the materials they ordered. For example, one respondent noted that the Resource Kit had not arrived until after NNCW had occurred.

Figure 20. Times Respondents Visited NNCW Website (n=366)

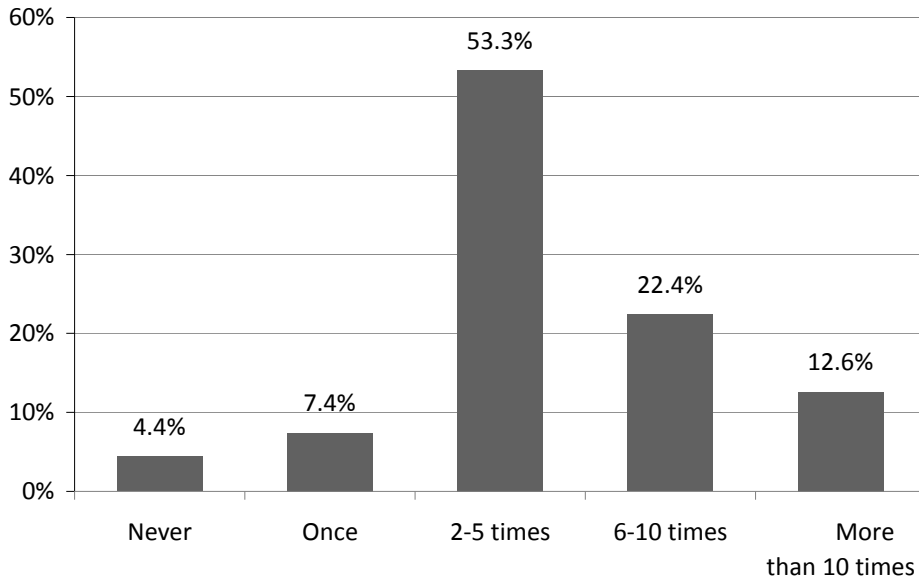


Figure 21. Usefulness of Website Year 4 Compared to Year 1

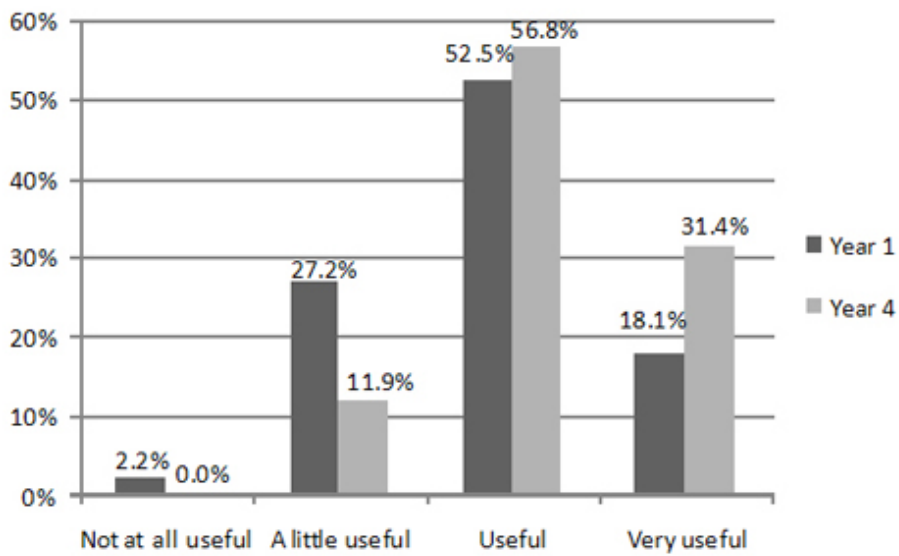
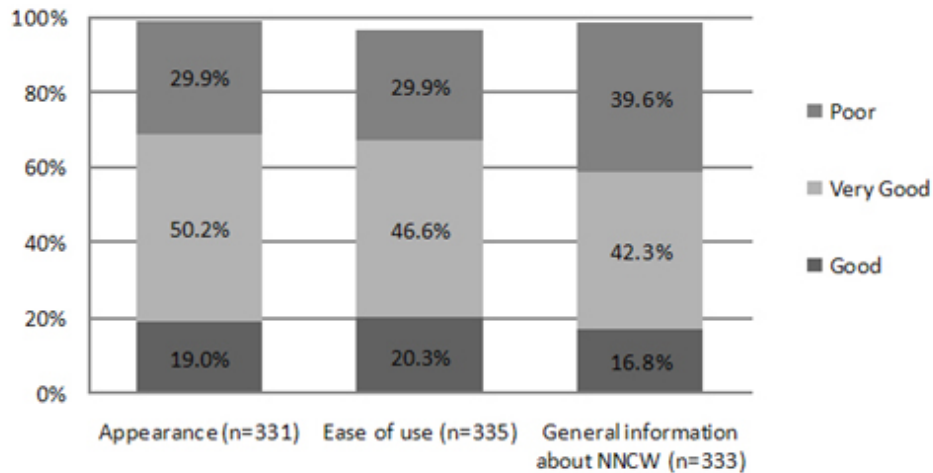


Figure 22. Respondents' Ratings of NNCW Website



No Name-Calling Week Listserv

Individuals can register on the NNCW website to receive regular updates about the NNCW project and free educational resources. Registration has grown continuously since the first NNCW in 2004. By NNCW 2007, registration more than doubled, from approximately 3,500 in 2004 to over 7,000. Once registered, individuals receive information through the NNCW listserv. Respondents were asked about the usefulness of the listserv, and if they were satisfied with the frequency of emails they received from the listserv. As shown in Figure 23, most survey respondents (66.7%) found the information they received from the NNCW listserv to be “useful” or “very useful.” When asked about how often they would like to receive information from the listserv, most believed that the current frequency was sufficient, but some (17%) indicated they would like to receive emails more often. Less than one percent requested fewer emails (see Figure 24).

Figure 23. Usefulness of NNCW Listserv (n=372)

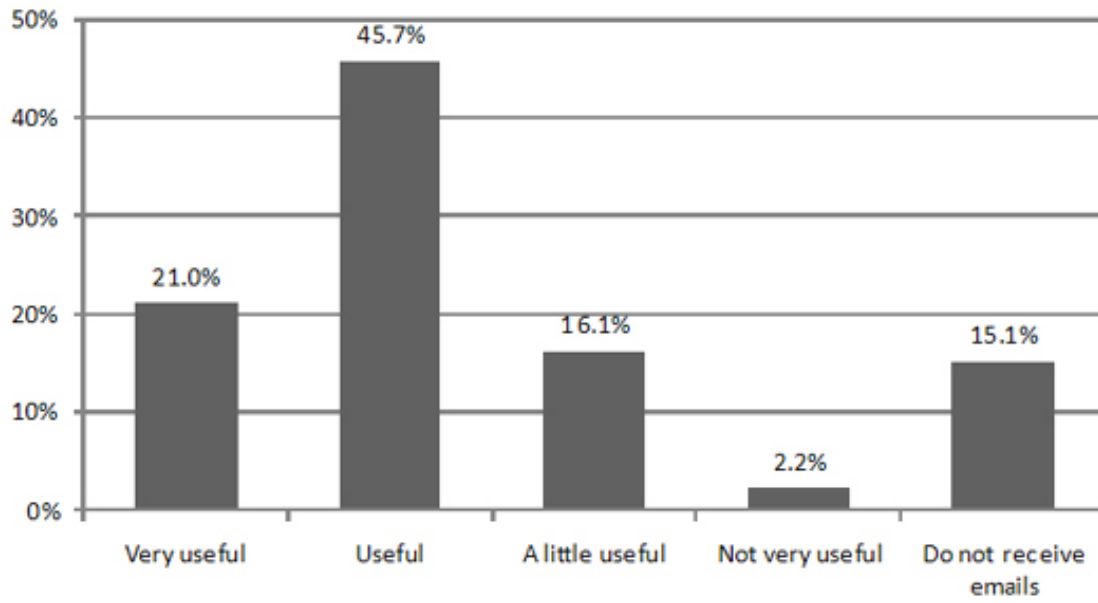
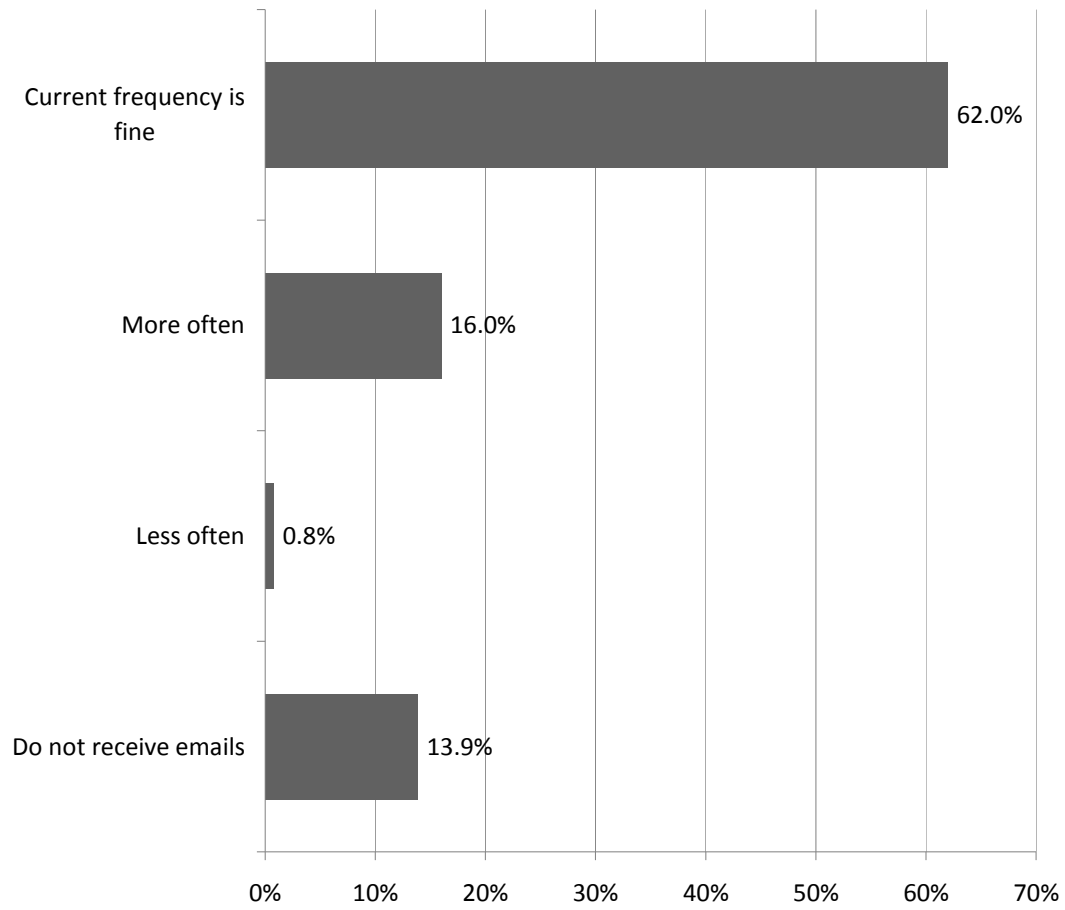


Figure 24. Respondents' Views about Frequency of Listserv Correspondences (n=374)



Effectiveness of No Name-Calling Week

Since the inception of No Name-Calling Week in 2004, over 7,000 of adults have signed-up on the NNCW website, likely resulting in at thousands of schools, organizations, and students participating in activities designed to combat name-calling, harassment, and bullying. Almost half of survey respondents (48.1%) indicated that they or their school or organization had participated in NNCW for multiple years. About half of these respondents (47.0%) noticed a change in name-calling, harassment, or bullying that they attributed to NNCW participation. A similar number of respondents (46.6%) indicated that they were not sure if they noticed a change or if NNCW accounted for any change. Only six percent of respondents said that they had *not* noticed a change attributed to NNCW.

We asked those who reported a change in name-calling, harassment, or bullying after participating in NNCW to describe these changes. Respondents mentioned an increase in students' and staff's awareness of bullying, harassment, or name-calling, and also detailed specific changes in behavior as a result of NNCW participation. These included a decrease in incidents of bullying, harassment, and name-calling, an increase in reporting of such incidents, and a general increase in kindness and respect among students (see Table 17).

**Table 17. Change in Name-Calling, Harassment, or Bullying Due to NNCW
(n=108)**

Note: Percentages may not add to 100% as some comments fell into multiple categories.

Increase in awareness of bullying, harassment, and name-calling	45.4%	(n=49)
Decrease in incidents of bullying, harassment, and name-calling	13.9%	(n=15)
Increase in reporting of bullying, harassment, and name-calling	13.0%	(n=14)
Change in behavior (unspecified)	25.0%	(n=27)
Increase in kindness and respect	0.9%	(n=11)
Other changes	6.5%	(n=7)

Respondents indicating that NNCW resulted in an increase in reporting of name-calling, bullying, and harassment gave some specific examples, including the following:

Students have a greater awareness of it. They are more frequently reporting it. They have more empathy for those who are victims of it.

Students are more aware of what bullying/harassment is. They also are reporting incidents instead of letting things go.

We have an increase in the reporting rate. They don't feel like tattle tales.

Students are more aware and understand bully activity. It is reported more and tolerated less by students and teachers.

They are telling the adults when bullying is happening so that they can help resolve the conflict.

The biggest change has been an increased dialog. We have seen an increase in students reporting bullying and exclusion.

In addition to an increase in reporting incidents, some respondents reported that their participation in NNCW resulted in students becoming more proactive when witnessing incidents. Specifically, they mentioned that bystanders were speaking up instead of remaining silent. Specific examples included the following:

There is an awareness here. I've heard and observed numerous bystanders sticking up for those who are being teased.

More students and teachers are stopping name calling and harassment.

By-standers are standing up and reporting incidents of bullying/harassment.

Bystanders no longer just stand by and watch or listen, now they get involved and either report the name-caller or confront the individual. Children feel empowered and reassured that name calling is not allowed and will be addressed. Many children want to help the name caller by giving suggestions on how to

handle their aggression in a more positive, friendly and acceptable manner. We have spent a lot of time talking a working through the issues behind name calling. Children feel that they are helping both the victim and the name caller.

A number of respondents believed that NNCW increased students' care and respect for others. They described the changes they witnessed following their participation in NNCW. These included the following:

The students are becoming aware of each others' feelings. They are learning that everyone [has] different and unique values. The lessons were eye openers to some of my students.

Students are displaying more respect in their interactions with adults and other students in our school.

Students are being kinder to each other. They have verbal responses to help end the harassment.

All of the children have begin to accept one another for who they are. As they were taught, what you say about someone is a reflection of yourself. This carries a lot of weight.

In addition to discussing the effect of NNCW activities on students, respondents also detailed ways in which teachers and other school and organization staff benefited from their participation in NNCW.

More teachers are seeking my advice in dealing with name calling - looking for resources, contacts, procedures, etc.

The biggest change has been an increased dialogue. We have seen an increase in students reporting bullying and exclusion, and we have seen increased staff and administration sensitivity to the variety of ways that kids bully.

Some staff are really putting a lot of effort into helping students understand the different ways that someone can bully or be bullied.

More conversations about bullying in classrooms and among the teachers. The more we talk to one another, the more we learn from one another. We have seen increased staff and administration sensitivity to the variety of ways that kids bully.

Additional Comments

Respondents were given the opportunity to share additional comments about any aspect of the No Name-Calling Week program. A quarter of survey respondents (24.3%) provided comments. As summarized in Table 18, the majority of the comments were very positive; praising aspects of NNCW, expressing gratitude for the materials and resources provided, and indicating plans to participate again in the future.

Respondents also shared some of the ways they modified the program to fit the needs of their school and community, such as expanding it to No Name-Calling Month or focusing on positive behaviors like respect and kindness, as opposed to eliminating negative behaviors like name-calling.

Respondents also provided some constructive feedback, including suggestions for the future. They mentioned a need for earlier notification about the week, that the cost of materials were sometimes prohibitive, and that they would like more free materials available on the website. One participant mentioned that they would like more age appropriate resources for high school students and two indicated that the inclusion of lesbian, gay, bisexual, and transgender related content limited their use of materials. Others asked for additional resources, such as different promotional materials. For a complete list of all comments given, see the Appendix.

Table 18. Additional Comments (n=76)

Percentages may not add to 100% as some comments fell into multiple categories.

General positive comments	21.9%	(n=23)
Earlier notification	18.0%	(n=19)
Plans for future use of NNCW program or materials	14.3%	(n=15)
Comments on cost of materials	12.4%	(n=13)
Request for additional materials or resources	8.6%	(n=9)
Explanations of how modified program	4.8%	(n=5)
Use of website materials	2.9%	(n=3)
Appropriateness of materials and resources	2.9%	(n=3)
Other comments	14.3%	(n=15)

Discussion

Findings from this survey confirm the need for materials and resources that address name-calling, bullying, and harassment in our nation's schools. Almost all respondents believed name-calling, harassment and bullying were significant problems in their schools and organizations and have taken efforts to address these problems, including participating in No Name-Calling Week.

This evaluation finds that counselors and other school-based mental health professionals are the most likely educators to promote and conduct NNCW activities in elementary grades, yet their involvement appears to decrease in higher grades. In middle level grades teachers are as equally likely to be involved in NNCW, and school-based mental health professionals are the least likely educators to be involved in NNCW in high school grades. School and district staff other than teachers or mental health professionals (e.g. school safety officer or bullying prevention coordinators) are the most likely group to promote and conduct NNCW activities in high school grades. The difference in involvement of educators based on school level might be a consideration when publicizing NNCW in the future and developing materials designed for use by specific types of educators.

Information about the activities conducted for NNCW reflect the creativity and commitment of educators to address these issues. Although participants commonly used materials available from the NNCW website and the NNCW partnership organizations, they often modified or enhanced the activities for their own school population and utilized other programs or curricula materials during NNCW. Many also created original projects for the week. Most schools emphasized school-wide activities, such as assemblies, contests and visual displays in addition to classroom-based activities, although the classroom-based activities involving student interaction and discussion were believed to be most effective.

Results from this survey also highlight the quality of the NNCW resources. In general, all of the NNCW resources—curriculum, posters, stickers, the video, the book—were well received by educators. In response to previous requests from educators for more NNCW materials to use with elementary school students, GLSEN and the

National Association of Elementary School Principals developed five elementary level lesson plans for NNCW. These lesson plans were made available for 2007 NNCW and were some of the most commonly used materials. The Elementary and Middle Lesson Plans were the most highly rated materials and resources by survey respondents.

NNCW resources have proven to be a valuable tool for educators concerned with harassment, name-calling and bullying in their schools. However, educators' comments indicate the need for more free or low-cost materials, such as videos and additional lesson plans. Some suggested offering reduced rates for schools with smaller budgets or providing grants to purchase NNCW materials.

A potentially important finding of this survey is the limited interest in NNCW's Creative Expression Contest. While over 95 percent of survey respondents had visited the website, only two-thirds of them were familiar with the Creative Expression Contest (CEC) advertised on the website. Although those who were familiar with the CEC materials shared them with their school community or organization, most respondents did not know of anyone who actually participated in this contest. Perhaps the timing of the CEC accounts for the relative lack of participation. The CEC occurs prior to NNCW and some respondents indicated they did not find out about CEC early enough for their students to participate. Additionally, almost a third of respondents (31.4%) reported that their school or organization held their own contest for NNCW in which they asked students to create an art project or essay. CEC materials were also the least used and received the lowest ratings of all the NNCW materials and resources assessed. Knowing that they are planning their own local contests, perhaps educators do not strongly encourage student participation in the earlier, national NNCW. Given the existing local contests and the lack of interest relative to other NNCW components, the NNCW organizers may want to consider whether continuing the CEC is best use of valuable resources. If the CEC continues, consideration should be given to ways to increase interest and participation, perhaps through partnering with local contests held by schools.

Another consideration for the future of NNCW is the target age group. Although NNCW was initially developed for middle school grades, elementary, middle and high school grades have participated in NNCW every year of the project. In 2007, slightly more than half of participants reported conducting activities for elementary and for

middle level grades, while 17 percent conducted NNCW activities in high school grades. As the NNCW project is geared towards middle and to a lesser extent, elementary grades, it is not surprising that participants working with high school grades found fewer age-appropriate materials. If NNCW remains a program for elementary and middle schools, materials should place more emphasis on notifying educators and youth service professionals of this fact. This notification might help to limit participation to designated age levels. Additionally, that some educators are using NNCW materials even though the program is not designed for high school students, may be an indication of a gap in the field. It may demonstrate a lack of available materials and resources about name-calling, harassment, and bullying for high school students.

Perhaps the most important finding is that educators in schools that have participated in NNCW report that NNCW had a positive impact on school climate – by raising awareness about bullying, name-calling, and harassment, increasing reports of such incidents, and decreasing the amount of bullying, name-calling and harassment in their school. The findings from this survey indicate that the No Name-Calling Week project can play an important role in battling the epidemic of name-calling, bullying, and harassment in America's schools.

Appendix: Complete List of Respondents' Comments and Suggestions

In response to the survey item, "If you have any additional comments or suggestions about No Name-Calling Week, please let us know," 76 survey respondents made the following comments:

- I would like to see less of the materials for purchase or a greatly reduced cost. I would have been interested in video presentations connecting the Elementary Lessons 1-5, but cost is an issue.
- One of my students was one of top five national winners last year in creative writing contest.
- Thank you
- The Kit contained GLBT information and therefore I did not purchase it. This was due to the fact that the school's administration will not allow us to purchase materials that have websites and other information about organizations such as GLSEN because of a risk that parents will backlash. Furthermore, I hope that in the future advertising will go up quickly about the Creative Expression Contest and allow students of all ages to enter it. Perhaps if there was a bracketing system such that 1st through 4th grade, 5th through 8th grade, and 9th through 12th grade would each have their own winners. Many students in high school wanted to participate were unable to. Also, the middle school did not hear about the contest in time to enter. Please advertise sooner! Thanks.
- Give me ideas on how to get the staff to participate.
- My responses were poor because we are just getting started.
- I would have liked to and still want to participate in this activity. With the student population I serve, they would truly benefit from this material. Please add me to your list so (name of school) can participate in the next No Name-Calling Week.
- I think this website is a great resource to professionals. I find it very useful and my kids love the activities we do at school centered on No Name-Calling Week.

- More notice before the date. Maybe starting in December. Get people acquainted with one part of the website each week or something. But a SHORT e-mail.
- Please send more information/reminders of the creative expressions contest earlier so that teachers have LOTS of LEAD TIME to plan for and include the competition in writing assignments. I mean a month or two ahead of time.
- I hope to be up to speed by next year. We have some students interested in starting a Gay/Straight Alliance, and this is a good resource site.
- After 20 years in a school, I had never heard of No Name-Calling week, so perhaps you need to increase your publicity.
- I found the web site late and didn't have time to plan and use much of the materials this first year, but plan to do more next year. We also have no funds for any of the materials so I just got ideas from your site and created materials myself.
- Thank-you!!!
- Please continue but material should be out in Sept. because there are many contests and pulls on both student and staff time. Maybe send out an abbreviated Kit free of charge and ask for a donation as Teaching Tolerance does. Also piggy back with reflections contest sponsored by PTA or other group. Make it year round.
- We are an (name of specific type of school) school and therefore putting out money for materials is not always an option. Therefore we appreciated tremendously the use of materials that we were able to download.
- It's a great program that more schools need to implement!
- Again, additional, DIFFERENT promotional materials would be helpful.
- Our school will definitely make this a part of our year again!
- I would LOVE to hear other school's ideas. We learn best when we learn from each other. Despite the fact that this is sponsored by the gay and lesbian group, there are so many other things that people are bullied about...it's good to address

all of those (height, weight, wealth, intelligence, color of skin, county of origin, language spoken, parent's appearance, place of residence, clothing, friends, not to mention any kind of disability. The list goes on. We need to celebrate our differences and we need to teach our students to celebrate our differences.

- Any chance of costs being underwritten for urban schools where the problem does lead to escalated violence and great negative effects on students?
- I am a little concerned that it is sponsored by GLSTEN [sic]. I work in a very conservative area and when the district did the bullying survey it showed concerns with sexual identity at the HS and yet they didn't seem to know what to do about it.
- I was given posters and stickers which I found useful. I work w/each grade and meet w/each class monthly. No Name-Calling Month is how we celebrated. I like the concept and plan to start the upcoming school year w/activities. Also, each student had the opportunity to create a "No Name-Calling" poster and I make up a large notebook which included all of the posters. The notebook sits on my book table and it is an all time favorite of children when they visit my classroom.
- I would love to see activities appropriate at the high school level, preferably free of charge, especially since the federal/state funding for character education has ended.
- Love the tips and ideas.
- Thank you for the great lesson plans.
- I found out too late about the No Name-Calling Contest because came through (a national education association) late December.
- The only reason we didn't do the Creative Expression Contest was because we did a poster contest. The winners are being reproduced and used as next year's district wide anti-bullying posters. It was too much to ask school teams to do another project. Also, the other problem was the week of "No Name-Calling" was (name of state) exam week. Our secondary schools had to do the activities the week following. It sort of took a lot of the effect out of it. They still participated

in the poster contest since that was prior to exam week, and they were displayed in their buildings during the week.

- Send (email) notice to all public libraries across the country to put up a display for NNCW dealing with general teasing, bullying, harassment, discrimination - and also with alternatives - making friends, learning about other groups, building bridges, etc. Librarians love making these displays, and are usually great about not censoring... Send similar notice to all school libraries in country, suggest they use whatever books and materials are suitable for their age groups. Tell them it's generic, not just GLBT; that it's good for ALL kids, no matter why they are being bullied.
- Our school librarian is wonderful about this, and two years ago it led her to purchase more GLBT-type books for the library.
- Unable to participate in creative essay contest - needed information available earlier to give students more notice for preparation; didn't purchase posters - used posters available online and created our own (small school w/small budget!)
- I would like to share my short film and share our school club with you (the sticks and stones committee) if you are interested.
- Keep up the good job!
- This is a great program. I am hopeful that in the future I will be able to employ more aspects of it.
- Thank you...I received the material with just a week to organize but was able to get much mileage from the guide. I can see where this would be very useful with older students or in a school with a diverse population.
- Thank you for the available resources! Perhaps next year I'll look into the other resources you have.
- Students have difficulty taking it seriously. They almost call people names more that week, "to be funny." We tried this year to focus on making a positive change, as a result of being bullied or harassed. It seemed to work a little better.
- Excellent program - please keep it up - my problems revolve around lack of community support.

- I look forward to fully implementing the program next year!
- This was a great week. We look forward to doing even more next year.
- I was only made aware of this week about 10 days prior to Jan 22, so I did not have time to plan efficiently. Will do so next year.
- I was not aware of the essay contest in time to have students enter. I feel that this would be very beneficial for the 3-5th grade students. Hopefully we could participate next year.
- I enjoyed using this resource Kit and am continuing No Name-Calling Week into the rest of the year!
- I would like to incorporate more in the future, but I had "zero" budget this year, so I just used what I could download.
- I did not use the video because I felt I already taught those skills in the classroom already. I am also very careful not to show videos that will in essence, give the kids more ideas on how to bully.
- The fact that the Creative Expression Contest results are used to promote the current year NNCW makes it next to impossible for our chapter to mobilize early enough to get the word out to schools. Because of that we have traditionally held our own local Creative Expression Contest where submissions are not due until well after NNCW. We try to time our mailings around NNCW to avoid holiday mail and the increased possibility of our material ending up in the trash. We also don't want the information and invitations to go out so early that they wind up forgotten on a shelf.
- Great materials.
- This is a great thing to do.
- It was great and I plan on doing more with it next year.
- Free videos would be most welcome. We do not have a budget which permits purchases at this time.
- We have expanded on the program quite a bit. Would love to share some of the details. Have you considered moving the Creative Expression Contest to AFTER the week, so that students

could use what they have learned in their expressions? It would give teachers an opportunity to create culminating activities.

- Our chapter did not get any feedback from any of our mailings or contacts about whether they ran the event. We also did not get any feedback from any of the 100 or more middle schools that where information was sent except one and then once they heard it was GLSEN sponsoring the event we did not hear from them again. We also got no response about just taking part in our Creative Expression Contest. This was not a good NNCW year for (name of city).
- I was not aware of the contest until it was too late to enter. We created posters as an outgrowth of the lessons given in class. Would you consider having the contest deadline in mid February so that teachers have the flexibility to go through the NNC Week, immerse kids in these topics and then create?
- I would like to see our school more involved.
- The week is one aspect of our overall efforts to encourage respect of all people.
- Get the information out earlier.
- If I had been aware of No Name-Calling Week earlier, we would have participated in the essay contest and more activities. We plan to do this next year.
- Our school will be holding our No Name-Calling Week later in year. Our committee was unable to meet to plan it on time. We found out about it too late and our next meeting was cancelled due to weather. It is still on our agenda and we would like to participate in it.
- Now that I know the web site I will be more will to participate because I will have info sooner.
- I'd love to see how adults can practice No Name-Calling Week in a conscious way.
- I am not sure how to get something like this started in the school, since I am a first year teacher.
- Look forward to using the site next year as well.

- I am willing to do whatever we can to make No Name-Calling Week as much a fixture in schools in the month of January as Red Ribbon Week once was (and in some places still is) in October.
- This is a terrific, useful program. I am planning to transfer to another school, and I already purchased a Kit so that I can have it with me.
- The No Name-Calling Week is a great idea, it saves lives if it is implemented world wide. I am trying to help children in this area as much as I can, I hope to get more support from organizations like yours to spread the word and keep children safe at school and in society.
- I did not purchase any additional material. We were informed about the No Name-Calling Week late (two weeks) prior to it starting.
- I would like the resources free of charge, or available to download on the computer.
- How about material pressure. . . owning a big screen, ipod, cell phone, computer and all the techie gadgets.
- It would be helpful if you are promoting this great program to provide registered schools with these resources free of charge.
- I like the idea of the week for awareness. . . but to be really successful it has to be an everyday expectation and a school-wide mindset. Administration, staff, students, and parents all need to buy in. That doesn't happen the first year, but after seven. . . a new kid sticks out here like a sore thumb if they don't show respect for others, etc.
- Excellent program. Please continue It.
- Most helpful to me was the very concept of holding a week like this. I enjoyed the samples of winners from across the nation and the lesson plans. Your ideas allowed me to utilize and personalize the concept in my school.
- I didn't participate this year because I only found the idea and site one week before it took place. I was also in the middle of The Too Good for Violence program, which includes some name-calling lessons. I am planning on participating next year in the

week's activities and I will be ready for it now that I know about it.

- The cost really inhibits use of many of the materials.
- Excellent program. Thank you so much for the access to the free downloads. Please recognize that as the school counselor there is no budget for educational/supplemental materials other than what is supplied by my department which consists of general programs. Much of that material is dated. The vast majority of the materials used come from free downloads or "5 created" lesson plans based on current events or what I personally purchase. Also note that the contest information was not given in a timely manner. I think it was given out right before the holidays - not good. The closer to the beginning of the school year - the better so that counselors can coordinate with language arts teachers. Few students are willing to initiate the writing process on their own at this age (3-6 grade.)
- Next year I will buy a book for each teacher and have them read it to their class before the week.



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