Parent Goal 10: Nurturing Tolerance in Your Teen

[Talking about tolerance, especially recognizing one’s own prejudice can be challenging for many people] Much of what you will learn in this session has been modified or adopted from the Southern Poverty Law Center public access website at www.tolerance.org

** Facilitators: It is recommended that you order Teaching Tolerance guides, also from www.tolerance.org

I. Eye-Catcher

Please use one of the following activities at the beginning of your session as an eye-catcher.

1. **Pictures of Discrimination:** Pass around to the group pictures of discrimination. (Pictures are located in a separate file on the StayConnected CD).
   - **Process Questions:** How do these pictures make you feel? What gut reactions are you having to these pictures? What do the pictures tell you?
2. **Reading a Passage** from 10 Ways to Fight Crime: Appendix 10A (www.tolerance.org)
3. **Hate Crime Statistics in America:** Start the session by reading off the Hate Crime Statistics located in Appendix 10A.

II. Mini Lecture/Discussion (PowerPoint slides can be found on the CD; see speaker notes in the slide show for additional information).

III. In-session Activities:

A. Promoting Understanding/Reducing Prejudice – this activity helps parents become more sensitive to the dangers of stereotyping and to think of ways they can reduce this tendency in themselves and their teens. (see Appendix 10B)
B. Reducing Prejudice – fighting words with words (see Appendix 10B)
C. Taking the Sting Out of Social Cruelty (see Appendix 10C)

IV. Wrap-up: Review the main points of the session; check for understanding and questions (it can be useful to have the group generate the main points and for the facilitator to write them down on a flip chart or overhead). The main points covered include: Raising participants’ awareness of the importance of promoting tolerance and how they can nurture tolerance in their teens. Providing access to a valuable resource, www.tolerance.org, that offers extensive information and activities for parents, teens, and teachers for increasing tolerance and reducing hate.
**V. Handouts:** StayConnected Tip card (see Appendix 10D); Select and print off handouts from www.tolerance.org; How Tolerant Are You (see Appendix 10E); More information on Bullying (see Appendix 10F).

**VI. Out of session Activities:** Sit down with your teen and check out www.tolerance.org. Complete the How Tolerant Are You questionnaire; Have your teen complete it too. Discuss your results with each other (see Appendix 10G).

**VII. Evaluation** (see Appendix 10H)
Appendix 10A

Passages from Ten Ways to Fight Hate: A community Response Guide
(www.tolerance.org)

“In Montgomery, AL, after hate mail and nails were thrown at black families in a formerly all-white neighborhood, a woman left a rose and a card, telling them You are not alone.”

“As white supremacists marched in Coeur d’Alene, ID, a number of families invited Black and Hispanic neighbors to dinner. Just as a way of saying, You are welcome.”

“When the Inner City Church in Knoxville, TN, was burned and spray-painted with racial threats, a local chapter of the National Coalition Building Institute gathered 300 signatures of support and presented them to the congregation as it met three days later in the parking lot.”

Hate Crime Statistics in America: (According to the FBI’s 2001 Uniform Crime Reports at www.fbi.gov/ucr.)

a. 2/3 of the hate crimes committed are against an individual, only 1/3 is against property.

b. Intimidation is the most frequent type of hate crime against individuals.

c. Destruction/vandalism is the most frequent type of hate crime against an individual’s property.

d. Approximately 46% of all hate crimes were committed due to racial prejudice. 2/3 of which were committed against African Americans.

e. Approximately 18% of all hate crimes were committed due to religious prejudice. Just over half (56.5%) were anti-Semitic and ¼ were against the Islamic nation.

f. Approximately 14% of all hate crimes were committed due to sexual orientation. 70% of which were against male homosexuals.

g. Approximately 22% of all hate crimes were committed due to ethnicity. (2/3 were classified as of another ethnicity)

h. Less than 1% (.3%) of all hate crimes were against an individual with a disability.
Appendix 10B
Promoting Understanding/Reducing Prejudice

Promoting Understanding (materials: giant post-its or news print; markers, pencils, sticky notes)

Put 8-12 of the following labels on separate giant post its or newsprint and place these on the wall around the room.

GIRLS/WOMEN
BOYS/MEN
ATHLETES
HONOR ROLL STUDENTS
CHEERLEADERS
BLACKS/AFRICAN AMERICANS
WHITES/EUROPEAN AMERICANS
HISPANICS/LATINOS
ASIANS
GAYS/LESBIANS
NATIVE AMERICANS
BIRACIAL/MULTIRACIAL
DISABLED
JEWISH
CHRISTIANS
BUDDHISTS
ELDERLY
TEENAGERS
Point out that categories help us to organize information we have about people, places, and things. For example, it makes sense to describe someone whose ancestors lived in North America well before 1492, Native American. But if we assume that person has certain characteristics because he or she belongs to that category, then we are stereotyping. Stereotypes ignore individual differences and assume all of the people in a given category are alike.

Have participants look at the posted categories and, using sticky notes, write down stereotypes they have heard about these groups of people. Then have the participants place the notes under the appropriate categories.

After everyone has finished, give participants time to walk around the room and read the stereotypes.

DEBRIEFING - Ask the participants the following questions:

1. Were any stereotypes posted about the groups or categories that you belong to? How did it feel to see them in print?

2. Where do these stereotypes come from? How are they perpetuated?

3. Were positive as well as negative stereotypes posted? Why should positive stereotypes be avoided?

4. What did you learn from this activity? Is there any group that is free of stereotypes?

5. What if there were no stereotypes? Do you think people would behave differently toward each other?

6. Suppose your teen believes that all the stereotypes about a certain group are true. How would you deal with that situation? What are some things we can do to avoid perpetuating stereotypes?
Reducing Prejudice - fighting words with words

Have two giant post-its taped to the wall, side by side.

On the left post-it, have the participants generate sweeping generalizations about a particular group (e.g., OLD PEOPLE ARE AFRAID TO TRY NEW THINGS; PEOPLE WITH PHYSICAL DISABILITIES CAN'T PLAY SPORTS). On the right post-it, have someone give a personal example that counters that generalization (e.g., MY GRANDMOTHER JUST BOUGHT HER FIRST COMPUTER, SHE LOVES USING E-MAIL; FORMER NEW YORK YANKEE PITCHER JIM ABOTT WAS BORN WITH ONLY ONE HAND).

1. How does it feel when you hear a sweeping generalization such as “All women are overly emotional.” “Mothers, not fathers, are the nurturers of their children”

2. What effect do sweeping generalizations have on people?

3. If your teen or someone in the presence of your teen makes a sweeping generalization, would you be able to use a balancing statement when this happens?

4. Get into pairs and practice making balancing statements. Have one partner make a sweeping generalization and the other partner make a balancing statement. Take turns making the sweeping generalizations and the balancing statements.

5. If there is time, you could have a pair demonstrate their abilities to make balancing statements to sweeping generalizations.
HAVE PARTICIPANTS READ THE INFORMATION ON THE NEXT FEW PAGES ON BULLYING. AS PEOPLE FINISH, HAVE THEM FORM GROUPS OF 3-6 PEOPLE AND DISCUSS WHAT THEY THINK ABOUT THE INFORMATION. HAVE THEM SHARE PERSONAL EXPERIENCES PERTAINING TO BULLYING (EITHER AS VICTIMS, INITIATORS, OR BYSTANDERS, AND/OR PARENTS OF A VICTIM OR BULLY). HAVE THEM SHARE HOW THEY COPED OR WOULD LIKED TO HAVE COPED WITH A BULLYING SIUTATION. AFTER ALL PARTICIPANTS HAVE HAD TIME TO PROCESS WITHIN THEIR SMALL GROUP, CREATE A LIST (USING A FLIP CHART) THAT SUMMARIZES THE STEPS THEY CAN TAKE IF THEY THINK THEIR CHILD IS BEING BULLIED, IS A BULLY, OR IS TELLING THEM ABOUT BULLYING OCCURRING AT SCHOOL.
Sept. 2002 -- Many people view taunting and teasing as a childhood rite of passage. But research shows such early isolation can follow children throughout their academic careers. Learn how to help kids who are being bullied and what you can do if your child is the aggressor.

by Dana Williams

Think back and you probably remember some of the cruel nicknames from your own childhood: "four-eyed Freddie," "stuttering Sammy," "metal-mouth Melanie."

Or maybe you were one of them -- one of the kids always picked last for dodge ball, one of the kids who just never quite fit in and who usually wound up sitting next to the teacher at lunch to escape taunting and tormenting from classmates.

I can still remember the shame and humiliation I felt when some of the kids in grade school routinely called me "football head." It would happen whenever my mom fixed my hair a certain way -- pulled up at the crown and fastened in double ball, glass barrettes. I would hear those two words and in one instant become a shrinking violet, wishing I could somehow just melt into my desk and disappear.

While many generations have viewed this phenomenon of social cruelty as a childhood rite of passage, research has shown the early isolation some children experience can follow them throughout their academic careers, sometimes leading to depression, low self-esteem and even violence.

As early as four or five years of age, children learn to use name-calling or teasing as a form of social power. Although any child can fall prey to this form of aggression, it is especially common for kids who seem "different" than others: the girl with glasses, the boy who speaks with a lisp, the boy in a wheelchair, the student from another country.

With a new school year unfolding, have you discussed the importance of embracing rather than ostracizing peers who seem "different"? Have you and your child talked about ways to handle ridicule or ostracism?

If back-to-school time at your house is anything like mine, chances are you’ve been way too caught up in the whirlwind of school supply shopping, open houses, soccer schedules and "summer's over" bedtime battles to give social cruelty much thought.

But experts say such a discussion should fall high on every parent's to-do list.
"Early on, parents have to work at creating open communication with their kids about what’s going on in school everyday," said Wendy Craig, a psychology professor and researcher on bullying at Queens University in Kingston, Ontario.

"Creating an atmosphere of open communication is important because many times kids are reluctant or embarrassed to talk about being teased or bullied."

Craig says there are a number of ways parents and caregivers can help take the sting out of social cruelty -- for those on the giving and the receiving ends. Here are a few suggestions:

**If you suspect your child is being teased or bullied:**

- **Look for the signs:** Keep an eye out for reluctance to go to school; silence about what’s happening at school; frequently lost objects or possessions; a frequent "everybody’s picking on me" attitude; low self-esteem.

- **Ask open-ended questions:** Show interest by asking questions less likely to be answered with a brief yes or no. Don’t just ask, "How was your day?" Try asking, "What kinds of things did you do at recess today?" or "What happened at lunchtime today?"

- **Share your experiences:** Tell your child about your own childhood experiences with being teased or bullied. Talk about how it made you feel and how you handled it.

- **Respect where the child is:** Parents often want to act immediately by calling the teacher or a school administrator. This can sometimes make the situation more difficult for the child who is being teased or bullied. If your child asks you not to do anything about it, try to respect this wish and work instead on making her feel empowered enough to try handling the situation on her own.

- **Try role-playing:** Reenact the bullying or teasing and help your child practice non-aggressive ways to handle it. Brainstorm about witty or humorous comebacks. Teach your child preventative tactics such as reporting aggressive, abusive behavior and staying near friends or adult supervisors.

**If you suspect your child is the aggressor:**

- **Be a good role model:** Be aware of your own aggressive behavior and be a positive role model. Watch the fights over parking spaces at the grocery store and keep a handle on your aggression at sporting events.

- **Reevaluate discipline techniques:** Children who are bullies require discipline that is non-violent and logically handed out. As with any child, never discipline out of anger.

- **Identify the triggers:** Know what pushes your child’s buttons and when he is most likely to become aggressive. Role play and suggest ways your child can respond to these situations assertively, not aggressively. Validate and reward assertive versus aggressive behavior.
• **Suggest ways to join in with others:** Provide opportunities for your child to be of service to others -- reading to a younger child, helping out at a soup kitchen, making cards for nursing home residents. These activities can help your child feel better about herself, making her less likely to bully.

Above all, parents should know that the old "sticks and stones" adage doesn’t tell the whole truth. Words may not break bones, but they can break a child’s spirit and self-esteem.

*Dana Williams is a staff writer with Tolerance.org.*
## Appendix 10E
### StayConnected Tip card for goal 10
*(Duplicate as many as needed on card stock paper)*

### Nurturing Tolerance in Your Teen

| Talk about tolerance with your teen. | Showcase diversity materials in your home. |
| Identify intolerance when your teen is exposed to it. | Create opportunities for your teens to interact with people who are different from them. |
| Challenge intolerance when it comes from your teen. | Encourage your teen to call upon community resources. |
| Support your teen when s/he is a victim of intolerance. | Be honest about differences. |
| Foster healthy understanding of group identities. | Model the behavior you would like to see |

Go to [www.tolerance.org](http://www.tolerance.org) for a lot of good ideas and activities
Appendix 10F
How Tolerant Are You?

Directions: Answer the following questions by rating your behavior on a scale of 1 (Never) to 5 (Always). Circle the appropriate answer.

How often do you:

Interrupt someone who is telling a racial or ethnic joke?  1 2 3 4 5
Read about the achievements of people with physical or mental disabilities?  1 2 3 4 5
Challenge friends expressing a gender stereotype?  1 2 3 4 5
Send emails to TV or radio stations that broadcast “news” stories with cultural or racial biases?  1 2 3 4 5
Examine your own language for unconscious bias or stereotypes?  1 2 3 4 5
Ask exchange students questions about their countries of origin?  1 2 3 4 5
Recognize compulsory heterosexuality in the media?  1 2 3 4 5
Volunteer your time for cause you support?  1 2 3 4 5
Donate goods or money to shelters for battered women or homeless people?  1 2 3 4 5
Intervene when a person or a group is sexually harassing someone?  1 2 3 4 5
Think about the definition of “rape”?  1 2 3 4 5
Truly appreciate a friend’s differences from you?  1 2 3 4 5
Take the lead in welcoming people of color to your class, club, job, site, or living situation?  1 2 3 4 5
Challenge the cultural expectation of slimness in women?  1 2 3 4 5
Protest unfair or exclusionary practices in an organization?  1 2 3 4 5
Ask a member of an ethnic group different from your how that person prefers to be referred to?  1 2 3 4 5
Think about ways you belong to oppressor and oppressed groups?  1 2 3 4 5
Examine your own level of comfort around issues of sexual orientation sexual practices?  1 2 3 4 5
Celebrate your uniqueness?  1 2 3 4 5
Appendix 10G
Additional Information on Bullying

Being bullied has very little to do with your child or their personality, although sometimes children who look different may be targeted by bullies. While bullies may harass your child about things like their appearance, their personality, the clothes they wear, or any other multitude of things, overall this is not really "why" they are being bullied. For instance, there may be two children in the same classroom with red hair, one will be bullied and the other will not. Not everyone who is short or wears glasses or gets great marks in school will be bullied, but some of these children are. Bullies usually choose some aspect of the child and use that as a tool to gain power over the child who is being victimized. Generally speaking, bullying happens because the bully has a problem.

It has been discovered through research that one of the things bullied children do have in common is that they lack assertiveness. So, you may need to get involved and take action to intervene when bullying happens to your child. By dealing with bullying in a direct manner, you are setting a positive example for your child, and modeling behavior that will help them become more assertive in dealing with future incidents.

Sometimes children can deal with bullying on their own, or with the help of their peers, but mostly they will need adult advocates, either their parents, or teachers, or a group leader or coach, to stop the bullying. When being bullied, young people are subjected to behavior that is simply not what one would ordinarily expect-kids are slapped in the head, shoved into lockers, have objects thrown at them, avoided at school, called names, and targeted for numerous other acts of aggression. When targeted for abuse by a peer, children often do not know how to handle it, and may deal with it by avoidance or respond ineffectively. Bullying is abnormal behavior on the part of the bully. Realistically, there are very few children who have social skills to effectively put an end to the abnormal behavior of another child. This is why adult intervention is often necessary. Many bullied children come from good homes and have good relationships with their parents, and have no experience in dealing with abusive relationships. Bullying involves a power imbalance, and the power is decidedly tipped in favor of the bully: adults can step in and take the power to abuse away from the bully.

Many parents feel helpless when their child is being bullied; particularly when it happens at school, at summer or hockey camp, etc., the parent is not present and has very little control over the situation. You can overcome your feelings of helplessness by becoming more informed of your child's rights, learning about the dynamics of bullying and what to do about it, and by acting as your child's advocate. From research, we know that children are more likely to tell their parents than a teacher or coach or counselor about bullying. When they told you about the bullying, they have taken an important step in coping with the bullying. They have told an adult they trust, and should reasonably expect that you will be able to help them.

Please don't tell your child to ignore the bullying. What the child "hears" from you, is that you are going to ignore it. Usually, ignoring the bullying allows it to become worse, and if the child was able to simply ignore it, it is quite likely that you would never have heard about it in the first place! There is often a bullying "cycle", which usually starts out with minor teasing; when the targeted child fails to respond or responds inadequately, then the bully feels safe to increase the bullying to a higher level, and it gradually (sometimes rapidly) escalates, often to the point of despair for both the targeted child and the parent.

Adults are often afraid to report bullying for the same reasons children are: they are afraid they will make things worse, because they are embarrassed, ashamed, or simply don't know what to do. Quite often, they are afraid to get involved because they fear being labeled as an overprotective parent, or believe that there must be something there child can do for themselves to stop the bullying. In the majority of cases, once the bullies have been spoken to about the bullying, the bullying will stop. Don't be afraid to call the school, the coach, group leader, or even the parents of the bully if it happens.
outside of an organized activity. The majority of children (around 80%) of all children are never involved in bullying situations, so don't let the "voice" of parents whose children are not involved with bullying lead you to think you should not become involved, they may not understand what a child who is being bullied is actually going through. Sayings such as "kids will be kids", "bullying is a normal part of growing up", "kids have to learn to deal with these things on their own", or that it is "character building", are all harmful misconceptions. Children do not need to "learn" to deal with bullying on their own, the majority of children are not bullied, and get by in life quite nicely without ever having learned how to deal with a peer who is bullying them. The most effective coping strategy that your child can learn is to report the bullying to an adult who will take action in stopping the bullying.

So, if your child is one of the minority of children who are involved with bullying then you may have to take action. You are often the expert when it comes to your child, you see how the bullying affects them, and know how they generally cope with situations and what would be helpful to them. Additionally, no other person is going to care about the safety and well-being of your child as much as you do.

Being bullied is not only humiliating, children who are being victimized become unhappy and confused, and feel that they are stupid or unattractive. Their concentration suffers, and their academic performance decreases. They may feel ill with headaches and stomach aches, and additionally, many young people are physically injured, sometimes seriously, as a result of bullying. Gradually, they may become accustomed to seeing themselves as failures, and some are even driven to the point of suicide to escape. As a guideline, if the bullying seems to be negatively affecting your child, then that is the time to take action. Unfortunately, if your child is the chronic victim of bullying, you will need to keep speaking out about it, each and every time it happens until the bullying is stopped.

It is now known that bullying can affect the health of both the child being bullied and the children who are doing the bullying. Children who bully may be destined for larger problems in the future, such as criminal activity, so the time for them to get help is now. Your child may not come right out and tell you that they are being bullied. Here are some things to watch for:

-Your child may become withdrawn and depressed, or abnormally aggressive

-Your child may cry at night, or have nightmares

-Your child may feel sick to the stomach or have headaches, start stammering, be quieter than usual or appear to be depressed

-Your child's marks in school may go down, may not want to go to school, begin skipping school, Your child may not want to go on the school bus, change their normal route when walking to or from school, or be worried about walking to or from school

-Your child's books or clothing may be destroyed, or they may have scratches or bruises, which they can't fully explain

-Your child may become belligerent towards family members, and may bully other siblings

-Your child may ask for money or steal money, or valuable items may go missing in attempts to pay off or bribe the bullies

If your child has been bullied:

-Calmly talk with your child about their experience.
- Make a note of what your child says—in particular who was said to be involved, how often the bullying has happened, where it happened and what has happened.

- Reassure your child that they have done the right thing to tell you about the bullying.

- Explain to your child that if any further bullying happens, they must report it to the adult in charge immediately, or inform you so that you may report it.

- Contact the adult who was in charge of supervising the child, whether that be the coach, group leader, teacher, bus driver, or the parents of the bully.

- Your child may beg you not to tell anyone, they may have fears that the bullying will get worse, that they will be seen as a "crybaby" or a "snitch". Explain to your child why bullying is not a secret, that they are not at fault for the bullying, and that the bully needs to be dealt with in order to get the bullying stopped.

When talking with the other adult:

- Stay calm, the other adult may have no idea that your child is being bullied, or heard a different version of the story.

- Be as specific as possible about what your child says happened: dates, times, who was involved.

- If you are talking with the parent of the bully, ask the parent to get their child's version and get back to you.

- Discuss how problems can be avoided in the future.

- Make a note of what action will be taken.

- Remember, that most of the time bullying will stop once it has been "found out". You should reasonably expect and therefore you should request that if it does not stop, or that your child is retaliated against for reporting the bullying, that some sort of consequence to the bully be imposed by the supervising authority such as the school or activity leader.

- Reporting bullying to the school:

- It may help to report bullying if your child keeps a log book or diary of events of what they are going through. Record what happens, when, where, who was involved, and witnesses, if any. This is particularly helpful if individual incidents appear to be minor, but the accumulation of a number of incidents is what is making the situation intolerable for the child. The recorded information can then be presented to the school. However, providing written documentation is not a necessity, you can also expect that someone at the school will be experienced enough in interviewing in order to ask your child the information they need to assess the problem.

- If the bullying has taken place at school, it is the responsibility of the school to ensure that your child is safe when they attend there. You should make your complaint in writing if possible (keep a copy for yourself) or if you telephone or speak to someone at the school in person, make sure to write down notes about what was said, particularly what action will be taken. You might then consider sending a letter as a follow up to the conversation. (i.e. "Further to our telephone conversation of today's date, you indicated that you would be investigating the situation regarding my child and his claims that two children are harassing him, and that you would get back to me. I expect to hear from you in this...")
matter by tomorrow afternoon..."

- Give the staff at the school a reasonable amount of time to investigate. Staff should get both sides of the story, which means getting the bullies version of the events. Sometimes, bullies will make false allegations about a child as an additional way of bullying them, so it is important that they do not jump to hasty conclusions and start assigning blame without a thorough assessment of the situation.

- Get a copy of the school's discipline policy, and become acquainted with your School Division's policy on student Code of Conduct. If you have reported bullying to your child's teacher, and things do not improve either write to, or make an appointment to see the Principal. Keep a written record of the meeting or a copy of the letter you send. Make a note of what action will be taken and when.

- If the Principal is unable, or unwilling to intervene, write a letter to your School Board, asking for further action to be taken.

Take your child to your physician and ask for a note if it is affecting their health. Many parents have found that removing a child from the school playground at break time can greatly help the situation. Negative situations that begin in the schoolyard are often carried on throughout the school day in the halls and in the classroom, so if some of the interaction between your child and the bully can be avoided then your child will be safer. Schools seem extremely reluctant to "deprive" a child of their outside play time at recesses and breaks, you may need to insist tat your child be kept inside at recesses on a trial period of a week or two weeks, at that time the situation can be re-assessed. Bullying can be greatly reduced if the child is not around for the bully to harass. Make alternate arrangements for lunch time (can your child go to yours or a friends home for lunch, or are there organized activities that they can sign up for?) Can you have your child arrive at school as close to the start time as possible, and pick them up after school somehow? For younger children, school playgrounds are often where a lot of school bullying happens, if the child is not there to be bullied, it decreases a lot of problems in the classroom during the rest of the school day. While it may seem unfair, and impose hardships upon parents to make adjustments such as these, it serves to avoid some of the opportunities for the child to be bullied, and will greatly reduce their stress.

Sometimes, a change of class or school will greatly help a child. This applies to other activities such as sports and youth club activities as well. Many parents anguish over how to resolve the bullying, only to find that bullying stops completely after moving their child to a different team or youth group with a different approach to supervising children.

Bullying happens in every school, with a whole school approach, bullying can be reduced. If your school does not have an anti-bullying policy, or an active prevention plan, work with your school or School Council to develop one. Or see if you can motivate other parents to work with you to request they get one, if they refuse. Examine your school's supervision arrangements, is there a proper ratio of adults to students? This needs to be addressed by the School if there is not. While it is a young person who does the bullying, the school ethos is extremely important in the prevention of bullying and intervention in bullying situations and some schools are more effective preventing bullying than others.

Ultimately, when dealing with the prevention of bullying at schools, legislation needs to be put into place that every school be required to have a written anti-bullying policy. Additionally, it has been proven that bullying decreases with increased and effective adult supervision. This transfers to other youth activities, do they have a written code of conduct, and is there appropriate adult supervision?

www.stopbullyingme.ab.ca
Appendix 10H

**Parent Goal 10: Nurturing Tolerance in Your Teen**

<table>
<thead>
<tr>
<th>County_________________</th>
<th>Name of Facilitator________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marital status: single(never married) married(first marriage) divorced remarried widowed</td>
<td></td>
</tr>
<tr>
<td>Parental Status: mother father grandmother grandfather other (please write in)_______________</td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity: Black/African American White/Caucasian Hispanic/Latino Native American Asian American Other(please write in)____________________</td>
<td></td>
</tr>
<tr>
<td>How many sons/grandsons do you have___ What are their ages:_________________</td>
<td></td>
</tr>
<tr>
<td>How many daughters/granddaughters do you have___ What are their ages:_________________</td>
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Please circle the number that indicates how much you enjoyed the activities.

<table>
<thead>
<tr>
<th>1. Promoting Understanding/Reducing Prejudice</th>
<th>Not at All</th>
<th>A little</th>
<th>Some</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Fighting Words with Words</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Take the Sting Out of Social Cruelty</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Please circle the number that indicates what you knew before and after participating in this session.

<table>
<thead>
<tr>
<th>I understand why nurturing tolerance in my teen is Important.</th>
<th>Before the Session</th>
<th>After the Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not At All</td>
<td>A little</td>
<td>Some</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>I know how to be a good role model for promoting tolerance.</th>
<th>Before the Session</th>
<th>After the Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not At All</td>
<td>A little</td>
<td>Some</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>I know how to help my teen deal with intolerance.</th>
<th>Before the Session</th>
<th>After the Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not At All</td>
<td>A little</td>
<td>Some</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>I know what to do if my teen is behaving intolerantly.</th>
<th>Before the Session</th>
<th>After the Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not At All</td>
<td>A little</td>
<td>Some</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I know how to find ideas for reducing hate and nurturing tolerance in my teen.</th>
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