

## **Suggested Supplemental Resources and Curriculum Support Materials for High Schools Using the Olweus Bullying Prevention Program**

Although the Olweus Bullying Prevention Program (OBPP) in the US has been used primarily in elementary and middle schools, many US high schools have implemented the OBPP as well. While the basic program goals, principles, and infrastructure are suitable for high schools, secondary teachers have frequently asked for age-appropriate resources to support their class meetings and to integrate the OBPP more smoothly throughout curriculum content areas. Over the years, high schools committed to implementing the OBPP have selected curriculum support materials from various sources.

The importance of bullying prevention in high schools is seen most often as a “safe school climate” issue. Our experience is that OBPP goals and principles also fit well with other behavioral initiatives such as Positive Behavior Intervention Supports (PBIS), Response to Intervention (RTI), and social-emotional learning and character education curriculums.

With funding from the Highmark Foundation, selected OBPP Certified Trainers who had provided high school OBPP Bullying Prevention Coordinating Committee trainings in a diverse group of high schools across the US were asked to share their experiences with us as “High School Advisory Members.” (See membership list at the end of this document.) As a result of these discussions, we have reviewed and compiled the following list of possible supplemental resources for high schools implementing the OBPP. While it is beyond the scope of this tip sheet to thoroughly evaluate these resources, the following we reviewed and found to be both compatible with OBPP principles and well received by a diverse group of students and schools.

High school teachers often select a combination of resources in addition to the Olweus program materials to create age-appropriate class meetings for their students. When schools used materials whose goals and principles were compatible with the OBPP, they reported desirable changes in student behavior and school climate—providing that care was taken to implement OBPP efforts with fidelity. High school personnel also reported that they had greater success when they approached bullying prevention in a broader sense (e.g. going beyond “bullying” and addressing issues like expressing feelings, communication, use of the internet, peer relationships, dating issues, gender expression, identity, equality, social justice/human rights, illegal behavior such as assault and extortion, sexual harassment, disability harassment, hate crimes, etc.) and found ways to integrate these broader concepts into multiple subject areas.

Most (though not all) of the resources listed below are either research-based or are founded on research and best practices. They are presented as possible supplements to the OBPP materials. Those listed are deemed compatible with the OBPP and include only materials that were readily available for review and use as of June 2010. Be aware that new materials are continuously being developed. Websites are particularly likely to change. We have found that many resources are heavily marketed to schools, often following media coverage of alleged bullying-related tragedies or implementation of state bullying prevention legislation. School staff must be vigilant consumers. For example, just because a resource quotes OBPP research does not make it compatible with OBPP principles or program guidelines.

We encourage all schools to carefully screen any materials (including those offered here), student literature, audio-visual materials, or local resources (such as performance groups) that might be appropriate and accessible for your students.

**When reviewing the compatibility of any resource or program for your students, we recommend you consider the following guidelines:**

1. All materials should be compatible with grade-level curriculum standards. The best materials can be linked to content in multiple subject areas.
2. Determine whether materials reinforce misconceptions and stereotypes about bullying or don't reflect best practices in the field. In most cases, these materials should not be used or, in the case of student literature, should be used with caution and care to address the misconceptions directly. Some resources to assist in identifying misconceptions and harmful stereotypes about bullying, and best practices to address it include:
  - OBPP Schoolwide Guide CD Doc 1: Recognizing the Many Faces of Bullying
  - OBPP Teacher Guide: pp. 117-119 (Selecting Appropriate Bullying Prevention Resources)
  - HRSA Tip Sheet: Myths About Bullying ([www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov))
  - OBPP Teacher Guide pp 26-27 (What Are Some Common Myths about Bullying?)
  - HRSA Tip Sheet: Best Practices in Bullying Prevention ([www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov))
3. Review materials carefully to make sure they are developmentally appropriate, appealing to your students, and contain themes and content they can relate to. Using materials that address concepts and behaviors under a broader umbrella of bullying prevention themes (as opposed to just "bullying") will allow materials to be more readily linked to academic curricula and are more likely to be useful over time.

Teens need opportunities to talk with informed adults about a host of sensitive topics that they encounter in social interactions with their peers. Those topics may include body image, dealing with peer pressure and risky behaviors, use of drugs and alcohol, cultural and racial diversity, dating relationships, sexual behavior, sexual orientation, hazing, sexual abuse and harassment, peer relationships, and mental health issues. That said, determine what guidelines your school has for using materials that contain content your community might consider objectionable in some way, and screen resources accordingly.

A resource available for teachers to assist in selecting materials for OBPP related activity has been made available for free download at <http://www.bullyingpreventioninstitute.org/Resources.aspx>. Mullin, N. L. (2010) *Olweus Bullying Prevention Program: Companion Bibliography for Grades K-12*. Pittsburgh, PA: Highmark Foundation. Other resources follow:

## Curriculum Resources

Amstutz, Lorraine and Mullet, Judy H.

**The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Caring Climates**  
*Good Books (2005)*

This book provides useful background information and practical applications about the subject of “restorative discipline,” or restorative practices in schools, as they relate to principles of “restorative justice,” a concept developed in the U.S. in the mid-1970s. Models of restorative discipline go beyond punishment and look at ways to provide opportunities for learning and community-building. Examples of these restorative practices are outlined, such as whole-school training approaches, reintegration following suspensions, class meetings, circle processes, ‘conferencing,’ truancy mediation and approaches to bullying and bullying prevention. The Olweus Bullying Prevention Program is referenced in this book.

Beardall, Nancy, Bergman, Stephen and Surrey, Janet

**Making Connections: Building Community & Gender Dialogue in Secondary Schools**  
*Educators for Social Responsibility (2007)*

Written for middle and high school students, this curriculum guide offers exercises aimed at building communication between boys and girls to create honest communication and connections across genders and address miscommunication that can lead to misunderstandings and disconnections.

Bell, Ruth

**Changing Bodies, Changing Lives: A Book for Teens on Sex and Relationships**  
*Times Book (2005)*

This encyclopedic book contains information about sexual health, as well as chapters on violence, eating disorders and other issues teens experience. It provides information for use in class meetings as well as reference information for parents and teachers.

Bornstein, Kate.

**My Gender Workbook: How to Become a Real Man, a Real Woman, the Real You, or Something Else Entirely**  
*Routledge (1997)*

This book features a collection of exercises, quizzes, puzzles and essay questions that break down ingrained ideas about how men and women should act, leading people to imagine who they might be without a fixed gender identity or restrictive gender roles. This can be used as a curriculum resource or as a reference for teens, parents or teachers.

Capello, Dominic and Stein, Nan

**Gender Violence/Gender Justice: An Interdisciplinary Teaching Guide for Teachers of English, Literature, Social Studies, Psychology, Health, Peer Counseling, and Family and Consumer Sciences (Grades 7-12)**  
*Wellesley Centers for Women (1999)*

This literature and history-based teaching guide focuses on aspects of gender violence (including hazing, sexual harassment, and sexual assault) and explores topics such as power differences in peer relationships, courage, healthy boundaries, bystander roles, friendship, loyalty and justice as positive means to counteract violence. There are suggestions to link and expand discussion into social studies, literature, and other content areas.

Donahue, David

**Lesbian, Gay, Bisexual and Transgendered Rights: A Human Rights Perspective**

*Human Rights Resource Centre (2000)*

Using the Universal Declaration on Human Rights as a standard, this curriculum guide sets GLBTQ struggles for rights in a human rights perspective, helping promote better understanding about GLBTQ people.

Faull, Christopher (with Ng, Randy, Swearer, Susan, Jimerson, Shane, and Espelage, Dorothy)

**Stories of Us: Promoting Positive Peer Relationships (Classroom Resource and Make-Your-Own-Film Resource)**

*Stories Of Us (USA) (2007-2008)*

This DVD and companion teacher guides are expanded from an Australian version by the same name and use a set of very realistically acted vignettes depicting scenarios familiar to secondary students. Though heavily marketed to US middle schools, portions of the video and curriculum content seem very appropriate for the more sophisticated problem-solving skills of high school students (e.g., a cyber-bullied girl becomes so depressed adult viewers would likely consider her a suicide risk). The Make-Your-Own Film guide is intended to build on these materials for high school students. When using this resource, it seems necessary to emphasize not only the role of student allies/active bystanders, but also the importance of adult involvement and intervention when behaviors cross a line where students are unsafe emotionally or physically.

Foshee, Vangie and Langwick, Stacey

**Safe Dates: An Adolescent Dating Abuse Prevention Curriculum**

*Hazelden: 2<sup>nd</sup> Edition (2010)*

This nine-session research-based curriculum is a SAMHSA Model Program. It provides middle and high school students with tools to distinguish between healthy, positive supportive relationships, and recognize warning signs of power shifts and abusive or unhealthy interactions. Lessons are engaging for students, and chapters that focus on feelings and establishing positive relational skills are especially good (skills often overlooked at this age). This recently revised version includes updates in both content and format. Scenarios have been made more multicultural and attention has been given to allow some flexibility in adapting scenarios to non-heterosexual relationships. It also includes a new Families for Safe Dates program to involve caregivers and families. Teachers may want to re-sequence some lessons when they teach and may also want to adapt some of the scenarios in later lessons to avoid student confusion about appropriate strategies for dealing with potentially abusive or unhealthy dating situations (e.g. not using conflict resolution strategies to address physical aggression).

Kaufman, Moises.

**The Laramie Project**

*Tectonic Theater Project (2000)*

This play, written about the reaction to the 1998 hate crime murder of Matthew Shepard (a gay University of Wyoming student) in Laramie, Wyoming has been produced by high schools nationally as a way of promoting tolerance for GLBTQ youth and raising the issue of human rights. Scripts are available on-line.

Limber, Susan P., Kowalski, Robin M. and Agatston, Patricia W.

**Cyber Bullying: A Prevention Curriculum for Grades 6-12**

*Hazelden (2009)*

This highly engaging, eight-session curriculum helps students understand what cyber bullying is, its consequences, and what students should do if they are cyber bullied. The program includes a facilitator's guide and a CD-ROM of reproducible handouts, posters, parent materials (in English and Spanish) and information on how to address cyber bullying within a comprehensive schoolwide prevention effort. A short training on cyber bullying for program facilitators is also included.

**“Let’s Get Real” (DVD and Curriculum Guide)**

*Women’s Educational Media (now Groundspark) (2004)*

While this guide and accompanying video production are recommended by the author/producers for middle school and up, some of the content and the complexity of the situations and themes portrayed make it more appropriate for use with older students in grades 9-12—so screen both carefully and use your discretion before deciding to use it with younger students. Because it only uses youth voices, it is sometimes unclear whether the speakers (especially those who admit to bullying) feel remorse, or whether they are sharing their feelings before, or after intervention has occurred. In any case, it is recommended that you read the caveats in the guide, and pair lessons with selected segments of the film, rather than showing it to students in a single viewing. The guide focuses on topics particularly relevant to secondary students and raises thought-provoking questions. There are also suggestions for integrating the topic of bullying into different academic subjects.

## Curriculum Resources on the Web

**Activities Guide: Making It Work for Your School and Community.** [http://stopbullyingnow.hrsa.gov/PDFs/SBN\\_Activities\\_Guide.pdf](http://stopbullyingnow.hrsa.gov/PDFs/SBN_Activities_Guide.pdf)

This document is part of HRSA’s national bullying prevention campaign directed at “tweens” (ages 9-13) and contains many ideas for activities that could be developed by high school students—for their peers or younger students. Ideas include designing public service announcements, skits, assemblies, mentoring, art activities and more.

**A World of Difference® Institute.** [www.adl.org](http://www.adl.org)

The Anti-Defamation League’s A World Of Difference® Institute focuses on the harm that intolerance of diversity, prejudice, and stereotypes cause in ways that are geared to older teens. There are many free downloadable resources for teachers, fact sheets, and books published by the organization (go to the Curriculum Connections pages) suitable for teachers and parents. Some activities geared for middle school or college-aged students may be appropriate depending on students learning levels.

**Educators for Social Responsibility** [www.esrnational.org](http://www.esrnational.org)

The online teacher center has links to activities for HS students that incorporate current events and content that can be readily incorporated into broader bullying prevention themes and academic content. There are also tools for promoting conflict resolution to improve peer relationships. The main caution here is to keep in mind that conflict resolution strategies are not recommended best practice for resolving bullying or other forms of aggression involving power imbalances.

**Gay, Lesbian, Straight Education Network** [www.glsen.org](http://www.glsen.org)

The Gay, Lesbian, Straight Education Network (GLSEN) website features information and resources for GLBTQ students and their straight allies, aimed at making school communities safe and accepting of all students. It includes a variety of educational activities aimed at helping students be allies for each other and promoting positive peer relationships.

**Fit for Gender Mainstreaming: GENDER TOOLBOX** [www.gendertoolbox.org](http://www.gendertoolbox.org)

Published by the Heinrich Boell Foundation, this European site includes gender and diversity exercises for adults that can be adapted for use in class meetings with high school students (though some sample responses from European audiences may not be particularly useful outside a foreign language class).

**National Crime Prevention Council** [www.ncpc.org](http://www.ncpc.org)

The National Crime Prevention Council website is geared for parents and teachers and lists useful resources, articles and materials. Though primarily useful as a teacher resource site, there are materials that can be used as inspiration for class meeting discussions or extension activities with adolescents.

**National Youth Violence Prevention Resource Center.** [www.safeyouth.org](http://www.safeyouth.org)

The National Youth Violence Prevention Resource Center includes pdf factsheets for teens about bullying and school violence. Fact sheets on bullying, dating violence and other topics can be used to kick off class meeting discussions, writing assignments, or research about health, safety, violence prevention, or human rights themes. This is a good resource for parents and teachers as well.

**The Social Studies Help Center.** <http://socialstudieshelp.com>

This site provides a range of topics and lesson plans for high school students related to American history, government, economics, Supreme Court case rulings, education law, and occasional lessons geared to bullying prevention. The format includes goals and objectives, curriculum standards, and more. Lessons are geared to students at a variety of levels within grades, including AP course materials. This is a good site for finding broader connections between bullying prevention themes and academic curricula.

**Teaching Tolerance.** [www.teachingtolerance.org](http://www.teachingtolerance.org)

*Teaching Tolerance* (a project of the Southern Poverty Law Center) magazine is highly respected in the field of anti-bias education. The organization also offers online education and resources for parents, teachers, and teens aimed at stopping hate and promoting diversity (including the well-known Mix It Up Day® Campaign for secondary students). The Classroom Activities, Teaching Kits, and Resources pages offer age-appropriate ideas for classroom activities that are in line with many curriculum standards. Specific topics vary by grade level.

**Teens Against Bullying.** [www.pacerteensagainstabullying.org](http://www.pacerteensagainstabullying.org)

This website uses teens' voices to encourage students to stop bullying. There are numerous downloadable videos (with built-in character reflections) and scripts, which can be used for role play and discussion. There are also creative writing samples, writing assignments and other opportunities to extend activities to engage students in stopping bullying (including a National Bullying Prevention Awareness Week the first week of October). The teens featured represent a range of body types but are currently predominantly Caucasian. Note that (as of November 2010) the site is in the process of upgrading resources so they are available in closed captioned versions and screen readable files.

**Understanding Prejudice.** [www.UnderstandingPrejudice.org](http://www.UnderstandingPrejudice.org)

This website is designed for students, teachers, and others and focuses on understanding the causes and consequences of prejudice. Online resources include tools for understanding prejudice, slide tours, surveys, sample curricula, and classroom activities. There is also a searchable database with information about researchers in the field and links to social justice organizations.

## Reference and Other Support Materials

American Association of University Women

**Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School**

*AAUW (2001)*

This follow-up study of 2,064 public school students in Grades 8-11 found that four out of five boys and girls report that they have experienced some type of sexual harassment in school, despite a greater awareness of school policies dealing with the issue. It provides recommendations for change.

Conn, Kathleen

**Bullying and Harassment: A Legal Guide for Educators**

*ASCD (2004)*

This book reviews trends in legal responses to cases of bullying and harassment in schools and provides information to help educators identify liability issues, differentiate between bullying and sexual harassment, and to respond proactively while respecting individual students' civil rights.

Garbarino, James and deLara, Ellen

**And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment and Emotional Violence**

*The Free Press, (2001)*

Based in part on existing research and partially on interviews, this book focuses on the pathology of mainstream high school life in America. It examines myths about school safety and discusses multiple aspects of emotional violence in a school setting, including stalking, bullying, harassment, and abusive behavior by teachers. This resource includes useful suggestions for improving school climate and classroom management.

Kater, Kathy

**Real Kids Come in All Sizes**

*Broadway (2004)*

This book "challenges toxic myths" to help children (PreK-Grade 12) and adults to develop a positive body image. There is a companion curriculum, *Healthy Body Image: Teaching Kids to Eat and Love Their Bodies Too*, and a website called Model for Healthy Body Image: [www.bodyimagehealth.org](http://www.bodyimagehealth.org)

Kilbourne, Jean

**Killing Us Softly** (versions 1-4)

*Media Education Foundation (various dates)*

This groundbreaking series of DVDs with Jean Kilbourne analyzes media and advertising's depiction of women. The films provide detailed analyses of the ways print and television advertisements create destructive gender stereotypes and challenge viewers to consider the ways these images can lead to sexism and gender violence. These may be appropriate for viewing with high school students in conjunction with media literacy activities and class meetings about attitudes and beliefs about how gender norms can lead to bullying, dating and relationship difficulties, and other forms of gender violence.

## Curriculum Support Resources: Grades K-12

Jackson, Tom

### **Activities That Teach**

*Red Rock Publishing: 1993*

For grades K-12 (including Special Education) Fun, easy activities can be used to kick off an open-ended class discussion, promote community building among students, or build interest in content areas. Each consists of topic area, concept, method, required time and materials, an activity, and discussion ideas. This resource can help teachers enrich and enhance OBPP class meetings with students; select topics appropriate to bullying prevention themes.

Kimmel, Michael, Hearn, Jeff and Connell, Robert W. (Eds.)

### **Handbook of Studies of Men and Masculinities**

*Sage Publications (2004)*

Drawing on international and interdisciplinary research, this book provides a broad view of what it means to be male in our society and provides a framework for understanding gender identities. The Handbook is organized in a way that moves from the larger, global expression of "masculinities", to more personal expressions.

Levin, Diane E. and Kilbourne, Jean

### **So Sexy So Soon: The New Sexualized Childhood and What Parents Can Do to Protect Their Kids**

*Ballantine Books (2009)*

The premise of this resource is that children are exposed to toxic messages in our media and culture about sex, gender, body image and human relationships. While this book is geared to parents of younger students (ages 4-12), it provides useful information that may be appropriate at the high school level. For example, teens might read passages and discuss ways societal expectations about sexual behavior and body image can lead to risky sexual behaviors, "sexting", or gossip about sexual activity.

Mullin, Nancy L.

### **Olweus Bullying Prevention Program Companion Bibliography for Grades K-12.**

*Highmark Foundation (2010)*

This annotated bibliography includes grade-level recommendations for student literature that can be used in conjunction with OBPP class meetings and to reinforce bullying prevention concepts across curriculum areas. There are separate sections of resources for teachers and parents, and an extensive resource section on special issues on bullying. Student literature recommendations include links to nine broad bullying prevention themes. This resource is available as a free download at the Bullying Prevention Institute: <http://www.bullyingpreventioninstitute.org/Resources/ResearchandReports.aspx>.

Pipher, Mary and Ross, Ruth

### **Reviving Ophelia: Saving Lives of Adolescent Girls**

*Riverhead Trade: 2005*

Backed by anecdotal evidence and research findings, the authors argue that today's teenage girls are coming of age in "a girl-poisoning culture." They points to the fact that, despite the advances of feminism, girls continue to be victims of abuse, self-mutilation, eating disorders, anorexia, consumerism, and media pressure to conform to others' ideals. Though written about girls, an argument could also be made that boys who do not conform to the traditional image of masculinity may also suffer from some of these same pressures.

Pollack, William and Pipher, Mary

**Real Boys: Rescuing Our Sons from the Myths of Boyhood**

*Owl Books (1999)*

In a primer designed for parents, this book examines what the authors dub “Boy Code”—cultural expectations to act in certain ways that reinforce negative behaviors, such as those associated with bullying. The book provides suggestions to help counteract these harmful stereotypes. The authors also counteract the long-held assumptions that homosexuality is an abnormal psychiatric disorder (or lifestyle choice).

Privan, Nira, Levine, Michael and Steiner Adair, Catherine (Eds.)

**Preventing Eating Disorders: A Handbook of Interventions and Special Challenges**

*Brunner/Mazel (1999)*

This classic book challenges adults to examine media, cultural and institutional values that lead to eating disorders (particularly among girls and women). It is important to keep in mind that parallel values about appearance affect male students as well.

Seiner-Adair, Catherine and Sjostrom, Lisa

**Full of Ourselves: A Wellness Program to Advance Girl Power, Health, And Leadership**

*Teachers College Press (2006)*

Geared to younger students and girls specifically, this curriculum can be used as a resource for talking with teens about body image, eating disorders, setting healthy boundaries in relationships, self esteem and general wellness. Some activities may be useful with teens as part of class meetings.

Tatum, Beverly Daniel

**Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Racial Identity**

*Basic Books/Perseus (1997, 2003 with epilogue by the author)*

This classic book talks about the development of racial identity as a positive value and challenges the taboos about talking about race. The author addresses issues including white privilege, affirmative action, multiracial families, cross-racial dialogue and the importance of a commitment to racial justice. Though it is presented here as a teacher resource, the writing is accessible enough that this might be assigned for student reading and discussion at Grades 11 or 12. Ideas can be incorporated into class meeting discussions.

Williams, Christopher

**Invisible Victims: Crime and Abuse Against People with Learning Disabilities**

*Jessica Kingsley Publishers (1995)*

This book outlines the range and nature of crimes against people with learning disabilities and the way the law does (or should) relate to these crimes. It discusses the sources of victimization and deals with prevention specifically from the perspective of learning difficulties.

Willard, Nancy E.

**Cyber-Safe Kids, Cyber-Savvy Teens: Helping Young People Learn To Use the Internet Safely and Responsibly**

*Jossey-Bass (2007)*

Concerned with the critical issue of children's internet safety and what to do about it, this book provides helpful advice for educators and parents, law enforcement, and policy-makers.

## Reference and Advocacy Websites

**American Aspergers Association** [www.americanaspergersassociation.net](http://www.americanaspergersassociation.net), **National Autism Association** [www.NationalAutismAssociation.org](http://www.NationalAutismAssociation.org), and **Aspergers Association of New England** [www.aane.org](http://www.aane.org)

These three sites all provide articles and links to resources about bullying and children with Aspergers, autism, or autism spectrum disorders.

**Disability Law Center** [www.disabilitylawcenter.org](http://www.disabilitylawcenter.org)

While this site does not provide specific information about bullying, it does provide information about the rights of individuals with disabilities and the responsibilities of schools. There are also state-level law centers in most states.

**Family and Youth Services Bureau.** <http://ncfy.acf.hhs.gov/publications/>

The Family and Youth Services Bureau, Department of Health and Human Services offers booklets for teens on dealing with a variety of health and mental health issues. These materials are updated periodically (so should be reviewed first) and are mostly downloadable as PDF files. They can be used to generate discussion or assignments with students or as resources for specific students or their families. Teens are encouraged to help friends; sometimes the message about seeking adult help is less clear.

**LD Online** [www.ldonline.org](http://www.ldonline.org)

This leading website on learning disabilities and ADD provides links to articles for parents about bullying and special needs. It also includes other articles and information about students with learning difficulties who are also learning English.

**National Association to Advance Fat Acceptance** [www.naafa.org](http://www.naafa.org)

NAAFA (National Association to Advance Fat Acceptance) Kids Project provides speakers and curriculum materials on the issue of body image. The project promotes healthy eating and exercise, combats weight-related teasing, and boosts self-esteem for children of all sizes. The Kids Project also invites teachers who want to address these important--and often overlooked--topics in their classrooms to use their resources.

**National Eating Disorders Association** [www.nationaleatingdisorders.org](http://www.nationaleatingdisorders.org)

This group sponsors an annual national Eating Disorders Awareness Week (late February) and provides an information and referral helpline, support groups, and information and resources geared to specific audiences (e.g. women and girls, men and boys, family and friends, educators and coaches). There is a section devoted to treatment professionals.

**National Youth Advocacy Coalition** [www.nyacyouth.org](http://www.nyacyouth.org)

The National Youth Advocacy Coalition website offers information and resources for young GLBTQ activists.

**Parents, Families and Friends of Lesbians and Gays** [www.pflag.org](http://www.pflag.org)

The Parents, Families and Friends of Lesbians and Gays (PFLAG) website offers information and resources for the families and friends of GLBTQ people.

**Yale University Rudd Center** [www.yaleruddcenter.org](http://www.yaleruddcenter.org)

Yale's Rudd Center conducts research (including links between bullying and obesity) and provides many parents and teachers with information about how to address weight bias in and out of the classroom.