

Unit : 9

Empathy

Activity 1 : The Value of Respect

Theme: Respectful interactions lead to meaningful relationships. Respect is treating others the way one wants to be treated. This activity helps students to develop respect for oneself and others.

Time Required: 1 period

Materials Needed: White board, marker pens and worksheet

Mode: Individual and groups of five students

Life Skills to be enhanced: Empathy, Managing Emotions and Interpersonal skills

Objectives: Students will be able to develop respect for:

- others (others include peers, teachers, parents and everyone else);
- property (one's own and others' belongings);
- the environment (air, water, plants and trees, animals, etc).

Getting Started:

- Discuss with students with about their ideas of what respect means.
- Discuss the meaning of the word 'respect'.
 - Respect means to value the worth of people and things, and to treat them with consideration, care and concern.
 - Examples of respect for others include adding a 'Madam' or 'Sir' at the end of a sentence while addressing elders and teachers. It is obeying in class and not being rowdy in a hallway. It is respecting other's ideas and what they stand for.
 - Property, whether it belongs to the school, a company, a stranger or a friend, should always be respected. Public property like buses, trains, parks and things in it, monuments, etc. should be protected.
 - We need air, water, plants and animals to survive and all of these things make up our environment. When we do our part to care for our environment, by not polluting the earth with litter or using harsh man-made chemicals that contaminate our land, water supply and atmosphere, we are demonstrating respect for all life.





- Respect for yourself and others are vital to the way you choose to live your life, as well as how you interact with your friends, family members, and teachers. When people respect themselves, they will not destroy their minds or bodies with drugs or engage in any other risky behaviour.

Process:

Tell students that the first step of developing respect for others and other things is to acknowledge that all people and all things have value. Divide the class into groups and allow five to seven minutes for groups to brainstorm and list various ways by which they can show respect. A group representative reports their findings to the class. Note the similarities and differences. This may be noted down on the white board.

1. Respect for self
2. Respect for others
3. Respect for public property
4. Respect for the environment

Key Messages

1. Respect is treating others the way one wants to be treated.
2. Respectful interactions lead to meaningful relationships.
3. A respectful person is one who shows care and concern for others. He is courteous, kind, fair, honest and obedient.
4. Disrespect comes in different forms. But its effect is always the same - hurt feelings, anger and hate.
5. Not respecting oneself includes not keeping oneself clean, experimenting with drugs, dressing and acting inappropriately.
6. Littering, polluting, harming animals and plants is disrespect towards the environment.
7. Defacing, ruining and stealing property is disrespect towards property.

Note: For more information on Values, please refer to 'Values Education-A Handbook for Teachers' published by CBSE.





Worksheet

Does everyone deserve respect? The answer to this question is a resounding “Yes!” In fact, not only do people deserve respect, but so does everything within our environment, regardless of whether it is as small as a pencil or as large as a tree. Whether it is alive or dead, yours or someone else's, respect must be shown.

1. Given below is a list of five people who you should show respect. List three ways you can show respect towards each of them.

| Sl. No. | People Whom You Respect | Ways to show respect |
|---------|--------------------------|----------------------|
| 1. | Parents | 1. |
| | | 2. |
| | | 3. |
| 2. | Teachers | 1. |
| | | 2. |
| | | 3. |
| 3. | Younger brother / sister | 1. |
| | | 2. |
| | | 3. |
| 4. | Neighbour | 1. |
| | | 2. |
| | | 3. |
| 5. | Friend | 1. |
| | | 2. |
| | | 3. |

The basic element of respect for all people is shown by avoiding violent and abusive language, interacting with consideration for others' needs and accepting that people are unique and have different beliefs and values.

2. What would your reaction be if a grown-up scolded at you for something you did not do? What do you say or what do you do? Describe in a short paragraph.





3. Write eight characteristics of people who are respectful.

| | | | |
|-----------|----|----|----|
| 1. Polite | 2. | 3. | 4. |
| 5. | 6. | 7. | 8. |

4. List five ways by which we could show greater respect for our environment.

- _____
- _____
- _____
- _____
- _____

5. Make a list of five ways you could show respect to yourself.

- _____
- _____
- _____
- _____
- _____

6. You and two other friends are sitting on a bench in a public park. While one of them starts chipping off the paint from the bench and the other starts scratching some words on an old monument. What would you tell them? Why?

Suggested Further Activity:

Encourage students to do the following:

Every day this week, give a sincere compliment to someone and do something good for the environment. Create a weekly planner that will help you track your behaviour. Each day you must write who you gave the compliment to and describe their reaction. Also write down what you did for the environment and how you felt about it.





Activity 2 : Council of All Beings

Theme: Everything in this world both human and non-human has an important role to play. All these things have to exist in harmony. Students will learn that human beings have an important role to play in protecting all these things.

Time Required: 1 period

Materials Needed: A quiet place outdoors or a room where students won't be disturbed. (The frame of mind really does matter in the Council)

Construction paper, paints, crayons, stones, shells, or other found and recycled objects, scissors, glue, any other art supplies that you have and worksheet

Mode: Whole class

Life Skills to be enhanced: Empathy, Creative Thinking and Self Awareness

Objectives: Students will be able to:

- understand the important role played by all the creatures in this world, both human and non-human and everything else on this landscape - the rivers, the mountains, the oceans, the deserts, etc;
- protect each of them for their own good and longevity.

Getting Started:

- Discuss with the entire council at the beginning, that silence (in between the spoken comments of Council members) is an important part of the sanctity of the council.
- Discuss about causes for the destruction to our forests, our rivers, our land that filled with garbage and plastic bags, including what people are doing to them and what they would like to say such people, to make things better.

Process:

- Instruct students to sit down and be comfortable. Ask them to close their eyes and let the image of a being - may be a human or an animal, or part of nature or landscape (such as a cloud, a mountain, a river, a tree, a wolf, a spider) come to them in their imagination.
- Instruct students to "become" the being that has visited them in their imagination. Ask how they feel about themselves turning into this another human being or animal or a part of nature.
- Ask them: *"What is happening to me as this being? How do I feel? What is my life like? My days? My nights? My interactions with other beings? With my environment? What do I want? What do I have to say? What would I like to tell*





people? What wisdom do I have as this being?" Remind them to listen to their inner voice for the answers.

- After allowing students some time to really "become" their 'being', bring the art materials into the center of the circle and invite students to open their eyes and silently make a "Council of All Beings" mask to represent themselves as this being. The mask does not have to look like the being, as long as it feels like it is representative. Allow them just five-minutes for finishing the mask. (See mask samples)
- When everyone has finished their mask, form the Council. One by one, each being should introduce him, her or it and say what their life is like. Ask the beings to tell the Council what is happening to them, including what people have done to them and what they would like to say to people.
- After each 'being' has spoken, again ask them to talk once more, sharing whatever wisdom, knowledge, or gifts they have to offer and what they might teach people who are willing to listen.
- Finally, after each 'being' has spoken, for the last time instruct students to remove their masks one by one. As each of them takes off the mask, invite them to turn their masks toward themselves and make a small promise to change one aspect of their life which hurts their 'being'.
- End the council by saying something like *"These promises made shall not be broken. Many thanks to the beings who have come together today to share their feelings, dreams, hopes, and wisdom."*

Key Messages

Empathy is the ability to understand what life is like for another living being. Here we are extending this thought to non-human things so as to understand the terrible state in which we have reduced our surroundings to.



Web Resources: Adapted from the book - The Power and promise of Humane Education by Zoe Weil,





Worksheet

| Being | Problems faced by each of these beings | How you could Help |
|--------------------------|--|--------------------|
| Disabled person | | |
| A wild animal | | |
| Stray dog / Stray cow | | |
| A river | | |
| An ocean | | |
| Our earth | | |
| A mountain | | |

Suggested Further Activities:

1. Take students for a walk in a park close to the school and see the state of the park, the trees and garbage.

On the basis of above encourage students to:

- List ways of making things different in the park
 - Take charge of a patch of a garden in the school and make it better.
2. Instruct students to observe the life of stray dogs, cows, horses and donkeys, etc. and then write an essay on the topic "*My life as a stray dog / cat / cow / donkey / horse*".





Activity 3 : What would You Do if...

Theme: We need to be compassionate towards others. Compassion is a learned skill. Through this activity, students will be able to develop compassion and respect for all living things.

Time Required: 1 period

Materials Needed: Poster paper, tape, marker pens, sample situations and worksheet

Mode:

- Groups of five;
- Total number of groups of five students.

Life Skills to be enhanced: Empathy and Interpersonal Skills

Objectives: Students will be able to:

- develop compassion and respect for all living things;
- analyze a situation properly and choose a compassionate action.

Getting Started:

Discuss with students as to how every person and animal on this planet exists for a reason and how all human beings have something positive to contribute. Explain how we are faced with one of the following situations and how we need to pick up courage, analyze the situation and perform an action that is compassionate.

Situations: When we may have to:

- take the lead to help another person in trouble;
- be courageous enough to stand up in support of someone;
- stand up for an animal or bird that is being treated cruelly;
- make a choice and would prefer to be empathetic and compassionate.

Process:

- Divide students into groups.
- Assign each group a specific sample situation - What would you do if.... (Given at the end of the activity). Give the same situation to at least two groups.
- Instruct the groups to discuss and resolve the situation.
- Instruct the groups having the same situation to compare their answers.
- Put up the final conclusions arrived by the two groups on the flip chart and display.





SAMPLE SITUATIONS

What Would You Do if...

You had gone to the cooler to drink water and you overheard two classmates talking about your friend, Asha. You heard them say that Asha was a liar and that she stole a cellular phone from a store. You knew that Asha had a new phone and had also been wondering where she got it from. As you walked through the school, you heard even more kids whispering about Asha and her new phone. You started feeling uncomfortable about these people talking about Asha and began to wonder if the story was true or just a rumour. What would you do in this situation?



What Would You Do if...

You were walking home from school with friends and you saw a group of kids of your age standing around a stray dog. The dog definitely looked like it had been living on the streets for a while because it had a matted coat, and was very thin and dirty. As you walked closer to the group, you could see that the kids were yelling at it, teasing it, kicking it and throwing stones at it. The dog looked very scared, was backed into a corner and couldn't escape. What would you do in this situation?

What Would You Do if...

You lived next door to a family with two young children, a dog and a cat. One night you were putting the garbage bin outside and heard yelling and screaming coming from their house. The next day, as you were walking to school and you saw the mother getting the newspaper when the dog ran out of the house. She caught the dog and beat him with a stick several times. Later that day you saw her young son playing outside and noticed that he had a black eye. You asked him what happened and he said he fell down. You wonder what's going on with this family. What would you do in this situation?

What Would You Do if...

You are living in a hilly town where it snows in winters. You and a few friends were walking to the mall and you saw an old man in a wheelchair. It had snowed that morning and the sidewalk was icy and wet. As the man was trying to get off the curb and cross the street, his wheelchair skidded on the ice and he fell onto the street. Your friends started to laugh and made fun of the man as he was trying hard to get back up. Your friends began walking away. What would you do in this situation?





Key Messages

1. Compassion is a learned skill. We should take advantage of every experience and grow our level of compassion.
2. Sometimes it is thought that being compassionate is to be weak. This is utterly wrong because compassion allows us to act strongly with all the skills at our disposal.
3. Developing a compassionate mind is to learn to live, as Buddha put it, *"With sympathy for all living beings, without exception."*

Worksheet

1. What have you learnt from the activity and discussion, so far?

2. Whose name comes to your mind when you think of kind people? Briefly describe that person and the kind of work that person has contributed to society.

3. Describe a true experience that you have gone through about helping another person. This could be your brother, sister, a friend, a neighbour or even a stranger. It could also be an animal in trouble.

Suggested Further Activity:

Encourage students to form a Compassionate Children's Club in the school and offer a helping hand to school mates who may be facing problems.





Activity 4 : Choosing to Help Others

Theme: Empathy helps us to be a caring, compassionate and helpful. We should give a helping hand to others who are in need. Through this activity, the students will be able to understand the importance of helping others.

Time Required: 1 period

Materials Needed:

1. Copies of three sample situations
2. Chart paper (one for each group)
3. Marker pens
4. Worksheet

Mode: Working in groups of five (community)

Life Skills to be enhanced: Empathy, Self Awareness and Interpersonal Relationships

Objectives: Students will be able to:

- understand the importance of helping others, whether human being or animal;
- critically analyze a situation and empathize;
- make a choice that is compassionate and responsible towards another being;
- understand and acknowledge their capacity to make a difference.



Getting Started : Hold a brief discussion about:

- What does it mean to be a member of a community?
- How do the choices we make, affect other members of our community?
- Sometimes we have to be compassionate and responsible while making choices to benefit humans and animals, alike. What does it mean to be compassionate and responsible?
- Think of a reason why an animal may need your help and support. Are there any situations that you have encountered, where a stray dog, cat, cow, horse, donkey, bird or even a wild animal needed assistance?
- Think of a time when you were in need of someone's help and support. Did you receive it and how did that assistance boost you in your time of need?





Process:

- Divide students into “community” groups, depending on the number of students. In case there are more than three groups, then more than one group will work on one situation separately.
- Assign a situation to each “community” group.
- Instruct them to discuss, analyze and decide the most compassionate and responsible choices that they could make in that situation.
- Instruct them to make a chart of the points discussed and the choices made and then present it to the rest of the class.

Key Messages

1. Empathy improves social interactions.
2. It helps us to be a caring, compassionate and helpful.



Courtesy: Vaibhan (VIII-D) Salwan Public School





Choosing To Help Others - Sample Situations

(To be copied and one situation handed out to each group)

Situation - 1

There are several stray dogs that live in the alley behind your house. While a few of your neighbours feed them, the others throw stones and are very cruel to them. You are confused about whose side you are on. In the mean time, you notice that one of the dogs has fallen under the wheels of a passing car, has fractured one of his hind legs and is in terrible pain. While the driver of the car drives away, you wonder what you could do to help the dog.

What kind of choices can you make to improve this situation?

Situation - 2

In your apartment building there is an elderly man who lives by himself as his wife had died recently and his children are away for their higher studies. You often see this lonely man walking along with his dog and chatting with the other neighbours. But you notice that for the last few days he's not been out, he looked very tired, coughed severely and his dog looked sick too. You feel that there is something you can do to help, both this old man and his dog.

What kind of choices can you make to better this situation?

Situation - 3

There is a boy in your class who constantly brags to the other students about doing strange things. One day you hear him telling a classmate about how on the day of 'Deepawali', he tied a string of firecrackers that make deafening sounds, to the tail of a puppy on the street, called all his friends to watch when he lit the firecracker. The puppy literally jumped out of his skin and almost died while the children laughed. This conversation disturbs you and you wonder whether or not it's true. What can you do to make sure that the boy does not repeat this cruel act and the puppy has not suffered burn injuries?

What kind of choices can you make to better this situation?





Worksheet

1. What factors did you consider as you analyzed the situations?

2. Describe a situation when you helped your friend or old person or a neighbour in need.

3. Describe a situation when you helped a stray animal in need.

4. What are the similarities in situations involving human beings and situations involving animals?

5. What can we do individually and collectively to act responsibly towards both human beings and animals?

Suggested Further Activities:

Encourage students to do the following:

1. Open this link to learn about the twenty five ways to help a fellow human being: <http://zenhabits.net/25-ways-to-help-a-fellow-human-being-today/>
2. *"If you want others to be happy, practise compassion. If you want to be happy, practise compassion."* - Dalai Lama. Discuss and brainstorm about this line with other students in the class.
3. What the students could do individually and as a class, to remedy various types of situations for the betterment of friends, neighbours and animals.
4. Volunteer at NGOs working for old people, children and animals during your long summer breaks.

Web Resources: Adapted from resources available at <http://www.ddfl.org>





Activity 5 : Broken Bonds

Theme: Animals have feelings just like we do. They also get hurt when injured. So we need to be empathetic towards them. This activity will enable the students to be empathetic towards abandoned animals.

Time Required: 1 period

Materials Needed: Sample situations, chart papers (one for each group), markers or sketch pens and worksheet

Mode: Whole class working in four teams

Life Skills to be enhanced: Empathy, Self Awareness and Critical Thinking

Objectives: Students will be able to:

- understand the causes of abandoning of pet and domestic animals to streets and animal shelters;
- empathize with abandoned animals;
- find ways not to abandon pets or domestic animals.



Getting Started:

Discuss the following with students:

- Why do people acquire pets like dogs, cats or even a horse with great zeal, get dejected after a few months and then abandon them?
- Why do those who own cattle, milk them in the morning and leave them estray for the rest of the day?
- Discuss situations the students are aware of and those they believe could happen.

Process:

- Divide students into groups.
- Assign each group a situation focusing on a pet that was abandoned by their family.
- Instruct the teams to read and discuss “*broken bonds*” situation stories about the abandoned animals and answer the following questions:
 - What is the “*problem*”?
 - What steps could have been taken to prevent this situation?





- What feelings and emotions do pets go through when separated from their families? Do they have feelings just like us?
- How could pet owners educate themselves so as to avoid this kind of a situation?

Key Messages

1. Bringing a pet into family is a big decision and a big responsibility.
2. The responsibility is to take care of the pet's needs - food, water, shelter and veterinary care - for its life.
3. A pet that gets its food at home cannot take care of itself on the streets. It does not know how to do it.
4. Animals have feelings just like we do. They also get hurt when injured and bleed when cut.



Courtesy: Ayushi (V-C) Salwan Public School

*"A person's character can be judged by
the compassion they have for animals."*

- Unknown





Broken Bond - Sample Situations

(To be copied and one situation handed out to each group)

Broken Bond - 1

Simba is a seven-year-old dog. From the moment, he was brought home, his master kept him chained in the yard, all day long. He was not even allowed to walk and he hardly had any contact with the family members. Simba was in a foul mood all the time and he barked at every passerby. On some advice from a well meaning neighbour, one fine day, the master decided to leave the dog loose at night time so that he could guard the house. The next day morning, the master found that Simba was afraid to walk and was unresponsive to anybody. What could the dog's owner have done differently to prevent this tragedy?

Broken Bond - 2

A family whose livelihood came from farming in a village bought a cow and her male calf. One fine day, they decided to move to the outskirts of a nearby city so that their cow's milk could find more customers. Soon they realized that living in the city was different. It was more expensive and their cattle did not find an appropriate place to graze as was the case in the village. Since they could not afford to buy fodder for them, they decided to milk the cow and let her wander the streets in the city. Being very new to the whole situation and not knowing how to maneuver her way in the city, she met with a bad accident and fractured her leg when a moving car hit her and drove away. What could the family have done differently to prevent this tragedy?

Broken Bond - 3

A couple had a cat they adopted seven years ago. Since they changed their jobs, they needed to move to another apartment. The new apartments' rules did not allow the keeping of pets. The couple therefore decided to relinquish their cat. What could they have done differently to prevent having to give up their feline companion?

Broken Bond - 4

A wealthy businessman loved horse racing. Soon he went ahead and bought a lovely looking stallion and named him "Ananda". He hired two people to groom and train Ananda. Soon Ananda was winning races for his master. Years passed by and Ananda was growing old. He stopped winning and his master started losing interest in him. In order to make place for the new horse, Ananda was abandoned to the streets of a growing city, where he had to fend for himself. What could the businessman have done differently to prevent giving up Ananda?





Worksheet

1. What are the five things that people should do to make sure that they do not abandon their pets on the streets or animal shelters?
 - 1) _____
 - 2) _____
 - 3) _____
 - 4) _____
 - 5) _____
2. What are the five things that the Government can do to make sure that abandoned pets are not left on the street?
 - 1) _____
 - 2) _____
 - 3) _____
 - 4) _____
 - 5) _____
3. What are the five things that the animal welfare NGOs can do to make sure that pets are not abandoned?
 - 1) _____
 - 2) _____
 - 3) _____
 - 4) _____
 - 5) _____

Suggested Further Activities:

Instruct students to do the following:

1. Discuss the commitment of adopting a pet into your family and what that responsibility involves.
2. Why do some people drive their pet dog to a far away place, abandon it and drive back while the poor animal runs to catch up only to give up soon and accept its fate?
3. How can some of these situations could have been prevented?
4. Put yourself in the "*shoes*" of a pet that has been abandoned. Describe how you would feel?

Web Resources: Adapted from resources available at <http://www.ddfl.org>





Activity 6 : Nobody wants to Befriend a Bully

Theme: Bullying is bad. Nobody wants to be friends with a bully. Through this activity, the students will be able to identify bullying behaviour and learn the ways of dealing with a bully.

Time Required: 1 period

Material Needed: Worksheet

Mode: Groups of five students/Individual

Life Skills to be enhanced: Empathy, Managing Emotions and Coping with Stress

Objectives: Students will be able to:

- identify bullying behaviour;
- choose the right methods of bullying prevention;
- identify the situation when to involve an adult in a bullying situation;
- demonstrate self-confidence and mutual respect for one another.

Getting Started:

Read aloud the following passage and explain students about bullying, how to identify a bully and how to deal with him or her.

Bullying is abusive treatment, the use of force to frighten or hurt someone who is weaker involving an "imbalance of power." It may involve verbal harassment, physical assault and may be directed persistently towards particular victims, perhaps on grounds of religion, caste, gender or ability.

The "imbalance of power" may be social power and/or physical power. Bullies are not welcome anywhere and are usually not popular people. Bullies can be found everywhere - at school, at work place and out in the street.



Bullying is of 4 types. They are:

Physical Bullying - includes shoving, spitting, biting, punching, kicking, stealing, etc.

Verbal Bullying - includes sarcasm, name-calling, quarrelsome and verbally aggressive.

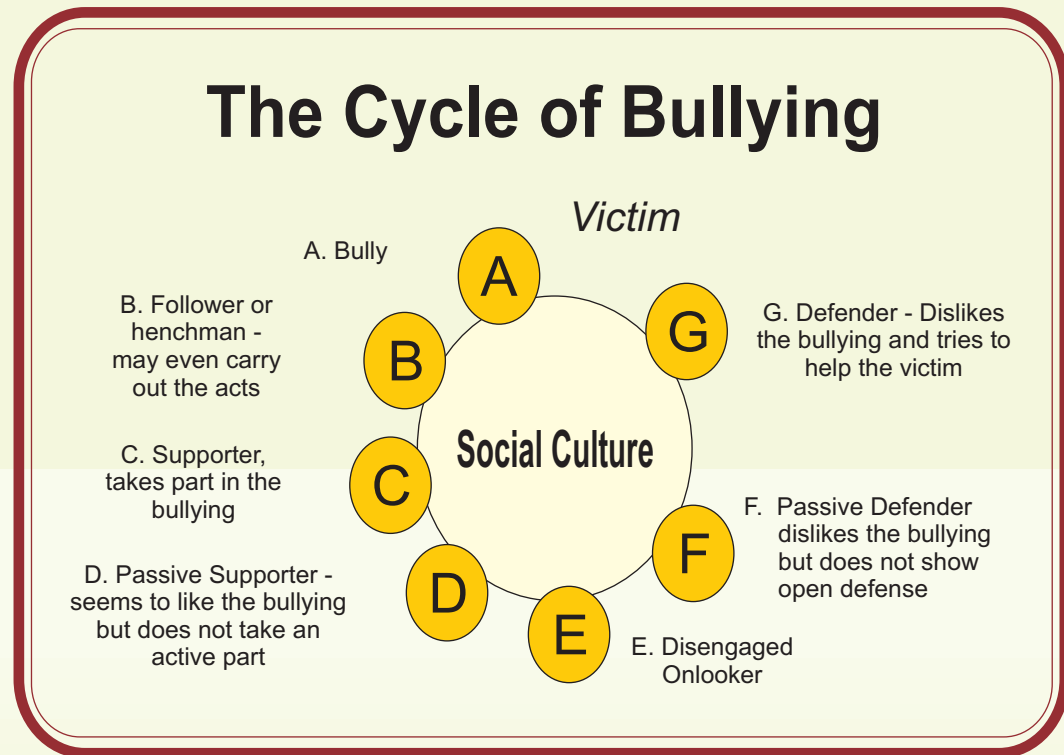
Emotional Bullying - involves giving dirty looks, spreading rumours and ignoring people.

Cyber Bullying - includes sending inapt emails, mobile texts, or pictures to people.





Bullying ranges from simple one-on-one bullying to more complex bullying in which the bully may have one or more 'lieutenants' who may seem to be willing to assist the primary bully in his bullying activities. The figure below gives a good idea of what bullying involves:



How to Deal with a bully: We must not let a bully ruin our life. Here is what you could do to keep away from a bully:

- **Ignore the bully.** Avoid them but do not show that you are avoiding them.
- **Show little reaction.** Do not cry, get angry, or show that you're upset. Show a lot of confidence and walk away with dignity.
- **Respond to the bully evenly, assertively and firmly.** Example: Say "No" in a self assured manner.
- **Ask your parents or any responsible adult whom you can trust, for help.**
- **No respectable person wants to befriend a bully.** But, if you see them on their own, you could ask why they are picking on you. Sometimes, this will be enough to make them think about why they are acting the way they are. Sometimes they are facing violence at home.





Process:

- Brainstorm the various issues mentioned in the above passage.
- Explain the issues in case necessary so that students can understand.
- Distribute the copies of the worksheet among the students and ask them to complete their worksheet.

Key Messages

1. Bullying is bad and harmful for everyone.
2. Everyone has right to be respected and the responsibility to respect others.
3. It is advisable to stay away from a bully.
4. Share and seek help from a trusted adult.

Don't let anyone
feel left out.....



..... be a good friend!

Courtesy: earlylearninghq.org.uk





Worksheet

From the list below, find the words in the puzzle box and circle them.

Actions and words often used by bullies

D U N E M O T I O N A L R R V
L I T O Y S S P P X T C U A I
E A S L I U T H O A H Y O T C
H X L C O T Y N F W R B I L T
S U C L R S N R U B E E V U I
B K A L I I A E R A A R A F M
P E C C U I M E T G T B H T I
J U A A D S D I G T S U E R S
D L S D T N I R N N A L B U E
Y E E H A T E O I A U L B H R
E S S T I S A T N F T Y G B A
S R S A S N C K I C K I N G B
U Y U I E H G A N G S N O U L
B A V D E T A E P E R G G N E

List of Words

| | | |
|----------------|------------|---------------|
| ABUSE | AFRAID | AGGRESSIVE |
| ATTACKS | ATTENTION | BEHAVIOUR |
| BULLY | BYSTANDER | CYBERBULLYING |
| DISCRIMINATION | EMOTIONAL | EXCLUSION |
| FINK | GANGS | HATE |
| HURTFUL | JEALOUS | KICKING |
| MISERABLE | PHYSICAL | POWER |
| PUSHING | RAT | REPEATED |
| SNITCH | TATTLETALE | TAUNTS |
| TEASED | THREATS | VICTIM |

Web Resource of Word Search Puzzle: Adopted from <http://www.safeschoolprogram.com>

Suggested Further Activity:

Encourage students to do the following:

FORM A BULLYING PREVENTION TEAM

Consider starting a Bullying Prevention Team in your school.

Its objectives could be to:

- build awareness that bullying will not be accepted in your school;
- teach students how to recognize bullying;
- teach students effective ways to respond to bullying situations and;
- protect younger students in case a bullying incident crops up.

If you are interested, start by talking with your school's social worker, guidance counsellor, Principal or other appropriate staff. Committee members should include students, teachers, parents, and other school personnel who want to make school a safer place for all students.

