For Parents, Teachers, School Administrators & Community Members

Bullying Prevention Guide
For public and private schools (including Muslim fulltime and weekend schools)

Islamic Center of Greater Cincinnati’s Muslim Mothers Against Violence (MMAV)

Islamic Networks Group (ING)
Educating for cultural literacy and mutual respect
ING Vision

Our vision is a just, peaceful world where everyone contributes to the betterment of society while feeling equally respected and valued, and where Muslim Americans play a vital role.

ING Mission

Our mission is to promote peace among all, by fostering a deeper, more nuanced understanding of Muslims and other faith-based, racial/ethnic, and cultural communities, through teaching, learning, and engaging across differences.

ING Principles

We work with utmost integrity.

Our ways and methods must enhance our reputation for integrity, honesty, and transparency among our donors, clients, volunteers, supporters, and the American people. We hold ourselves to the highest standards of character, even when it’s hard or inconvenient. We represent ourselves – our capabilities and limitations – truthfully. We give credit where credit is deserved.

We are partners and collaborators.

We are a team both within ING and within America. We are stronger together and we believe that increasing understanding, acceptance, and friendship across diverse faith-based, ethnic, and cultural communities will lead us towards a more peaceful, harmonious America for all. Within ING, we work together, without ego, putting aside personal preferences and predilections to further ING’s mission. When we disagree, we do so respectfully. Outside ING, we believe in the fundamental goodness, dignity, and equality of all humans – and our connection to all humans in our shared humanity.

We work to the highest standards of quality.

We do our work to the best of our ability, in ways that further our day-to-day mission and longer-term vision. Our work product is both scholarly, professional, and accessible. We value feedback, even when it challenges our assumptions and requires us to consider new ideas. When we err, we acknowledge our mistakes and make amends as required.

We work with heart... and with balance.

We are a small team whose work is, at times, difficult and time-consuming. We do our work because we embrace ING’s mission. We also recognize that we can’t effectively or sustainably do this work that we do if we’re feeling depleted. So, we will take time off from our work to tend to other aspects of our lives in ways that can facilitate our return to work feeling refreshed and replenished. When it feels difficult to find the down-time we need to maintain a healthy work-life balance, we will communicate our needs to a team-member and work to find appropriate solutions.
We work in service of others.

We serve our stakeholders, including our donors, clients, volunteers, supporters, and the American people. We work to serve, support, and build understanding and acceptance towards faith-based, ethnic, and cultural communities that are misunderstood. We serve to bring diverse communities together to build a more peaceful, harmonious America in which all of its people feel respected, valued, and welcome.

We believe in the value of pluralism, diversity, and inclusion.

We interact with all people based on the belief that they are good, decent human beings. We see value in diverse beliefs, ideals, and practices and we work towards increasing acceptance and understanding of these differences to better all of our lives through personal enrichment and collective strength. We subscribe to the principles expressed in the religion clauses of the First Amendment of the U.S. Constitution: our programs and services are therefore informative but also objective and non-proselytizing in nature.
Dear Parents, Teachers, School Administrators and Community Members:

As Muslim parents and social activists working to create a better society and world for our children, we created this Bullying Prevention Guide as a tool for parents, teachers, school administrators, and community members in the hope that it will help prevent the bullying of students in public and private schools, including fulltime and weekend Islamic schools.

While the problem of bullying is prevalent among all students, and Muslim and Arab students have long been subjects of teasing and harassment, since 9/11 this problem has increased dramatically. As we describe in our training for educators, Muslim students often experience taunting by fellow students with common slurs such as “terrorist” and “camel jockey.” Girls wearing the headscarf (hijab) are often subjected to ongoing harassment, called names like “rag” or “towel head,” and even have their scarves pulled off. In one egregious case, a Muslim high school student in Staten Island was subjected to a harrowing ordeal in which he was frequently labeled a “terrorist,” punched in the groin, and spat on by fellow teenagers. He was beaten so severely that he later suffered from headaches and memory loss.

In March 2010, Muslim Mothers Against Violence (MMAV) surveyed 78 Muslim youth between the ages of 12 and 17 in Northern Virginia about their experiences in school. Eighty percent of the youth responded that they had been subjected to bigoted taunts and harassment, with three-quarters indicating the epithets had occurred more than once. Fifty percent reported being called names in front of teachers and school administrators. This mirrors similar numbers cited in a March, 2011, article in the San Francisco Chronicle about a local imam who asked 100 Muslim Boy Scouts how many of them had been called a terrorist, even in jest. Eighty hands went up. Many said the harassment regularly stressed them out, while twenty said they had trouble sleeping at night.

At ING, we believe that bullying is a preventable problem, especially when young people and their parents are well-informed and empowered.

At Islamic Networks Group (ING), the goal of preventing the prejudice that leads to discrimination and bullying underlies all our education and interreligious engagement work. Since 9/11, working with the US Department of Education and regional school districts, we have reached out to teachers and school principals to call their attention to the issue of bullying, particularly following an event or overseas conflict. ING’s seminars for teachers and administrators, titled “Understanding Muslim Students: Fostering an Inclusive Environment,” specifically address this issue in depth while providing a better understanding of Muslim students and appropriate resources for teaching about Islam and Muslims.

After the second Gulf War in 2003 we conducted sessions in mosques throughout the San Francisco Bay Area to talk to Muslim youth about their experiences with bullying and harassment at school, offering tools for prevention and response. ING has partnered with the Muslim Youth of North America (MYNA) to conduct anti-bullying workshops at conventions and camps through its youth program. Most recently, ING launched a program for middle and high school youth called INGYouth, empowers Muslim American teens with resources and skills to educate and engage in dialogue with their peers about Islam and Muslims. ING’s affiliates across the country, which are listed at the end of this document, have also been active in addressing this problem.

At ING, we believe that bullying is a preventable problem, especially when young people and their parents are well-informed and empowered. Ultimately, the goal of ING’s educational work is to create safe and respectful environments that are welcoming to students of all faiths and backgrounds.

Sincerely,
Shakila Ahmad | Co-founder, Islamic Center of Greater Cincinnati’s Muslim Mothers Against Violence (MMAV)
Ameena Jandali | Content Manager, Islamic Networks Group (ING)
Introduction

Bullying is a prevalent and growing problem in American schools, impacting students of various ages and backgrounds. Muslim students have long been objects of harassment and bullying, but since 9/11 this problem has increased significantly. This guide was designed to help schools, parents, students, and others to prevent bullying. It includes various sections that are applicable for different audiences, situations, and circumstances, including a section on good sportsmanship. We hope you find it useful, and encourage you to share it with your friends and family members.

Defining Bullying

The Centers for Disease Control and Prevention (CDC) define bullying as “any unwanted aggressive behavior(s) by another youth or group of youths . . . that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm.”

Types of Bullying

Bullying comes in different forms and in varying degrees of severity. While physical bullying can be the most dangerous as it can cause real bodily harm, the other forms of bullying are no less painful, particularly when they are continuous.

1. **Physical Bullying** — engaging physically with another student to harm him or her, including pushing, hitting, kicking, tripping, taking or breaking belongings, or stealing money.

2. **Verbal Bullying** — using words or gestures to harm or shame another student by taunting, teasing, name-calling, insulting, ridiculing, making inappropriate sexual comments or acts of sexual harassment, or threatening physical harm. This is the most common type of bullying.

3. **Indirect or Relational Bullying** — isolating another student from the group by ignoring, excluding, embarrassing publicly, gossiping, spreading rumors or telling lies about him or her, making sexual innuendos or gestures, or getting others to hurt him or her.

4. **Cyber Bullying** — threatening, harassing, humiliating, embarrassing, or otherwise targeting a fellow student using the Internet, interactive and digital technologies, or mobile phones. Some examples of cyber bullying include:
   - Sending hurtful, rude, or mean text messages to others.
   - Spreading rumors, lies, or inappropriate photos about others by e-mail or on social networks.
   - Creating websites, videos, or social media profiles that embarrass, humiliate, or make fun of others.
Recognizing Bullying

Behavior is identified as bullying when the aggressive behavior occurs more than once and one or more of the following is true:

- The aggressive behavior is deliberate.
- The intention is to cause emotional distress or physical harm.
- An imbalance of power is aggressively asserted.

Prevalence of Bullying

The following statistics from diverse sources indicate the high prevalence of bullying among all students in the United States. While there has not yet been a national survey of Muslim students, regional surveys show higher rates of bullying for Muslims than for other students.

- Between 1 in 4 and 1 in 3 students in the United States say they have been bullied at school.\textsuperscript{ii}
- One in four students in the United States is bullied on a regular basis.\textsuperscript{iii}
- Twenty-eight percent of students in grades 6–12 have experienced bullying.\textsuperscript{iv}
- Over 25\% of adolescents and teens have been bullied repeatedly through their cell phones or the Internet.\textsuperscript{v}
- Fifty-six percent of students have personally witnessed some type of bullying at school.\textsuperscript{vi}
- Forty-one percent of school staff report witnessing at least one bullying incident per week.\textsuperscript{vii}
- According to regional surveys, 50-70\% of Muslim students have experienced bullying, mainly in the form of verbal harassment.\textsuperscript{viii}

\textbf{Between 1 in 4 and 1 in 3 U.S. students say they have been bullied at school.}

\textbf{For Muslim students, 1 in 2 report being bullied or harassed at school.}
Students at Risk of Being Bullied

While anybody can be a victim of bullying, some students are more likely to be bullied than others. They include but are not limited to the following types of students:

- Students perceived to be “different” from their peers, such as those who are overweight, those who are new to a school, or those who do not dress “cool.”
- Students belonging to an ethnic or religious minority.
- Students perceived to be weak, to have low self-esteem, or to lack confidence.
- Students who have few friends or who are unpopular.

Impact of Bullying

Bullying has an impact not only on the victim, but on all the students witnessing it as well, threatening a sense of security for all students. Bullied children are more likely to suffer from behavioral and emotional problems. Additionally, bullying increases school absenteeism and even school violence:

- It is estimated that 160,000 children miss school every day because of fear of attack or intimidation by other students.
- Fifteen percent of all school absenteeism is directly related to fears of being bullied at school.
- One out of every ten students who drop out of school does so because of repeated bullying.
- Harassment and bullying have been linked to 75% of school-shooting incidents.\textsuperscript{x}

Bullying also has a long-term impact on the bully. Long-term studies of bullies have found that they have more run-ins with the law.
**Bullying Prevention**

Bullying prevention efforts make a big difference—studies show reductions of 50% or more in student reports of being bullied and bullying others. Peer and teacher ratings of bullying problems have yielded roughly similar results.

**Welcome to the INGYouth Program**

**Training and Tools for Teen Muslim Americans**

Our INGYouth Speakers Program empowers Muslim American teens with resources and skills to educate and engage in dialogue with their peers about Islam and Muslims. Learn about INGYouth certification and schedule a training or workshop in your area. You can also read about what teen Muslim Americans have said about our workshops and see a list of past events with photos and articles.

Check out our INGYouth resources to increase awareness about Muslims!

- We’ve created a set of presentations focusing on various aspects of Muslim life and history. Topics include: Getting to Know American Muslims, A History of Muslims in America, Muslim Contributions to Civilization, Muslim Women Beyond the Stereotypes, and An Overview of Ramadan and Fasting.

- We’ve also organized a set of answers to frequently asked questions about Islam and Muslims meant specifically for teen Muslims as well as a series of videos featuring INGYouth Speakers presenting on Muslims and Islam.

- You will also find tips about how to share and present your experiences as a teen Muslim American with your friends and classmates in a respectful and educational manner.

In our anti-bullying section, you can find information on how to tackle the difficult issue of bullying.

Feel free to download our Bullying Prevention Guide for educators, parents and mosques.

You can also learn more about student & parent rights in schools.

Print out some handouts (student) and (parent) on identifying and dealing with teasing, harassment and bullying.

Watch webinars for parents on issues and remedies relating to Muslim American teens.

We can also refer you to other support and resources if you are in a situation where you need help.*

* DISCLAIMER: The material provided in the Anti-Bullying section is intended for informational use to better understand the problems of bullying that many teens face. If you or someone you know is experiencing any kind of bullying, please contact your teacher, principal, or parents.
Bullying Prevention in the Home

Why is a Family’s Role so Important?

Behavior patterns are established at home from early childhood and the home is the first teacher. At the heart of bullying behavior is a lack of compassion, empathy, and respect towards others and an inability to control one’s anger. Parents who lead by example by treating their children and others with courtesy and respect will raise children who will emulate that behavior in school, sports, and in their relationships, as children and later as adults; they will neither be bullies nor witness bullying without doing something about it.

Parents also need to instill in their children a sense of dignity, self-worth, and self-respect. Children who have both high self-esteem and an understanding of positive, non-violent responses to abusive behavior will know how to set limits that will put a stop to bullying if they are targeted.

Steps to Raising Peaceful Children

As a parent, your goal is to create a loving, peaceful home atmosphere where you raise happy, confident children who are not only respectful towards others, but who also will not allow others to disrespect them or others. The way you raise your children is important for their future not only as children but also as adults. Some of the ways to raise peaceful children include the following:

• Raise your children with love and ensure that they enjoy a loving home and school environment.
• Respect your child; if you treat your child with respect, you will have a child who will respect herself and the rights of others around her.
• Do not physically or emotionally abuse your child. You cannot tell your child not to hit others if you hit your child.
• Talk to your children and acknowledge their feelings. Parents who actively listen have children who are less likely to act out or engage in aggressive behavior.
• Remind your children of the prophetic sayings about kindness to others and the importance of controlling one’s anger.
• Teach children nonviolent methods of conflict resolution, and model them by example.
• Reduce the stress level in your lives and the lives of your children.
• Spend time with your children doing things they enjoy.

Additionally, be proactive in your family and community by supporting organizations that promote peace and co-existence, school initiatives that prevent bullying and teach peaceful conflict resolution, and government policies that support families and children.

Teach and Model Kindness, Compassion and Respect

A parent’s goal is to raise children who embrace and exhibit the characteristics of kindness, compassion, and respect. The best way to instill these characteristics in one’s children is to demonstrate them in one’s own life and actions. Additionally, the following are ways to raise kind, compassionate, and respectful children.
• Listen to your children, allow them to express their opinion, and show respect for their opinions.
• Show your child that he/she is well cared for and has dignity. Your child will absorb these qualities and will then reflect these qualities in her or his interactions with others.
• Be kind and respectful to your spouse. Children are constantly watching their parents’ interaction.
• Avoid presenting God to your children as harsh, punitive, and unforgiving, but rather emphasize the kind and forgiving nature of God, including the characteristics of mercy reflected in the introduction of Qur’anic chapters by God’s names al-Rahman and al-Raheem (the Compassionate and Merciful).
• Use positive non-coercive discipline. Do not let your anger dictate behavior.
• Children are not by nature racist nor are they are born with pre-conceived ideas or prejudices about people in any particular group; they learn this from the adults in their lives. Teach your children respect for diversity and for people who are different in any way, whether it is race, ethnicity, religion, or a physical or mental handicap that makes someone different. Avoid racial or other references or slurs which will be noted and imitated by your children.
• Never allow or tolerate mistreatment. Do not allow your child to be aggressive with siblings, classmates, or teachers. A child must be told by parents that mistreatment of anyone, inside or outside the house, is equally wrong and will have consequences. Teach children there are consequences to their behavior. Consequences can include taking away privileges.
• Do not make empty threats. Parents must be willing to follow through with all their words.
• Create a culture of accountability in your house for all members of the family.

Parents are still the biggest influence in a child’s life; non-violence begins at home.

Teach and Model Empathy

The ability to understand what another person is feeling or experiencing is critical in a child’s development. We are all born with the capacity to empathize, but whether we mature into caring, understanding adults depends on what we are taught.

The following are important ways to raise children who feel and exhibit empathy towards others:

• Show empathy for your child’s feelings. Your child will develop the ability to relate to others.
• Let your children hear your concerns about someone else’s situation or feelings.
• Engage in social or charity work to benefit others with your children so they can see and participate in your kind and thoughtful acts, such as taking food to a person in need.

Limit Exposure to Violence

Parents and other adults must take proactive steps to show peaceful action and encourage peaceful behavior. Since most violence is a learned behavior, it is important to limit exposure to violence in the home, including domestic violence of any sort and access to guns or any weapons.

Additionally, exposure to violence on television, the Internet, and video games also impacts a child’s perception of violence and can lead to a desensitization towards violence. According to a 2010 Kaiser Family Foundation study, Generation M2: Media in the Lives of 8- to 18-Year-Olds, children and teens between the ages of 8 and 18 spend an average of nearly 7.5 hours a day playing video games, going online, and watching television, with most having no household rules governing usage. By 18 years of age, the average American teenager has viewed 200,000 acts of violence on television, including 40,000 murders.\textsuperscript{x}
Protect your Child from Becoming a Victim of Bullying

It is the parent’s job to ensure that their children are happy and well-adjusted at school and that they are neither bullying others nor becoming a victim of bullying. Bullies generally avoid picking on students who show self-confidence or have a positive self-image. To that end we suggest the following:

• Always keep the lines of communication open with your child. Parents who treat their children with respect make it easy for them to talk to their parents.
• Ask your child about his or her day.
• Get to know his or her friends.
• Volunteer at the school.
• Get to know the staff at the school.
• Encourage and help your child build friendships. Bullies often target loner kids.
• Explain to your child the difference between “tattling” and “telling.” “Tattling” means reporting something to get someone in trouble while “telling” means letting adults know when someone is in danger.
• Tell your child to have a buddy system to and from school, at school, on the bus, and in the neighborhood. Children provide support for each other.
• Enroll your child in a self-defense course. Some people believe this can lead to violence. In fact, these courses promote self-discipline, self-control, increased confidence, and a positive self-image.
• Teach your child skills for self-protection and boundary setting by making and practicing a plan with you at home. Role-play different scenarios. Many resource guides are available for these programs.
• Seek professional help for your child if her or his anxiety or fear becomes overwhelming.

Signs that Your Child is Being Bullied at School

There are some obvious signs that one’s child is being bullied at school. Parents should be concerned if their child:

• Refuses to go to school.
• Avoids activities that he or she previously enjoyed.

Other signs include:

• A decline in academic performance.
• Unexplained bruises and scrapes.
• Negative self-statements by the child.
• Depression, crying spells, stomach aches, headaches, or other vague physical complaints.
• A decline in self-esteem and confidence.
• Having few friends and being socially isolated.
• Coming home hungry, with no explanation of what happened to his or her lunch or lunch money.
• Signs of cyber bullying include:
  – Being upset after being online.
  – Being upset after viewing a text message.
If Your Child is Being Bullied at School

Your child has the right to be safe at school, and you as a parent have a duty to make sure your child is safe. If your child is experiencing bullying:

• Request and review the school’s or district’s bullying policies and follow the procedures outlined in the policy.
• Inform the school about your concerns right away.
• Go up the chain of command at the school and in the district if the bullying does not stop. You are your child’s strongest advocate.

If Your Child is Engaged in Bullying

If your child has engaged in bullying, it is your job to make sure he or she immediately stops. Additionally, it is important to discover why your child is bullying others. Bullies often fit two extreme types: popular students who like to be in charge or students who suffer from low self-esteem and isolation. Additionally, they may have difficulty following rules, be more aggressive than their peers, view violence positively, come from an unstable home, or have friends who bully others. The following are some steps to prevent your children from engaging in bullying:

• Make it clear that their behavior is unacceptable, that it will have consequences, and that it needs to stop immediately.
• Follow through with clear consequences such as taking away privileges or activities they enjoy.
• Encourage them to ask themselves, “Why am I doing this?”
• Help them to recognize how what they are doing is making the victim feel.
• Encourage them to model their behavior after the Prophet Muhammad (S) and other kind individuals.
• Encourage them to perform an act of kindness - they may be surprised how it makes them feel.
• Help them to feel better about themselves and to gain self-confidence.
• Teach them to control their anger and manage their impulses.
• Help them learn communication and problem solving skills, including how to reach a compromise.
• Spend regular quality time with them, making them feel special.

If Your Child is a Witness to Bullying

Most kids are neither a bully nor a victim, but are often a witness to bullying. How they chose to respond can make an enormous difference in whether or not bullying is tolerated. Here are some ways for a witness to help stop bullying:

• Alert the school principal that a bullying situation is occurring.
• Teach your child to show support for the victim.
  – Stand up for the victim publicly in the presence of the bully.
  – Have your child enlist others to support the victim.
• Teach your child not to repeat gossip even if you think it is true, as it can hurt someone and encourage continued harassment and bullying.
Bullying Prevention in Schools
(including Weekend Schools)

An administrator’s responsibility is to ensure the smooth running of the school and to create a safe learning environment for all the students. Bullying undermines that important goal and can prevent learning from taking place. It is critical that an administrator take this responsibility seriously and do what is needed to prevent bullying from occurring and address it immediately when it does take place. It is also important to familiarize yourself and your staff with your school and district policies on bullying. Successful implementation of any new policy depends on the buy-in of all involved. Therefore, as the principal of your school, avoid unilaterally imposing rules. Discuss with and get the input of your school staff first and ensure your staff feels that their ideas are valued and that they are committed to the policy.

Additionally:

- Assess the extent of the problem in your school community. Survey staff, students, and parents to assess the extent, severity, time, and place of bullying. This will tell you where and when to target prevention efforts.
- Develop a school-wide code of conduct, which clearly defines unacceptable behavior and its consequences. Display signs stating that the school is a “Bully Free Zone.”
- Increase adult supervision in hallways, stairwells, and locker rooms.
- Conduct bullying prevention activities in school assemblies.
- Bring in an expert to engage with students and teachers on the topic of bullying.
- Encourage students to initiate and implement a bullying prevention program.
- TAKE IMMEDIATE ACTION WHEN BULLYING OCCURS! Failure to do so provides indirect approval of the behavior and will reinforce it.

Bullying Prevention in Mosques

A mosque can serve as a good place for youth to make friends, share ideas, and enhance their religious identity. It is important to create a welcoming atmosphere for youth and to be aware that bullying can occur anywhere, including at the mosque.

- Make sure that bullying is not occurring at the mosque, especially in the hallways or outside where adults are not present.
- Create safe spaces for youth to talk about their experiences of harassment or bullying at school and brainstorm solutions.
- Invite experts to discuss the topic with parents and children and to present ways to prevent bullying at school. Consider holding an INGYouth workshop at your mosque. For more information, go to: www.ing.org/ingyouth-workshops.
Bullying Prevention for Teachers

Teachers and administrators are critical in preventing bullying before it starts and stopping it when it occurs. It is important for teachers to familiarize themselves with their school’s or district’s policies and guidelines concerning bullying. Additionally, the following are ways to prevent bullying in and outside the classroom:

- Be aware that bullying and harassment often occur outside the classroom where there is little or no adult supervision, such as at recess, lunch, in the hallway, or after school.
- Clearly explain the consequences of bullying and enforce them. Adopt a “zero tolerance” stance toward bullying.
- Encourage positive behavior. Since bullying is anti-social behavior, consequences should be directed toward encouraging positive behavior and helping other students. For example:
  - Missing recess and instead helping in the office.
  - Staying after school to perform a helpful act.
  - Writing about an altruistic leader (like Martin Luther King).
  - Helping younger students with their school work.
  - Observing playground time of younger students and passing out rewards to children who display caring and kind behavior to others.
  - Convene weekly “I caught you caring sessions” designed to encourage and reward caring in the classroom. A teacher chooses a student “caught” doing an act of kindness and announces the “caring student of the week” during the session. This will reinforce caring behavior.
- Invite guest speakers to your classroom to talk about bullying or diversity.
- Invite ING or ING affiliate speakers to your classroom. See page 17 for ING resources. A list of ING affiliates is at the end of this guide. Consider a webinar in areas where ING affiliates are not available.
- Remember that a caring and concerned teacher can make all the difference to a student!

Create a poster with the following points for display in classroom or hallways:

- We will not bully other students.
- We will stop bullying by speaking out and getting adult help when bullying occurs.
- We will make an extra effort to include all students in activities in our school.
Good Sportsmanship: An Antidote to Bullying

Sports can be an effective antidote to bullying, teaching team work, cooperation, and respect for others. Good sportsmanship is very important in sporting activities. Sportsmanship means playing clean and fair and being able to handle victory with humility and grace and defeat with grace and dignity. Developing good sportsmanship counters attitudes that lead to bullying.

Basic Rules of Good Sportsmanship

- Play fair.
- Respect your opponents.
- Follow the rules of the game.
- Respect the judgment of the officials and umpires – even if you do not agree.

Golden Rules for Players

- Treat the opposing team with respect. Be gracious, particularly if the rival team is visiting.
- Be polite to everyone in the game. This includes your team members, your opponents, all the coaches (yours and the other team’s), fans, and parents.
- If you disagree with a decision, do not handle the dispute with anger or insults.
- Do not insult or trash-talk your opponents.
- Appreciate and applaud a good game – even if your opponent is the one that makes “the shot.”
- Encourage your teammates with positive statements.

Sportsmanship is not just for the players. Fans, parents, and coaches also need to follow the above code of conduct.

Positive Coaching

Being a coach carries a lot of responsibilities. The players watch your every move. What you say and how you say it has a tremendous influence on young, impressionable minds. Remember, your team respects and tries to emulate you.

- Be a positive role model.
- Respect the rights and dignity of every player on your team and the other team.
• Make sure each child gets equal time participating.

• Make sure you are fully aware of all the rules and regulations of the sport and the rules of conduct during a game.

• Model respect for the other team and their coaches.

• Respect the decision of the judges, even if you do not agree.

• Show restraint and keep your cool in heated situations.

• Defuse a potentially violent situation quickly and efficiently.

• Refrain from trash-talking the other team, coach, or referees.

• If you are the coach of a home team, be gracious and hospitable to your guests.

• Encourage your team, fans, and parents to keep a gracious attitude towards your opponents.

• Make sure your players read the “Code of Conduct” handout and encourage them to show it to their parents.

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Parents and Sports

Kids learn life-lessons from their parents. They emulate the adults in their lives. Contrary to popular belief, parents and family values, not media or peers, are still the strongest influence on your child.

Teach your child that good sportsmanship starts with small gestures, like shaking hands with their opponent. Good sportsmanship also involves big gestures, such as congratulating your opponent if he or she wins and being humble when you win.

Positive attitudes learned on a sports field will help your child with all other aspects of life. To that end we suggest that parents remember the following:

• Be positive. Do not say negative things about coaches, officials, and other teams.

• Praise and appreciate all players when they play well.

• Be courteous to the parents of children on the other teams. Congratulate them if their team wins.

• Remember it is just a game and remind your child that winning is not everything in a game.

• Tell your child that his hard work, effort, and the ability to get along with others and be a good team player mean more to you than anything else.

• If your child misbehaves on the sports field, take him/her aside after the game and point out his/her inappropriate behavior.

• If you believe your child’s coach is encouraging or ignoring bad behavior, speak up and talk to the coach in a respectful manner.

• Encourage your child to follow only exemplary professional athletes as their role models.
Further Resources

ING Presentations for Public and Private Schools (including Muslim schools)

ING and its affiliates provide presentations about Muslims and their faith to middle and high school classrooms as a means of countering stereotypes and misconceptions. Presentation topics include:

- “Getting to Know American Muslims and their Faith”
- “A History of Muslims in America”
- “Muslim Contributions to Civilization”
- “Muslim Women Beyond the Stereotypes”
- “Islamophobia and Its Impact on Muslims, Sikhs, and other Americans”
- “Countering Bullying with Civility, Respect, and Knowledge”

For a description of the presentations, see: www.www.ing.org/presentation.

ING’s Teacher and Administrator Seminars for (non-Muslim) Public and Private Schools

ING and its affiliates across the country also provide seminars for teachers and administrators which cover a lot of the information included in this guide about bullying and other challenges for Muslim students in public schools. Titled “Understanding Muslim Students: Fostering an Inclusive Environment,” the seminar also describes basic practices of Muslim students that may impact them in schools, relating to dress, diet, holidays, and other areas, as well as appropriate resources for teaching about Muslims and their faith in the context of Social Studies. To learn about ING’s seminar for educators, visit: www.ing.org/education-understanding-muslim-students-fostering-an-inclusive-environment.

ING’s Interactive Online Curriculum for Public and Private schools (including Muslim schools)

ING also provides interactive online curriculum for teachers that complements the study of Islam in the context of Social Studies and related subjects in the classroom. This curriculum is available to teachers and other educators affiliated with an educational institutions, including weekend schools. See: www.ing.org/academic.

INGYouth Workshops for Muslim parents and youth, grades 7-12 and college-age

ING provides workshops based on the INGYouth program that include the following topics:

- Challenges Muslim students are facing today
- Building confidence as a Muslim through education and engagement
- Knowing your rights as students and parents
- Taking constructive action

Children under 18 must be accompanied by a parent.

To request an INGYouth workshop, go to www.ing.org/ingyouth-workshops.

About ING

To learn more about ING visit: www.ing.org.

To receive our weekly newsletter with updates on ING activities go to: www.ing.org/community-statements.
ING Affiliates

**West**

**Islamic Speakers Bureau of the San Francisco Bay Area**  
Location: San Jose, California  
Director: Ishaq Pathan  
Phone: 408.296.7312  
Email: ishaq@ing.org  
URL: [http://www.ing.org](http://www.ing.org)  
Facebook: [https://www.facebook.com/ing.org](https://www.facebook.com/ing.org)  
Twitter: [https://twitter.com/ing_org](https://twitter.com/ing_org)

**Islamic Speakers Bureau of San Diego**  
Location: San Diego, California  
Director: Tehseen Lazzouni  
Phone: 858.752.8788  
Email: tlazzouni@gmail.com  
URL: [http://isbsandiego.com/](http://isbsandiego.com/)

**Islamic Speakers Bureau of Santa Barbara**  
Location: Santa Barbara, CA  
Director: Afaf Turjoman  
Phone: 805.403.6213  
Email: afaf@turjoman.com  
URL: [http://isbsandiego.com/](http://isbsandiego.com/)

**Islamic Speakers Bureau of Arizona**  
Location: Scottsdale, Arizona  
Director: Azra Hussain  
Phone: 480.946.0626  
Email: info@isb-az.org  
URL: [http://www.isb-az.org](http://www.isb-az.org)  
Facebook: [http://www.facebook.com/isbaz](http://www.facebook.com/isbaz)

**The Islamic Speakers Bureau of Utah**  
Location: Salt Lake City, Utah  
Director: Maysa Kergaye  
Phone: 801.694.7788  
Email: speakers_utah@yahoo.com

**Colorado Muslim Speakers Bureau**  
Location: Denver, Colorado  
Co-Directors: Meraj Abdul-Qadir & Nabeel Hasan  
Phone: 720.336.9892  
Email: info@cmsb.us  
URL: [www.cmsb.us/](http://www.cmsb.us/)  
Facebook: [www.facebook.com/COMSB/](http://www.facebook.com/COMSB/)  

**South**

**American Muslim Advisory Council**  
Location: Nashville, Tennessee  
Director: Zulfat Suara,  
Program Director: Zaynab Ansari  
Email: zulfat@amactn.com, zaynab.mck@gmail.com  
URL: [http://www.amactn.com/](http://www.amactn.com/)  
Facebook: [http://www.facebook.com/AmericanMuslimAdvisoryCouncil](http://www.facebook.com/AmericanMuslimAdvisoryCouncil)  
Twitter: [http://www.twitter.com/Amactn](http://www.twitter.com/Amactn)

**Islamic Speakers Bureau of Alabama**  
Location: Huntsville, Alabama  
Director: Deborah Abu-Alrub  
Phone: 256.701.3611  
Email: isbalabama@gmail.com

**Muslim Women’s Organization of Orlando**  
Location: Orlando, Florida  
Director: Sara Safdar  
Phone: 304.617.2765  
Email: sarasafder1@yahoo.com  
URL: [www.mwo-orlando.org/](http://www.mwo-orlando.org/)

**Islamic Speakers Bureau - DFW**  
Location: Dallas/Fort Worth, Texas  
Co-Directors: Syed Ali & Hazem Yassin  
Phone: 972.652.0786  
Email: contact@isb-dfw.org or outreach@isb-dfw.org  
URL: [http://www.isb-dfw.org](http://www.isb-dfw.org)  
Facebook: [http://www.facebook.com/isbdfw](http://www.facebook.com/isbdfw)

**Islamic Speakers Bureau of West Virginia**  
Location: Charleston, West Virginia  
Director: Kiran Faridi  
Phone: 304.410.6683  
Email: contact@isbwv.org  
URL: [www.isbwv.org](http://www.isbwv.org/)
Midwest

Islamic Speakers Bureau of Nebraska
Location: Omaha, Nebraska
Co-Directors: Maisha Godare & Sharif Liwaru
Phone: 402.213.5107
Emails: Maishazoja@aol.com & sliwaru@me.com

Islamic Center of Greater Cincinnati
Location: Cincinnati, Ohio
President & Board Chair: Shakila T. Ahmad
Director: Shabana Shakir-Ahmad
Phone: 513.755.3280
Email: saahmed94@msn.com
URL: http://www.cincinnatiislamiccenter.org/
Facebook: http://www.facebook.com/pages/Islamic-Center-of-Greater-Cincinnati/137382086323195

Islamic Networks Group – Midwest
Location: Michigan and Northern Ohio
Co-Directors: Nuha Alfahham & Fadia Abaza
Phone: 248.301.2333
Email: Info@ingmidwest.org
URL: https://www.ingmidwest.org
Facebook: https://www.facebook.com/INGmidwest/

Islamic Education & Resources Network (ILearn)
Location: Canton, Michigan
Director: Dr. Soraya Orady
Phone: 734.255.2613
Email: soraya_ses@hotmail.com
URL: http://www.ilearnmi.org

Islamic Speakers Bureau, St. Louis
Location: St. Louis, Missouri
Director: Maysa Albarcha
Email: malba500@yahoo.com
URL: http://www.stlisb.org

Northeast

Islamic Speakers Bureau of New York
Location: New York City
Director: Afshan Haque
Email: isbnewyork@gmail.com

NJ Islamic Networks Group
Location: East Brunswick, New Jersey
Director: Seham Abdala
Phone: 732.416.7464
Email: newjerseying@gmail.com

Delaware Valley Speakers Bureau
Location: Philadelphia, Pennsylvania
Co-Directors: Zehra Wamiq & Nertila Cana
Email: info@dvsb-ing.org
URL: http://www.dvsb-ing.org/

Muslim Coalition of Connecticut
Location: Bloomfield, Connecticut
President: Samia Hussein
Phone: 860.242.1707
URL: http://www.muslimcoalitionct.org/

Canada

Islamic Speakers Bureau of Edmonton
Location: Edmonton, Alberta, Canada
Director: Farah Jamil
Email: fjamilhm@yahoo.com
Bullying Resources

School Bullying Statistics: 
http://www.bullyingstatistics.org/content/school-bullying-statistics.html

Centers for Disease Control and Prevention: http://www.cdc.gov/ViolencePrevention/youthviolence/index.html

Dr. Dan Olweus Bullying Research, History & Prevention Statistics. Olweus Bullying Prevention Program: 
http://www.olweus.org/public/bullying_research.page

No Bully: 
http://www.nobully.com

StopBullying.gov 
http://www.stopbullying.gov

The Bully Project: 
http://www.thebullyproject.com

Not in Our School Parent Guide to Preventing Bullying and Intolerance: 

CDC Understanding Bullying Fact Sheet: 

Harassment, Bullying and Free Expression: Guidelines for Free and Safe Public Schools: 
http://www.firstamendmentcenter.org/tag/bullying

For additional resources visit: www.ing.org/anti-bullying under Bullying Prevention in Schools.

End Notes


iii School Bullying Statistics: http://www.bullyingstatistics.org/content/school-bullying-statistics.html


v Cyber Bullying Statistics: http://www.bullyingstatistics.org/content/cyber-bullying-statistics.html


vii Findings from the National Education Association’s Nationwide Study of Bullying: http://www.nea.org/assets/docs/Nationwide_Bullying_Research_Findings.pdf


ix All statistic in this section are from: MBNBD: Facts & Statistics: http://www.makebeatsnotbeatdowns.org/facts_new.html

x Television & Health: http://www.csun.edu/science/health/docs/tv&health.html