

# How do we get along?

Research illustrates that young people who have difficulty developing relationships are more likely to participate in aggression, abuse drugs or suffer from depression. This activity, from Teaching Tolerance, will help you examine what it means to relate to others.

Source: Teaching Tolerance

## Step 1: Defining reliability

**Writing prompt:** Is it easier to get along or to fight with others?

**Activity directions:** Students will create a chart exploring relationships observed through the media and through personal experiences. Using the *Tampa Bay Times* as well as other media as resources and students' own observations, list examples of people getting along and people not getting along, and show the effects of getting along, as well as the effects of not getting along.

## Step 2: Assessing relatability

**Writing prompt:** How can you measure the quality of relationships?

**Activity directions:** Students should complete the survey below. Students must provide a personal example for each survey question. Students should refer to the scale to learn their level of relatability.

### Assessing relatability survey

1. Do you initiate conversations with others (text, email, call)?
2. Do you respond when other people initiate conversations with you (text, email, call)?
3. Are you a member of a group or organization?
4. Do you cry or laugh at things (movies, books, songs, jokes)?
5. Do you apologize when needed?
6. Do you accept apologies?
7. Do you share secrets with others?
8. Do other people share secrets with you?
9. Do you seek advice or the opinions of others?
10. Do others come to you for advice or for your opinion?

Total # of YES answers \_\_\_\_\_

Total # of NO answers \_\_\_\_\_

#### Scale

8-10 YES Answers: You are very relatable person.

5-7 YES Answers: You are a social person.

3-4 YES Answers: You need a relatability mentor.

0-2 YES Answers: You are in need of a relatability makeover.

**Process questions:** What is your reaction to your score? Do you think the survey measures relatability accurately? Explain why.

## Step 3: Reshaping your relatability

**Writing prompt:** How can you improve your interactions with others?

**Activity directions:** Students should brainstorm a list of factors that they use to help build relationships in their lives. They also should make a list of factors that they feel are harmful to the development of relationships in their lives.

**Process questions:** Review your list and explain what behavior/factor is hurting your interactions with others the most. Now that you are aware that this is hurting your relationships with others, what will you do with this information?

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# Jim Crow Pre-Survey

This is **not** a test. You will not be graded on it and there are no right or wrong answers. Please read the statements below carefully and answer them as honestly as you can.

**Student age:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Gender:** \_\_\_\_\_

### Race/Ethnicity (circle one):

American Indian      Asian      Black      White  
Hispanic      Multiracial      Pacific Islander/Hawaiian

### Read each statement and decide

	Strongly agree	Agree	Disagree	Strongly disagree
Students in my school get along well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in my school choose to interact primarily with people most like themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying is a serious problem in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Every student in my school feels like he or she belongs there.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school creates opportunities for students to get to know each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have seen biased vandalism or graffiti at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in my school actively work to create a safe and welcoming environment for every student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am okay with being friends with someone who is gay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make jokes about people who differ in race, gender, ethnicity or sexual orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some people bring harassment and bullying upon themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in my school know how to report harassment, bullying and abuse to school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I speak out when I see girls being treated differently than boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I saw a student at school being threatened by another student, I would tell an adult who I thought would help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers: Please mail completed surveys to Newspaper in Education, 490 First Ave S, St. Petersburg, FL 33701, email to [ordernie@tampabay.com](mailto:ordernie@tampabay.com) or fax to 727-893-8121.

Sources: Teaching Tolerance