

- Playing nasty jokes to embarrass and humiliate someone in public
- Physical bullying. Hurting a person's body or possessions, for instance:
- Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures
- Cyberbullying. Bullying that takes place using electronic technology such as cell phones, computers as well as communication tools including social media sites, texts messages, chat and websites. For example:
- Mean text messages or emails
 - Rumours sent by email or posted on social media sites
 - Embarrassing pictures, videos, websites or fake profiles

"Harmless fun to you or your friends may not be seen that way by the person on the receiving end."

Why do people bully?

There are many reasons why people bully, some of them are:

- They do not understand what they are doing is wrong
- It makes them feel superior to others or powerful. People who bully always choose the one person they know they can win against.
- To get attention, because they think that it makes them popular or that bullying may be a way to fit in. But, bullying just make them mean.
- People who bully may be scared about something about themselves, so they try to scare others to hide their feelings or pick on others so they won't get picked on first.
- They are unhappy and they take out their unhappiness on others
- Jealousy of the people they are bullying because they are unable to understand and appreciate the feelings of others
- Bullying is a behavior, something people learn. Bullies may also be bullied themselves or were bullied at another time in their lifetime.

Some people who bully may not understand how wrong their behavior is and how bad it makes the person being bullied feel. Even though they cause a great deal of pain to others, they need help too. If they do not learn how to change their behaviors, they may end up in trouble with the law. Research also shows that people who bully may show more alcoholism, antisocial personality disorders or need for mental health services in their adulthood.

Why am I being bullied?

People bully for different reasons, but being bullied is not your fault. People who bully you might tell you bad things, don't believe bullies. They might try to hurt and control you. The mean words and actions of bullies tell us more about the people who are saying and doing such things, than about you.

Bullying is serious

Bullying can have long lasting damaging effects on both the person bullying and the person being bullied.

- The number of reported incidents of school bullying in Japan is increasing. More than 500 students have been arrested or taken into custody in 2012 for bullying.
- Of all those reported bullying in 2012, 384 were in middle school, 91 were in high school, 36 were in elementary school and 126 cases resulted in injury.

How to respond?

Being bullied can be embarrassing, scary and very hurtful.

If you are being bullied...

- Tell the person to stop
- Use neutral language to respond to the bullying
- If speaking up seems too hard or not safe, walk away and stay away
- Find an adult to stop the bullying on the spot
- Talk to an adult you trust, it can help you feel less alone
- Stay away from places where bullying happens
- Stay near adults or other students
- If there is no one you can turn to...

→Try to contact here

If you see someone else being bullied...

- Tell the person acting like a bully to stop
- Tell a trusted adult, like a teacher, parent or another adult you trust
- Don't give bullies an audience, refuse to join in and do not sit back and watch
- Try to change the subject
- Be kind to the person being bullied at another time
- Set a good example, don't bully others and don't encourage bullying behaviors

- But if you feel helpless...

→Try to contact here.

Protect yourself from cyberbullying...

- Don't respond to the message or image
- Save the evidence
- Block and delete the sender
- Talk to a trusted adult about any messages or things you see online that make you sad or scared, report it
- Always think about what you post. Do not share anything that could hurt or embarrass anyone, you never know what others will forward
- Keep your password secret
- Check your privacy settings, think about who sees what you post online

If you are bullying others...

- STOP, because it hurts people!
- Look at it from the other's perspective, for example, "how would you feel if..."
- If you need help or advice, talk to someone you trust
- Think about the ways you can be a leader without hurting others, like getting involved in sports, school groups and community activities

4.2.Mental health> Self-injury

URL: http://wysh.jp/qy/en/mental/04_02.html

Self-injury

What is self-injury?

Self-injury is a broad term to describe any intentional, direct injury to one's own body. People who self-injure are usually in a state of high emotion, distress and agonizing inner confusion. Some people plan it in advance, but for others it happens on the spur of the moment. Some people self-injure only a couple of times but for others it can be hard to stop and they do it regularly.

Why do people injure themselves?

Self-injury is a complex behavior and usually with mixed intentions behind it. Although fatal in some cases, people who do it not always have the intention to kill themselves. Many people are struggling with intolerable distress or unbearable situations. A person often struggle with difficulties for some time before they self-injure. For instance, there may be feelings of worthlessness, loneliness, panic, anger, guilt, rejection, self-hatred or confused sexuality.

Through self-injury a person may be trying to:

- Block from painful emotions
- Feel a sense of control over their body, feelings or life situations
- Feel something, when feeling emotionally empty
- Express internal feelings in an external way
- Communicate depression or distressful feelings to the outside world
- Be punished for perceived faults

How common is it?

Self-injury is rare before puberty, becomes more common through adolescence but it can happen at any age. Some studies have found that it is more common in women than men. Although international variation exists, many studies show that about 1 in 10 adolescents report having self-injured, of whom some report certain degree of suicidal intentions. But, it could be more common because we know that a lot of people do not seek help after self-injuring and some types of self-injury may be less likely to be noticed.

In a national Japanese survey of more than 6000 second year high school students in 2010, we found that 3.5% of boys and 10.4% of girls have ever self-injured.

Types of self-injury

Self-injury can take different forms, and many people who self-injure use more than one method. Some are less obvious but still serious ways. Self-injury may include:

● Most commonly:

- Cutting the skin (eg: wrist or legs)
- Burning the skin with matches, cigarettes or hot objects

● Other forms:

- Carving words or symbols on the skin
- Self-biting
- Scratching

- Sticking needles or pins into the skin
- Hair pulling
- Persistently interfering with wound healing
- Banging head or fist against something
- Punching

But, why should I stop?

Injuring yourself can give you temporary relief, but it comes at a high cost. Cutting or burning yourself may help release the pain and tension you feel inside, distract you from overwhelming emotions or difficult situations. Or, it can be a way of punishing yourself and relieving your guilt about something. The problem is that the relief doesn't last long, the painful feelings return, followed by other feelings like shame and guilt and you may feel the urge to hurt yourself again and again. It keeps you from learning more effective strategies for feeling better and can become a compulsive and dangerous activity.

Cutting can give you permanent scarring, if nerves or tendons are damaged this can lead to numbness or weakness. Moreover, it may not be your intention but you could end up killing yourself. The Royal College of Psychiatrists in the United Kingdom estimates that about 3 in 100 people who self-injure over 15 years will actually kill themselves.

What can I do?

If you are ready to get help the first step is to confide in another person, someone you trust. It can help you feel less alone with your problems and think more clearly about your difficulties, maybe even see ways of solving them that you wouldn't think of on your own.

Here are some coping tips from Mayo Clinic if you self-injure:

- Recognize the situations or feelings that might trigger your desire to self-injure.
- Connect with others who can support you so that you don't feel alone.
- Learn to express your emotions in positive ways (eg: physical activities, relaxation techniques, or dance, art or music).
- Avoid alcohol and illegal drugs.
- Avoid websites that support or glamorize self-injury.

It is common that self-injury behavior be associated with depression, anxiety disorder, or substance abuse. Consider visiting a mental health professional.

→You need help? Contact here.

Helping those who self-injure...

If you find out that your friend or your loved one is self-injuring you may be shocked, confused, upset or scared. It can be hard to understand why they do it but it is important that you know that this person's behavior is not a way of manipulation, they are not trying to get attention, they are not crazy, and they usually do not want to die. Try to:

- Avoid judgmental comments and criticisms, they already may feel ashamed and alone.
- Offer support, not ultimatums. Threats and punishments are counterproductive.
- Encourage communication, listen and talk to them in a caring and non-confrontational way
- Be patient, they might not stop overnight
- Learn about self-harm, this can help you see the world from your friend or loved one's eyes

The size of their wound—deep or superficial—is not a measure of the size of their conflicts or suffering. Self-injury can lead to infections, permanent damage and even accidental death. It is important that you take it seriously, be supportive and seek professional advice.

→You can contact us

4.3.Mental health > Suicide

URL: http://wysh.jp/qy/en/mental/04_03.html

Suicide

Why do we have to talk about this not-so-refreshing topic? Well, because, suicide is the second biggest cause of death among 15 to 19 years old teens in Japan. And YOU can do something to stop it!

P.S. The biggest cause of death among youth is “accident,” but don't forget that some suicides might be mistaken for accidents.

Current Situation, a.k.a. “Let's look at the data”

According to the Ministry of Health, Labour and Welfare, 1740 of 15 to 19 years old youngsters died in 2011 in Japan. Among those, 509 deaths were identified as “suicide”. That is, in every 7 deaths, 2 were caused by suicide.

However, death is not the only consequence of suicide. Young people survive their suicide attempts more than actually die.

Risk factors, a.k.a., “Who's prone to commit a suicide?”

Here are some risk factors for people who are prone to commit a suicide:

- Previous suicide attempt(s)
- Mental illness
- Home environment without a sense of security
- Loss of friends, or someone they feel connected
- Loneliness/ Seclusion
- Sexual minorities (non-heterosexual)

Signs, a.k.a., “Read between the lines”

Now, how do we know who’s going to commit a suicide? Well, we cannot definitely tell, but there are some signs that we can take as hints. And here are some of those:

- Loss of interest in what have been interesting for them
- Becoming unable to complete tasks that have been easy for them
- All of the sudden, doing less well in class
- Loss of care about dress and appearance
- Stopping coming to school
- Increasingly adventurous sexual behavior
- Notes, plans, or drawings, paintings about suicide

Although there are many more signs that can be listed here, keep in mind that any sudden change in behavior, appearance, or thoughts can be taken as a sign of suicide, especially if the changes happen with those with risk factors.

How to help, a.k.a., “I think my friend might commit a suicide, what should I do?”

Now, if you sense some signs of suicide from your friend and you want to help, here’s something you can do:

- Talk to them! Listen to what they have to say, how they feel, and let them know that you care.
- Do not keep it secret. If your friends happen to tell you that they want to die, most of the time, they will ask you not to tell anyone. However, preventing suicide needs help from adults. Tell an adult that you trust and don’t stop until they really listen to what you say.
- If there is no one you can turn to...

→Try to contact here.

5. Positive Climate

URL: <http://wysh.jp/qy/en/positive/index.html>



Positive Climate

No, we are not talking about the weather. We are talking about the perceived quality and character of an environment, resulting from a combination of physical and social factors. This environment can be a classroom, school, workplace, or the society itself. Positive climate refers to an environment where all people –regardless of their gender, age, background or sexual orientation—feel comfortable, wanted, valued, accepted, and secure.

For young people, school climate is particularly important since they spend a large portion of their time in school. Research has shown that a positive school climate is associated to fewer behavioral and emotional problems for students, academic success, and increased job satisfaction for school personnel. Sexual minority youth attend school, whether or not they make themselves known to their family, peers and/or school staff. They may remain invisible for diverse reasons such as bullying, stigma, prejudice or discrimination. Students, including sexual minorities, can be supported by creating safe spaces that will help promoting a positive climate.

→Safe Schools

→Gay-Straight Alliance

→Misconceptions

→Give support (teacher, parents, friends)

5.1. Positive Climate > Safe Schools

URL: http://wysh.jp/qy/en/positive/05_01.html

Safe Schools

A safe school is a place where the total school climate allows students, teachers, and other school staff to interact in a positive, nonthreatening manner, while fostering positive relationships and personal growth. A positive school climate is necessary in developing a safe school.

Students cannot be expected to reach their potential in an environment where they feel insecure and intimidated. The climate in the Japanese school system has changed dramatically in recent years. Unfortunately, school violence has become a serious problem. Violence manifests through a range of acts such as bullying, sexual harassment, victimization based on known or presumed sexual orientation, name calling, fear of being ridiculed, teasing, and psychological maltreatment of students by teachers. In fact, violence is sometimes defined as any act that negatively impacts the school climate.

True safety only comes from positive human relations and a climate of trust.

What can we do as students to improve our school safety?

As a student you have an important role to ensure that your school is safe for everybody, students and teachers as well. You can take steps to:

- Take part of social groups. Students who are involved in groups and social activities are less likely to get into trouble or become violent, because this gives them a place to come and feel the sense of belonging.
- Learn about bullying and help stop it. (Read about it here)
- Learn about sexual minorities and help clearing misconceptions. (Read about it here and here)
- Reduce conflict situations rather than making them worse. Treat peers and teachers with respect.
- Learn the consequences of alcohol and drug use. Help others avoid alcohol or drug use or seek help if they are already involved.
- Follow the school code of conduct, understand that the rules are made for everyone, and recognize the consequences of violating those rules.
- Serve as a big brother/sister, tutor or mentor for younger students.
- Encourage your parents to come to the school and be involved in your school activities and school-life.

5.2. Positive Climate > Gay-Straight Alliance

URL: http://wysh.jp/qy/en/positive/05_02.html

Gay-Straight Alliance

The Gay-Straight alliance is a way to create a safe space for sexual minorities. Since this kind of cooperation at a young age might be something new to Japanese students, we wanted to bring you brief information about them.

What is a Gay-Straight Alliance (GSA)?

These are clubs started and run by students, found primarily in American high schools and universities. They are made up of heterosexual students (straight) as well as sexual minority—lesbian, gay, bisexual, transgender, and questioning (LGBTQ)—students. And, together they form an alliance. They are like any other student club: have regular meetings, hold events, and are open to anyone.

What is the purpose of GSAs?

The goal of most GSAs is to improve school climate for all students, regardless of their sexual orientation or gender identity/expression, while specifically addressing anti-LGBT behavior.

I have never heard of GSAs, how did it start?

The first GSA was created at Concord Academy, a high school in Massachusetts, United States. According to the Gay, Lesbian, and Straight Education Network (GLSEN) site, “the first GSA was formed in 1988 when a straight student wanted to do something to educate fellow students about anti-LGBT bullying and harassment”.

Are there GSAs in Japan?

To the best of our knowledge, there is no GSA in any Japanese school. The only GSA in Japan that we know of is in Robert D. Edgren High School at Misawa Air Base, Aomori Prefecture.

What about GSAs in other countries?

According to the Gay, Lesbian, and Straight Education Network (GLSEN, 2010), there are more than 4000 GSAs registered in the United States. GSAs can also be found in other countries such as Canada, Mexico, United Kingdom and Australia.

Why have a GSA?

GSAs provide a safe place for any student, not only sexual minorities, to meet and learn about all different orientations, to support each other while working together to end homophobia, raise awareness and promote well-being.

Studies in other developed countries have found that GSAs positively affects schools experience, improving the school climate for sexual minority students. In a study of over 7,000 LGBT students, Kosciw and colleagues in the United States found that the presence of a GSA was associated with fewer homophobic comments from peers, less victimization related to sexual orientation and gender expression, greater school safety and school connectedness. Few studies have found that the presence of a GSA is associated with reduced suicide risk for sexual minority youth.

5.3. Positive Climate > Misconceptions

URL: http://wysh.jp/qy/en/positive/05_03.html

Misconceptions

People choose to be homosexual.

Lesbian and gay people do not choose to be homosexual any more than heterosexuals choose their own sexuality.

Homosexuality is a disease.

No, homosexuality is not a disease. So, there is no need for a “cure”. The American Psychiatric Association removed homosexuality from its list of mental disorders in 1973 (DSM-III). The same change was made by the World Health Organization (WHO) in 1993 (ICD-10) and the Japanese Society of Psychiatry and Neurology (JPSN) in 1995.

Homosexuality and Gender identity disorder are the same.

No, they are not the same. Homosexuality refers to a person's physical, romantic, and/or emotional attraction to a person of the same sex. Whereas, gender identity disorder is the persistent conflict between a person's physical gender and the gender he or she identifies as. For example, a person identified as a boy may actually feel and act like a girl. The person is very uncomfortable with the gender they were born. Transgender people can be heterosexual, homosexual, or bisexual in their sexual orientation.

Gays are effeminate and lesbians appear masculine.

Gay and lesbian people are as varied in appearance and behavior as heterosexual people. Some gay men may be effeminate and lesbian women may be masculine but stereotypes tend to be based around the most visible elements of a minority group. You might hold stereotypes of sexual minority groups in your mind, but try to be open-minded and see the broader picture.

Children raised by homosexual parents will turn homosexual.

False. Being gay, bisexual or transgender or whatever people choose to identify themselves as is not a disease and it is definitely not contagious. There have been many studies done in regards to children being brought up by same-sex couples and heterosexual couples. They have been found to have an equal chance of becoming homosexual themselves and have also been shown to have an equal chance of being well-adjusted in their own lives.

5.4. Positive Climate > Give support (teacher, parents, friends)

URL: http://wysh.jp/qy/en/positive/05_04.html

Give support (teachers, parents, friends)

Finding out that your student, your child or your friend is gay, lesbian, bisexual or that they are questioning their sexuality can challenge your feelings towards them. There are several ways in which you can provide support and contribute in creating a safe space with tolerance to diversity.

In general:

- Maintain confidentiality. Coming out to you means they trust that you will receive this information in a positive and/ or supportive way.
- Educate yourself on sexual minority issues. In this website you can find basic information to start learning.

- Remember that they are the exact same person you knew before knowing about their sexual orientation. Let them know that nothing has changed.
- This is not a phase, never counsel or attempt to “change” their sexual orientation.
- Be a listener and willing to talk.
- Be an ally. Allies can help others understand the importance of equality, fairness, acceptance and mutual respect.
- Words can hurt, do not use slang terms or offensive words.

As a teacher, you can:

- Make your classroom a safe and welcoming space by challenging stereotypes, name-calling, and homophobic bullying whenever you see or hear it occur
- Learn how to talk openly about sex, sexuality and sexual orientation
- seize a teachable moment to educate students about sexual orientation, prejudice and homophobia
- Do not involve the parents unless the youth themselves have already disclosed their identity to their families or you have a legal duty to report such as in the case of risk of self-harm

As a parent, you can:

- Learn how to talk openly about sex, sexuality and sexual orientation
- Help your child to identify healthy and unhealthy behaviors that impact their mental, physical and sexual health.
- Help your child access resources if they need

As a friend, you can:

- Show your friend some appreciation for being honest; they needed a lot of courage to come out to you!
- Don't allow your friend to become isolated.
- Treat them the same way you have always treated them.

6. Interesting things

URL: <http://wysh.jp/qy/en/intersting/index.html>



Interesting things

→Videos

→Films

→Books

6.1. Interesting things > Videos

URL: http://wysh.jp/qy/en/intersting/06_01.html

“You don’t need to be that tough/ du trenger ikke vaere så tøff”

from: hotline (www.ungdomstelefonen.no)

URL: <http://www.youtube.com/watch?v=pBhIldVdgow>

“Come as you are”, from McDonald’s France

URL: <https://www.youtube.com/watch?v=SBuKuA9nHsw>

“Renault Twingo”, from Renault UK

URL: <https://www.youtube.com/watch?v=qYO-zPWaXrA>

“Get up!”, from: Get up! Action for Australia, an activist group.

URL: <https://www.youtube.com/watch?v=TBd-UCwVAY>

“I’m straight”, from International Lesbian, Gay, Bisexual, Transgender and Inter-sex Association (ILGA)

URL: <https://www.youtube.com/watch?v=dJ3ryepj79I>

6.2. Interesting things > Films

URL: http://wysh.jp/qy/en/intersting/06_02.html

Films

- Asian Queer Film Festival
<http://aqff.jp>
- Kansai Queer Film Festival
<http://kansai-qff.org/>
- Tokyo International Lesbian & Gay Film Festival
<http://tokyo-lgff.org>
- Aomori International LGBT Film Festival
<http://www.aomori-lgbtff.org/>

6.3. Interesting things > Books

URL: http://wysh.jp/qy/en/intersting/06_03.html

Books

Coming soon...

7. Scientific Data

URL: <http://wysh.jp/qy/en/scientific/index.html>



Scientific Data

In Japanese:

HIV prevention program for young people--the WYSH Project as a model of "combination prevention".

Ono-Kihara M.

Nihon Rinsho. 2010 Mar; 68(3):541-545

In face of the HIV pandemic that still grows, unsuccessful efforts of developing biomedical control measures or the failure of cognitive-behavioral approach to show sustained social level effectiveness, behavioral strategy is now expected to evolve into a structural prevention ("combination prevention") that involves multiple behavioral goals and multilevel approaches. WYSH Project is a combination prevention project for youth developed through socio-epidemiological approach that integrates epidemiology with social science such as social marketing and mixed method. WYSH Project includes mass education programs for youth in schools and programs for out-of-school youth through cyber network and peer communication. Started in 2002, it expanded nationwide with supports from related ministries and parent-teacher associations and has grown into a single largest youth prevention project in Japan.

In English:

The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding.

Institute of Medicine (US) Committee on Lesbian, Gay, Bisexual, and Transgender Health Issues and Research Gaps and Opportunities.

Washington (DC): National Academies Press (US); 2011.

This report from the Institute of Medicine in the United States provides a compilation of what is known about the health of lesbian, gay, bisexual, and transgender people at different stages of life. It also identifies research gaps and outlines a research agenda to have a better understanding.

Download the full report here.

8. Frequent Asked Questions

URL: http://wysh.jp/qy/en/fag/08_01.html



FAQ

Where can I get tested?

Sexually transmitted disease (STD) tests are widely available through urologists (for men), obstetric/gynaecologist (for women) and through public health centers.

HIV Test and Counseling Map

Find the nearest place to take an HIV test or search for counseling in Japan.

<http://www.hivkensa.com/> (In Japanese)

Public Health Centers in Japan

Public health centers provide free sexually transmitted disease (STD) tests (HIV and other STD such as chlamydia, syphilis or gonorrhoea). Tests may only be available on designated days of the month, reservation may be necessary, and foreign language speaking staff varies by location. Check before you go. You can visit any public health center in the country.

<http://www.phcd.jp/03/> (In Japanese)

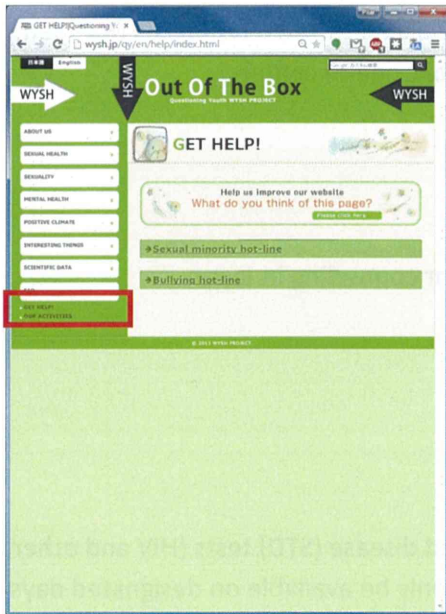
Test for Hepatitis B or C

Find a place to get tested for Hepatitis B or C.

<http://kensa.kan-en.net/> (In Japanese)

9. Get Help!

URL: <http://wysh.jp/qy/en/help/index.html>



Get help!

→Sexual minority hot-line

→Bullying hot-line

9.1. Get help! > Sexual minority hot-line

URL: http://wysh.jp/qy/en/help/10_01.html

Sexual minority hot-line

Community Center Dista

〒530-0027 Tsubasa Building 4th Floor, 17-5, Doyama-cho, Kita ward, Osaka-shi.

Tel: 06-6361-9300 / Email: office@mash-osaka.com

Time: 17 : 00~23 : 00

Closed: Tuesday, Year-end and New Year holidays

Community Center Akta

〒160-0022 Room 301, The second Nakae Building, 2-15-13, Shinjuku ward, Shinjuku, Tokyo

Tel: 03-226-8998 / Email: info@akta.jp

Time: 16 : 00~22 : 00

Closed: Every second Sunday of every month

Association of Gay Professionals in Counselling and Medical Allied Fields (AGP)

AGP

Tel: 03-3319-3203 (Only on Tuesday 8:00PM~10:00PM)

Email: mail@agp-online.jp

AGP Kansai

Tel: 06-6325-6864 (Every second and forth Wednesday 8:00PM~10:00PM)

Email: mail@agp-online.jp

Coming Out Counselling

Tel: 03-3319-3203 (Every first Monday 9:00PM~11:00PM)

Email: mail@agp-online.jp

QWRC (Queer and Women's Resource Center)

408 Tokan Mansion Higashi Umeda, Nakazaki-cho, 1-1-7, Kita ward, Osaka 530-0015

Tel: 06-6374-0488 / Email: info@qwrc.org

Time: Every first Monday 1 9:30PM~22:30PM

<http://www.qwrc.org/index2.html>

9.2. Get help! > Bullying hot-line