

BUILDING COMMUNITY

Lessons for the Middle School Classroom

and COMBATING HATE

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Lessons for the Middle School Classroom

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Points of view or opinions expressed in this document are those of the authors and do not necessarily represent the official positions or policies of OJJDP.

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Partners Against Hate is a collaboration of the Anti-Defamation League, the Leadership Conference on Civil Rights Education Fund, and the Center for the Prevention of Hate Violence.



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Ellen Bettmann, ADL Director of Training and Resources, and Lorraine Tiven, ADL Director of Peer Education, were responsible for writing and editing these lessons. Deborah A. Batiste, former Partners Against Hate Project Director, was responsible for the original conceptualization and writing of *Building Community and Combating Hate*. Jewel Nesmith, Project Assistant, Partners Against Hate, was responsible for the format and design of this publication.

Preface

Partners Against Hate represents a joint effort by the Anti-Defamation League (ADL), the Leadership Conference on Civil Rights Education Fund (LCCREF), and the Center for the Prevention of Hate Violence (CPHV) to design and implement a program of outreach, public education, and training to address youth-initiated hate violence. Funded by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention and the U.S. Department of Education, Office of Safe and Drug-Free Schools, Partners Against Hate features an innovative collection of both on- and offline resources and support to a variety of audiences, including parents, educators, law enforcement officials, and the community at large.

The primary goals of Partners Against Hate are as follows:

- To increase awareness of the problem of bias crime.
- To share information about promising education and counteraction strategies for the wide range of community-based professionals who work and interact with children of all ages.
- To help individuals working with youth better understand the potential of advanced communications technologies to break down cultural barriers and address bias.

Partners Against Hate coordinates its individual organizational experiences and broad-based networks to promote awareness of promising techniques to prevent, deter, and reduce juvenile hate-related behavior. A key component of this effort is the inclusion of technology-based communications advances – namely the Internet – which have the ability to provide individuals and organizations interested in preventing juvenile hate crime with the tools to educate and change hate-related behaviors in ways never before imagined.

In addition, Partners Against Hate blends an array of existing organizational resources with new programs and initiatives that enhance understanding of promising practices to address hate violence in all segments of the community. The Partners' extensive networks of contacts allow for the broad distribution of resources and information designed to address youthful hate crime. Further, the Partners' professional experiences allow diverse perspectives to be shared and ensure the fullest range of input, participation, and strategic coordination of resource materials.

Anti-Defamation League (ADL)

The ADL stands as the leading source of current information on hate incidents and on recommending effective counteractive responses. The League's model hate crimes statute has been enacted in 44 States and the District of Columbia, and ADL conducts hate crime seminars at local law enforcement training academies in a number of States. On the national level, ADL provides hate crimes seminars to law enforcement authorities, educators, attorneys, and community groups on effective strategies to identify, report, and respond to hate violence.

Leadership Conference on Civil Rights Education Fund (LCCREF)

LCCREF has extensive experience and expertise in developing strategies and methodologies for reducing prejudice and promoting intergroup understanding within groups and organizations, including schools,







neighborhoods, and the workplace. LCCREF enjoys a close relationship with the Leadership Conference on Civil Rights (LCCR), the nation's oldest and most broadly based civil rights coalition. Within this broad coalition, LCCREF is widely regarded as a leader with respect to its ability to leverage the power of technology to advance social change.

Center for the Prevention of Hate Violence (CPHV)

CPHV develops and implements prevention programs in middle and high schools, on college campuses, and for health care professionals. CPHV's workshops and programs provide both adults and students with an understanding of the destructive impact of degrading language and slurs, and with practical skills to effectively intervene in ways that model respectful behavior.

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Introduction

Overview

Building Community and Combating Hate: Lessons for the Middle School Classroom includes a set of ten lessons for middle school educators or youth service professionals to use within their existing curriculum. The lessons reinforce concepts discussed throughout the Partners Against Hate publication *Program Activity Guide: Helping Youth Resist Bias and Hate,* 2nd edition. The lessons explore the following four themes that encourage individual and collective reflection, research, and action:

- interpersonal communication/conflict resolution,
- the escalation of hate and violence,
- the consequences of scapegoating and bias in history, and
- the rights, challenges and responsibilities of living in a democracy.

The first theme, intepersonal communication/conflict resolution, assists students in recognizing how diverse perspectives influence the ways in which people view and respond to conflict.

The second theme, the escalation of hate and violence, helps build an understanding of the continuum of hate and violence, with an emphasis on the ways that individual and collective choices counter or interrupt this escalation.

The third theme, the consequences of scapegoating and bias in history, examines events in history as a means of exploring the dangers of scapegoating in times of crisis.

Finally, the fourth theme considers the rights, challenges, and responsibilities of living in a democracy.

This publication was born out of the Partners Against Hate's desire to reach students grappling with issues and fears raised by the events of September 11, 2001. While we saw an unprecedented unification of the majority of our citizens in assisting and supporting one another during the hours, days, and weeks following the attacks, we also, unfortunately, witnessed many bias incidents and hate crimes perpetrated against people perceived to be Arab or Muslim. Educators, parents, and others who work with youth sought resources to answer the many questions that these events provoked. Now, more than ever, young people must be provided with an understanding of the escalating nature of hate and violence and the dangers of allowing stereotyping and prejudice to go unchecked.

Audience

These lessons are appropriate for use with middle school youth. Teachers and other youth service professionals will find these lessons helpful as they encourage youth to think about and discuss the following important ideas:

- Recognizing the similarities and differences among people;
- Acknowledging the uniqueness of each individual;
- Understanding and appreciating diversity;
- Considering the harmful effects of prejudice, stereotyping, name-calling, misinformation, and rumors;
- Understanding each person's role in creating fair and respectful communities.

How to Use this Resource

This publication is designed to be a companion publication to the Partners Against Hate publication *Program Activity Guide: Helping Youth Resist Bias and Hate,* 2nd edition. Teachers and other adults who work with youth are encouraged to become familiar with the information provided in the *Program Activity Guide,* and to use as many of the lessons in this publication as possible to ensure that all of the key concepts outlined in the previous section are addressed. It is also important that teachers and youth service professionals integrate these kinds of lessons into existing curricula, thereby helping youth understand that appreciating diversity and speaking out against prejudice and hate are not separate from other learning. Use the chart below to identify ways in which the lessons in this guide correspond to National Standards in a variety of content areas. An addendum following each lesson lists the specific standards applicable to the lesson. Additional books, kits, and guides that include lessons to use with youth can be found in the **Resources for Educators and Youth Service Professionals** section of this publication.

NOTE: The term "students" is used throughout these lessons; however, the lessons are appropriate for use in a variety of settings, including classrooms, afterschool programs, and youth service programs.

Connection of Lessons to National Standards

Lesson Title	Language Arts	History	Life Skills	Behavioral	Civics
1. Ground Rules for Discussion	X		Χ		
2. Who Am I? Introduction to Diversity	Χ		Χ		Χ
3. Diversity of Beliefs and Values	Χ		Χ	Χ	Χ
4. Stereotypes	Х		Χ	Χ	Χ
5. Prejudice	Χ		Χ	Χ	Χ
6. Name-Calling	Χ		Χ	Χ	Χ
7. Misinformation and Rumors	Χ		Χ	Χ	Χ
8. The Escalation of Hate	Χ	Χ	Χ	Χ	Χ
9. Personal Responsibility	Χ		Χ		Χ
10. Remembering Those Hurt By Hate	Χ		Χ		Χ

Standards reprinted with permission from *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, 3rd ed. by John S. Kendall and Robert J. Marzano, © 2000 Mid-continent Research for Education and Learning (McREL), 2550 S. Parker Road, Suite 500, Aurora, CO 80014; 303-337-0990; http://www.mcrel.org/standards-benchmarks.

1. Ground Rules for Discussion
2. Who Am I? Introduction to Diversity
3. Diversity of Beliefs and Values
4. Stereotypes
5. Prejudice
6. Name-Calling
One Person/Many Roles Worksheet
7. Misinformation and Rumors
8. The Escalation of Hate
9. Personal Responsibility
Self-Reflection Handout
10. Remembering Those Hurt by Hate

Ground Rules for Discussion

Goal

To create a supportive atmosphere where all youth feel accepted, valued, and comfortable expressing their ideas and feelings.

Materials

Chart paper and markers

Key Words and Phrases

Ground rules, supportive atmosphere, prejudice, name-calling, consensus

Process

- Explain to students that many of the topics that they will be discussing (e.g., prejudice, name-calling) can become difficult at times because these subjects evoke many emotions for people. In order to have honest and meaningful exchanges, it is important for everyone to think about how they should communicate with one another during such discussions.
- 2. Divide students into small groups and give each group a piece of chart paper and marker. Tell each group to identify a recorder who will prepare a chart of the group's responses.
- 3. Instruct each group to come to consensus on two or three ground rules that they believe are important for the class to follow when having discussions. In addition to writing the ground rules on the chart paper, the recorder should also write down all of the reasons why group members decided that each rule is important.
- 4. Have each group choose one of its ground rules and prepare a short skit that shows the importance of the ground rule by either illustrating what could happen without it or by showing effective discussion because the rule is being followed.

NOTE: Instructors should circulate while groups are working to ensure that a variety of ground rules are represented.

- 5. Have each group identify a reporter to share its list with the class and then have the group perform its skit.
- 6. After all groups have performed, have a closing discussion about the identified ground rules. Ask students if they all agree to all of the posted rules, and, if not, which do they disagree with and why. Have the group work together to come to consensus on



which rules will stand as their "Class Ground Rules."

7. Keep the "Class Ground Rules" posted in the room and refer to them before group discussion on difficult topics or whenever needed.

Connection to Standards

Language Arts: Listening and Speaking

■ Uses listening and speaking strategies for different purposes

Life Skills: Working With Others

■ Contributes to the overall effort of a group

Who Am I? Introduction to Diversity

Goal

To examine the similarities and differences that exist among people and to develop a working definition of diversity.

Materials

Blank, five-pointed stars with space in the middle for students to write their names or paste a picture; markers; chart paper

Key Words and Phrases

Similarities, differences, diversity, personalize, category, web

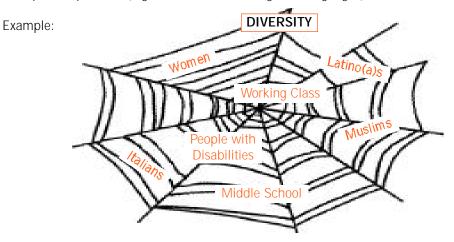
Process

- 1. Give each student a star to personalize. Have students either write their names or paste a photograph of themselves in the center of the star.
- 2. Tell students that each point of the star represents a category. Tell students to write their answers for each category at the points of their star.

 NOTE: The categories should be
- 3. After students have completed their stars, have them move around the room and find as many matches with other students as they can. Have students make a list of all the classmates with whom they have something in common.
- 4. List the five categories on a piece of chart paper and elicit students' responses for each category. After the lists are complete, have students discuss the following questions:
 - a. Are you surprised at the number of similarities that exist among the people in this class? Why or why not?
 - b. How is recognizing these similarities important to how we work together?
 - c. Could any of these similarities cause problems? Explain your thinking.
 - d. What kinds of differences exist among the people in this class?
 - e. How is recognizing these differences important to how we work together?
 - f. Could any of these differences cause problems? Explain your thinking.
 - g. Why is it important to recognize both the similarities and differences that exist among people?



5. Ask students to think about the meaning of the word diversity. Either as a whole group or in small cooperative groups, have students prepare a web using the word "diversity." Have them include both their own general understanding of the word and as many examples as possible (e.g., different races, religions, languages).



- 6. Have the class work together to develop a working definition of diversity that takes into account all of their thinking. Write the class's definition on a piece of chart paper.
- 7. End the lesson by asking students to reflect on why they think you have had them participate in this assignment and how having a class definition of diversity can be useful.
- 8. Post student stars, the compilation of student responses, and the class definition of diversity in the classroom.

NOTE: This lesson is particularly useful in the beginning of the school year to help students become acquainted with students they may not know.

Adapted from *Opening the Door to Diversity: Voices from the Middle School (Resource Guide).* 1999. Westerville, OH: National Middle School Association.

Connection to Standards

Language Arts: Listening and Speaking

■ Uses listening and speaking strategies for different purposes

Life Skills: Working With Others

Contributes to the overall effort of a group

Civics

- Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy
- Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

Diversity of Beliefs and Values

Goal

To learn that people have different beliefs and values from one another.

Materials

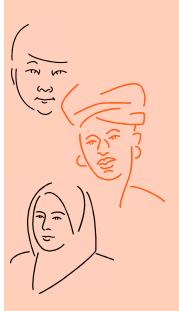
Three large pieces of construction paper with the following words, written in very large letters, one on each sheet of paper: "Agree," "Disagree," and "Unsure"

Key Words and Phrases

Beliefs, values, internet, ethnicity, race, sexual orientation, multiculturalism, prejudice, terrorist, bullying

Process

- 1. At one end of the room post a large sign labeled "Agree" and at the other end post a large sign labeled "Disagree." In the center of the room, post a sign labeled "Unsure."
- 2. Explain to students that you are going to read several statements, none of which have a "right" or "wrong" answer. As each statement is read, tell them that they are to take a position in the room based on whether they agree, disagree, or are unsure about the accuracy of the statement.
- 3. Read some or all of the statements below and allow time for students to take a position following each one. Tell them to observe how people change positions from one topic to the next.
 - Students should not be required to recite the Pledge of Allegiance in school.
 - Public schools should require all students to wear uniforms.
 - Parents should carefully monitor how their children use the internet.
 - Video games make teens violent.
 - Most young people do not respect adults.
 - Most adults do not respect teenagers.
 - Rap music makes teens violent.
 - Prejudiced people cannot be changed.
 - Jokes that focus on ethnicity, race, or sexual orientation reinforce prejudice.
 - The media unfairly portrays certain groups of people.
 - here is too much focus on diversity and multiculturalism in the school curriculum.
 - People whom the government suspects of being dangerous to the United States should be carefully watched and their activities monitored.
 - Anyone who wants to come to the United States should be allowed to enter.



- Since the World Trade Center and Pentagon terrorist attacks, the world is no longer safe anywhere.
- Bullying is a normal part of adolescent behavior.
- School violence is a major problem in this country.
- 4. Ask students to make general observations about the lesson and to explain how they felt sharing their opinions on some of the topics. Guide a whole-group discussion using some or all of the following questions:
 - a. How did it feel to take a position on some of the topics?
 - b. If there was a particular topic that you were unsure about, what information would you need in order to form an opinion?
 - c. How did you feel when you saw others taking a completely different position from yours on a topic? Were any of your classmates' opinions surprising to you? Explain.
 - d. Was there a statement read where you were clearly in the minority in your position? Did you consider changing your position to conform to the majority? Why or why not?
 - e. What do you think was the purpose of this lesson?
 - f. How does the variety of beliefs and opinions that people hold present challenges when people work and live together? How can different opinions be beneficial?
 - g. Do you think people sometimes pretend to agree with another person in order to avoid conflict?
 - h. Do you think it likely that people change their opinions on topics like the ones presented in this lesson? If so, what kinds of things are likely to cause opinions to change?
- 5. In small groups have students discuss the lesson. Instruct them to consider the various ways that people come to hold their beliefs, opinions, and values and make a list on a piece of paper. After all groups have completed the discussion, prepare a composite list of their responses on chart paper or on the board.
- 6. As an additional activity, encourage students to ask their parents or other family members the same questions and compare those responses to their own.

NOTE: Have the list of statements duplicated for students to take with them for this activity.

Connection to Standards

Language Arts: Listening and Speaking

■ Uses listening and speaking strategies for different purposes

Life Skills: Working With Others

Contributes to the overall effort of a group

Civics

■ Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy

Behavioral Standards

■ Understands various meanings of social group, general implications of group membership, and different ways that groups function

Stereotypes

Goal

To examine how people develop stereotypes and to consider how stereotypes can lead to prejudice.

Materials

Paper, pencil, chalkboard or chart paper

Key Words and Phrases

Stereotype, prejudice, assumption, generalization

Process

- 1. Tell students that you will be reading a series of words. Instruct students to write each word on a sheet of notebook, followed by the first thought that comes to mind when they think of a person in that role. Encourage students not to censor their responses.
- 2. Read the following words aloud, one by one, allowing enough time after reading each word for students to write their first thoughts:

cheerleader construction worker

grandmother doctor teacher librarian gang member athlete honor roll student nurse

dancer

- 3. After students have completed this lesson, have them turn the paper face down on their desks until it's time to review the responses.
- 4. Have the class select two words from the original list, such as construction worker and cheerleader. Divide students into small groups of three or four students per group. Assign half of the groups the first selected word and the other groups the second selected word. Give groups four or five minutes to list as many characteristics as possible of their assigned word. When they have completed the task, generate a list of all responses on the chalkboard or chart paper.

- 5. Discuss the accuracy of the characteristics; have students consider whether all cheerleaders, for example, are blond or if all construction workers are men. Have students consider which of the characteristics listed under each name could be considered *assumptions* ideas that we believe are true without verification.
- 6. Provide students with the following definition of stereotype:

A *stereotype* is an oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

- 7. Based on the definition of stereotype, have students consider whether the assumptions that they made about cheerleaders and construction workers can cause people to develop stereotypes about these two groups.
 - Have them also consider how even the positive characteristics can have negative consequences (e.g., if people hold the stereotype that all cheerleaders are honor students, then someone who is an average student may not feel qualified to participate).
- 8. Instruct students to turn over the papers containing their initial impressions of the categories listed on the board. Have them review their lists and then consider the following questions:
 - a. Based on the discussion about assumptions and stereotypes, are you reconsidering any of your responses? Do any of your responses appear to be a result of unconscious stereotypes that you have formed about particular groups?
 - b. Do you think that if we tallied the responses to each of the items listed, the answers would be similar? Why or why not?
 - c. How do people learn stereotypes?
 - d. What were some examples of stereotypes that people responded to after the terrorist attacks on 9/11?
 - e. What are some ways that people can verify whether or not an assumption that they have about a group of people is accurate? What would be the value of doing so?
- 9. Close this lesson by having students think about a stereotype that is held about a group to which they belong. Ask students to share their ideas on this topic in small group discussion. Alternatively, ask students to prepare a short reflective writing piece on this topic. Encourage students to consider the following in their discussion/writing:
 - the stereotype that is commonly held about their group;
 - their feelings upon hearing this stereotype;
 - ways that the stereotype limits or hurts them or others who belong to the group;

ways that people might learn new information so as not to ignore individual differences that might exist among members of the group.

Parts of this lesson adapted from Opening the Door to Diversity: Voices from the Middle School (Resource Guide). 1999. Westerville, OH: National Middle School Association.

onnection to Standard

Language Arts: Listening and Speaking

■ Uses listening and speaking strategies for different purposes

Language Arts: Writing

■ Uses the general skills and strategies of the writing process

■ Uses the stylistic and rhetorical aspects of writing

■ Uses grammatical and mechanical conventions in written compositions

Life Skills: Thinking and Reasoning

■ Understands and applies basic principles of logic and reasoning

Civics

- Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy
- Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

Behavioral Standards

■ Understands various meanings of social group, general implications of group membership, and different ways that groups function

Prejudice

Goal

To explore the concept of prejudice and to consider the unfairness of judging people on the basis of characteristics over which they have no control.

Materials

Paper and pencil

Key Words and Phrases

Prejudice, unfairness, stereotype, exclusion

Process

- 1. Write the word *prejudice* on the board. Instruct students to respond in a free-writing exercise about their understanding of the word and any feelings that the word evokes for them. Allow 5-10 minutes for the free-writing activity.
- 2. After completing the writing assignment, have the class work together to create a web for the word *prejudice*. Record students' responses on the board.
- 3. Provide students with a definition of prejudice and then ask them to consider how prejudicial thinking is frequently based on stereotypes. The following is a suggested definition:

Prejudice is prejudging or making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes.

- 4. Continue a whole-group discussion using some or all of the following questions:
 - a. Do you think that prejudice is often a result of judging a person or group on the basis of things over which they have no control? (e.g., skin color, size, gender) Elicit examples.
 - b. Is it fair to judge people by such characteristics? If not, why do you think it happens so often?
 - c. What are some ways that people learn prejudices? What are some reasons why prejudice is so difficult to "unlearn?"

- d. Have you ever felt excluded? Explain the situation and how you felt. Do you think that the exclusion was based on prejudice or something else? How did you decide whether or not prejudice was the reason for the exclusion?
- e. What is the difference between prejudice and a legitimate reason for not liking someone? Give an example of each that illustrates how they differ.
- f. Do you think that there are people or groups of people in this school or community who feel excluded? Explain your answer.
- g. How is everyone ultimately hurt when some people are made to feel excluded?
- 5. Divide students into small groups and instruct them to develop short skits that illustrate the difference between prejudice and a legitimate reason for not wanting to associate with someone. Provide an opportunity for each group to present its skit to the whole group and follow each presentation with a brief discussion.
- 6. At the conclusion of this lesson, encourage students to ask their parents or other family members to tell them about experiences of prejudice that they have experienced or witnessed. Tell students to ask the people who are telling them about these experiences to share how they felt at the time and how they feel now thinking back on the experience.

Language Arts: Listening and Speaking

■ Uses listening and speaking strategies for different purposes

Language Arts: Writing

- Uses the general skills and strategies of the writing process
- Uses the stylistic and rhetorical aspects of writing
- Uses grammatical and mechanical conventions in written compositions

Life Skills: Thinking and Reasoning

■ Understands and applies basic principles of logic and reasoning

- Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy
- Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

Behavioral Standards

Understands various meanings of social group, general implications of group membership, and different ways that groups function

Name-Calling

Goal

To examine the consequences of using stereotypical labels to describe people and to consider appropriate responses to name-calling when it occurs.

Materials

Paper and pencil, "One Person/Many Roles" worksheet, one copy of the worksheet for each student

Key Words and Phrases

Self-esteem, cumulative, retaliating, non-confrontational, label, assumptions, target

Process

- 1. Ask students to think about names that they have been called and write them at the top of a sheet of paper.
- 2. Assure students that they do not need to censor their responses because they will remain anonymous.

NOTE: Do not say that the names should be negative; allow students to respond to your direction as they wish. Most students will assume that name-calling is negative.

- 3. Continue by having students write, at the bottom of the same sheet of paper, how they felt being called the names that they listed above. Again, assure them that their responses will remain anonymous.
- 4. Collect the papers and ask the students to listen quietly as you read each name or label.

NOTE: Most of the names will be negative, perhaps cruel or shocking. The impact of this lesson lies in the cumulative impact of hearing the list.

- 5. Next, read the list of emotions or feelings, but this time record the words on the board as you go. Put a checkmark by repeated words and phrases.
- 6. Ask the group to discuss their feelings about this lesson, using some or all of the following questions as a guide to the discussion:
 - a. What is the impact of name-calling? Are the results primarily constructive or destructive?
 - b. Which of the names that were read are based, at least in part, on stereotypes? Explain the stereotypes behind some of the names.
 - c. Do you think that name-calling is common? If so, why do you think it is common?

- d. What are some possible long-term effects if someone is repeatedly called hateful names? (e.g., low self-esteem, depression, anger)
- e. Is there a lot of name-calling in this school? If so, do the adults in the building interrupt the name-calling when they hear it? Do you think they should?
- f. If the adults don't interrupt name-calling when they hear it, why do you think that might be?
- q. What effect might persistent name-calling have on a school's overall atmosphere?
- h. What are some possible ways to respond when you are called a hurtful name without retaliating using more hateful and hurtful words? (e.g., ignoring the person, suggesting that the person get to know you before making assumptions, asking an adult for help if the name-calling continues)
- i. What are some non-confrontational ways to respond if you hear your friends calling others hurtful names? What are the benefits and challenges of saying something to your friends in such a situation?
- j. Would you ever intervene if you heard someone that you didn't know calling someone a hurtful name? Why or why not?
- 7. Distribute the "One Person/Many Roles" worksheet, one copy of the worksheet for each student. Allow time for students to reflect on the various roles they have played in the past, and to write some notes for themselves in each of the four squares. Encourage students to write something in all of the squares.
- 8. After students have completed this task, form pairs or small groups and ask each student to select one square from the worksheet to discuss with others in the small group. Allow 10-15 minutes for this discussion. Following the small group discussion conduct a discussion with the whole group using the following discussion questions.
 - a. Which role, if any, was hardest for you to acknowledge and discuss? Why do you think that might be?
 - b. Which role, if any, was easiest to discuss and why?
 - c. What, if anything, might prevent you from being an ally or confronter?
 - d. What do you want from others when you are being targeted?
 - e. How can bystanders learn to become allies?

Parts of this lesson adapted from *Opening the Door to Diversity: Voices from the Middle School (Resource Guide).* 1999. Westerville, OH: National Middle School Association.

Language Arts: Listening and Speaking

■ Uses listening and speaking strategies for different purposes

Life Skills: Thinking and Reasoning

■ Understands and applies basic principles of logic and reasoning

Civics

- Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy
- Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

Behavioral Standards

■ Understands various meanings of social group, general implications of group membership, and different ways that groups function

One Person/Many Roles Worksheet

'TARGET"		"PERPETRATOR"			
	cribe a time when someone's words or ons hurt you.	b)	Describe a time when your words or actions hurt someone.		
"CONFR	"CONFRONTER"		"CONFRONTER"		
	cribe a time when you interrupted an act of udice.	d)	Describe a time when you saw an act of prejudice taking place and you did not intervene.		

Misinformation and Rumors

Goal

To explore ways that information can become distorted and lead to rumors; to explore some of the consequences of misinformation and rumors.

Materials

Poster board or construction paper; assorted art supplies

Key Words and Phrases

Rumor, perspective, intentional

Process

- 1. Have students sit in a large circle. Tell them that they are going to participate in the "Telephone Game."
- 2. Ask a volunteer to think up a brief statement or story and whisper it into the ear of the person sitting to his or her right. Tell the person who has just heard the statement to whisper it to the next person. This procedure continues until everyone has heard the statement. Have the last student say aloud what he or she heard and then have the student who started the story tell what the original statement or story actually was. Have students compare the original to the final statement and note any changes.
- 3. Have the group explore ways that a story can change as it is retold and examine how this can lead to rumors. Use the following discussion questions as a guide:
 - a. What are some possible reasons why a story changes as it is repeated? (e.g., people tend to remember sharp details and forget those that were less clear; people fill in gaps to make a story more believable or closer to what they think it should be; people exaggerate to make a story funnier or more interesting than it really is.)
 - b. What influences how we hear and interpret information? (e.g., our experiences, interests, perspectives)
 - c. Do you think that there are times when people hear many different interpretations of the same story and begin to question which interpretation is accurate? Explain your thinking.
 - d. If everyone sees and hears something a little differently, how do we know when a story is accurate? How can we sort out the truth from the changes that can occur when a story is retold? What can we do to check the accuracy of a story? (e.g. look for first hand sources; try to get multiple perspectives)



- e. What is the danger of not knowing the truth?
- f. What is a rumor?
- g. Do you think that some rumors get started innocently? Explain your thinking.
- h. Do you think there are times when rumors are started intentionally to hurt someone or to start trouble? Give examples.
- i. What harm can come from believing a rumor? What harm can come from repeating a rumor?
- j. What situations might cause rumors to be spread?
- 4. Working individually or in small groups, have students design posters that alert others to the harm in spreading misinformation or rumors. Display posters in the classroom.
- 5. Have students research some of the rumors that have spread following global world tensions, e.g. following the attacks on the World Trade Center and the Pentagon. Have students report their findings to the class.

Adapted from A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (Elementary/ Intermediate Level). 2000. New York, NY: Anti-Defamation League.

Connection to Standards

Language Arts: Listening and Speaking

■ Uses listening and speaking strategies for different purposes

Language Arts: Writing

■ Gathers and uses information for research purposes

Language Arts: Reading

 Uses reading skills and strategies to understand and interpret a variety of informational texts

Life Skills: Thinking and Reasoning

- Understands and applies the basic principles of presenting an argument
- Understands and applies basic principles of logic and reasoning

Civics

- Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy
- Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

Behavioral Standards

■ Understands various meanings of social group, general implications of group membership, and different ways that groups function

The Escalation of Hate

Goal

To examine the escalating nature of hate and to consider the difficulty of stopping the progression once it begins.

Materials

Overhead transparency or chart paper, construction paper or chart paper; markers

Key Words and Phrases

Escalation, stereotype, prejudice, scapegoating, discrimination, violence, genocide, hate crime, "model minority"

Process

1. On the left-hand side of an overhead transparency or piece of chart paper, write the following words: stereotype, prejudice, scapegoating, discrimination, violence, genocide. Ask students to consider the meaning of each of the words and to think about how they differ from one another.

Suggested definitions for terms used in this lesson

Discrimination - the denial of justice and fair treatment

Genocide - the systematic destruction or the attempted extermination of a group of people

Hate crime - a criminal act directed at an individual or property because of the victim's real or perceived race, ethnicity, gender, religion, nation origin, sexual orientation, or disability

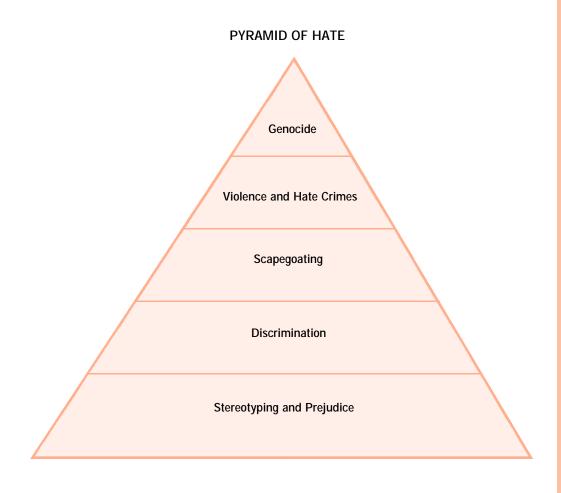
Prejudice - a negative attitude toward a person or group formed without examining individual characteristics

Scapegoating - unfairly blaming an individual or group for circumstances that have varied causes

 $\textbf{Stereotype} \ - \ \text{an oversimplified generalization about an entire group of people without regard to individual differences}$

Violence - an action that emotionally or physically harms individuals or communities

- 2. On the right-hand side of the transparency or chart paper, write the following statements:
 - a. The gay community is frequently blamed for AIDS.
 - b. In 1997, the FBI documented 8,049 hate crimes based on race, religion, ethnicity, sexual orientation, and gender.
 - c. During World War II, Nazis killed six million Jews to protect the so-called "Aryan Race."
 - d. Employers often do not hire people whose native language is not English.
 - e. People often refer to Asian Americans as the "model minority."
 - f. Fashion magazines rarely photograph overweight people positively.
- 3. Working in pairs, have students match the examples on the right to the terms on the left. [Answer Key: 1-scapegoating; 2-violence; 3-genocide; 4-discrimination; 5-stereotype; 6-prejudice.] Ask students to consider if more than one word could be applied to some of the statements and to be prepared to explain their responses.
- 4. After all pairs are finished, have students discuss their answers in a whole-group discussion. Clarify definitions as needed.
- 5. On a large piece of chart paper, draw a triangle and divide it into five sections. Starting at the top of the pyramid, label the sections as follow: Genocide; Violence and Hate Crimes; Scapegoating; Discrimination; and Stereotyping and Prejudice. See example on next page.
 - Ask students to think about how this pyramid can be used to illustrate how hate escalates.
- 6. Assign students to small groups. Give each group a large piece of construction paper or a piece of chart paper and markers. Have them draw their own "Pyramid of Hate" on the paper and then work together to fill in examples for each of the sections.
- 7. When the pyramids are complete, have each group share some of its examples and discuss.
- 8. Close with a whole-group discussion using some or all of the following questions:
 - a. What are some factors that make it more likely that hate will escalate? (e.g., hate behaviors are tolerated, the media reinforce stereotypes, friends and family agree with and reinforce each other's prejudices)
 - b. Once someone's actions start moving up on the pyramid of hate do you think it's difficult to stop? Why or why not?
 - c. What are some things that might help stop the escalation of hate? (e.g., education, new laws, enforcement of existing laws, school policies)
 - d. What can individuals do to stop the escalation of hate? What can communities do?
 - e. What is the cost to the individual who does not act to challenge hate? What is the cost to the targets of hate? What is the result for society?



- 9. To help students continue thinking about the concepts presented in this lesson, post a large "Pyramid of Hate" in the classroom. As students read newspaper, magazine, or Internet stories about prejudice and hate, they can attach the stories to the pyramid in the appropriate categories. Set aside time for a discussion about how the events described show the escalating nature of hate. For example, the brutal deaths of Matthew Shepard in Laramie, Wyoming, and James Byrd in Jasper, Texas, did not happen without underlying stereotypes and prejudice toward gay men and African-American men respectively.
- 10. To help students put scapegoating into historical context, have students do library or online research about the Holocaust and the Internment of Japanese Americans during World War II.

NOTE: In doing online research on these topics, students may encounter sites of hate groups; for example, a list generated on the topic of the Holocaust may include a number of anti-Semitic Web sites. Additional information on addressing these concerns with

Note cont. -

students is included in the Partners Against Hate publication, *Hate on the Internet: A Response Guide for Educators and Families,* available through the Partners Against Hate Web site, www.partnersagainsthate.org.

Adapted from A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (Elementary/Intermediate Level). 2000. New York, NY: Anti-Defamation League and Opening the Door to Diversity: Voices from the Middle School (Resource Guide). 1999. Westerville, OH: National Middle School Association.

Connection to Standards

Language Arts: Listening and Speaking

■ Uses listening and speaking strategies for different purposes

U.S. History

Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

World History

■ Understands the causes and global consequences of World War II

Life Skills: Thinking and Reasoning

■ Understands and applies basic principles of logic and reasoning

Civics

- Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy
- Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

Behavioral Standards

■ Understands various meanings of social group, general implications of group membership, and different ways that groups function

Personal Responsibility

Goal

To examine individual responsibility in helping to stop the escalation of hate.

Materials

"Self-Reflection" handout and stamped post cards, one of each for each student

Key Words and Phrases

Self-reflection, assumptions, consequences, media messages

Process

- 1. Have the statement "You're either part of the solution or you're part of the problem" written on the board. Ask students if they have ever heard this expression and elicit from students what they think the statement means. Ask them to think specifically about what this statement means in terms of name-calling, prejudice and exclusion.
- 2. Review the "Pyramid of Hate" from Lesson 8. Ask students to think about where their own actions and beliefs fall on the pyramid (e.g., do they sometimes believe stereotypes about groups of people?)

NOTE: Assure students that most people are not prejudice-free and everyone must work hard to keep from moving up the "pyramid."

- 3. Explain that this lesson provides students with an opportunity to think about their own attitudes and behaviors and to consider how they may be "part of the problem," but also how they are, or can be, "part of the solution."
- 4. Distribute the "Self-Reflection" handout and give students time to answer the questions. Explain that because this is a personal self-reflection, no one will be asked to share individual responses; encourage students to be as honest as possible. Tell students that when everyone has completed the handout, you will lead a general discussion about it, but no one will be asked to reveal specific answers, and the "Self-Reflection" handout will not be turned in to the teacher.
- 5. After all students have completed the handout, conduct a discussion using the following questions:
 - a. How did you feel completing this handout?
 - b. Were you surprised by any of your answers? If so, why do you think you were surprised?
 - c. Do you think it was a good exercise for thinking about these topics? Why or why not?



- d. Do you think that you will try to change any of your attitudes or behaviors based on your self-reflection? Explain your thinking.
- e. If you were satisfied with some (or all) of your answers, what kinds of things will you do to continue being "part of the solution?"
- f. Do you think each person has a responsibility to stop the escalation of hate? Explain your thinking.
- 6. Continue this lesson by having students review their lists. Encourage them to identify one item that they will try to work on in the coming weeks. Have them refer to the handout at different times and determine whether they feel they are making specific improvements. After a period of time has passed, consider having students write an essay on which behavior they tried to change/improve, how successful they felt they were, what strategies they used to stay focused on their goal, obstacles they encountered, and so forth.
- 7. Close the lesson by distributing a stamped postcard to each student and instruct students to write their name and full mailing address on the stamped side of the card. On the other side of the card, ask the students to write one or two actions that they hope to accomplish in the next month. Tell the students that you will collect the cards and will mail them to the students in one month. Explain that the cards will serve as a reminder of what the students hoped to accomplish.

Connection to Standards

Language Arts: Listening and Speaking

■ Uses listening and speaking strategies for different purposes

Language Arts: Writing

- Uses the general skills and strategies of the writing process
- Uses the stylistic and rhetorical aspects of writing
- Uses grammatical and mechanical conventions in written compositions

Life Skills: Thinking and Reasoning

- Understands and applies basic principles of logic and reasoning
- Applies basic trouble-shooting and problem-solving techniques
- Applies decision-making techniques

Civics

- Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy
- Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

Self-Reflection Handout

Directions: Think about your own thoughts and actions with respect to prejudice and unfairness. Rate yourself using the scale below and then answer the questions that follow each item.

1 = 1	almost never do this	2 = I sometimes do this	3 = I often do this	4 = I always do this
	•	own cultural group(s).		
	Why do I think I do (or	don't so) this?		
		learn about my own backgr	Ü	
	I try to learn about oth	ner cultural groups.		
	Why do I think I do (or	don't do) this?		
	What else could I do to	learn about other cultural gr	roups?	
	I listen to other people my own.	's opinions and points of vi	ew on various topics, ev	en when they differ from
	Why do I think I do (or	don't do) this?		
	What are some ways the	nat I could do this better?		
	I engage in name-calli	ng.		
	What are some reasons	s why I do (or don't do) this?		
	What would be the value	ue of my not engaging in nan	ne-calling at all?	

Why do I think	: I do (or don't do) this?
What are som	e ways I can practice not making assumptions and not believing stereotypes?
	nt make fun of people because of things like their gender, race, religion, sexua othes, body size or shape, physical or mental ability.
	I do (or don't do) this?
	lue of not telling jokes about people?
I spread rumo	rs.
Why do I think	I do (or don't do) this?
	possible consequences when/if I do spread rumors?
I am prejudice	ed against certain groups of people.
Why do I think	I do (or don't I) hold prejudices?

paying closer attention to hidden messages in the media?
see them being treated unfairly.
speak up?
ore outspoken on issues of unfairness and inequity?

LESSON 10

Remembering Those Hurt by Hate



Goal

To remember people who have been hurt by hate and to create a memorial in the hope that such events will not happen again.

Materials

Assorted art and writing supplies, depending on projects

Key Words and Phrases

Memorial, desecration, collage, vulnerable, individual expression

Process

- 1. Have students recount events that have happened in their lifetime that were motivated by hate. Their answers might include the terrorist attacks on September 11th, the burning of African-American churches across the country, the murders of James Byrd and Matthew Shepard, the burning or desecration of synagogues, school shootings such as occurred at Columbine and other locations. Ask students to consider why it often takes such hateful acts to remind us how vulnerable our communities are to hate and violence.
- 2. Explain to students that this lesson is their opportunity to design a memorial to people who have been hurt by hate. Their memorial can be in any form: a picture, poster, collage, statue, sculpture, poem, song, dance, essay, etc. The project is to be their individual expression of remembering people hurt by hate.
- 3. Allow class and home time for all projects to be completed. Encourage students to ask their parents or other family members to help them with the projects outside of class.
- 4. Provide a time for students to share their projects with the rest of the class. Whenever possible, display projects in the classroom, school, or community (e.g., public library).

Additional Activities

1. Have students research and create a memorial for people whose lives were changed by the events of 9/11.

2. Have students complete a writing assignment about the topic, "Those who do not remember history are condemned to repeat it."

Adapted from An American Testament: Letters to the Burned Churches (Discussion Guide). 1996. New York, NY: Anti-Defamation League.

nnection to Standards

Language Arts: Listening and Speaking

■ Uses listening and speaking strategies for different purposes

Language Arts: Writing

- Uses the general skills and strategies of the writing process
- Uses the stylistic and rhetorical aspects of writing
- Uses grammatical and mechanical conventions in written compositions
- Gathers and uses information for research purposes

Language Arts: Reading

■ Uses reading skills and strategies to understand and interpret a variety of informational texts

Life Skills: Thinking and Reasoning

■ Applies basic trouble-shooting and problem-solving techniques

Civics

- Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy
- Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

GLOSSARY OF TERMS

The following are general terms often associated with diversity awareness, anti-bias programs and resources.

Ally

Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.

Anti-bias

Anti-bias is an active commitment to challenging prejudice, stereotyping, and all forms of discrimination.

Bias

Bias is an inclination or preference either for or against an individual or group that interferes with impartial judgment.

Bigotry

Bigotry is an unreasonable or irrational attachment to negative stereotypes and prejudices.

Bystander

Someone who sees something happening and does not say or do anything.

Discrimination

Discrimination is the denial of justice and fair treatment by both individuals and institutions in many arenas, including employment, education, housing, banking, and political rights. Discrimination is an action that can follow prejudicial thinking.

Diversity

Diversity means different or varied. The population of the United States is made up of people from diverse races, cultures, and places.

Multicultural

Multicultural means many or multiple cultures. The United States is multicultural because its population consists of people from many different cultures.

Perpetrator

Someone who says or does something against another person.

Prejudice

Prejudice is prejudging or making a decision about a person or group of people without suficient knowledge. Prejudicial thinking is frequently based on stereotypes.

Scapegoating

Scapegoating is blaming an individual or group for something based on that person or group's identity when, in reality, the person or group is not responsible. Prejudicial thinking and discriminatory acts can lead to scapegoating.

Stereotype

A stereotype is an oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

Target

Someone who is the focus of mistreatment.



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Resources for Personal and Professional Development

The list of materials below reinforces the thinking expressed in the Program Activity Guide: Helping Youth Resist Bias and Hate, 2nd edition about the need for adults to participate in their own personal journey of discovery on issues of diversity, bias, and hate behavior. Films are identified with a symbol. All other titles refer to print material.

- ABC-Prime Time Live. 1992. *True Colors*. New York, NY: American Broadcasting Company, Inc. *ABC News correspondent Diane Sawyer leads a team of discrimination testers undercover to get a first-hand look at racism*.
- ★ ABC-Prime Time Live. 1993. The Fairer Sex? New York, NY: American Broadcasting Company, Inc. In an effort to more fully understand gender bias, ABC News correspondent Chris Wallace conducts an experiment about attitudes toward women and the consequences in both their business and personal lives.
- ABC-Prime Time Live. 1994. Age and Attitude. New York, NY: American Broadcasting Company, Inc. ABC News correspondent Diane Sawyer leads a team of discrimination testers undercover to get a first-hand look at age discrimination.
- Allport, G.W. 1979. The Nature of Prejudice. Reading, MA: Addison-Wesley.

 Originally published in 1954, this book, which has attained the status of a classic, explains the roots and nature of prejudice and discrimination.
- Alston, M. 1997. Family Name. Brooklyn, NY: First Run/Icarus Films.

 In this documentary focusing on race relations, Alston travels throughout Durham, North Carolina to find people who share his family name and eventually discovers that he descends from one of the largest slave-owning families in North Carolina.
- American Association of University Women. 1992. *How Schools Shortchange Girls.* Washington, DC: American Association of University Women Education Foundation.
 - This research-based book, for parents, teachers, and policymakers, presents major findings on girls and education, documenting exactly how and why schools shortchange girls in the educational process.
- Berger, M. 1999. White Lies: Race and the Myths of Whiteness. New York, NY: Farrar, Straus & Giroux. This book includes autobiographical vignettes and anecdotes by black and white Americans on how people from each group perceive the other and on the subtleties of modern racism.

Brown, C.S. 2002. *Refusing Racism: White Allies and the Struggle for Civil Rights.* New York, NY: Teachers College Press.

Drawing heavily on interviews and memoirs, this volume offers honest accounts of four white American activists who have dedicated their lives to the struggle for civil rights.

- Choy, C., and Tajima, R. 1989. Who Killed Vincent Chin? New York, NY: Film Makers Library.

 This documentary examines the 1982 beating death of Vincent Chin by two autoworkers in Detroit.
- Clark, C., and O'Donnell, J., eds. 1999. *Becoming and Unbecoming White: Owning and Disowning a Racial Identity.* Westport, CT: Greenwood Publishing Group, Inc.

This collection of stories reveals the history of racism in the United States over a 50-year period beginning in the late 1930's and continuing into the early 1980's.

Darling-Hammond, L., French, J., and Garcia-Lopez, S. 2002. *Learning to Teach for Social Justice*. New York, NY: Teachers College Press.

In this book, a group of student teachers – led by Linda Darling-Hammond – share their candid questions, concerns, dilemmas, and lessons learned about how to teach for social justice and social change.

- Dupre, J. 1998. Out of the Past. New York, NY: Gay, Lesbian, and Straight Education Network.

 This video profiles figures from nearly 400 years of American history while following one young woman as she struggles to start a gay-straight alliance in her public high school.
- Guggenheim, C. 1995. *The Shadow of Hate: A History of Intolerance in America*. Montgomery, AL: Teaching Tolerance.

This documentary spans three centuries and examines this country's ongoing struggle to live up to its ideals of liberty, equality, and justice for all.

Guggenheim, C. 1992. A Time for Justice: America's Civil Rights Movement. Montgomery, AL: Teaching Tolerance.

This documentary recalls the crisis in Montgomery, Little Rock, Birmingham, and Selma through the stories of individuals who risked their lives for freedom and equality

Guttentag, W., and Dipersio, V. 2001. *HATE.COM: Extremists on the Internet.* Montgomery, AL: Teaching Tolerance.

This film examines the growing use of the Internet as a primary platform by which preachers of hate – specifically White-supremacist groups – reach out to their small but dangerous constituency.

Hartman, C., ed. 1997. *Double Exposure*. Armonk, NJ: M.E. Sharpe Publishing.

This book, which includes a foreword by Bill Bradley, explores the story of poverty and race in America.

Kivel, P. 1996. *Uprooting Racism: How White People Can Work for Racial Justice*. Philadelphia, PA: New Society Publishers.

Without attack or rhetoric, the author discusses the dynamics of racism in society, institutions, and in people's everyday lives and shares suggestions, advice, exercises, and approaches for people to work against racism.

- Leppzer, R. 1992. *Columbus Didn't Discover Us.* Wendell, MA: Turning Tide Productions. *This documentary reveals the impact of the Columbus legacy on the lives of indigenous peoples.*
- Loewen, J.W. 1995. Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong. New York, NY: Simon & Schuster.

This book is more than just the recounting of fallacies of history; it provides information about ways that social issues have been misreported and ideas misrepresented.

Obidah, J.E., and Teel, K.M. 2001. *Because of the Kids: Facing Racial and Cultural Differences in Schools.* New York, NY: Teachers College Press.

This book details the story of two teacher-researchers – Jennifer, who is African-American, and Karen, who is White – as they set out on a collaborative three-year study to explore the impact of racial and cultural differences in Karen's urban middle school classroom.

- O'Neill, P., and Miller, R. 1995. *Not in Our Town.* Oakland, CA: The Working Group. The story of the people of Billings, Montana, who worked together to fight bigotry following a series of hate crimes in their community.
- Onwurah, N. 1998. Coffee-colored Children. New York, NY: Women Make Movies.
 This film captures the pain of racial harassment and the internalized effects of racism that children of mixed racial heritage often face.
- Rosenstein, J. 1997. *In Whose Honor? American Indian Mascots in Sports.* Hohokus, NJ: New Day Films.

This film looks at issues of racism, stereotypes, and the representation of Native-American people in sports and the powerful effects of mass-media imagery.

Sears, J.T., and Williams, W.L., eds. 1997. *Overcoming Heterosexism and Homophobia: Strategies that Work.* New York, NY: Columbia University Press.

Providing strategies that can be adopted by educators, counselors, and community activists, the contributors discuss role-playing exercises, suggestions for beginning a dialogue, methods of "coming out" effectively to family members and coworkers, and outlines for workshops.

Shrank, J. 1995. The Unbiased Mind. Lake Zurich, IL: Learning Seed Company.

This video shows how people adopt thinking habits that make it possible to function in a complex work, but also explains how these habits lead to biased and prejudiced thinking.

Smith, H. 2000. *The Scarred Heart: Understanding and Identifying Kids Who Kill.* Knoxville, TN: Callisto Publishing.

This book is based on Dr. Smith's interviews with violent children and teenagers in a variety of settings, from gang-infested neighborhoods of New York City to the schools of rural East Tennessee. It also includes the findings of her massive national survey of violent and nonviolent youths age 10-19 – the first study of its kind.

- Snitow, A., Kaufman, D., and Scott, B. 1997. *Blacks & Jews.* San Francisco, CA: California Newsreel. This film, made collaboratively by black and Jewish filmmakers, goes behind the headlines and rhetoric as activists from both groups examine the stereotypes and key conflicts that have caused misunderstanding and mistrust.
- Takaki, R.T. 1994. *A Different Mirror: A History of Multicultural America*. Boston, MA: Little, Brown and Company.

From its colonization to the Los Angeles riots, this book recounts the history of America from a multicultural point of view, while detailing the involvement and achievements of the non-Anglo participants who helped create it.

Tatum, B.D. 1997. Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations about Race. New York, NY: Basic Books.

Through anecdotes, excerpts from research, and essays written by college students, Tatum presents evidence that suggests that we must all examine our racial identities – whatever they are – if true social change is to take place.

- Telushkin, J. 1996. Words That Hurt; Words That Heal. New York, NY: William Morrow & Company. This book draws attention to the subtleties of speech, its power to hurt as well as its power to heal and inspire.
- Wah, L.M. 1994. *The Color of Fear.* Oakland, CA: Stir Fry Seminars and Consulting. Eight North American men of diverse backgrounds gather under the direction of seminar leader Lee Mun Wah to discuss racism.
- Wah, L.M. 2002. Last Chance for Eden. Oakland, CA: Stir Fry Seminars and Consulting. Seminar leader Lee Mun Wah brings together a diverse group of men and women to talk about racism and sexism.
- Zinn, H. 1995. *A People's History of the United States*, 2d ed. New York, NY: HarperCollins.

 This book chronicles United States history from 1492 through 1992 from the point of view of those whose voices have been omitted from most histories.

Additional videos that explore issues like those addressed in the *Program Activity Guide: Helping Youth Resist Bias and Hate,* 2nd edition are available through National Video Resources, a nonprofit organization

whose mission is to build audiences for documentaries and other independent films. Contact National Video Resources at ViewingRace@nvr.org or call 212-274-1782 for a copy of their catalog.

Resources for Educators and Youth Service

Professionals

The resources listed below are just a sampling of the many materials available for middle school teachers and youth service professionals to use when working with preteens and adolescents on the issues covered in this publication. Additional titles included in this listing provide educators with practical suggestions for creating equitable classrooms and provide insight into some of the issues confronting youth today. Films are identified with a ** symbol. All other titles refer to print material.

Anand, B., et al. 2002. Keeping the Struggle Alive: Studying Desegregation in Our Town: A Guide to Doing Oral History. New York, NY: Teachers College Press.

This curriculum guide, based on the work of a New Jersey public middle school, shows teachers how to perform social action projects that involve youth in the complex issues concerning race relations and integration.

Aronson, E. 2000. *Nobody Left to Hate: Teaching Compassion After Columbine*. New York, NY: W.H. Freeman and Company.

Leading social psychologist Elliot Aronson argues that the negative atmosphere in the nation's schools – the exclusion, taunting, humiliation, bullying – may have contributed to the pathological behavior of the shooters at Columbine High School.

Banks, J.A. 1999. *An Introduction to Multicultural Education*, 2d ed. Des Moines, IA: Allyn & Bacon/Longwood Division.

This brief text provides readers with a succinct, comprehensive overview of multicultural education and what it means for classroom teaching.

- Barnes, T. 1999. The Kingfisher Book of Religions. New York, NY: Larousse Kingfisher Chambers.

 This reference will help teachers explain religious beliefs, festivals, and ceremonies to their students using vivid text and photographs.
- Beane, A.L. 1999. *The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8.* Minneapolis, MN: Free Spirit Publishing.

Included in this book are prevention and intervention strategies for teachers, activities for students, tips for parents, and a listing of additional print and nonprint resources.

Benson, J., and Poliner, R.A. 1997. *Dialogue: Turning Controversy into Community.* Cambridge, MA: Educators for Social Responsibility.

This book helps teachers learn techniques and structures for helping students build skills such as listening, managing anger, communicating, researching issues, uncovering bias, and understanding and appreciating different perspectives.

Bigman, L, Chappelle, S., with Hillyer, F. 1998. *Diversity in Action: Using Adventure Activities to Explore Issues of Diversity with Middle School and High School Age Youth.* New York, NY: Simon & Schuster Custom Publishing.

This book helps teachers and others working with youth explore diversity issues through adventure activities that foster communication, cooperation, and deeper interpersonal understanding.

Blair, H.A. 2000. Genderlects: Girl talk and boy talk in a middle-years classroom. *Language Arts* 77(4): 315-323.

In this article, Heather Blair illustrates how talk in one multicultural, eighth-grade classroom is an essential element in the process of en-gendering school discourse patterns, including what she calls the "genderlects" of girl talk and boy talk.

Bonds, M., and Stoker, S. 2000. *Bully-Proofing Your School: A Comprehensive Approach for Middle Schools.* Longmont, CO: Sopris West.

This curriculum for grades 6-8 includes appropriate lessons for the classroom to help students distinguish "bullying" from disagreement and teasing and to help them effectively respond to bullying when it occurs.

Both of My Moms' Names Are Judy: Children of Lesbians and Gays Speak Out. 1994. San Francisco, CA: Lesbian and Gay Parents Association.

This video, which was produced as part of an in-service training for educators and administrators, presents a diverse group of children (ages 7-11) who speak candidly about having lesbian and gay parents.

Braxton, B., et al. 1998. *Math Around the World*. White Plains, NY: Cuisenaire/Dale Seymour Publications.

This cross-cultural, cross-curricular unit sets mathematics within a multicultural context through the use of games and problem-solving challenges from around the world.

- Bully No More: Stopping the Abuse. 1999. Los Angeles, CA: Unger Productions.
 Host Ruby Unger talks with a wide range of young people who share their thoughts about bullying, discussing ways to keep from being a target of bullies while practicing techniques to stop bullies.
- Byrnes, D. 1994. *Teacher, They Called Me A _____!* New York, NY: Anti-Defamation League. This book includes activities to help youth understand and respect differences and appreciate cultural diversity.
- Chasnoff, D., and Cohen, H. 1997. *It's Elementary: Talking about Gay Issues in Schools.* San Francisco, CA: Women's Educational Media.

Featuring footage of children in first through eighth grade classrooms across the country, this film depicts educators addressing lesbian and gay issues with students in age-appropriate ways.

Cortes, C.E. 2000. *The Children Are Watching: How the Media Teach About Diversity.* Williston, VT: Teachers College Press.

This resource includes research-based responses to multicultural representations in the mass media and suggests specific programs for integrating media literacy into the curriculum.

Derman-Sparks, L., and Brunson-Phillips, C. 1997. *Teaching/Learning Anti-Racism.* New York, NY: Teachers College Press.

This text offers a guide to the development of anti-racist identity, awareness, and behavior. By integrating methodology and course content descriptions with student writings and analyses of students' growth, the book highlights the interaction between teaching and learning.

Felt, M.C., Jolly, E.J., and Malloy, S.M. 2001. *Beyond Blame: Reacting to the Terrorist Attack.* Newton, MA: Education Development Center, Inc.

This resource provides lesson plans for three class sessions in which students in grades 6-12 can explore the consequences of mislaid blame in terms of basic concepts of justice. Each lesson is based on questions about justice (and injustice) that lead to individual student responsibility.

Grant, C.A., and Ladson-Billings, G., eds. 1997. *Dictionary of Multicultural Education*. Phoenix, AZ: Oryx Press.

This comprehensive resource includes the history and present-day definitions of terms and movements associated with multicultural education.

Grant, C.A., and Sleeter, C.E. 1998. Turning on Learning: Five Approaches for Multicultural Teaching Plans for Race, Class, Gender, and Disability, 2d ed. Upper Saddle River, NJ: Prentice Hall.

This is a guide for teachers to use when adapting a traditional curriculum to incorporate a multicultural focus. Included are explanations of teaching approaches, action research activities, and lesson plans for a variety of subject areas and grade levels.

Gregory, V.L., Stauffer, M.H.K., and Keene, T.W. 1999. *Multicultural Resources on the Internet: The United States and Canada*. Englewood, CO: Libraries Unlimited.

This resource is a compendium of Web sites dedicated to various ethnic groups, with each chapter including sites on topics like culture, religion, science, and literature.

Hawley, W.D., and Jackson, A.W., eds. 1995. *Toward a Common Destiny: Improving Race and Ethnic Relations in America*. San Francisco, CA: Jossey-Bass.

This four-part book includes essays and articles from many of the leaders in the fields of intergroup relations and multicultural education. Of particular interest to educators are the chapters on changing students' racial attitudes.

Hoose, J.V., Strahan, D., and L'Esperance, M. 2001. *Promoting Harmony: Young Adolescent Development and School Practices*. Westerville, OH: National Middle School Association.

This book offers an intimate glimpse into the development of 10-15-year-olds and provides essential insights into what their behavior means.

Hoover, J.H., and Oliver, R. 1997. *Bullying Prevention Handbook: A Guide for Principals, Teachers, and Counselors.* Bloomington, IN: National Educational Service.

This handbook, which includes effective teaching and counseling models, provides a tool for understanding, preventing, and reducing teasing, harassment, and bullying in schools.

Jackson, M.R. 1996. *C.O.L.O.R.S: Crossing Over the Lines of Racial Stereotypes.* Tulsa, OK: National Resource Center for Youth Services.

This activity-driven, human relations curriculum is designed to help youth recognize similarities, appreciate differences, challenge racial stereotypes, and identify the causes of racial conflict.

- Juvonen, J., and Graham, S. 2001. *Peer Harassment in School.* New York, NY: Guilford Press. *Highlighting the practical implications of current research, this book discusses a number of school-based prevention and intervention approaches to peer harassment and aggressive behavior.*
- Kreidler, W.J. 1997. *Conflict Resolution in the Middle School: A Curriculum and Teaching Guide.* Cambridge, MA: Educators for Social Responsibility.

Based on the unique needs of middle school students and their teachers, this guide teaches students active listening, perspective taking, negotiation, and mediation. Included are practical and innovative suggestions to infuse the materials in this resource into the standard middle school curriculum.

Kreidler, W.J. 1999. *Conflict Resolution in the Middle School Student Workbook and Conflict Journal*. Cambridge, MA: Educators for Social Responsibility.

This workbook and journal are designed to help deepen students' understanding of the concepts of conflict, anger, diversity, and communication while providing them with practice to strengthen their own conflict resolution skills.

Lee, E., Menkart, D., and Okazawa-Rey, D., eds. 1998. *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development.* Washington, DC: Network of Educators on the Americas.

This resource is a compilation of readings, lessons, and activities designed to address racism and other forms of oppression.

- Levine, D.A. 2000. Teaching Empathy: A Social Skills Resource. New York, NY: Teachers College Press. This book provides an explanation of the EAR process (Empathy Action Response), a method that the author has used with hundreds of students, a number of empathic situations, student empathy assessment forms, and other resources.
- MacGregor, M.G. 1997. Leadership 101: Developing Leadership Skills for Resilient Youth (Facilitator's Guide and Student Workbook). Denver, CO: Youthleadership.com.

This facilitator's guide includes 18 activities on defining leadership, qualities of leaders, power and influence, team building, communication and listening, respecting diversity, risk taking, and creative thinking. The accompanying student workbook includes handouts and opportunities for reflective writing.

MacGregor, M.G. 1999. Designing Student Leadership Programs: Transforming the Leadership Potential of Youth. Denver, CO: Youthleadership.com.

This facilitator's guide and comprehensive workbook is designed to help middle and high school instructors educate youth on the concepts of leadership.

McLaughlin, K.A., and Brilliant, K.J. 1997. *Healing the Hate: A National Bias Crime Prevention Curriculum for Middle Schools.* Newton, MA: Education Development Center, Inc.

Developed for middle school students, this resource, available in either English or Spanish, provides opportunities for students to examine violence and prejudice, address issues of diversity, and examine the role of the media and institutional prejudice in perpetuating hate crimes.

Molin, P.F., Beamer, Y., Hirschfelder, A.B., and Wakim, Y. 1999. *American Indian Stereotypes in the World of Children*. Blue Ridge Summit, PA: Rowman Littlefield.

This resource will help educators consider the multitude of myths about Native-American cultures and common images in need of accurate portrayal.

The Mosaic Youth Center Board of Directors with J. Griffin-Wiesner. 2001. *Step by Step! A Young Person's Guide to Positive Community Change.* Minneapolis, MN: Search Institute.

This step-by-step guide to improving communities stresses the importance of youth leadership.

- Noriega, F., Barton, P., and Danska, D. n.d. Names Can Really Hurt Us. New York, NY: WCBS-TV. Teenagers in an ethnically diverse urban middle school talk about their painful experiences as victims of bigotry and also reveal their own prejudices and stereotypes.
- Olweus, D. 1994. Bullying at School: What We Know and What We Can Do (Understanding Children's Worlds). Malden, MA: Blackwell Publishers.

Professor Olweus describes the problem of bullying and sets forth well-organized solutions that require the involvement of teachers, administrators, and parents, and further require communication with all students, even those who are neither bullies nor victims.

Powell, R.R., et al. 1995. *Field Experience: Strategies for Exploring Diversity in Schools.* Upper Saddle River, NJ: Prentice Hall.

Based upon action research and constructivist principles, this book helps readers understand how unintentional cultural bias can impact their students' willingness to learn and how diversity surrounds every moment in today's classrooms with the goal of making teachers more sensitive to cultural issues surrounding their classroom curriculum and instruction.

Rodriguez, S. 1999. *Culture Smart! Ready-to-Use Slides and Activities for Teaching Multicultural Appreciation Through Art.* Paramus, NJ: Prentice Hall.

This kit includes color slides, photographs of professional and student work, handouts, and teacher directions to help students gain experience in a variety of media, all within the context of cultural traditions.

Rosenberg, M.B. 1999. *With Nonviolent Communication: A Language of Compassion.* Del Mar, CA: Puddle Dancer Press.

This book will help teachers, counselors, and students learn new verbal skills that promote empathy and help prevent misunderstanding and violence.

Ross, D.M. 1996. *Childhood Bullying and Teasing: What School Personnel, Other Professionals, and Parents Can Do.* Alexandria, VA: American Counseling Association.

This book includes practical suggestions for addressing bullying and teasing on a daily basis.

Schmidt, T. 1993. Anger Management and Violence Prevention: A Group Activity Manual for Middle and High School Students. Minnetonka, MN: Johnson Institute.

This guide for adapting an effective counseling program includes "anger management steps" to encourage students to think before they react to their feelings.

Schniewind, N., and Davidson, E. 1998. *Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equality,* 2d ed. Needham Heights, MA: Allyn & Bacon.

This resource provides educators an inclusive framework for thinking about diversity and responding practically to all forms of "difference" in their classrooms through activities that address both content and process.

- Shapiro, A., and Grodner, A. 1999. *The Truth about Hate.* Chatsworth, CA: AIMS Multimedia. *In this film, teenagers come face to face with their own racism, ethnic hatred, religious hatred, and sexual discrimination.*
- Smith, M., ed. 2001. Words Will Never Hurt Me: Helping Kids Handle Teasing, Bullying, and Putdowns. Seattle, WA: Elton-Wolf Publishing.

The focus of this book is to help young people become more confident while handling difficult situations.

- Sullivan, K. 2000. The Anti-Bullying Handbook. Oxford, UK: Oxford University Press.

 Written for parents, therapists, and teachers, this book provides an overview of what is understood about bullying and how to go about solving the problem. Anti-bullying Web sites are included.
- van Linden, J.A., and Fertman, C.I. 1998. *Youth Leadership: A Guide to Understanding Leadership in Adolescents.* San Francisco, CA: Jossey-Bass.

This book outlines the three major stages of adolescent leadership development – awareness, growth and activity, and mastery – and includes practical strategies for developing leadership skills through practical experiences.

Worthman, C. 2002. "Just Playing the Part": Engaging Adolescents in Drama and Literacy. New York,

NY: Teachers College Press.

This book shows how a multimedia creative arts program can influence teenagers to understand themselves and others.

Yokota, J., ed. 2001. *Kaleidoscope: A Multicultural Booklist for Grades K-8*, 3d ed. Urbana, IL: National Council of Teachers of English.

With approximately 600 annotations on a range of topics, this volume focuses on books by and about people of color.

Suggested Resource: Visit www.partnersagainsthate.org/educators/resources.html for additional resources and a list of Web sites to help educators promote diversity, improve intergroup relations, and teach students about the harmful effects of bias and hate. Materials to help educators work with youth following events like the terrorist attacks on the United States in September 2001 are also included.

Resources for Parents and Families

The following list includes resources on a variety of topics of interest to parents and families, including parenting techniques for raising caring, unbiased children. Also included are titles that specifically address ways that parents can help their children after they have been exposed to hate violence, including acts of terrorism.

Arnow, J. 1995. Teaching Peace: How to Raise Children to Live in Harmony – Without Fear, Without Prejudice, Without Violence. New York, NY: Perigee Books.

In this hands-on guide, the author explains to parents how to prevent prejudice and conflict while teaching children the importance of respecting all people.

Brohl, K. 1996. Working With Traumatized Children: A Handbook for Healing. Washington, DC: Child Welfare League of America.

This handbook discusses the mind-body connection between a terrifying experience and a child's adaptive coping mechanisms.

Brooks, B.A., and Siegel, P.M. 1996. *The Scared Child: Helping Kids Overcome Traumatic Events*. New York, NY: John Wiley & Sons.

This guide begins by introducing the concept of trauma and its effects on people. The second section consists of a four-step debriefing process parents can use to help children cope with a traumatic event.

Bullard, S. 1996. *Teaching Tolerance: Raising Open-Minded, Empathetic Children.* New York, NY: Doubleday.

This is a guide for parents on ways to examine their own attitudes about diversity and foster tolerance and unbiased attitudes in their children.

Clark, R., Hawkins, D., and Vachon, B. 1999. *The School-Savvy Parent: 365 Insider Tips to Help You Help Your Child.* Minneapolis, MN: Free Spirit Publishing.

This resource includes practical suggestions on ways that parents can help make their children's school experiences positive.

Cohen-Posey, K. 1995. How to Handle Bullies, Teasers and Other Meanies: A Book That Takes the Nuisance Out of Name-Calling and Other Nonsense. Newark, DE: Rainbow Books.

This parent-child resource gives practical information and exercises on name-calling, prejudice, anger, and dangerous situations.

Cohn, J. 1996. Raising Compassionate, Courageous Children in a Violent World. Atlanta, GA: Longstreet Press.

This book includes stories of children, parents, families, and communities overcoming fear and apathy to help others. Also included are research-based parenting techniques for fostering caring, helpful children.

Cress, J.N., and Berlowe, B. 1995. *Peaceful Parenting in a Violent World.* Minneapolis, MN: Perspective Publications.

This resource includes practical tips for parents on modeling nonviolent responses to conflict and disciplining children in a positive manner.

Fried, S., and Fried, P. 1998. *Bullies & Victims: Helping Your Child Survive the Schoolyard Battlefield.* New York, NY: M. Evans and Company.

This guide surveys peer abuse and provides suggestions for parental intervention and reaction.

Levin, D.E. 1998. *Remote Control Childhood? Combating the Hazards of Media Culture.* Washington, DC: National Association for the Education of Young Children.

This book provides strategies that parents can use to minimize the harmful depiction of violence, stereotypes, and commercialism bombarding their children in today's media.

- Mathias, B., and French, M.A. 1996. 40 Ways to Raise a Nonracist Child. New York, NY: HarperCollins. Divided into five age-related sections, ranging from preschool to the teenage years, this book provides helpful and practical ways parents can teach their children to value fairness and equity by modeling these principles themselves in their daily lives.
- Maudlin, K., McEwan, B., Jones, S.L. 2002. *Sticks and Stones: Parent and Teacher's Guide to Preventing Bullying.* Nashville, TN: W Publishing Group.

A book for parents, teachers, and youth workers to use in helping teens cope with the various issues related to teasing, taunting, and harassment.

McNamara, B.E., and McNamara, F. 1997. *Keys to Dealing with Bullies (Barron's Parenting Keys).* Hauppauge, NY: Barron's Educational Service.

Aimed at parents coping with raising children in today's world, this book profiles bullies and their victims, describes patterns, underlying causes, and long-term effects, and offers specific suggestions for dealing with bullies.

Motiar, A. 1997. Defanging a Bully. Ft. Lauderdale, FL: Education 2000.

Insightful answers to the problem of bullying that take into account the role of the community in stopping this problem. The final section of the book deals with multi-faith responses to the problem of bullying.

Reddy, M. 1994. *Crossing the Color Line: Race, Parenting, and Culture.* New Brunswick, NJ: Rutgers University Press.

Moving from memoir to theory, to literary analysis, to interviews with friends, the author shares her thoughts and experiences raising African-American children in predominately White society.

Reddy, M. 1996. Everyday Acts Against Racism: Raising Children in a Multicultural World. Seattle, WA: Seal Press.

The 20 essays in this book, written by women of various cultural backgrounds, provide practical suggestions for teaching children how to oppose racism.

Stern, C., and Bettmann, E.H. 2000. *Hate Hurts: How Children Learn and Unlearn Prejudice*. New York, NY: Scholastic.

A guide for parents, other caregivers, teachers, and children with advice for adults about helping children who have been targeted by hate and about raising and educating children to be respectful and caring citizens.

Sullivan, K. 2000. The Anti-Bullying Handbook. Oxford, UK: Oxford University Press.

Written for parents, therapists, and teachers, this book provides an overview of what is understood about bullying and how to go about solving the problem. Anti-bullying Web sites are included.

Voors, W. 2000. *The Parent's Book About Bullying: Changing the Course of Your Child's Life.* Center City, MN: Hazelden Publishing.

Voors shatters the myths that lead to societal complacency about bullying and provides insight on ways to cope with anger, pain, and social attitudes.

What to Tell Your Children about Prejudice and Discrimination. 1997. New York, NY and Chicago, IL: Anti-Defamation League and the National Parent Teacher's Association.

This pamphlet, available in either English or Spanish, gives practical suggestions for parents to help their children appreciate diversity.

Suggested Resource: Visit www.partnersagainsthate.org/families/resources.html for additional resources and a list of Web sites that provide useful information to help promote diversity, teach children to use the Internet safely, and help children understand the harmful effects of bias and hate. Materials to help parents work with their children following events like the terrorist attacks on the United States in September are also included.

Recommended Titles for Middle School Youth

The resources listed below are intended to help youth take positive actions against bias- and hate-related behaviors and encourage them to become socially active in their schools and communities.

Boccia, J.A., ed. 1997. Students Taking the Lead: The Challenges and Rewards of Empowering Youth in Schools. San Francisco, CA: Jossey-Bass.

This book offers suggestions for the broad integration of leadership training and opportunities into school programs. Using case studies from student leadership programs around the country, ways that students can play a key role in discouraging prejudice and discrimination in their schools is examined.

Duvall, L. 1994. *Respecting Our Differences: A Guide to Getting Along in a Changing World.* Minneapolis, MN: Free Spirit Publishing.

In this resource, readers learn about young people across the country who are working to promote fairness and tolerance in their schools and communities. Also included are exercises for students to help them examine their attitudes and beliefs, stereotypes, and prejudices.

Greenberg, S. 1999. *The Jump Start Leadership Workbook: Ignite Your Ability to Lead & Succeed.* Van Nuys, CA: Jump Start Programs.

This workbook includes exercises that help youth practice important skills to achieve success. Topics include accomplishing goals, managing time, taking risks, and overcoming adversity.

Greenberg, S. 1999. *The Jump Start Leadership Workbook Volume 2: Leading Others.* Van Nuys, CA: Jump Start Programs.

This workbook helps youth learn ways to sharpen their leadership skills and influence others in positive ways.

Gruwell, E. 1999. The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them. New York, NY: Doubleday.

This collection of diary entries written by high school students who were inspired by first-person accounts like those written by Anne Frank and Zlata Filopvic, tell of their experiences with violence, homelessness, racism, illness, and abuse.

Hu, E. 1995. A Level Playing Field: Sports and Race. Minneapolis, MN: Lerner Publications.

This book traces the history of segregation in sports, discusses barriers to minority athletes, and examines ways that the sports community has challenged those barriers.

Karnes, F.A., and Bean, S.M. 1995. *Leadership for Students: A Practical Guide for Ages 8-18.* Waco, TX: Prufrock Press.

This book, which includes learning activities, a step-by-step guide, and advice for moving into leadership roles, emphasizes the development of leadership in a variety of settings.

- Lewis, B.A. 1998. The Kid's Guide to Social Action: How to Solve the Social Problems You Choose and Turn Creative Thinking into Positive Action, 2d ed. Minneapolis, MN: Free Spirit Publishing.

 This book provides step-by-step instructions on how to do things like write letters, conduct interviews, makes speeches, and raise money for important causes.
- MacGregor, M.G. 1997. Leadership 101: Developing Leadership Skills for Resilient Youth (Facilitator's Guide and Student Workbook). Denver, CO: Youthleadership.com.

 This facilitator's guide includes 18 activities on defining leadership, qualities of leaders, power and influence, team building, communication and listening, respecting diversity, risk taking, and creative

influence, team building, communication and listening, respecting diversity, risk taking, and creative thinking. The accompanying student workbook includes handouts and opportunities for reflective writing.

MacGregor, M.G. 1999. Designing Student Leadership Programs: Transforming the Leadership Potential of Youth. Denver, CO: Youthleadership.com

This facilitator's guide and comprehensive workbook is designed to help middle and high school instructors educate youth on the concepts of leadership.

- Milios, R. 1995. Working Together Against Racism. New York, NY: The Rosen Publishing Group. In addition to a brief overview of racism and the Civil Rights Movement, questions for youth to consider about their own attitudes and behaviors regarding race and organizations that they can join are also included.
- The Mosaic Youth Center Board of Directors with J. Griffin-Wiesner. 2001. *Step by Step! A Young Person's Guide to Positive Community Change.* Minneapolis, MN: Search Institute.

 This step-by-step guide to improving communities stresses the importance of youth leadership.
- Osburn, K. 1994. *Everything You Need to Know about Bias Incidents.* New York, NY: The Rosen Publishing Group.

Useful as an introduction on the topic, this book provides basic information on what constitutes a bias incident and gives several examples for students to consider.

Palmer, E. 1995. Everything You Need to Know about Discrimination. New York, NY: The Rosen Publishing Group.

This book provides examples of ways that prejudice based on religion, race, nationality, gender, and physical disability can lead to discrimination in jobs, housing, and general treatment.

- Steiner, A. 1995. A Sporting Chance: Sports and Gender. Minneapolis, MN: Lerner Publications.

 This book traces the history of sexism in sports, discusses barriers to female athletes, and examines ways that the sports community has challenged those barriers.
- Sturkie, J., and Gibson, V. 1992. *The Peer Helper's Pocketbook.* San Jose, CA: Resource Publications, Inc. *This easy-to-read guide includes helpful information on peer helping, counseling tips, basic communication skills, as well as a referral guide.*
- Sturkie, J., and Hanson, C. 1992. *Leadership Skills for Peer Group Facilitators*. San Jose, CA: Resource Publications, Inc.

This guidebook outlines the skills needed for successful group leadership, including setting up groups, understanding the stages of growth within a group, communicating effectively, and empowering a group to accomplish its goals.

Verdick, E. 1997. Bullies Are a Pain in the Brain. Minneapolis, MN: Free Spirit Publishing.

This book includes practical suggestions to help young people cope with bullies and preserve their own self-esteem.

Suggested Resource: Visit www.partnersagainsthate.org/youth/resources.html for additional resources on diversity-related issues, the harmful effects of bias and hate, and ways to become actively involved in the community. Also included are Web sites that encourage safe and responsible use of the Internet.

Additional Resources

The U.S. Department of Education has several resources available on youth hate crime and related topics. The following resources are available via the Internet and can be accessed using the URL provided.

Preventing Youth Hate Crime: A Manual for Schools and Communities www.ed.gov/pubs/HateCrime/start.html

Bullying in Schools. Educational Resource Information Center Digest www.ed.gov/databases/ERIC Digests/ed407154.html

Annual Report on School Safety, 1998 Model Programs: Bullying www.ed.gov/pubs/AnnSchoolRept98/bullying.html

Trends in Peace Education. Educational Resource Information Center Digest www.ed.gov/databases/ERIC Digests/ed417123.html

The ERIC Review: School Safety: A Collaborative Effort www.eric.ed.gov/resources/ericreview/vol7no1/warning.html

Parent Brochure: How Can We Prevent Violence in Our Schools? www.eric.ed.gov/resources/parent/prevent.html



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