

HELPING YOUTH RESIST BIAS AND HATE



*A Resource Guide for
Parents and Educators
of Middle School
Age Children*

Program Activity Guide
2nd Edition

A publication of
Partners Against Hate

**PROGRAM ACTIVITY GUIDE: HELPING
YOUTH RESIST BIAS AND HATE**

2nd Edition

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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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Former Partners Against Hate Project Director, Deborah A. Batiste, served as a consultant to this project and was primarily responsible for the initial research, resource compilation, and preparation of this guide. This guide builds on the first edition of the *Program Activity Guide*, for which the following individuals provided conceptualization, research, and editing assistance: Michael Wotorson, Partners Against Hate Project Director; Corrine Yu, LCCREF's Director of Education; Dr. Susan E. Linn, associate director of the Media Center of the Judge Baker Children's Center and instructor of psychiatry at Harvard Medical School in Boston, MA; and the Partners Against Hate advisory committee (including Carlos Sundermann, Verna Eggleston, Karen Francis, Sandy Nevens, Paula Younger, Jack McDevitt, Alice Mountjoy, and Carl Perkins). Karen McGill Lawson, Executive Director of the LCCREF provided overall supervision for this resource. Jewel Nesmith of the ADL formatted the guide.

FOREWORD

If you want a living definition of diversity, look into a typical middle school classroom. There you'll not only find examples of the more common descriptors of race, ethnicity, religion, and language differences but you'll see the definition must also include gender, learning styles, physical maturity, and family background among other factors. Young adolescents are at a critical turning point in their lives. They see the different ways people treat each other and wonder why. They recognize the differences in positive and negative behavior and want to understand the consequences of their choices in these various situations.

As adults, we understand that diversity makes each individual unique and worthy of respect but we also know it can draw negative attention from young adolescent peers who are struggling to understand themselves and the world in which they live. Luckily, these 10-15 year-olds are at a point in their lives where they can learn about diversity and develop the skills to resist prejudice and hate-motivated violence. They can, when given the opportunity, learn positive alternatives to those behaviors.

Learning how to get along with others, how to sift fact from opinion, and how to anticipate the consequences of our actions are skills all of us need to learn. That's why the *Program Activity Guide: Helping Youth Resist Bias and Hate*, 2nd edition is such an important new resource. This activity guide helps adults provide young adolescents with the tools and strategies needed to understand the value of diversity and to develop environments where positive, fair, and non-violent relationships are the norm. Working together, adults and young adolescents can learn about and implement effective strategies that will help us build communities that value *all* individuals. In today's world, that's a goal worthy of everyone's best efforts.

Sue Swaim
Executive Director
National Middle School Association

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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SECTION 1

INTRODUCTION TO THIS GUIDE

OVERVIEW

Program Activity Guide: Helping Youth Resist Bias and Hate, 2nd edition provides parents, educators, and other adults working with middle school aged children with tools and strategies to engage in constructive discussions and activities about the causes and effects of prejudice and bias-motivated behavior and to intervene, when needed, with youth who engage in such behavior.

This resource is a key component of Partners Against Hate, a comprehensive program of outreach, education, and training to address youth-initiated hate violence. *Program Activity Guide*, 2nd edition meets two of the primary goals of Partners Against Hate:

- To increase awareness of the problem of bias crime, and
- 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.

UNDERLYING PHILOSOPHY

This resource is grounded in the philosophy that stereotyping, prejudice, discrimination, bias, and hate are part of a broad continuum of behavior. Along that continuum are a number of negative behaviors, including bullying, threats, exclusion, harassment, bias-motivated behavior, and hate-motivated violence.

Inherent in this philosophy is the belief that to successfully interrupt this continuum, children, at as young an age as possible, must have opportunities to practice prosocial attitudes and behaviors, learn about themselves and others, and develop nonviolent responses to conflict. Research data supports that young children begin to notice and evaluate differences very early in their development. Research also supports that societal stereotyping and bias influence children's self-concepts and attitudes toward others. Opportunities for children to engage in creative self-reflection and to explore the diversity around them in open, honest, and creative ways, while learning about the causes and effects of prejudice and bias, can help them begin a lifelong journey toward fairness and nonviolence.

The work begun in early childhood must continue into adolescence. During this period, marked by increased risk-taking, peer pressure, and a general struggle with

!!! NOTE

Throughout this resource the terms "hate-motivated violence" and "bias-motivated violence" are used interchangeably.

Also used interchangeably are the terms "hate-motivated behavior" and "bias-motivated behavior."

their sense of identity, youth look to their parents and other important adults in their lives for advice, modeling, clearly articulated limits, and opportunities to try out new responses to controversial issues. In particular, youth look to adults for guidance on ways to assess positive and negative behaviors and how to anticipate the consequences of their choices. They also look to adults for help on how to develop strategies for diverting their energy into healthy activities. These needs are often masked in complaints that their parents and other adults interfere with their independence, making it difficult for parents, teachers, counselors, and other significant adults to know how much to say or do. At a minimum, however, it is critical that the conversations begun in early childhood about topics such as diversity, fairness, prejudice, and bias continue into adolescence. Developmentally, middle school youth are able to recognize discrimination and unfairness in themselves and others. With careful guidance, they can learn positive alternatives to such behaviors.

When a young person's prejudice moves into the realm of antisocial behavior and/or when actual hate behavior manifests itself, parents, educators, and other adults must question whether they missed an important teachable moment in that young person's life. Recognizing such moments and capitalizing on them can contribute greatly to a child's overall positive social development and ultimately, to the betterment of the community and society at large. Failing to recognize these important moments in a child's development has the possibility of exacerbating the pain that he or she may be experiencing or it could contribute directly to his or her future violent or antisocial behavior.

The approach taken in this resource is proactive in that it offers individuals who have the most significant and direct contact with youth – parents and educators – tools and strategies to help them learn about diversity and to develop skills to resist prejudice and hate-motivated violence. It also supplies adults with the necessary background information to approach these topics with accurate information and increased confidence. In addition, this resource provides information on ways to effectively intervene when bias-motivated behaviors do occur. This comprehensive approach will help parents, educators, and other adults working with youth create and sustain cohesive environments where positive, nonviolent, and equitable relationships are valued.

AUDIENCE

Program Activity Guide: Helping Youth Resist Bias and Hate, 2nd edition has been designed primarily for parents and educators of middle school youth; however, much of the material will also be relevant for youth service professionals, counselors, law enforcement officials, and other adults in the community who work and interact with preteens and adolescents. Subsequent editions of the *Program Activity Guide* will include information and activities for older teens and young college age adults. An earlier edition of this resource specifically addressed the needs of elementary school age children.

CONTENTS

In addition to this Introduction, the *Program Activity Guide*, 2nd edition includes the following sections:

- **Background Information** – this section includes an introduction to hate crimes and bias incidents, information about hate on the Internet, findings on school violence, and an overview of bullying in schools. Also included in this section are frequently asked questions about hate crimes and hate on the Internet.
- **Interacting with Children and Youth on Issues of Diversity and Bias** – this section includes information on how children ages 2-12 develop racial and cultural identity and attitudes, the role of parents and educators in helping children and youth resist prejudice and hate-motivated violence, ways to create environments that promote diversity, and ways that the media influences young minds. Frequently asked questions by parents and educators on the topics addressed throughout this resource are also included.
- **Proactive Tools and Strategies To Help Youth Resist Prejudice and Hate** – included in this section are recommended practices, approaches, and programs to employ in a variety of settings.
- **Guidelines for Intervention and Outreach** – this section includes frequently asked questions by teachers and administrators about how to respond effectively to bias incidents, bullying, vandalism, and hate crimes when they occur. Also included are tips for working effectively with parents, law enforcement, and other members of the community following such incidents.
- **Bibliographies** – included in this section are recommended resources grouped as follows: “Resources for Personal and Professional Development,” “Resources for Educators and Youth Service Professionals,” “Resources for Parents and Families,” and “Recommended Titles for Middle School Youth.” These resources have been carefully selected to help adults continue their own education on issues of diversity, prejudice, and hate-motivated violence and to help them select additional age-appropriate resources to use with their students.

RECOMMENDATIONS

To effectively deliver the programs and materials outlined in this resource, it is important that adults take time to consider their own thinking on the included topics. At a minimum, parents, teachers, and other adults working with youth on issues of diversity and bias must consider how their own prejudices have developed and how those prejudices affect their attitudes and behavior toward others. Adults who honestly examine their own biases and work to overcome them are less likely to pass those biases on to the young people with whom they interact. While examining one’s own thoughts and feelings about prejudice and bias can be challenging, and occasionally daunting, it is also a critical step in being able to model lifelong learning.

Adults who are working with youth on issues like the ones addressed in the *Partners Against Hate Program Activity Guide*, 2nd edition are also urged to consider

the following recommendations:

- Avoid “preaching” to youth about how they should behave. Research indicates that exhortation is the least effective methodology for changing prejudiced attitudes. Provide opportunities for young people to resolve conflicts, solve problems in a productive manner, work in diverse teams, and think critically about information.
- Integrate culturally diverse information and perspectives into all aspects of your curriculum or programming. Move beyond “one-shot” cultural history months, and infuse a multicultural approach into all aspects of students’ education.
- Keep abreast of current issues and discuss them openly and frequently with youth. Let them know that you consider yourself a learner, and that you see yourself as part of the learning process.
- Review the materials that are part of the daily environment, including bulletin boards, books, videos, music, and displays, to ensure that they are inclusive of all people and do not reinforce stereotypes.
- Model nonviolent responses to conflict, clear communication, empathy, and thoughtful, fair decisions when interacting with children of all ages. Seeing these behaviors on a consistent basis will send strong messages about fairness and will help youth internalize a sense of cooperation and community.
- Establish an environment that allows for mistakes. Since most of us have been unconsciously acculturated into prejudicial and stereotypical thinking, we may not be aware that certain attitudes are unfair or harmful. Acknowledge that intolerant thinking will surface from time to time in ourselves and others. Model nondefensive responses when told that something you said or did was insensitive or offensive.
- Allow time for a process to develop. Introduce less complex issues first, and create time to establish trust before moving on to more sensitive and complicated topics.
- Be prepared to respond to purposefully directed acts of bias. Young people will carefully observe how you intervene when someone is the target of discriminatory or hate-based behavior. Silence in the face of injustice conveys the impression that the prejudiced behavior is condoned or not worthy of attention.
- Involve parents, other family members, educators, youth service professionals,

and other members of the community in the learning process. Acknowledge that the school, home, and community are interconnected and that all adults must work together to help children and adolescents develop and sustain positive and healthy attitudes and behavior.

“Recommendations” adapted from the A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (Elementary/Intermediate Level). © 2001. New York, NY: Anti-Defamation League. All rights reserved.

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SECTION 1

BACKGROUND INFORMATION

OVERVIEW

This section of the *Program Activity Guide: Helping Youth Resist Bias and Hate*, 2nd edition provides parents, educators, youth service professionals, and others working with youth background information on hate crimes and bias incidents; hate on the Internet; recent findings on school violence; and bullying. A working knowledge of each of these topics can help adults understand the vast and increasing array of challenges that young people face and help them to develop effective strategies and practices in order to successfully negotiate an environment that is often potentially harmful, both to them and to others. This material also reaffirms the need to stop hateful attitudes before they begin, in that such thinking, if left unchecked and unchallenged, can develop into an entrenched belief system that ultimately leads to the acceptance of hate-motivated speech and activity as an acceptable way of dealing with differences and conflicts.

DEFINITION OF A HATE CRIME

While many definitions of hate crime exist, they all encompass the same central idea – the criminality of an act of violence against a person, property, or group of people where the motivation for the act is race, religion, sexual orientation, gender, or another characteristic over which an individual or group has no control.

The United States Congress defines a hate crime as “a crime in which the defendant intentionally selects a victim, or in the case of a property crime, the property that is the object of the crime, because of the actual or perceived race, color, national origin, ethnicity, gender, disability, or sexual orientation of any person.”

Section 280003(a) of the Violent Crime Control and Law Enforcement Act of 1994 (28 U.S.C. 994 note).

The International Association of Chiefs of Police (IACP) defines a hate crime as “a criminal offense committed against persons, property or society that is motivated, in whole or in part, by an offender’s bias against individuals or a group’s race, religion, ethnic/national origin, gender, age, disability or sexual orientation.”

Developed at the 1998 IACP Summit on Hate Crime in America

Today, the Federal government, over forty States, and the District of Columbia have hate crime statutes in effect. Although these statutes vary in a number of ways, most statutes define hate crimes by addressing violence, property damage, or threat motivated, in whole or in part, by an offender's bias based upon race, religion, ethnicity, national origin, gender, physical or mental disability, or sexual orientation. While most jurisdictions have hate crime laws that cover bias based on race, religion, ethnicity, and national origin, a smaller number of States cover gender, disability, and sexual orientation.

In addition to criminal statutes, many States have civil statutes that authorize the State Attorney General to seek restraining orders against persons who engage in bias-motivated violence, threats, or property damage. Educators, parents, and others are urged to know the exact wording of the hate crime statutes applicable in their States. This information is available on the Partners Against Hate Web site, www.partnersagainsthate.org, in the State Hate Crimes Database.

► Suggested Resource

Barbara Perry's *In the Name of Hate: Understanding Hate Crimes* (New York, NY: Routledge, 2001) provides a historical understanding of hate crimes and explains why they are a by-product of a society grappling with inequality, fear, and hate.

FREQUENTLY ASKED QUESTIONS ABOUT HATE VIOLENCE

What is a hate crime?

These are crimes committed against individuals or groups or property based on the real or perceived race, religion, gender, sexual orientation, disability, national origin, or ethnicity of the victims. The role played by these personal characteristics in motivating the offender is the key difference between hate crimes and other crimes.

What is the difference between a hate crime and a bias or hate incident?

Bias or hate incidents involve behavior that is motivated by bias based on personal attributes such as race, religion, ethnicity, national origin, gender, disability, or sexual orientation but which do not involve criminal conduct. Bias-motivated and degrading comments are examples of bias incidents. They are not considered to be hate crimes because the speaker of those comments has not engaged in criminal activity. Hate crimes, which are also motivated by bias based on characteristics like race or religion, do involve criminal activity (e.g., arson, physical assault, murder). While bias incidents are not considered criminal acts, they do nonetheless create tension that can lead to more serious problems if left unchecked. The task of parents, teachers, youth service professionals, community residents, and adults, in general, is to ensure that young people understand the harmful impact of such behaviors and keep them from escalating.

Why do hate crimes occur?

Hate crimes often occur as a result of prejudice and ignorance. A lack of understanding about differences among people and their traditions contributes to fear and intolerance. Left unaddressed, these sentiments may lead to acts of intimidation and ultimately hate-motivated violence.

How often do hate crimes occur?

According to the FBI, in 2002 over 3,600 incidents of hate crimes based on race were committed and nearly 2,490 of those race-based incidents were directed at African-Americans. There were also over 1,420 hate crimes incidents based on religion, and over 1,000 of those were perpetrated against individuals of the Jewish faith. During the same year, there were some 1,250 hate-related incidents based on sexual orientation, with also 850 of those were directed against gay men or men thought to be gay. Additionally, there were more than 1,102 hate crimes based on ethnicity, and nearly 500 of those incidents were directed against Hispanic-Americans. Finally, there were 45 disability-related hate crimes, and 25 of those were directed against persons with a mental disability.

Who commits hate crimes?

FBI data for 2002 identifies hate crime offenders by race and by their association with the commission of other crimes. In 2002, 61.8% of hate crime offenders were White, 21.8% were Black, 4.8% were multiracial, and 9.8% unknown. In terms of other crimes committed, 68% of the reported hate crime offenses were crimes against people; the most frequent of those crimes was intimidation. Another 26.5% of hate crime offenders were associated with crimes against property such as destruction, damage, or vandalism. In general, most hate crimes are committed by previously law abiding young people harboring some form of disdain or hatred for a member of a particular group. (Source: FBI's *Hate Crime Statistics, 2002*; complete report available at www.fbi.gov/ucr/hatecrime2002.pdf.)

Where do hate crimes usually occur?

According to the FBI, in 2002, the highest percentage of reported hate crimes (29.5%) occurred on or near residential properties. The FBI also reports that 20% of hate crimes committed took place on highways, roads, alleys, or streets. More than 10% of those crimes took place at schools and colleges, while 21.6% were widely distributed across different locations.

Are hate crimes decreasing or increasing?

It is difficult to tell if hate crimes are on the rise or on the decline. On the one hand, reporting hate crimes is a voluntary action taken by States and localities. Some States with clear histories of racial prejudice and intolerance have reported zero incidents of hate crimes. At the same time, many victims of hate crimes are often reluctant to come forward – a direct result of the trauma caused by the crime. Although the Hate Crime Statistics Act was passed in 1990, States have only been collecting and reporting information about these crimes to the FBI since 1991. It appears that for those States and localities that have reported hate crimes, the number of incidences nationwide has continued to hover annually somewhere between 6,000 and 8,500. Again, this may be indicative simply of the reporting or nonreporting trends of different localities. In fact, seven States either did not report or reported fewer than 10 hate crime incidents in 2002.

Is there an increase in hate crimes following a national crisis or during other difficult times?

While direct correlations are always difficult to establish, there is strong evidence that when the country is faced with traumatic events, such as the tragic events at the World Trade Center, Pentagon, and in Pennsylvania on September 11, 2001, hate crimes escalate. In the weeks following the events of September 11th, for example, the FBI initiated numerous hate crime investigations involving reported attacks on Arab-American citizens and institutions. These attacks ranged from verbal harassment to physical assaults. There were also reports of mosques being firebombed or vandalized. Attacks on people with no cultural, political, or ethnic affinity with any Middle Eastern group, but who “looked Arab” or “looked Muslim” also became common following the emotional upheaval that followed the attack. In the wake of the overwhelming response to the toll-free hotline established to document claims of discrimination, harassment, and hate crimes following the September 11th terrorist attacks, the United States Commission on Civil Rights (USCCR) expanded its capacity to collect information by initiating a second toll-free hotline. During one 12-hour period following the attacks, the volume of calls peaked at approximately 70 calls per hour.

► For more information on hate crimes following the acts of terrorism on September 11, 2001, visit the USCCR Web site at www.usccr.gov.

How do hate crimes affect local communities?

Hate crimes are committed with the intent not only of sending a message to the targeted victim, but also to the community as a whole. The damage done to victims and to communities through hate crimes cannot be qualified adequately if one only considers physical injury. The damage to the very fabric of a community where a hate crime has occurred must also be taken into account. Hate crimes, in effect, create a kind of public injury because they rapidly erode public confidence in being kept free and safe from these crimes. To that extent, crimes of this nature can traumatize entire communities.

Why is it important to report hate incidents and hate crimes?

It is critical that citizens help their local police departments prevent and prosecute hate crimes by reporting hate-motivated activity, particularly when it involves criminal behavior. Law enforcement agencies, government officials, school administrators, and other members of the community should encourage citizens to report all bias-related incidents so that high-risk situations can be tracked and appropriate problem-solving actions can be taken as quickly as possible.

Experts believe that hate crimes are significantly underreported in both schools and in the larger community, which hinders efforts to intervene in a meaningful way or to develop long-term prevention initiatives. For example, in a study released by the Massachusetts Governor’s Task Force on Hate Crimes (*The Boston Globe*, January 28, 2002) of 4,059 students polled at 30 public schools across Massachusetts in 2000, 400 students said they were victims of hate offenses but only 30 percent reported the incidents. When students did tell someone about the hate crimes, the study found that 60 percent told a friend, 29 percent told a family member, and 15 percent informed school personnel. Only 3 percent reported the offense to law enforcement.

What can parents, educators, and other adults do to prevent the spread of hate-motivated behavior?

One of the most important things that adults can do to reduce the spread of hate-motivated behavior is to help children and youth learn to respect and celebrate diversity. Parents, teachers, community leaders, and clergy can model appreciation for differences and support cross-class and cross-ethnic friendships. Schools and youth organizations can assist by encouraging youth from diverse backgrounds to work and play together.

Research shows that children between the ages of 5 and 8 begin to place value judgments on similarities and differences among people and by the fourth grade their racial attitudes have begun to harden. It is essential that parents talk openly and honestly with children about diversity, racism, and prejudice and carefully consider how their own stereotypes and prejudices are being passed on to their sons and daughters. In schools, teachers and administrators should engage in educational efforts to dispel myths and stereotypes about particular groups of people and whenever possible work with parents and local law enforcement authorities so that such an effort is supported on many fronts. In addition, establishing intervention programs for preadolescents with low social skills or aggressive tendencies (e.g., bullying) can decrease the chance of these youth joining anti-social peer groups that will reinforce their problem behaviors.

Are there any statistics available on youth-initiated hate crimes?

Research indicates that males under age 20 commit a substantial number of hate crimes. For example, the Bureau of Justice Assistance reported that in 1994, young people under the age of 20 carried out nearly half of all hate crimes committed. According to the Chicago Lawyers Committee for Civil Rights Under Law, the FBI, and other researchers, hate crime perpetrators are usually under the age of 26. These facts help underscore the importance of working with children and youth on issues of prejudice, bias, and discrimination, and for sending clear and consistent messages to children of all ages that hurtful, negative, and offensive behaviors are not acceptable.

Can a hate crime be committed with words alone?

The use of bigoted and prejudiced language does not in and of itself violate hate crime laws. This type of offense is frequently classified as a bias incident. However, when words threaten violence, or when bias-motivated graffiti damages or destroys property, hate crime laws may apply.

Does bias have to be the only motivation in order to charge someone with a hate crime?

In general, no, although the answer may depend on how courts in a particular jurisdiction or State have interpreted its hate crime laws. It is not uncommon for people to commit crimes for more than one reason. Many hate crimes are successfully prosecuted even when motivations in addition to bias are proven.

HATE ON THE INTERNET

A topic that has become closely associated with hate crimes is hate on the Internet. The Internet today is so diverse and complex that it defies simple definition – it enables intense communication across social, geographical, and political boundaries while educating and entertaining. But it is critical for adults to remember that for all of its advantages, the World Wide Web remains unregulated and unmonitored. Youth, who spend an average of 13 hours a month online, can easily come upon sites and messages that are inappropriate, pornographic, or hateful. Even a casual search on the Internet will reveal a number of sites devoted to racism, anti-Semitism, homophobia, and sexism; therefore, young people who explore the Internet, whether visiting Web sites, reading e-mail messages, or conversing in chat rooms, run the risk of encountering this type of information. In fact, many hate groups specifically target children and youth because they know that hateful messages planted early in life can deeply influence and affect young minds. For youth who are isolated, unpopular, alienated or merely curious, this “electronic community” can provide a sense of value, importance, and belonging.

Hate groups around the world have always spread propaganda – this is not new. What is new is that with the advent of the Internet, hate groups can now share their messages with literally millions of people across the globe with the click of a mouse. Prior to the Internet, hate groups remained somewhat isolated and were forced to communicate with others through means that seem somewhat primitive by today’s standards. Flyers, anonymous mailings, street demonstrations and the like were the only avenues available to hate groups. Today however, extremists can share their messages easily, inexpensively, and often anonymously with hundreds of fellow extremists and with unsuspecting audiences. Some of the more popular forms of communication used by hate groups on the Internet include encrypted e-mail, newsgroups, listserves, and chat rooms.

► To learn about hate groups and hate group activity in your region, visit the Southern Poverty Law Center’s Intelligence Project at www.tolerance.org/maps/hate/index.html.

Like any tool, the Internet has the potential to help and to harm, depending on how, and who uses it. It is the responsibility of parents, teachers, and other adults to carefully monitor computer use by children of all ages so that their experiences will be both meaningful and safe.

Facts & Figures

A carefully designed national survey by Grunwald Associates in collaboration with the National School Boards Foundation (2002) reveals that more than **32** million parents and **25** million children ages **2-17** are online in the United States, with the number growing steadily. The number of young people online has tripled since 1997, and for the first time the number of girls on the Internet is equal to or greater than the number of boys.

FREQUENTLY ASKED QUESTIONS ABOUT HATE ON THE INTERNET

Why can't the government ban use of the Internet to spread hateful and racist ideology in the United States?

The Internet operates across national borders, and efforts by the international community or by any one government to regulate its contents would be virtually impossible, both technologically and legally. In the United States, the First Amendment to the Constitution guarantees the right of freedom of speech to all Americans, even those whose opinions are reprehensible by most people's standards. In a number of recent decisions, the Supreme Court has reaffirmed that the government may not regulate the content of Internet speech to an extent greater than it may regulate speech in more traditional areas of expression such as the print media, the broadcast media, or the public square. While courts may take into account the Internet's vast reach and accessibility, they must still approach attempts to censor or regulate speech online from a traditional constitutional framework.

Is there any kind of hate speech on the Internet that is not protected by the First Amendment?

The U.S. Constitution protects Internet speech that is considered critical, annoying, offensive, or demeaning. However, the First Amendment does not provide a shield for libelous speech or copyright infringement, nor does it protect certain speech that threatens or harasses other people. For example, an e-mail or a posting on a Web site that expresses a clear intention or threat by its author to commit an unlawful act against another specific person is likely to be actionable under criminal law. Persistent or pernicious harassment aimed at a specific individual is not protected if it inflicts or intends to inflict emotional or physical harm. To rise to this level, harassment on the Internet would have to consist of a "course of conduct" rather than a single isolated instance. A difficulty in enforcing laws against harassment is the ease of anonymous communication on the Internet. Using a service that provides almost complete anonymity, a bigot may repeatedly e-mail his or her victim without being readily identified.

Has anyone ever been successfully prosecuted in the United States for sending racist threats via e-mail?

There is legal precedent for such a prosecution. In 1998, a former student was sentenced to one year in prison for sending e-mail death threats to 60 Asian-American students at the University of California, Irvine. His e-mail was signed "Asian hater" and threatened that he would "make it my life career [sic] to find and kill everyone one [sic] of you personally." That same year, another California man pled guilty to Federal civil rights charges after he sent racist e-mail threats to dozens of Latinos throughout the country.

Has anyone ever been held liable in the United States for encouraging acts of violence on the World Wide Web?

Yes. In 1999, a coalition of groups opposed to abortion was ordered to pay over \$100 million in damages for providing information for a Web site called “Nuremberg Files,” a site which posed a threat to the safety of a number of doctors and clinic workers who perform abortions. The site posted photos of abortion providers, their home addresses, license plate numbers, and the names of their spouses and children. In three instances, after a doctor listed on the site was murdered, a line was drawn through his name. Although the site fell short of explicitly calling for an assault on doctors, the jury found that the information it contained amounted to a real threat of bodily harm.

Can hate crimes laws be used against hate on the Internet?

If a person’s use of the Internet rises to the level of criminal conduct, it may subject the perpetrator to an enhanced sentence under a State’s hate crime laws. Currently, 45 States and the District of Columbia have such laws in place. The criminal’s sentence may be more severe if the prosecution can prove that he or she intentionally selected the victim based on his or her race, nationality, religion, gender, or sexual orientation. However, these laws do not apply to conduct or speech protected by the First Amendment.

Are there specific cases where the Internet has been known to influence people who commit hate crimes?

In 1999, White supremacist Internet materials were implicated in two horrifying hate crime sprees. Though the extremists charged with these crimes were technically not youth, they were young and impressionable at the point when the Internet helped draw them into the hate movement.

In the first case, Matthew Williams and his brother were charged with murdering a gay couple and helping set fire to three Sacramento-area synagogues. In his first year at the University of Idaho, Matthew Williams had joined a charismatic Christian church. Two years later he left that church. Searching for a new spiritual path and relatively isolated because he did not own a functional car, Williams turned to the Internet. Described as a “fanatic” by acquaintances, Williams reportedly adopted nearly every radical-right philosophy he came across online, from the anti-government views of militias to the racist and anti-Semitic beliefs of the Identity movement. He regularly downloaded pages from extremist sites and used printouts of these pages to convince his friends to adopt his beliefs.

Later that same year, Benjamin Nathaniel Smith went on a racially motivated shooting spree in Illinois and Indiana. Targeting Jews, African-Americans, and Asian-Americans, Smith killed two people and wounded eight, before taking his own life to avoid capture. Months before Smith told documentary filmmaker Beverly Peterson, “It wasn’t really ‘til I got on the Internet, read some literature of these groups that it really all came together.”

► The Identity Church movement is a pseudo-theological manifestation of racism and anti-Semitism that first came to light in the United States in the late 1970’s and early 1980’s. Identity believers assert that African-Americans and other nonwhites are “mud people,” on the same spiritual level as animals, and therefore without souls. Identity organizations include such groups as the Aryan Nation.

Can commercial Internet Service Providers (ISP's) prevent the use of their services by extremists?

Yes. Commercial ISP's, such as America Online (AOL), may voluntarily agree to prohibit users from sending racist or bigoted messages over their services. Such prohibitions do not implicate First Amendment rights because they are entered into through private contracts and do not involve government action in any way. Once an ISP commits to such regulations, it must monitor the use of its service to ensure that the regulations are followed. If a violation does occur, the ISP should, as a contractual matter, take action to prevent it from happening again. For example, if a participant in a chat room engages in racist speech in violation of the "terms of service" of the ISP, his or her account could be cancelled, or the person could be forbidden from using the chat room in the future. ISP's should encourage users to report suspected violations to company representatives. The effectiveness of this remedy is limited, however. Any subscriber to an ISP who loses his or her account for violating that ISP's regulations may resume propagating hate by subsequently signing up with any of the dozens of more permissive ISP's in the marketplace.

How does the law in foreign countries differ from U.S. law regarding hate on the Internet? Can an American citizen be subject to criminal charges abroad for sending or posting material that is illegal in other countries?

In most countries, hate speech does not receive the same constitutional protection as it does in the United States. In Germany, for example, it is illegal to promote Nazi ideology, and in many European countries, it is illegal to deny the reality of the Holocaust. Authorities in Denmark, France, Britain, Germany, and Canada have brought charges for crimes involving hate speech on the Internet. While national borders have little meaning in cyberspace, Internet users who export material that is illegal in some foreign countries may be subject to prosecution under certain circumstances. American citizens who post material on the Internet that is illegal in a foreign country could be prosecuted if they subjected themselves to the jurisdiction of that country or of another country whose extradition laws would allow for arrest and deportation. However, under American law, the United States will not extradite a person for engaging in a constitutionally protected activity even if that activity violates a criminal law elsewhere.

Can universities prevent the use of their computer services for the promotion of extremist views?

Because private universities are not agents of the government, they may forbid users from engaging in offensive speech using university equipment or university services; however, public universities, as agents of the government, must follow the First Amendment's prohibition against speech restrictions based on content or viewpoint. Nonetheless, public universities may promulgate content-neutral regulations that effectively prevent the use of school facilities or services by extremists. For example, a university may limit use of its computers and server to academic activities only. This would likely prevent a student from creating a racist Web site for propaganda purposes or from sending racist e-mail from his or her student e-mail account. One such policy – at the University of Illinois at Champaign-Urbana – stipulates that its computer services are "provided in support

of the educational, research and public service missions of the University and its use must be limited to those purposes.” Universities depend on an atmosphere of academic freedom and uninhibited expression. Any decision to limit speech on a university campus – even speech in cyberspace – will inevitably affect this ideal. College administrators should confer with representatives from both the faculty and student body when implementing such policies.

May public schools and public libraries install filters on computer equipment available for public use?

The use of filters by public institutions, such as schools and libraries, has become a hotly contested issue that remains unresolved. At least one Federal court has ruled that a local library board may not require the use of filtering software on all library Internet computer terminals. A possible compromise for public libraries with multiple computers would be to allow unrestricted Internet use for adults, but to provide only supervised access for children. Courts have not ruled on the constitutionality of hate speech filters on public school library computers. However, given the broad free speech rights afforded to students by the First Amendment, it is unlikely that courts would allow school libraries to require filters on all computers available for student use.

Isn't there a law that states that public schools must install filters on school computers?

The Children's Internet Protection Act (CIPA), enacted in 2000 as part of an education spending bill signed by President Clinton, requires schools using Federal funds for Internet use or connections to have filtering systems in place by July 2002. So far 74 percent of the nation's approximately 15,000 public school districts have installed Internet filters, according to the National Center for Education Statistics. CIPA is not without controversy, however. Some critics contend that the law violates the First Amendment, removes community control, and prevents students from using the Internet effectively. They also believe that money being spent on Internet filtering could be better spent on preparing teachers to deliver responsible Internet instruction and on other curriculum-related materials. For more information about CIPA and its legal challenges, visit the American Library Association's Web site at www.ala.org/cipa.

What exactly are Internet filters?

Filters are software that can be installed along with a Web browser to block access to certain Web sites that include inappropriate or offensive material. For example, parents may choose to install filters on their children's computers in order to prevent them from viewing sites that contain pornography or other problematic material. ADL has developed the HateFilter™, a filter that blocks access to Web sites that advocate hatred, bigotry, or violence towards Jews or other groups on the basis of their religion, race, ethnicity, sexual orientation, or other immutable characteristics. HateFilter™, which can be downloaded from ADL's Web site, contains a “redirect” feature that offers users who try to access a blocked site the chance to link directly to related ADL educational material. The voluntary use of filtering software in private institutions or by parents in the home does not violate the First Amendment because such use involves no government action. There are also some commercially

!!! NOTE

For more information about the ADL HateFilter™, visit www.adl.org.

marketed filters that focus on offensive words and phrases. Such filters, which are not site-based, are designed primarily to screen out obscene and pornographic material.

Have Internet filters been found effective?

In some cases, filters block harmless sites because their software does not consider the context in which a word or phrase is used. Other filters appear to block legitimate sites based on moral or political value judgments. A recent study by the National Coalition Against Censorship examined popular filtering such as N2H2's Bess, CYBERSitter, and SurfWatch and found that while they blocked many pornographic and other inappropriate sites, they also blocked sites on historical documents, Shakespeare's plays, the site for the National Institute on Drug Abuse, and almost all gay and lesbian sites.

Besides filters, what are some other ways that adults, especially parents, can protect youth from the dangerous aspects of the Internet?

Filtering software should never be a substitute for adult supervision. It is important that parents and educators talk to children of all ages about the dangers of the Internet – helping them to understand that online hate exists, and as much as responsible citizens may abhor the fact that hate groups and hateful individuals use this medium to spread messages of bias, hatred, and disharmony, the U.S. Constitution protects their right to do so. This is an important lesson in democratic values. By no means do fair-minded people condone hate behavior, but this must be weighed against the importance of protecting free speech. Help youth develop and practice the critical thinking skills necessary to counter all of the hateful things that they will see and hear – on the Internet as well as in other media – with accurate knowledge and a commitment to respecting all people. Additional recommendations include the following:

- Talk with youth about the dangers of the Internet on an ongoing basis. While many middle school students may be computer and Internet savvy, it is dangerous to assume that they are knowledgeable about the dangers of the Internet.
- Remind youth that not all of the information on the World Wide Web is accurate.
- Encourage youth to look at the header and footer of a Web page. This information will often provide clues to the author and source of information as well as any copyright information.
- Stress the importance of not revealing personal information to strangers over the Internet.

- Remind youth to never accept e-mail, files, or URL's from strangers.
- Place computers in common areas so that what is on the screen can be easily seen by adults.
- Set clear rules and limits for Internet use.
- Carefully monitor the use of chat rooms.
- Talk to youth about their experiences on the Internet; ask them about sites that they are visiting for schoolwork and for personal enjoyment.
- Encourage youth to ask questions about what they see on the Internet.
- Participate in your child's Internet explorations by visiting and discussing Web sites together.
- Expose children and youth to Internet sites that enable them to create, to design, to invent, and to collaborate with others in their age group in other communities in ways that contribute to society in positive ways.
- Become familiar with basic Internet technologies and keep current on the topic by reading resource publications.
- Select a family-friendly Internet Service Provider. Many ISP's have built-in filters and family-orientated parameters.

Portions of "Hate on the Internet" adapted from *Poisoning the Web: Hatred Online: An ADL Report on Internet Bigotry, Extremism and Violence*. © 1999. New York, NY: Anti-Defamation League.

► Suggested Resources

The Parent's Guide to the Information Superhighway: Rules and Tools for Families Online, developed by the National PTA and the National Urban League, can be ordered by writing the National Urban League, 500 East 62nd Street, New York, NY 10021-8379 or ordered online at www.childrenspartnership.org. This resource provides a step-by-step introduction to parenting in an online world, and offers some rules and tools to help children navigate the Internet safely.

Hate on the Internet: A Response Guide for Educators and Families, another Partners Against Hate resource, provides a comprehensive review of the problem of hate online as well as guidelines and activities to help parents and educators teach youth how to use the Internet responsibly. For more information on this resource, visit the Partners Against Hate Web site at www.partnersagainsthate.org.

Facts & Figures

Consistent with trends indicating that parents are keeping a closer watch on their children's media habits, more parents are setting limits with regard to where kids go and what they do online.

According to RoperASW (April 2002):

- **42%** of Internet Kids say their parents have strict rules about what they can do online, up 13 points since 1998.
- Parents are becoming increasingly vigilant of kids' online activities because **97%** with kids **8 to 17** perceive the Internet as a potentially dangerous place for children.
- Technologies to limit children's activities online are in high demand among parents with **97%** agreeing that there should be a device that allow parents to control or filter the Web sites children can access.

For the complete report "Beyond the Digital Divide: Internet Kids Are in a Class by Themselves," contact RoperASW at 212-599-0700 or info@roperasw.com.

SCHOOL VIOLENCE: AN OVERVIEW

Twenty-seven school shootings across the country since the early 1990's have left 50 people dead, most of them students, and countless others physically injured and emotionally scarred. In the aftermath, residents in towns and cities like Jonesboro, AK, Richmond, VA, Littleton, CO, and Santee, CA have been left to wonder how such things could happen in their communities. In addition to highly publicized school shootings, other forms of violence that disrupt the school community take place daily. These behaviors include pushing, shoving, slapping, kicking, hitting with a fist, hitting with an object, threatening with a gun or knife, using a gun or knife, destroying property, and robbery. When students who engage in violent acts are asked to explain their behavior, they often cite retaliation, defending themselves, and as a way to resist an antagonist's demands as their rationale – all excuses that indicate that many youth view violence as a rational, socially acceptable response to conflict.

Violent incidents and threats of violence at school negatively affect students, staff, and the educational process. According to the Center for the Study and Prevention of Violence, fear and feelings of being unsafe cause an estimated 500,000 students in the United States from going to school at least one day a month. In addition to the physical, psychological, and emotional effects of violence, economic costs are immense. For the most part, youth violence has been viewed and addressed by justice or sociological domains and not viewed as a concern for the public health system. In recent years, however, a public health approach has received more attention, in that such an approach emphasizes a comprehensive community prevention strategy – a strategy that certainly includes schools.

Of particular importance to educators working with middle school students are

findings from *Youth Violence: A Report of the Surgeon General* (U.S. Department of Health and Human Services, 2001). The report identifies two general onset trajectories for youth violence – an early one, in which violence begins before puberty, and a late one, in which violence begins in adolescence. Youth who become violent before age 13 generally commit more serious crimes for a longer time. These young people exhibit a pattern of escalating violence through childhood, and they sometimes continue their violence into adulthood. Most youth violence, however, ends with the transition into adulthood. Surveys consistently find that 30-40 percent of male youths and 15-30 percent of female youths report having committed a serious offense by age 17. Serious violence is part of a lifestyle that includes drugs, guns, precocious sex, and other risky behaviors. The importance of late-onset violence prevention is not widely recognized or well understood. Substantial numbers of violent offenders emerge in adolescence without warning signs in childhood. While experts all agree that early childhood programs that target “at-risk” students are critical for preventing the onset of violent behavior, it is also critical that programs to address late-onset violence also be developed and implemented. The full Surgeon General’s Report is available at www.surgeongeneral.gov.

Another important study undertaken by the Division of School Psychology at Alfred University analyzed the responses of 2,017 students in grades 7-12 to a series of questions about why they think school violence occurs and how it can be stopped. Following are some of the highlights of that analysis:

- Teenagers say revenge is the strongest motivation for school shootings.
- Students recognize that being a victim of abuse at home or witnessing others being abused at home may cause violence in school.
- Students have easy access to guns.
- Only half the students would tell an adult if they overheard someone at school talking about shooting someone.
- Better relationships between teachers and students are one way to stop school violence (i.e., teachers should care more about their students, intervene to stop bullying, and take a more active role in their students’ lives)

► This entire study, *Lethal Violence in Schools: A National Study* (Alfred University, 2001), can be ordered by contacting Alfred University, One Saxon Drive, Alfred, NY 14802. Telephone: 607-871-2170, e-mail: news@alfred.edu. The report is also available in PDF format at www.alfred.edu/teenviolence/lethal_violence_in_schools.pdf.

BULLYING IN SCHOOLS

Few topics have received more attention from educators, mental health workers, youth service professionals, and those working in the juvenile justice system in recent years than that of bullying. An investigation into school shootings across the country over the past decade has revealed that in at least some cases there was evidence that the perpetrators had been teased or bullied by classmates and/or felt ostracized by the school community. While a direct correlation between bullying and school violence has not been established, there is sufficient evidence to suggest that an environment of teasing, bullying, harassment, and intimidation can lead victims of such treatment to resort to aggressive or violent behavior as a way to resolve the problem and stop the abuse.

Facts & Figures

A survey of **U.S. teens (ages 12-17)** conducted by Wirthlin Worldwide for *Are We Safe? Focus on Teens* (National Crime Prevention Council, 2002) revealed that:

- **1/2** of teens witness at least **1** bullying or taunting incident in school every day, and a majority of that group see several incidents a day.
- Almost **2** out of **3** teens witness bullying or taunting at school at least once a week.

Download this complete report at www.ncpc.org/cms/cms-upload/ncpc/files/rwesafe2001.pdf.

Bullying, behavior that is intended to harm or disturb another person, involves an imbalance of power – a more powerful person or group attacking a less powerful one. Bullying may be physical, hitting or otherwise attacking a person; verbal, name-calling or threats; or psychological, spreading rumors or excluding a person from social groups, all of which are intended to harm or humiliate the target. Bullying differs from normal teasing or quarreling in that the latter happens between classmates of equal stature or popularity and is usually not prolonged or meant to inflict harm. According to a study by the National Institute of Child Health and Human Development published in the *Journal of the American Medical Association* (April 25, 2001), bullying occurs most frequently in sixth through eighth grade, with little variation between urban, suburban, and rural areas.

Other findings in the study include the following:

- Both bullies and the targets of bullying are likely to have difficulty adjusting to their environments, both socially and psychologically.
- Targets of bullying have greater difficulty making friends than do youth not subjected to bullying and generally report poor relationships with their peers.
- Targets of bullying often suffer humiliation, insecurity, and a loss of self-esteem, and may develop a fear of going to school.
- The impact of frequent bullying can have long-term effects, including adult depression and other mental health problems.
- Bullies are often involved in other problem behaviors, e.g., drinking alcohol, shoplifting, fighting, vandalism, skipping and dropping out of school.
- Youth who identify themselves as both “bullies” and “targets of bullying” report that they are lonely, have trouble making friends, do not see themselves as successful in school, and are involved in risky behaviors, like smoking and drinking.

► For more information about the National Institute of Child Health and Human Development and its publications, visit the NICHD Web site, www.nichd.nih.gov.

Mental health professionals and educators generally agree that at the earliest age possible, children must understand their role in helping to create a school climate that is safe and inclusive and must be taught nonviolent ways to respond to conflict. Likewise, professionals agree that a change in thinking about bullying must take place in adults. Parents, teachers, and other school personnel who view excessive teasing and bullying as a harmless rite of passage (and who fail to intercede when

they observe such actions) may overlook important signs that such conduct is crossing the line into more aggressive and violent behavior.

Given that bullying is a problem that occurs within the social environment as a whole, not just in school, effective intervention must involve the entire school community. Getting teachers, parents, and local law enforcement to acknowledge that bullying takes place and setting up rules to prohibit it sends youth a powerful message that the problem of bullying is being taken seriously and that their community values them. To be successful, anti-bullying programs that are put into place must include strategies to help young people develop social competence and must be part of a comprehensive, multidisciplinary approach that involves everyone with whom youth interact – parents, teachers, counselors, administrators, bus drivers, coaches, etc. Time must be spent developing whole-school bullying policies, integrating anti-bullying themes into the curriculum, improving the school environment, and providing children of all ages with conflict resolution, peer counseling, or peer leadership programs where they can learn strategies to effectively address such behaviors when they occur. Work begun in the elementary school must continue into middle school when bullying behaviors are more frequent and often more aggressive than they had been in earlier years.

► ***Suggested Resources***

A number of resources on the topic of school violence and bullying are available from the National Resource Center for Safe Schools (NRCSS), 101 SW Main, Suite 500, Portland, OR 97204. Telephone: 800-268-2275 or 503-275-0131. Educators will find the publication *Early Warning, Timely Response: A Guide to Safe Schools* particularly useful. This publication can be downloaded from the NRCSS Web site at www.safetyzone.org.

Hazelden Publishing & Educational Services offers books, curriculum guides, and training programs to help middle school teachers understand and address the problem of bullying in their classrooms. Many of these resources have been recommended by the American Association of School Administrators and can be ordered by contacting Hazelden Publishing at 15251 Pleasant Valley Road, Center City, MN 55012-0176. Telephone: 1-800-328-9000; Web site: www.hazelden.org.

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SECTION III



INTERACTING WITH CHILDREN AND YOUTH ON ISSUES OF DIVERSITY AND BIAS

“As parents, educators, and mentors we should embrace our responsibility and opportunity to engage youth in thinking about their own biases and their experience with diversity and discrimination, and to help them develop essential social skills for living in a diverse society. These skills will serve our youth well in living and working in our country with its increasing diversity and in promoting understanding and respect across differences as members of the world community.”

- Karen McGill Lawson,
Leadership Conference on Civil Rights Education Fund

OVERVIEW

This section of the *Program Activity Guide: Helping Youth Resist Bias and Hate*, 2nd edition includes information on how children develop cultural and racial identity and attitudes. Also included in this chapter are ways that significant adults in children's lives can provide them with positive experiences with respect to diversity. Experiences such as these can serve as a foundation for future attitudes and behaviors that reflect fairness and respect for all people. Frequently asked questions help to identify potential challenges that parents and educators face as they work with youth on issues of diversity and prejudice.

HOW CHILDREN DEVELOP RACIAL AND CULTURAL IDENTITY AND ATTITUDES

Researchers have discovered important information about how children ages 2 to 12 develop racial and cultural identity and attitudes. Some of the key points are listed below. Findings with respect to younger children are included here in order to illustrate how the development of racial and cultural attitudes progresses from simple awareness to a more critical understanding of the historic, political, and geographic aspects of culture. This information can be used as a framework for observing children and youth at various ages and for selecting and creating appropriate lessons and activities.

Two-Year-Olds become increasingly aware of the physical aspects of identity. The awareness of gender is usually noticed first, followed by a curiosity about skin color, hair color and texture, eye shape and color, and other physical characteristics. Awareness of disabilities tends to come later than the awareness of gender and race; however, some two-year-olds may begin noticing more obvious physical disabilities, such as a person using a wheelchair.

Children between the ages of two and three may begin to be aware of the cultural aspects of gender, noticing that girls play more frequently with dolls while boys play more often with trucks. Children at this age may also be aware of ethnic identity, noticing such things as children eating different cultural foods, celebrating different holidays, or not celebrating or recognizing holidays or birthdays that they view as important.

Children may show signs of pre-prejudice (the ideas and feelings in very young children that may later develop into “real” prejudices when reinforced by biases that exist in society). Pre-prejudice is often manifested by discomfort, fear, or rejection of differences.

Children at this age may take their first steps toward the appreciation of people who are physically and culturally different from themselves if positive interactive experiences are part of the regular home, school, and afterschool program environments and activities.

Three- and Four-Year-Olds begin to expand their observations of differences and seek greater explanation of those differences. They are aware of their own and others’ physical characteristics. Constructing their identity is a primary task. They want to know how they got their skin, hair, and eye color, and may question why racial group “color” names are different from the actual colors.

Preschoolers are curious about variations within their extended family and the reason why two people with different skin colors may be considered part of the same group. They begin to wonder if skin, hair, and eye color will remain constant, as they begin to recognize that getting older brings physical changes. Children at this age may ask questions like, “Will my skin color change when I grow up?” or “Will you always be white?”

Five-Year-Olds begin to build a group ethnic identity, as well as an individual identity. They can more fully explore the range of differences within and between racial and ethnic groups as well as the range of similarities between groups.

Children at this age begin to understand scientific explanations for differences in skin color, hair texture, and eye shape. They are also beginning to understand the concept of family traditions and family history.

Six- to Eight-Year-Olds continue to recognize other group members and begin to realize that their ethnicity is not changeable. They are beginning to become aware of history, local actions, and attitudes for and against cultural groups. Such new knowledge, influenced in part by the media, may foster personal prejudices that may become an integral part of a child’s attitudes and behaviors.

Children at this age are highly influenced by the way they see people interact and resolve conflicts. Many children in this age group learn about culture and race with greater cognitive depth and emotional connection than they did at earlier stages.

They may begin to take pride in their own cultural identities and understand the experiences of others.

Nine- to Twelve-Year-Olds are gaining a greater understanding of the geographic and historical aspects of culture. Although many 9-12-year-olds may still be concrete thinkers primarily focused on their own experiences, many may be moving into more abstract thinking. They may become more aware of the attitudes and behaviors of persons in positions of authority within institutional settings, such as schools, places of worship, and youth agencies. They may also begin to gain an awareness and understanding of the various perspectives that have surrounded historic events.

Children at this age may understand personal and family struggles against bias and are often willing to discuss culture, race, and differences. A more complex understanding of personal, family, and community identity based on cultural values may emerge. Children at this age are becoming increasingly aware of the valuing and devaluing of culture and race by their peers, the media, and the larger community. The advantages and disadvantages of some groups politically, educationally, and economically are becoming evident, and children may informally begin to discuss what they see as unfairness.

Most 9-12-year-olds can understand racial and cultural stereotypes; can speak from dominant and nondominant perspectives; can practice stating the strengths and positive aspects of various cultures; and can discuss how internalizing a negative view about self may affect someone's confidence.

Adapted from the *A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (Elementary/Intermediate Level)*. © 2001. New York, NY: Anti-Defamation League. All rights reserved.

THE ROLE OF PARENTS AND FAMILIES

“No child is born a bigot. Hate is learned and there is no doubt it can be unlearned. Leading experts on child development argue that the problem begins as early as preschool, where children have already learned stereotypes or acquired negative attitudes toward “others.” The process of countering those negatives with positives begins at an early age.”

- Caryl Stern, Anti-Defamation League

Children are naturally curious about the people and things that they see around them. From the time children begin to talk, they question their parents about their environment and asking questions about people that they perceive as different from themselves and other family members will eventually become a focus of some of those questions. Parents must remember that children will naturally form categories to help them understand the differences they perceive around them; it is the responsibility of parents (and eventually teachers) to help children better understand those differences and to not form value judgments about them. Parents and families have a unique role to play as the first source of information children use to begin building not only their own sense of identity but also their ideas and

beliefs about others.

Both the seeds of respect and the seeds of intolerance are planted when children are very young and nurtured by their experiences and by the attitudes of those around them as they grow. Children do not develop their attitudes about difference in isolation. It is precisely because they are keenly aware of how significant adults respond to the surrounding world, that they must talk to them openly and directly about issues of bias and difference. Establishing a pattern of talking to children about issues of diversity, prejudice, and bias early can help them to develop and maintain an open mind as it relates to these issues, and it will help them learn how to engage in thoughtful discussions about diversity as they move into adolescence. The goal is not just to help prevent bias-motivated behavior and hate crimes, but to help children flourish in a diverse society.

For many parents, discussing issues like diversity and prejudice with their children can be difficult. Some parents, afraid to say the wrong thing, say nothing at all. Other parents do their best to minimize differences. The truth is that while there is no one right way to talk about diversity, minimizing differences or avoiding the topic altogether sends the message that there is something “wrong” with people who are not like them. Giving children of all ages clear, accurate, and age-appropriate information when they ask questions about race, disabilities, sexual orientation, or other diversity-related topics helps them to begin processing the information in nonjudgmental and meaningful ways.

One of the most important things that parents can do is to ensure that their children's lives are filled with as many positive experiences with diversity as possible. Children who live in heterogeneous neighborhoods and who attend integrated schools have the best opportunity to learn first hand the value of getting to know people whose backgrounds and cultures differ from their own. But even children in homogeneous neighborhoods can be exposed to other cultures through books, pictures, music, art, crafts, games, television, and film. Research indirectly supports that creating a home environment where books, toys, and games reflect many racial and ethnic groups reduces the ethnocentric bias that even very young children can demonstrate. Giving children opportunities to interact with people of diverse backgrounds is also desirable, since all children learn best from direct experience.

Even when parents have done the best they can to help their children respect diversity and treat others fairly, they will at some time or another encounter bigotry, prejudice, and even hate. They will most likely witness or be the victim of bullying in school – bullying that may be based on some kind of prejudice. They may, unfortunately, even be the perpetrators of bullying and other forms of unfairness. And, even if their own lives are free from such experiences, hate and extreme acts of bigotry will infiltrate their lives through newspaper headlines, magazines, television, radio, and the Internet. When children encounter any form of bigotry it is essential to identify it as such and to talk about it with them. Parents should share their feelings of outrage at racially motivated attacks, “gay bashing,” or the vandalism of synagogues, churches, mosques, or other places of worship. Children need to know that there are groups who actively combat hate crimes and, as they get older, they need to learn about the laws and policies that protect civil rights and make hate crimes illegal.

What cannot be stressed strongly enough is the need for parents to accept that they, like everyone, harbor their own biases and prejudices – biases and prejudices that

they transmit to their children, often unconsciously. Parents must accept this reality and commit themselves to thinking about the attitudes and behaviors that they expose their children to and decide if these are the kinds of things that they want their children to learn. If children observe their parents working to respect cultures and beliefs different from their own, they will be more likely to internalize these values themselves as they grow and mature.

FREQUENTLY ASKED QUESTIONS

The following questions, submitted by parents, demonstrate the kinds of issues that parents face when working with their children on issues related to diversity and bias. In general, these examples demonstrate the two kinds of questions that parents have, the first, how to educate their children on issues of diversity, and the second, how to create a home environment that allows for healthy communication on difficult topics, even if that communication might result in parents revealing some of their own fears and biases. While these two types of questions may appear distinct, they actually overlap. As parents struggle with a variety of issues, they are creating an environment where life-long learning is seen as valuable and desirable. As parents work with their children to help them critically examine information, offer their opinions, and listen to the viewpoints of others, parents are helping them better respond to the many challenges they will face in adolescence.

“The other day my daughter and I were at the grocery store. While we were checking out I struck up a conversation with the man at the register, who had a thick accent. As we were leaving the store, my daughter started to laugh and mimic the man’s accent. I’m sure that he heard her. I was very embarrassed and angry.”

Instead of being embarrassed or angry by a situation like this one, use it as a “teachable moment.” Ask your daughter to explain why she thinks the man sounds different from her. Help her to understand that people who learn another language first often say words differently from those who learn English first. Help your daughter to consider the advantages of people being able to speak more than one language. Ask her if she thinks she would sound “funny” to people in another country and to consider how she would feel if people laughed at her when she was doing her best to communicate effectively. Remember not to ignore comments like this or trivialize them by encouraging your daughter not to notice the man’s accent. This implies that something is wrong with the way the man is speaking and sends your child negative messages about diversity.

“I work very hard at raising my children to be caring, compassionate people, but whenever some of our extended family members come to visit my young teenagers get a completely different message. They are exposed to blatant homophobia and jokes about people from a variety of racial

and ethnic backgrounds (including their own). Every time I try to confront this kind of behavior, I realize that I don't have a clue what to say or how to say it. What can I do?"

Despite the difficulty of a situation like this one, the consequences of not speaking up are far worse. Children must see that their parents have the courage and conviction to interrupt hateful words. By modeling such behaviors, youth begin to understand that each individual has a role to play in making the world a fairer, more harmonious place. While your words may not change the behavior of those who are making homophobic remarks or telling ethnic or racial jokes, your children will see that you are a person of your convictions and they will undoubtedly learn some strategies for intervening when they are offended by such jokes or remarks.

The following five-step process for responding to situations like the one you describe has been taken from *Hate Hurts: How Children Learn and Unlearn Prejudice* (New York, NY: Scholastic, 2000):

- Begin by clarifying for yourself what you want to get out of the situation.
- Try to assume goodwill. Many people who make offensive remarks do so out of ignorance. Because they do not intend to harm, they assume no harm is done.
- Sometimes it helps to talk to the person privately.
- Start the conversation by letting the person who offended you know that he or she is important to you and that is why you want to have this conversation.
- Be honest about your feelings and state them directly. Using the word "I" to start the conversation lets the other person know how you feel without feeling attacked; for example, "I was upset when I heard the remark/joke you made about ..." You have every right to let someone know how you feel; you do not have the right to dictate what others can or cannot say.

"I am concerned about the anti-Arab sentiments that I hear my middle school child expressing since the terrorist attacks on New York City and Washington, DC. I have tried to raise my children to be fair and caring people, so it is very difficult for me to hear some of the hateful things that he and his friends are saying. What can I do?"

The following information has been excerpted from the U.S. Department of Education's Web site (www.ed.gov/about/offices/list/oe/september11/adults.html?exp=0). It provides valuable information for parents trying to help their children understand the events of September 11th.

In addition to the children whose lives have been directly impacted by the terrorist attacks, most children have seen terrifying images of destruction on television and the Internet. They are reading newspapers and they have heard stories on the radio that speak of grave losses of life. They will also take emotional cues from the adults in their lives who have been watching these events closely.

As adults work to address the needs of children in the aftermath of the terrorist

attacks, the following are some points to keep in mind:

- Adults need to consider the impact of their reactions upon their children. By creating a calm and relaxed environment in their homes through their own demeanor, they can help their children feel safe. That may not be possible for all families, particularly those that have been directly impacted. If they have been visibly anxious or upset, adults need to take the time to explain to the children in their lives what they are feeling and why.
- Take the time to listen and talk to children. Many children will have seen images on television that will prompt questions. They will continue to hear about these events and will be reminded by images through media and in their everyday lives, so it is important to keep those lines of communication open.
- In talking to children, adults should try to reinforce that they are doing everything in their power to make sure that their children are safe. Assure them that measures are being taken to ensure that their schools and communities are safe as well.
- Help your children to separate fact from fiction. Adults should try to discuss only known facts with children, and avoid speculation or exaggeration.
- Incidents have occurred since the tragedy where children of Middle Eastern descent have been threatened or taunted. This is an excellent opportunity to help children understand that most individuals who are from other countries are fine and good people who live in and love the United States as much as they do and that one should make judgments on an individual basis.

► ***Suggested Resource***

Following the tragic events of September 11, 2001, prejudice and discrimination against people of Middle Eastern descent escalated across the country. Help your children learn accurate information about Islam, Muslims, and Arab Americans so they will not succumb to the stereotypes and biases that they will be exposed to. One source of information – a list of 100 questions about Arab Americans prepared by the Detroit Free Press – is available at www.freep.com/jobspage/arabs/index.htm.

- Adults should talk with children about the senselessness of violence, hate, and terrorism.
- Take extra efforts to limit your children's television, radio, and Internet activity in order to avoid excessive exposure to imagery of damage and destruction. Consider other activities that you and your children can do instead.
- Adults need to make it a priority to watch the children in their lives, and understand their behavior. Children may manifest some behavioral and emotional changes, including misbehavior, sleeplessness, nightmares, and general anxiety. These are signs to parents that reassurance and care are needed.
- Children will have a range of reactions and will display a variety of emotions in response to the events of September 11th. Adults need to be tolerant of that behavior and need to explain to children that

it is okay to be upset or disturbed, but that they must be careful not to stereotype people of Middle Eastern descent.

"I recently learned that my 14-year-old daughter has been talking to her guidance counselor about kids teasing her at school. I was very hurt that she didn't come to me about this and felt that I'd somehow let her down."

Your daughter should be congratulated for realizing that it was important to talk about what was happening at school and how she was feeling. Too often youth internalize their hurt and anger, which can lead to other, more serious, problems later. You have obviously instilled in her the belief that there is a community of caring adults that can help her and give her sound advice. It is important that young people navigating the sometimes-turbulent waters of adolescence have trusted confidantes who have more life experience than their peers. Young people, like people of all ages, benefit from thinking out loud and being listened to as they attempt to problem solve situations that are new to them. Often the act of talking through a situation can help them understand that they have the ability to take the needed steps toward solving the problem themselves, which in turn helps them build their self-confidence.

Parents, in their love for their children, often attempt to solve problems for them. Conflicting with this is the developmentally appropriate need for adolescents to work through problems on their own (healthy risk-taking) and expand their cadre of resources. Not developing a network of positive resources can cause youth to feel isolated and alienated, which increases their chances to fall prey to destructive influences.

Remind your daughter that you can and will be a resource for her, and encourage her to always come to you when faced with potentially dangerous situations. At the same time, encourage her to think about other resources that are available to her, including other family members, family friends, teachers, counselors, coaches, club sponsors, as well as others in the community. As the president of the National PTA stated in a *Choices and Consequences* television program, "We know it takes at least five caring adults to make a difference in the life of a child and parents are only one part of that."

"Recently my son and I saw a man in a wheelchair trying to negotiate a difficult curb at a shopping mall. I noticed that my son kept staring at the man, and I reminded him that it is not polite to stare at people. As we continued on our way, my son said, 'I feel so sorry for that man.' I quickly changed the subject but in retrospect I wonder, should I have had a conversation with my son about disabilities?"

It is best not to silence your child without providing information during situations like this one, because that will imply that the topic is taboo. It might also be useful for you to take the lead if you see your child staring at someone, and ask him if has

► ***Suggested Resource***

Raising a Thinking Preteen: The 'I Can Problem Solve' Program for 8- To 12-Year-Olds by Myrna B. Shure and Roberta Israeloff (Henry Holt and Company, 2000) is designed to help children think clearly about their actions and emotions by considering different viewpoints, solutions, and possible consequences. This parent-friendly resource focuses on everyday occurrences and real-life examples and gives parents and children the vocabulary to communicate effectively and positively.

questions about the person that you might be able to answer. The key to answering questions at this stage of your child's life is making sure that he has the most exposure possible to diversity so that the questions will be asked naturally as part of everyday life.

People with disabilities do not define themselves by their disabilities and do not, as a rule, look for sympathy. It might be useful in a situation like this one to have a discussion with your son about things that this person might have to do differently than he does because he uses a wheelchair. Add to that a discussion about ways that the man's life is probably not unlike his own. The fact that your son showed concern for the man should not go unnoticed and he should be praised for considering other people's situations and feelings. Ask him if he wanted to help the man, and if so, think together about ways the man might have been approached and offered help. Consider together whether helping people with disabilities robs them of their dignity. Because most people are unsure how to act around people with disabilities, communicating with your son in this way will show him that you are concerned about treating people fairly and learning accurate information about people who have lives different from your own. You may also want to encourage your son to visit Web sites that provide information on disabilities, a few of which are listed below:

Think Quest

www.thinkquest.org

Connecting With Kids

www.connectingwithkids.com

National Information Center for Children and Youth With Disabilities

www.nichcy.org

"Bullying appears to be a rampant in U.S. schools, and I know there is a lot of teasing and bullying in my child's middle school. What kinds of things can parents do to help with this problem?"

The most common experience shared by almost all middle school students is being teased. It is difficult to imagine children at this age escaping the cruelties of being left out or teased about something. Most adolescents learn effective ways to negotiate their way through these encounters and maintain their relationships in spite of disagreements. Bullying, however, is much more serious and usually continues for extended periods of time. Bullying behaviors include not only forms of physical aggression, but also emotional harassment, social alienation, and intimidation. Bullying is not, however, unique to U.S. schools. Scandinavians were the first to actually study bullying; Sweden and Japan the first governments to launch anti-bullying campaigns after a number of youths in those countries committed suicide. The suicides prompted the governments' recognition that bullying can have severe effects on a child's life, and moved to take action to stop the hateful behavior.

Following are some tips for parents who want to help their children address teasing and bullying; they have been excerpted from *Safe Passage: A Resource Guide for*

Schools, Families and Communities:

- Talk with your middle school child about ways to deal with difficult people. Teach your child how to respond in these situations without becoming violent or overly sensitive. Tell your child of similar instances you experienced and how you handled them.
- Learn about conflict resolution classes at your child's school or at local community organizations and help him or her to get involved in such a program.
- Whenever your child shares fears or worries about a difficult person or group of people, listen carefully and then investigate the situation in a calm and discreet manner.
- Avoid using putdowns as an ordinary form of humor. Model ways to be humorous without hurting feelings.
- Be aware of your child's use of violent language and/or involvement with violent games (including video games). Such habits of violence can lead to violent behavior.
- Encourage your child to recognize his or her good qualities and to recite them when being teased.
- Make sure your child's school has strict rules against bullying and other forms of hate behavior and that everyone in the school community is aware of the rules.
- Work with your school and community organizations on issues related to bullying, harassment, and violence. Most schools and youth programs welcome parental input and would appreciate assistance in starting programs that will help young adolescents solve problems and resolve conflicts.

► **Suggested Resource**

Safe Passage: A Resource Guide for Schools, Families, and Communities is a collection of ideas for modifying the school environment, both inside and outside of the classroom, in order to develop and sustain a safe and healthy environment for all students. To obtain a copy, contact Hazelden Publishing and Educational Services at 1-800-328-9000 or visit download a copy at www.nmsa.org/services/safepassage.pdf.

"Has there ever been a lawsuit filed against a school or school district for not stopping bullying behavior?"

Yes, because schools are ultimately responsible for protecting children, and culpable when they don't, courts have handed down decisions awarding monetary damages to students bullied or harassed at school. In many of these cases, teachers and administrators were told of the bullying but did not act to stop the behavior. In Washington State, a high school senior, bullied and harassed daily since junior high and finally physically assaulted in the school, filed suit against the school district for failing to intervene. The suit contended that the school took no action to stop the bullying because the student is gay. His mother repeatedly spoke to administrators, with no result. The case ended in an out-of-court settlement. The results of this case show that it is not enough for school districts to have anti-bullying policies on paper. They must also have a commitment to enforce these policies and must take concrete steps to implement them.

THE ROLE OF EDUCATORS

Schools greatly influence children's beliefs about the similarities and differences among people whether the subject of diversity is ever openly discussed or not. Children spend much of the day in school, and, for many, it is their main social milieu. They acquire attitudes from the absence as well as the presence of diversity in the student body and staff, in the curriculum, and in the physical environment. They learn by watching teachers who confront prejudice as it occurs and from those who choose to ignore it. Teachers are role models, and their actions say as much as their words.

Studies have demonstrated a high correlation between teachers' respect for diversity and the learning potential of those students with whom schools have traditionally had the least success. It is critical that teachers have the proper preparation and materials to effectively teach respect for differences. By approaching diversity as an ongoing theme in the classroom, they encourage children to develop a lively interest in cultures, religions, ethnic traditions, and ways of being other than their own. This, in turn, will help young people mature into flexible, well-adjusted adults who are curious about their world rather than fearful of it. Teachers must also be encouraged to learn about their students' needs and cultures and to use that knowledge to enhance their students' self-respect and to encourage their success.

Teachers and youth service professionals must work alongside parents and families to ensure that youth feel comfortable talking about and exploring diversity, prejudice, and bias. It is important that in two of the most important places in their lives – school and home – youth have ample opportunities to get to know themselves and their own feelings and have a chance to talk openly and honestly about difficult topics. In addition, educators, who seek to challenge stereotypes and biases, can provide factual concrete information and positive interpersonal experiences for students as part of learning. Educators can also learn how to effectively counter biased behavior when it occurs.

The ability to work and play successfully in a diverse society is one of the most important skills that educators can give to students. As young people prepare to enter the workforce today, they recognize that communicating, interacting, and cooperating with people from different backgrounds have become as essential as mastering computer skills.

FREQUENTLY ASKED QUESTIONS

Following are several questions posed by educators and other youth service professionals on topics including teaching about diversity, interrupting prejudice, and considering the importance of one's own experiences and beliefs about diversity when working with youth. Many of the suggested responses, while specific to these questions, can be generalized to other situations.

"Recently our PTA sponsored an international dinner at school. Some of my students started making faces at the food and making nasty comments about the dishes that some of the

parents had prepared. At one point, a group of students began chanting, "We want American food." How can I help my students learn that making fun of someone else's food is wrong?"

Sometimes schools use international dinners as a celebration of diversity, but unless these events represent an ongoing commitment to exploring and celebrating similarities and differences they may foster exactly the kind of behavior you describe. Unfortunately, when children are exposed to things or to situations that are outside the realm of their daily experiences they may cope with their discomfort or feelings of inadequacy by making jokes or banding together to make fun of whatever it is they perceive as different. If that happens, they need to be told to stop and also told that what they are doing is hurtful. What's more important, however, is to think of ways that you can prevent that kind of behavior or use such experiences when they occur as "teachable moments."

It is crucial to incorporate the similarities and differences among people into your classroom and your school throughout the year. If diversity is an ongoing part of children's education then they are likely to feel less threatened when they are exposed to new ideas or customs outside of their own experiences. In addition, in a situation like this particular one, you can prepare children for the different kinds of food that they might encounter at an international dinner, and also talk to them about your expectations for how they will behave. They do not have to like everything they are served. They don't even have to taste everything. But they can't make fun of it.

"How can I find enough time to teach about diversity when I already have so much required material to cover in the school year?"

Rather than teach "about" diversity, your goal should be to work it seamlessly into the curriculum by taking a multicultural approach to required subjects. One way that middle school students can be introduced to a variety of cultures, perspectives, and values is through young adult literature. Young adult books, at their best, invite children to use their imaginations, expand their vocabularies, develop empathy, and gain a better understanding of themselves and others. And, if the titles reflect the diverse groups of people in the world around them, youth can learn to respect not only their own cultural groups, but also the cultural groups of others. Multicultural literature can provide opportunities for youth to understand that despite our many differences, all people share common feelings and aspirations. Those feelings can include love, sadness, fear, and the desire for fairness and justice. Young adult books can also be a powerful learning and coping tool when young readers connect with characters and what they are going through.

Other kinds of things that teachers can do to provide a more multicultural curriculum include:

- Discussing names, foods, and customs that are mentioned in word math problems.
- Encouraging students to consider diverse perspectives of historic events about which they are learning.

- Including information about people from diverse groups when studying scientific or technological advancements and accomplishments.

“My students and I are from the same race - our community isn’t diverse. What can I do to promote understanding under these circumstances?”

It is easier to help students flourish in a diverse world if they actually live in a heterogeneous community. Still, within the limits of your community, you can help your students celebrate diversity in the curriculum and in their physical environment. Here are a few suggestions:

- Display posters, art, and calendars that portray a wide range of people and cultures on walls and bulletin boards.
- Introduce students to music and books by and about people from many geographic areas and from many cultures.
- Talk about the differences and similarities that exist among people.
- Honor heroes from various backgrounds.
- Have students correspond via mail or computer with students across the U.S. or even around the world.

“One student in my social studies is Cambodian and the rest are Caucasian. I don’t know whether to talk about his similarities to and differences from the other students or downplay them when we are talking about things like diversity and culture.”

Sometimes in a large-group setting it is difficult to be the only person from a particular background or the only person with a visible disability. Many adults who endured this situation when they were children recall diversity discussions with anguish. “I always wanted to hide under my chair” is a common refrain. If you celebrate diversity in the classroom throughout the year with music, books, games, crafts, posters, and other materials, the student will feel less singled out when the topic arises. Try to take your cues about how much to talk about this student’s heritage from the child, but whatever you do, do not make him feel that he is the spokesperson for all Cambodians. Within every cultural group there are similarities, but there are also numerous differences. Use your discretion to decide whether it also might prove useful to talk with the child’s parents. They might be excited about discussing their culture with the class.

Remember that even if all of your students are White, chances are good that their ancestors came to the United States from different countries. By acknowledging and exploring all of the cultures represented, you can help youth accept and embrace the differences between them.

“Sometimes I feel guilty about my own feelings of prejudice, which I try to overcome. How can I help my students become freer from prejudice than I am?”

Because we live in a society that has not yet eliminated racism, sexism, anti-Semitism, heterosexism, and fear of disabilities, all of us have to struggle to quell the prejudices that we have absorbed overtly or inadvertently over the years. Recognizing and identifying your own beliefs as overgeneralizations and prejudices rather than fact is a good first step. By helping your students view the examination of diversity and all isms as a continuous process in their lives, by promoting awareness of the harmful effects of prejudice, and by identifying bias as it occurs in daily life, you will undoubtedly help them grow into adults unfettered by constricted, prejudicial beliefs.

“I am uncomfortable with the idea of Black History Month. Why is it necessary? Isn’t our goal to celebrate diversity all year round?”

Black History Month and other commemorative months were created to ensure that we would hear and celebrate voices historically silenced in mainstream culture. While proponents maintain that one month a year is better than nothing, the goal should always be to integrate diversity throughout the year so that students are constantly learning about the valuable contributions of underrepresented or overlooked groups. You can help by including scientists, mathematicians, artists, writers, and others from diverse backgrounds throughout your curriculum.

Once diversity finds its way into our lives year-round, the impetus for special commemorations is likely to fade. Until such practice is standard, however, celebrations like Black History Month are a necessary means of educating people about the history and contributions of African-Americans.

“One of the teachers in our school is making anti-Semitic remarks. What should I do?”

It is important that each of us debunk bigotry whenever it occurs. However, exactly how to handle situations like this one will depend on many factors, including how comfortable you are with the topic. One possibility for handling this teacher’s remarks is to disagree politely but firmly with what has been said. Admit that you find the remark offensive and label it anti-Semitic. Deciding whether it would be better to say something immediately or arrange a time when you and the teacher can talk privately is a decision that you will have to make. In many cases, when people are confronted publicly they feel the need to rationalize their statements or in some other way “save face” in front of the group. Whenever you decide to say something, make sure that it is clear that you are not attacking the speaker, but rather making your feelings and your position on the topic clear, which you have every right to do. Using “I statements” can be very useful in this regard.

To lay the groundwork for more harmonious dialogue at your school, work with other teachers and staff to institute seminars and lectures that will broaden the faculty’s perspectives about different groups.

"I grew up in a racist family, and I've worked hard to cleanse myself of prejudice. When I hear kids make racist remarks I want to share my own past with them. After all, I changed - so can they. Should I reveal my story? Students often ask me if I ever experienced racism. In fact, I have. Should I talk to them about my experiences?"

Sharing personal history with youth – whether from the perspective of the aggressor or the oppressed – can be a powerful teaching tool. By speaking from the heart to students and sharing our journeys and struggles, we can serve as models for coping with complex issues like racism. Bear in mind, however, that your revelations must be carefully thought out. Start by asking yourself some questions: Why do I want to share this information with my students? What will they gain from it? Will anyone be harmed? Can I share this with them in an age-appropriate way? If you believe that by talking to students about your experiences you can help them consider new information or rethink their own prejudices, then integrate that information into class discussions about diversity, prejudice, and bias. The only caution here is to make sure that the discussion does not become about you and your experiences, but that your experiences are used as examples and as part of a larger discussion.

"I don't see why we should have to teach diversity at all. Schools are for academic learning, not for imparting social values."

Children learn social values in school whether teachers consciously teach them or not. Both what is taught and what is not taught alters a child's perceptions of the world. Children who attend a school where the staff routinely neglects or dismisses diversity come away thinking that diversity is not important or that it is somehow bad. In a pluralistic society like ours, omitting the contributions of people from a variety of cultural groups tarnishes those groups and devalues their contributions. Teaching about diversity helps prepare children to live and work successfully in a pluralistic society.

"A biracial student in one of my classes is constantly teased and called names. What should I do?"

It is vital to get all the facts so you understand as clearly as possible what is going on with this student and the children doing the teasing. Whatever the situation, spell out the rules about hurtful remarks or actions in your classroom and the thinking behind those rules. Speak to the target of the teasing, allowing her an opportunity to share her feelings about the situation. Also speak with those who are doing the teasing to find out why they are engaging in such actions. Encourage them to think about how they have felt when they have been the target of teasing and to consider better ways of interacting with their classmates or better ways to resolve conflicts, if it is uncovered that some or all of the teasing is a result of a disagreement with the targeted youth.

To improve children's attitudes, motivate them to explore the mix of races and ethnic ancestries in the United States. Other students probably come from mixed ancestry, too, whether interracial or interethnic. This is also a good opportunity to

help your students acknowledge the rich and varied family constellations in today's society, including biracial, adoptive, extended, single parent, and other configurations.

"When I was growing up, everything was so much simpler. I loved celebrating holidays like Columbus Day in school. It was fun and gave us a chance to learn about the history of our country. Now things seem much more complicated. Should I ignore these holidays in my classroom for fear of offending someone - in this case, Native-Americans?"

It's painful to give up traditions that were fun and held meaning for us as children. It is important to remember, however, that even when you were a child, holidays that were uncomplicated for you may have been troublesome for people from different cultures and traditions. The complexity also existed then – it just hadn't been brought out fully into public awareness.

Commemorative days like Columbus Day still can be used to help young people learn about this nation's history. In fact, the holiday commemorates an event that triggered a series of extremely complex phenomena. The arrival of Columbus marked the beginning of a migration of European settlers that caused the destruction of the civilizations already existing on these shores – a myriad of diverse cultures collectively known today as Native-Americans. At the same time, America offered a wonderful opportunity to those Europeans searching for political, religious, and economic freedom. It is important to help youth explore and understand both of these truths, to help them learn from past problems, and to recognize the effects of those problems on modern-day America.

At even an early age students can grasp that Native-American cultures were highly developed societies when Columbus arrived and that the Europeans did not actually "discover" America. As they grow and mature, students can use that information to build an understanding of the complexities of a multicultural society.

"The more I think about teaching my students about racism, prejudice, and diversity, the more nervous I get. I want to do the right thing, but I'm afraid that I will offend someone or say the wrong thing. What should I do?"

Before any of us can help children think constructively about diversity, bias, prejudice, and hate, each of us must consider how we ourselves feel about these issues. This process of discovery is an exciting, yet difficult journey. Perhaps the most daunting challenge is facing – and understanding – the roots of our own biases. Examining how we have learned the prejudices that we harbor and why we continue to hold them is a difficult process, but it is one that can make us better role models for all children.

It is also rewarding to discuss these questions with other people. You might find it helpful to talk with your fellow teachers about their experiences addressing these issues in their own classrooms. How did they begin? What worked for them and what didn't? They might be able to suggest some promising resources and approaches. Sometimes professional conferences provide a forum in which to

discuss diversity issues in a group led by an experienced facilitator. Some schools are willing to invite speakers or to conduct workshops that enable teachers to discover ways to communicate information about multiculturalism or prejudice.

As you embark on this journey, remember that you will make mistakes. Also remember that you and all those around you can learn from those mistakes if you are willing to engage in honest conversations, and that means sharing information, asking questions, and listening to others who know more about certain topics because their life experiences have been different from yours.

CREATING AN ENVIRONMENT THAT RESPECTS DIVERSITY

What is present in the school, classroom, home, or other environments where youth spend a considerable amount of time, as well as what is absent, provides them with important information about who and what is important. Every effort should be made to create a setting that is rich in possibilities for exploring cultural diversity. The list of things to include is limited only by one's imagination. Artwork, books, magazines, pictures, musical instruments, and recordings of music in many languages are just a few examples of the many objects that can be used to reflect the world's cultures.

Such an environment helps youth develop their ideas about themselves and others, creates the conditions under which they initiate conversations about differences, and provides teachers and other youth service professionals with a setting for introducing activities about diversity. This type of environment also helps to foster positive self-concept and attitudes.

The following guidelines suggest the types of images that are desirable in the classroom or other youth-centered environments:

- Images that accurately reflect people's current daily lives in the United States, including home, work, and recreation.
- Images of all the cultural groups within the community, across the United States, and in the world.
- Images that show people of various cultural groups engaged in both similar and different activities.
- Images that reflect diversity in gender roles – women and men engaged in a variety of tasks, in and out of the home.
- Images that reflect diversity in family styles and configurations – single-parent, two-parent, and extended family homes.
- Images that reflect different body shapes and sizes.
- Images of people who reflect various physical and mental abilities.
- Images that accurately reflect diverse socioeconomic groups.

When deciding which materials to include in the classroom, reject pictures, books, or objects that reinforce stereotypes. Repeated exposure to biased representations through words and pictures helps cause such distortions to become part of

everyday thinking. It is also important not to confuse images of past ways of life of a group with the group's contemporary life or to confuse images of people's ceremonial/holiday life with their daily lives. This confusion is reflected in many materials that focus almost exclusively on "minority" group holidays.

Finding anti-bias materials that reflect many cultural groups in a nonstereotypic manner can be difficult even for schools or youth centers with adequate budgets and access to educational materials. Consider having parents, other family members, other members of the community, and the students themselves donate or make materials that can be used in the classroom. Creating such an inclusive environment helps convey the message that all people are valuable.

IMAGES



Adapted from the *A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (Elementary/Intermediate Level)*. © 2001. New York, NY: Anti-Defamation League. All rights reserved.

MEDIA INFLUENCE

Teen values are shaped and influenced by numerous people, including parents, family members, teachers, religious leaders, friends, and other members of the community. No wonder adolescents are so often an unpredictable mix of principals about themselves and the world. Add to the mix the everyday interaction that young people have with the media and it is easy to see how they can appear unsure about who and what to believe. The messages are often conflicting; they can all appear reasonable on the surface; and many are manipulative. All of this is happening at a time when adolescents are discovering, developing, and consolidating their identities.

Youth need only turn on the television, put a movie in the VCR or DVD player, listen to a CD, open a magazine, look at a billboard, click on a Web site, or play a video game to experience all kinds of messages. While media offer entertainment, culture, news, sports, education, and recreation, they also send powerful messages that are potentially harmful. Sometimes the harmful impact is obvious (e.g., nightmares), but in other cases the impact may not be immediate, but can have a cumulative effect. Such messages may include the idea that fighting and other forms of violence are appropriate responses to conflict, society expects men to be aggressive, women are attractive only if they look a particular way, and telling jokes at other people's expense is an acceptable form of humor. Adopting such beliefs and attitudes has the danger of making young people less caring of others, more aggressive, more likely to engage in dangerous risk-taking, and can interfere with the development of a healthy self-concept.

The effects of television and movie violence present a frightening picture. According to the Senate Committee on the Judiciary in its *Children, Violence, and the Media: A Report for Parents and Policymakers* (September 14, 1999), "since the 1950's, more than 1,000 studies have been done on the effects of violence in television and movies. The majority of these studies conclude that children who watch significant amounts of television and movie violence are more likely to exhibit aggressive behavior, attitudes, and values." Children as young as two are facile at imitating televised behaviors, and these effects on their behavior can extend into adolescence. The Surgeon General's 2001 report on youth violence concluded that "research to date justifies sustained efforts to curb the adverse effects of media violence on youths."

► Suggested Resource

Visit www.tolerance.org/news/feature/soundtrack_of_hate/index.html to learn more about hate music from information developed by the Southern Poverty Law Center's *Intelligence Report*.

Music, which frequently edges out television as the media of choice among teens, also helps to shape cultural identity and helps teens define their social group. Often teens consider musicians their idols and rate the influence of music higher than religion or books. According to the American Academy of Child and Adolescent Psychiatry, the troublesome lyrics of some teen music glamorizes drug and alcohol abuse; glorifies suicide; dehumanizes women; and advocates violence against specific racial or cultural groups. While most teens are not at-risk for adopting such attitudes and behaviors, there are a number of youth who will begin to identify with such themes and messages, often because they already feel alienated or are faced with other family or school problems.

While video games are entertaining and can provide practice in problem solving, logic, and in the use of fine motor and spatial skills, there are also numerous concerns associated with their use. Unlike television and movies, where youth

observe violent acts, or music, where youth might hear about violence, video games often provide an opportunity for youth to actually practice violence and be rewarded for their efforts. A large number of video games are based on plots of violence, aggression, and gender bias, and almost all confuse reality and fantasy. When one considers that in households with children, 67 percent own a video game system, concerns that an over-dependence on video games might foster social isolation or contribute to aggressive behavior must be taken seriously.

Advertising is a 130 million dollar a year industry in the United States. It is thus a powerful educational force in our culture. It is estimated that the average American watches television 30 hours a week and spends 110 hours a year reading magazines – the result is that the average person can be exposed to 1,500 ads daily. The powerful messages conveyed to youth through advertisements are exemplified in the current emphasis on excessive thinness. Studies show that girls of all ages worry about their weight. Billboards and newspaper, magazine, and catalog advertisements promote an unrealistic image of how people should look. Often models are excessively thin (on average, top models weigh between 30 and 35 pounds less than the “average” American woman), are White or light-skinned women of color, and have hair that has been heavily processed, dyed, and styled. And, it is not unusual for the images that youth see in advertisements to also be airbrushed and enhanced using computers. The cumulative effect of such unrealistic images on young girls can be dissatisfaction with their own bodies, eating disorders, depression, and low self-esteem.

Media literacy must be taken seriously by parents, educators, youth service professionals, health care professionals, and others in the community. The importance of limiting youth’s exposure to the media and helping young people think critically about the messages that they see are two ways that parents and educators can be particularly helpful. Examples of things that parents and educators can do include the following:

- Set media time limits. This includes the amount of time children can watch television, videotapes, play video and computer games, and surf the Internet. The American Academy of Pediatrics recommends no more than two hours of quality television and videos a day.
- Develop a media plan with your family, whereby media times and choices are scheduled in advance. Help teens choose shows, videos, and video games that are appropriate for their ages and interests. If you do not approve of their media choices, explain why and help them choose something more appropriate.
- Check the content ratings and parental advisories on all media.
- Keep televisions, VCR’s, DVD players, video games, and computers out of children’s bedrooms. Place these items in areas where you can monitor their use.

► Suggested Resource

Beyond Killing Us Softly: The Strength to Resist is a 33-minute educational video about the image of women in advertising. The film presents the thoughts of girls and young women, as well as ideas of leading authorities in psychology, eating disorders, gender studies, and violence against women. To learn more about this film, contact Cambridge Documentary Films, Inc., P.O. Box 390385, Cambridge, MA 02139-0004. Telephone: 617-484-3993; Web site: www.cambridgedocumentaryfilms.org.

- Talk with children about what they are seeing on television. Help them practice critical thinking skills by asking questions like, “What are some other ways that the character in this story might have solved his/her problem?” or “Have you ever noticed how advertisements promote unhealthy foods while at the same time they remind people that they need to lose weight and be thin?”
- Remind children that television and movies are not accurate representations of how problems are solved in real life or how long it takes to solve them, even though many of the situations portrayed may seem very realistic. Successfully solving real-life problems usually takes much longer than 30 to 120 minutes.
- Ask children to talk about movies that they see. Question them about whose point of view the story was told from and how the story might have been very different if told from another character’s point of view. Ask them to consider the values that the movie was promoting and how those values compare to their own values.
- Discuss the health risks of using products that are often advertised in a glamorous and seductive manner, namely, alcohol and tobacco.
- Watch music videos with your children and talk about the stereotypical, violent, or sexual images that are being portrayed. Ask children what they think about the images that they are seeing and how those images make them feel.
- Expose children to a broad range of music.
- Keep the lines of communication open about the music that children are listening to. Ask them why they enjoy particular types of music and what the lyrics mean to them.
- Rent a video game to preview before actually buying it. Remember that if there are violent and sexual themes in the title or cover picture, those themes are also in the game.
- Look for video games that involve two players to encourage group activity as opposed to isolated play.
- Look for games that require the player to come up with strategies and decisions that are more complex than running, jumping, and punching.
- Talk with children about the content of video games. Ask them to explain what is going on in the game, what the goal is, and what strategies they need to

employ to “win.”

Parents and educators, despite putting systems in place like those outlined above, will not be able to protect or hide teens from the negative messages in the media. Adults themselves are constantly influenced by the media – in the products they choose to buy, the activities they participate in, how they see themselves, and their beliefs about others. Deciphering the hidden messages in the media is a time-consuming task that people must consciously choose to make, and it is unrealistic to think that people can be questioning, analyzing, and evaluating each and every media interaction that they have – there would be little time for anything else! Still parents and educators can model media literacy whenever possible and be aware of the media teens use. Adults working with teens should also be aware of behaviors that may be the result of media influence and take steps to eliminate or curtail such influences. Some of the warning signs include:

- Poor school performance
- Lack of interest in group activities (e.g., clubs, sports)
- Aggressive behavior (e.g., hitting, pushing, talking back to adults)
- Increased eating of unhealthy foods
- Excessive dieting or preoccupation with weight loss
- Smoking, drinking, or drug use
- Cursing
- Provocative dress
- Interest in weapons
- Degrading language about women, gays, or lesbians
- Racial or religious epithets

► ***Suggested Resource***

Numerous articles on the impact of the media on children and teens are available at the American Academy of Pediatrics Web site, www.aap.org.

**PROACTIVE TOOLS
AND STRATEGIES TO
HELP YOUTH RESIST
PREJUDICE AND HATE**

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IV.

PROACTIVE TOOLS AND STRATEGIES TO HELP YOUTH RESIST PREJUDICE AND HATE

OVERVIEW

This section of the *Program Activity Guide: Helping Youth Resist Bias and Hate*, 2nd edition provides parents, educators, youth service professionals, and other adults with an overview of promising practices and programs. Approaches to creating and maintaining equitable learning environments that have been found particularly successful are outlined in “Promising Practices.” “Promising Programs” are examples of school- or community-based programs that help participants learn ways to respond to conflict, appreciate diversity, and work toward common goals. Many of the programs identified exemplify those methods found to be effective in improving relations among students of different social, racial, ethnic, or religious backgrounds.

Activities appropriate for middle school youth that reinforces concepts explored throughout this *Program Activity Guide* are included in a Partners Against Hate publication, *Building Community and Combating Hate: Lessons for the Middle School Classroom*. This resource is designed to be a companion publication to the *Program Activity Guide*, 2nd edition and for educators’ use in existing classroom curricula. The activities provide teachers, youth service professionals, and others working with youth with a variety of ways to help adolescents to think about cultural diversity. These activities also allow opportunities for teachers to discuss hate-motivated behavior and the responsibility of individuals to create just societies in age-appropriate ways. Teachers and other adults who work with youth are encouraged to use as many of the activities in *Building Community and Combating Hate* as possible to ensure that all of the key concepts discussed throughout the *Program Activity Guide* are addressed.

PROMISING PRACTICES

Following are some of the practices that have been found effective in restructuring schools so that they reflect an anti-bias philosophy, improve teacher and student performance, and create safe and equitable learning environments.

Curriculum Reform: Many schools have restructured their curricula and their teaching techniques to include the history, culture, life experiences, and learning

styles of the school community. Educators contend that such inclusion enables minority and low-income students to experience a greater sense of investment in their learning as they see themselves and their body of experiences reflected in textbooks, lectures, class presentations, and other aspects of the school day. Such inclusiveness helps promote educational equality, since approaching teaching from multiple perspectives and tailoring the methods used in the classroom to suit different learning styles will help ensure that every child attains educational success.

Equitable Schools and Classrooms: Since bias is inextricably linked to inequality, it is vital that teachers create democratic classrooms – environments where students are respected as thoughtful, participating citizens. Creating egalitarian classrooms provide students and teachers with opportunities to examine their own and others' biases, consider multiple perspectives, question the source of information, and view social action as a civic responsibility. In addition, to attain a social climate that favors equality of education, many schools have eliminated tracking and encouraged teachers to raise their expectations of students of color. Tracking in schools has been found to limit students' chances of meeting peers from different racial backgrounds because of the overrepresentation of White, higher socioeconomic students in the upper tracks. Students in untracked schools have more positive interethnic attitudes and feel that relations between the races are better than do students in tracked schools.

Training and Retraining Teachers: For schools to develop into antiracist institutions, more than curricular change is required – changing the behavior of adults, particularly teachers, is essential. Sometimes even those with the best intentions do not pick up on the subtle messages they convey to students, such as whom they attend to or how well they interact. Anti-bias teacher training must be extensive and ongoing, must address teachers' own biases, and must challenge teachers to detect and rectify biased practices in their own classroom and school. Research has shown that, in general, the predominantly White, monolingual teaching force has been poorly trained to work with culturally and linguistically diverse students. Most educational programs that feature diversity training for teachers offer it in the form of add-on courses rather than integrating it throughout the program, even though research has shown that such add-ons have little impact on teachers' classroom methods. Prospective teachers in particular must have opportunities to reflect on their own cultural vantage point, to rethink low expectations of students, to develop cultural knowledge relevant to the population they will teach, and to gain field experience in culturally diverse schools. Besides teacher certification programs, in-service training about diversity is a potential mechanism for helping teachers to meet these goals.

School Desegregation: Numerous longitudinal studies about the long-term ramifications of desegregated elementary and secondary education have shown positive effects on the aspirations of African-American students and on interracial relationships. As early as 1967, the U.S. Commission on Civil Rights (USCCR) found that both African-American and White students who attended desegregated schools were more likely to experience desegregated environments later in life. Case studies of particular communities show that in most instances the minority students who participated in court-ordered school desegregation from an early age registered modest or significant achievement gains and the White students experienced no change or slight improvements. African-American students who attended desegregated schools were more likely to complete high school, to enroll in and graduate from four-year desegregated colleges, and to major in what for

minority students are nontraditional subjects that lead to more remunerative jobs and professions. As adults they were more likely to live in desegregated neighborhoods, their children were more likely to attend desegregated schools, and they were more likely to have close friends of another race than were adults who attended segregated schools.

Cooperative Learning: Cooperative learning is an educational strategy that groups students in small teams of four to five students of both genders and different achievement levels. The groups receive rewards and recognition based on their ability to work together to increase the academic performance of each individual member. All members must contribute and work interdependently to complete a learning task. The mentoring or peer teaching that occurs throughout the process raises the performance of lower achieving students and affirms the talents of the higher achievers. In integrated schools, this strategy is particularly valuable as a means of improving students' relationships with each other if their small teams are racially and ethnically diverse.

Traditional teaching methods, which emphasize competition and individual work, have been shown to be much less useful than cooperative approaches in promoting minority achievement and intergroup rapport. In many schools, sports and extracurricular activities are the only settings in which small groups of diverse students gather as equals on a cooperative basis. Not coincidentally, such activities have been shown to improve intergroup relations. Cooperative learning satisfies all of the situational criteria for positive intergroup contact, because it supplies the following:

- Cooperation
- Support of authorities
- Equal status among group members
- Interaction that is intimate, individualized, nonstereotypical, and interdependent – making similarities among participants salient.

Research shows consistently positive effects of this learning style on student achievement, conflict reduction, and intergroup relations. Of particular interest in the area of interrelationships, students who experience cooperative learning techniques have shown gains in friends of different backgrounds and have made more positive attributions to other groups. These gains are most consistently strong for White students in relation to African-American and Latino/a students.

Conflict Resolution: Conflict resolution is a process that utilizes communication skills and creative thinking to achieve mutually agreed upon solutions. The processes include negotiation between two parties, mediation between two parties by a third party, and consensus building among a group. Because many conflict resolution programs, focusing on conflict resolution also highlight bias awareness as an integral part of their training, they can also play an important role in enhancing intergroup relations. The National Institute for Dispute Resolution (NIDR), for example, launched an effort to connect what are generally regarded as the mutually exclusive professional communities in bias awareness and conflict resolution. Such programs teach conflict resolution skills that students can use on their own rather than as part of structured mediation programs.

Peer Mediation: Although peer mediation has become a popular approach to

conflict resolution at many schools, it does not put as much emphasis on bias awareness as do the more diffuse skill-oriented approaches. Moreover, research is sparse on the effectiveness of such programs in reducing school violence or expanding students' racial and ethnic attitudes. To date, only anecdotal evidence commending peer or professional mediation is available – evidence that indicates positive changes in students' attitudes about conflict. More specific research is needed with a focus on school-related violence motivated by prejudice.

PROMISING PROGRAMS

Below is a sampling of some of the promising programs in use across the country by educators, youth service professionals, and other adults in the community. These programs aim to promote understanding, civility, and respect across cultural differences and help participants learn ways to respond to conflict in creative, nonviolent ways. Some of the programs listed are especially for use with youth, others are for parents, and several others are examples of programs that have been designed for use with teachers to help them improve their effectiveness in the classroom.

An up-to-date database of these and many other programs, including the name of a contact person for each program, mailing and e-mail addresses, and telephone numbers is maintained at www.partnersagainsthate.org/promising_programs/index.html. Additional programs will continue to be added to the database as they become operational and as Partners Against Hate staff becomes aware of them.

!!! NOTE

Parents, educators, youth service professionals, and other members of the community working with youth are invited to share information about promising programs that they would like to see added to the Partners Against Hate database. Suggested programs should provide an opportunity for young people to learn about diverse cultures or empower youth to fight hate in their schools and communities. To suggest a program, send an e-mail to webmaster@partnersagainsthate.org. Be sure to include contact information for the program.

A WORLD OF DIFFERENCE® Institute

This program started in Boston in 1985 when the Anti-Defamation League and WCVB-TV joined together to fight prejudice. Today, the A WORLD OF DIFFERENCE® Institute is an international institute with anti-bias and diversity education programs used by schools, universities, corporations, and community and law enforcement agencies throughout the United States and abroad. Training in diversity awareness and anti-bias education, including use of the *A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (Elementary/Intermediate Level)*, is provided through the CLASSROOM OF DIFFERENCE® program. Peer Leadership and Peer Training programs provide opportunities for students to learn leadership skills and to serve as change agents in their schools and communities.

Bridge Builders Program

In Memphis, TN, the Bridge Builders Program seeks to develop future community and business leaders who will “make decisions based on an understanding and appreciation of different cultures.” The program brings diverse groups of junior and senior high school students together over a two-year period in weekend and summer sessions to engage in dialogue, diversity training, community service, classroom work, and challenging physical activities.

Building Peaceable Middle Schools

This program for students in grades 5-8 is available through Educators for Social Responsibility (ESR). The program develops team collaboration around common language, classroom practices, learning strategies, and WIN-WIN discipline. Also emphasized are direct skill instruction and curriculum infusion through advisories, health classes, and core academic subjects.

Children's Creative Response to Conflict Program (CCRC)

CCRC is a conflict resolution program for K-12 schools. CCRC emphasizes the importance of instilling a repertoire of conflict resolution skills in teachers so that they will be able to work effectively with students. One of the programs often put into place with CCRC training is peer mediation, a program where students are trained to assist in resolving disputes between fellow students.

Civil Rights Team Project

The Maine Department of the Attorney General's Civil Rights Team Project trains civil rights teams, groups of students, and faculty in high schools around the State to promote awareness of bias and prejudice in Maine's public high schools, middle schools, and elementary schools.

Colorado Anti-Bullying Project

Developed in 2001, this program brings together parents, school administrators, community leaders, and the media to raise awareness about the dangers of bullying and how to keep it from harming students. This community-wide approach to tackling the problem of bullying emphasizes gauging the extent of a school's bullying problem, getting teachers, parents, and local police to acknowledge bullying takes place and setting up rules to prohibit it; and teaching students techniques to deflect bullies.

Conflict Resolution Through Literature

This district-wide program sponsored by Educators for Social Responsibility (ESR), links social and emotional learning, conflict resolution, and diversity education to literature and language arts standards.

Cradleboard Teaching Project

In 1986, a White fifth-grade teacher realized that although she had an American Indian student in her classroom, she did not have a teaching unit about this population. She asked the student's mother, who was also a teacher, to develop a Native-American unit to use in her class. What began as a 7-page unit for the fifth-grade teacher, expanded into a 43-page unit, which can be used for all grades. From this teaching unit, the Cradleboard Teaching Project was born, a program that has expanded beyond curriculum to become a mechanism through which Indian and

non-Indian students from around the country can exchange ideas about their cultures.

Interns for Peace

This community-based pairing program matches African-American and Jewish teen groups and summer camps in Brooklyn, NY. The teens receive training in intensive gardening techniques, plan their own community garden, train younger children from matched summer camps to help with the gardening, and ultimately donate their harvest to those in need. Adult mentors include graduate students from the International Center for Cooperation and Conflict Resolution and young professionals interested in community service.

Leadership for Equity, Antiracism, Diversity, and Educational Reform Program (L.E.A.D.E.R.)

L.E.A.D.E.R. was developed in 1996 by the Los Angeles County Office of Education in response to a demonstrated need to support teachers in their efforts to reform classrooms. The program supports teachers, as well as the entire educational community, in its efforts to make the needed changes to curriculum and instruction of students to encourage their empowerment. These efforts promote educational equity, justice, cultural inclusion, self-esteem, and intergroup harmony.

Metropolitan Council for Educational Opportunity (METCO)

For the past several years in the Boston area, METCO has transferred African-American students from inner-city schools to nine suburban districts. With the support of their supervisors, the METCO directors in each of these districts form a coalition to improve the academic performance of the transfer students by transforming the classrooms and schools through antiracism training. Since 1992, about 500 school personnel – including four superintendents – have participated in a semester-long course, now called Empowering Multicultural Initiatives, and about 40 have become trainers-of- teachers in this program. The aim is to put in place antiracist teaching strategies and multicultural curricula into all classrooms, whether homogeneous or racially diverse. The program has grown into an independent nonprofit organization that offers its expertise to other school districts, private schools, and teachers-in-training through Wheelock College in Cambridge, MA.

Multicultural Assessment Program (MAP)

The Multicultural Assessment Program (MAP), developed by the National Association of Independent Schools, is a tool to help schools and teachers gauge how thoroughly and effectively they are implementing diversity strategies and training toward achieving their goals. Schools can use MAP to judge their own multicultural programs and their overall progress. This tool has been adapted by the Multicultural Coordinating Committee (MCC) in the Cambridge, MASchool district for distribution in public schools. The MCC, an advocacy and support group for teacher activists, is promoting annual self-evaluation using the adapted MAP in every school in this diverse preK-12 district.

Olweus Bullying Prevention Program

This program, developed, refined, and systematically evaluated in Bergen, Norway, is the best-known initiative designed to reduce bullying among elementary and middle school children. The strategy behind the program is to involve school staff, students, and parents in efforts to raise awareness about bullying, improve peer relations, intervene to stop intimidation, develop clear rules against bullying behavior, and support and protect victims.

Operation Understanding

This yearlong program for African-American and Jewish high school juniors in the Washington, DC area includes classes, informal gatherings, local educational field trips, and a five-week trip through the Northeast and the South to visit the sites of historical importance to both groups. Participants read and converse about topics in preparation for each visit and keep journals as they travel. The last half of the year is spent in training to become spokespeople for intergroup understanding. The students invite their friends to an intensive weekend in which they practice public speaking and facilitation of topics sensitive to both groups. Finally, they begin speaking and initiating dialogue on African- American-Jewish relations in their own communities.

Parenting for Peace and Justice

This international organization provides support groups, workshops, manuals, and videos to help parents in areas such as implementing creative nonviolent discipline; understanding racism, sexism, and racism; and helping children respect diversity. Many schools organize parental workshops or discussion groups about race to complement a school's multicultural curricula.

Project TEAMWORK

Based at Northeastern University in Boston, MA, Project TEAMWORK trains former athletes to support students in forming Human Rights Squads in secondary schools. The multiracial, mixed-gender group of athletes trains young people in conflict resolution skills, prejudice awareness, and violence reduction techniques. A Project TEAMWORK staff member, who helps the Human Rights Squad develop its own agenda, supports each school throughout the academic year. Annual forums for all participating schools in the greater Boston area provide additional support and training.

Resolving Conflict Creatively Program

The Resolving Conflict Creatively Program, developed by Educators for Social Responsibility (ESR), is a comprehensive K-12 school-based program in conflict resolution and intergroup relations that provides a model for preventing violence and creating caring learning communities. Attention is given to examining teacher biases, considering multiple perspectives, questioning the source of information, and undertaking social action.

Seeking Harmony In Neighborhoods Everyday (SHINE)

The SHINE program began in 1995 to help the racially and ethnically diverse children of the United States learn to interact and live together without intolerance and racial prejudice. The program was established in memory of the death of Alan Rambam's mother, a teacher who had spent her career promoting cultural harmony, diversity, and nonviolence.

Straight Talk about America

The National Conference of Community and Justice (NCCJ) offers teacher training programming and K-12 curricula to help teachers and students explore cultural diversity. One of the organization's programs, Straight Talk about America, helps students examine their attitudes about diversity and intergroup relations. The teacher's guide includes suggested discussion questions, cooperative learning activities, journal writing, and problem solving through role-playing. Program topics include similarities and differences among groups of people; group membership as an aspect of identity; stereotypes; the human and social consequences of discrimination and systems of advantage; discrimination in the media; and strategies for interrupting bias, bigotry, and racism through specific action.

► Suggested Resource

Teaching Tolerance, published twice a year by the Southern Poverty Law Center, includes articles and other information about promising programs and resources to teach children about diversity and to encourage them to engage in social action. This resource, which is free-of-charge to educators, can be ordered by contacting the Southern Poverty Law Center at 400 Washington Ave., Montgomery, AL 36104. Web site: www.teachingtolerance.org.

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SECTION V



GUIDELINES FOR INTERVENTION AND OUTREACH

OVERVIEW

Partners Against Hate is dedicated to helping children of all ages learn to appreciate and respect diversity and to resist prejudice and hate-motivated violence. Therefore, much of the focus of Partners Against Hate is on prevention – stopping hate behavior before it begins. This is best accomplished by providing teachers, parents, and other community leaders with strategies and tools for creating environments that foster respect and positive attitudes toward diversity. This particular section of the *Program Activity Guide: Helping Youth Resist Bias and Hate*, 2nd edition, however, not only provides additional information on creating a safe environment for all students, but also identifies guidelines for intervention and outreach in the event that bias or hate-related behavior does occur, especially in the school setting.

THE RESPONSIBILITY OF SCHOOL PERSONNEL

It cannot be stressed enough how important it is to remember that while it is essential to respond both quickly and thoughtfully to incidents of hate speech, or any acts of hate-related violence, it is a mistake to treat each incident as an isolated event. When acts of bias or hate, from bias-motivated speech to vandalism, are committed in a school setting, it is critical that all stakeholders – parents, teachers, students, administrators, and others in the community – look closely at the environment in which the action has taken place. If a school community does not take a clear stand against expressions of prejudice, acknowledge the presence and accomplishments of all people, and support a curriculum that reflects the contributions of, and problems encountered by, the range of diverse populations in the United States and in the world, then it is likely that the atmosphere is either overtly or covertly sanctioning bigotry.

Schools must have policies and procedures in place to cover a wide range of contingencies, including such things as fire and weather emergencies. It is also important that schools be prepared for bias or hate incidents should they occur. To be prepared means that all school personnel are familiar with the school or district's policy on bias incidents and hate crimes and know exactly how they are to handle such situations. School administrators should also be knowledgeable about State laws regarding school vandalism, bullying, and hate crimes. If a school policy is not in place, or if it is vague or incomplete, then a better policy should be developed. In

addition, the school principal will ideally have a good working relationship with local law enforcement. Most departments have at least one officer who specializes in working with juveniles. Some may have an officer who is familiar with hate crimes. A good working relationship with the police department allows them to be used as a resource not only when problems occur but also when plans on effective ways to address problems, if and when they do arise, are being developed.

Another key area of responsibility for school personnel is communicating effectively with parents. At the beginning of the school year parents should be advised about the school policy on bias incidents and hate-motivated behavior. They should also know that the school has instituted a “zero-tolerance” policy when it comes to such behaviors. Communicate this information in a letter home to parents, at PTA meetings and parent/teacher conferences, and in school newsletters. Also inform parents and families about ways that the school will integrate anti-bias teaching into the curriculum, engage students in discussions about diversity, and assist students in learning nonviolent responses to conflict. Making parents partners in this endeavor from the start can be very helpful should a hate-related incident occur.

While working cooperatively with parents and families is the ideal, it is also a reality that discussions about prejudice, racism, bigotry, bias, and hate-motivated behavior can provoke controversy. Some parents and other family members may not like certain topics discussed in school, or they may have their own deeply rooted biases against particular groups of people. It is important that parents clearly understand that the goal of all of the policies and procedures put into place is to ensure a safe environment where all students can learn and succeed, and it is the responsibility of administrators, teachers, and other school personnel to enforce those policies.

Modeling fair and nonviolent behavior is also the responsibility of every member of the school community. Young people observe how adults interact with one another and with students. They are also keenly aware of what adults deem important. If teachers and other school personnel do not intervene when someone engages in name-calling, inappropriate teasing, bullying, or harassment, youth are sent a powerful message that such actions are sanctioned. When it comes to prejudice, doing nothing does not make the problem disappear; it makes the problem much worse.

ADOLESCENT DEVELOPMENT

Children’s attitudes toward the similarities and differences among people begin to form long before they enter school. They learn how to treat other people from their parents and families, the media, and from their communities. However, for many children, entering school is often their first opportunity to actually interact with people who are visibly different from them or who hold beliefs that are different from their own. During this time, school can play an important role in shaping how children think and feel about the world. Therefore, it is important that children be provided with opportunities to learn about themselves and others and to understand their role in creating fair and respectful communities.

Opportunities to learn about the similarities and differences among groups of people and the importance of treating all people with fairness and respect should not end in elementary school, however. Because most overt expressions of hate take place in middle or high school, training in decision-making skills, conflict

resolution, and diversity awareness must be an integral part of the middle school curriculum as well. To be effective, such programs must be age-appropriate, taking into account the ability for middle school youth to consider multiple points of view, to engage in abstract thought, and to make decisions about right and wrong in their daily lives.

When considering the best way to intervene in response to bias-motivated behaviors when they do occur, it is important to at least have a sense of how adolescents develop, including the many physical, psychological, and social changes that take place during the preteen and early teen years. Such an understanding will help determine the most effective means of helping youth make meaning of their actions and the actions of others.

The middle school years are a time of great transition for youth. This time period is marked by the following developmental characteristics:

- Young teens struggle with their own sense of identity as they move toward independence. They waver between high expectations and confidence to a poor self-concept.
- Risk-taking, whether healthy or dangerous, is one of the key tools that adolescents use to define and develop their identities. Among other things, dangerous risk-taking includes experimenting with tobacco, alcohol, or drugs; dangerous dieting; running away; unprotected sexual activity; gang activity; shoplifting; interest in weapons; and bullying.
- Young teens are highly susceptible to the influence of their peer group and to popular culture.
- Parents and family members remain important influences in teenagers' lives as they develop their ideals and select role models, however, this is unlikely to be openly acknowledged.
- Young teens display less overt affection toward their parents and begin to openly identify their faults. Complaints that parents interfere with their independence are common.
- There is limited interest in the future; young teens are mostly interested in the present.
- There is an increased ability to consider someone else's point of view, engage in abstract thought, and consider consequences. There is consistent evidence of a conscience.
- Young teens display an increased interest in the opposite sex and have numerous concerns regarding physical and sexual attractiveness to others.
- Rule and limit testing is common.

Teenagers do vary slightly from the above descriptions, but the feelings and behaviors are, in general, considered normal. Better understanding this phase of development when working with middle school youth on difficult topics like prejudice and hate can prove very useful. Providing information and responding to situations in a way that is age-appropriate is likely to have a lasting impact and will serve as a foundation for future work on similar issues.

FREQUENTLY ASKED QUESTIONS

The following questions reflect real life issues, incidents, and concerns faced by middle school teachers and administrators in their attempt to respond effectively to bias and hate-motivated behavior in their schools or classrooms. Many of the suggestions offered for responding to these specific situations are also applicable to similar incidents.

“The kids in one of my eighth grade classes have several derogatory names for students who are mainstreamed or who are in special education classes. While there aren’t any mainstreamed students in my class, I would still like to help my students stop using this kind of language. What can I do?”

First and foremost, the students in your class need to know that you do not approve of their actions. Not speaking out in such a situation sends the message that you do not think the subject is worthy of attention, or worse, that you condone the action. Even if no individual is in immediate danger of being hurt by your students’ name-calling, it is essential that they know that their behavior is harmful. In situations such as this one, youth – whether they admit it or not – are looking to adults for advice and modeling. Time should be spent helping students understand that adages like “sticks and stones will break my bones, but names will never hurt me” are not true. Words do hurt people and any name that belittles or demeans any population of people dehumanizes them. It would also be useful to have a discussion about terms that are often used to describe students in special education classes (e.g., “retard”) and to give your students accurate information about mental and physical disabilities. Eighth graders are capable of thinking in abstractions, therefore, a discussion about the power of language and the concept of dehumanization would also be appropriate.

It does not matter what group is the target of hate speech, whenever children of any age use hateful speech it is the responsibility of adults to make it clear that this language will not be tolerated. Make it clear to students and their families from the beginning of the school year that you will not allow name-calling in your classroom. Explain the thinking behind “zero tolerance” when it comes to prejudice. Your appropriate and timely intervention is critical in establishing a safe environment where all students can succeed.

Did You Know?

The Center for the Prevention of Hate Violence (CPHV) notes that hate speech threatening violence has increased over the years. In the article, “Sticks and Stones” (*Educational Leadership*, 2001), CPHV Director, Stephen Wessler, identifies the terrible consequences for students living with the fear of violence that is generated by “degrading words, by degrading symbols and words based on race, ethnicity, gender, and sexual orientation.” In many cases, students refrain from telling adults about these incidents because they are afraid of reprisals, or that the harassment will intensify. Being alone and isolated with that burden intensifies students’ fears. According to CPHV, such intense fear as a result of harassment can lead to declining grades, lack of ability to concentrate, as well as physical and emotional problems including weight loss, sleep disorders, anxiety, and depression.

“There is constant teasing and bullying taking place in our school and I know that kids are hurt by it, but they just won’t speak up or tell anyone. What kinds of things can we do?”

Youth must know that they have strong, broad-based support from the adults in their lives. They must feel that there are adults whom they can trust and who will support them as they take risks and make daily decisions about what is right and wrong. Creating an environment where students feel this level of support is essential if educators hope to work with their students to stop bias-motivated behaviors like bullying. Numerous studies have shown that teenagers do not always feel that there are caring adults in their schools. While females are more likely than males to talk to teachers or other school personnel about teasing and bullying, neither group indicates a strong sense of confidence in adults, and African-American and Hispanic youth are more likely than White students to believe that their teachers don’t care about them.

A written anti-bullying policy distributed to everyone in the school community can help send the message that bullying incidents will be taken seriously. The responsibility to enforce such a policy must be clearly articulated to each and every member of the school staff, and measures must be taken to help students understand that safety is a top priority for all members of the school community. In addition to an anti-bullying policy, providing ways for students to report bullying incidents or other problems without fear of retaliation or disapproval from their peer group is highly recommended. For example, providing time throughout the school day when students can check in with a “consulting teacher” to discuss conflicts between students, bullying behavior, or other forms of harassment, can help to prevent numerous problems and promote harmony. Other measures like a bullying complaint form that is submitted anonymously to a counselor, administrator, or teacher can help those students who are afraid to speak out publicly but who nonetheless want to help stop hate behavior in their school.

“A lot of attention is given to the bullying behavior of the boys in my school, but I think that some of the girls’ behavior, while different, is just as bad. Should behaviors like spreading rumors, gossiping, verbal harassment, and social isolation be considered a form of bullying? What kinds of things can educators do to curtail this type of behavior?”

Yes, girls can be bullies! While girls do not engage in physical bullying as often as boys do, they do engage in behaviors that willfully and repeatedly exercise power with hostile or malicious intent. Society gives boys permission to be physical, while girls are left to work out their power differences in different ways. This often includes verbal and social means including gossiping, spreading rumors, verbal harassment, and social isolation. It is not unusual for adolescent girls to isolate and torment a hand-picked target. Girls who are bullied are likely to become depressed and exhibit poor self-esteem, and it is not unusual for the effects of bullying to extend into adulthood.

The key to promoting healthy relationships amongst adolescent girls is to eliminate incidents of bullying before or as they occur. School administrators and teachers must take a clear stand against bullying in all of its forms and create a school community that fosters both respect and empathy. In particular, adolescent girls

benefit from opportunities to engage in role-playing activities, to read works of fiction that depict incidents of bullying, and to view and discuss films that illustrate the harmful effects of prejudice and bias behavior.

“I’m a sixth grade teacher in a racially diverse school. This year I have a boy in one of my classes whose family recently emigrated from Russia. He’s the only new immigrant out of a class of 28 students. This student is having a lot of trouble making friends, and to make matters worse, two of the biggest kids in the class tease him constantly about his accent and because he speaks little English. I know that several of the students who have witnessed this harassment are very uncomfortable, but they don’t want to get involved. What can I do?”

There are actually several things in this scenario that need to be addressed. The first is the emotional, and if left unchecked, perhaps physical, harm to the target of this unfair and bias-motivated behavior. This student needs to know that he hasn’t done anything wrong. Helping this child see that there are caring adults who value and appreciate him can go a long way toward helping his self-esteem, which is most likely very fragile. Other adults in the school also need to be alerted to the situation so they can be helpful.

Secondly, there must be intervention with the students who are harassing and bullying this student, as well as with those students who are witnessing the harassment. Perhaps some or all of the students would benefit from talking with a counselor or participating in a series of role-playing exercises and related activities that could help them learn not only other methods of interaction besides bullying, but also appropriate ways to interrupt prejudice and unfairness when they witness such behavior. Students at this age often benefit from participation in leadership or peer training programs. Such programs provide opportunities for youth to engage in meaningful activities and help them begin to take responsibility for the decisions that they make as well as for the overall atmosphere of their class or school.

To be proactive, it would also be helpful to talk with the class about immigration and languages. Unless you have Native-Americans in your class, most of the students have ancestors who came here from other countries. You could have students participate in a map activity that shows which countries everyone’s parents, grandparents, or other ancestors emigrated from and then discuss what languages family members spoke when they arrived in the United States.

► **Suggested Resource**

In *Bully No More: Stopping the Abuse* (© 1999 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. *Bully No More* is available from AIMS Multimedia, 9710 DeSoto Ave., Chatsworth, CA 91311-4409. Web site: www.aimsmultimedia.com.

!!! **NOTE**

When doing this kind of exercise, it is important to clearly differentiate between immigration and the experience of Africans who were brought here involuntarily as slaves. You might also talk to your students about the experience of Asians brought to this country as “temporary workers” and Hispanics whose homeland was acquired through U.S. annexation.

“Someone has repeatedly written “nigger” on the bathroom walls of our middle school. It’s usually in chalk or washable marker. Is this a hate crime? Should we call the police?”

The students in your school need to understand that it is wrong to write any kind of racial slur anywhere. However, if the writing is in washable marker or chalk and can be easily erased, it is not considered a hate crime. It may be hard to get the police involved in an incident of washable graffiti on a bathroom wall. However, if a good working relationship has been established with local law enforcement then they will most likely want to be alerted to the incident and offer their assistance to keep such incidents from reoccurring.

It is a good idea to take a picture of the graffiti in case the behavior continues, but as soon as possible, wash the wall to remove the hurtful language. Leaving language that demeans any group of people visible for any length of time is demoralizing to the group targeted and can poison the atmosphere of the school.

Encourage students to report graffiti that they see in the school to an adult. Also use the situation to talk with students about everyone’s responsibility to fight hate. Help students understand that helping to remove hateful words, pictures, or symbols from areas in and around their school is an important way that they can act against bias and hate. It also sends a message to the perpetrators of bias-motivated behavior that everyone does not share their thinking.

“Someone painted swastikas and wrote “death to the Jews” on the front of our school building. A lot of the teachers wanted to clean it off immediately, but our school principal wouldn’t let us. It was so painful to see the kids walk into that school - especially the Jewish kids. What should we do? Is this a hate crime?”

Defacing a public building with racial threats is a hate crime and must be investigated by local law enforcement authorities. Until the graffiti can be removed permanently, however, it is a good idea to cover the words and symbols with some kind of temporary covering as quickly as possible. Letting such violent, hate-filled threats remain visible on school property can be terrifying for the targeted population. It also sanctions the message and contributes to an atmosphere that tolerates bigotry and could lead to violence.

In addition to identifying and punishing the perpetrators of this hate crime under applicable laws, it is important to address the feelings of the intended targets and of the community as a whole. These can be accomplished in a variety of ways:

- Send a letter to all families in the community telling them about the incident and outlining the school’s response.
- Invite parents and families to come to the school to talk about issues of racism, prejudice, and diversity as they affect children.
- Reach out to the families of the students who were targeted by the graffiti, particularly if they are a minority in the school. This outreach would be most effective if initiated by both a school official and law enforcement authority, as

parents of victims will most likely have questions about protection, but will also want to know how the school is handling the situation.

How you help the students who are targeted by graffiti depends on several factors, including their ages, their numbers, and the preferences expressed by both them and their families. Many students would probably prefer not be singled out any further than they already have been. At a minimum, they should be provided with an opportunity to talk with a school counselor or administrator about their feelings following the incident.

This does not mean, however, that there is no discussion about what has happened. Not having honest, open discussions when events like this happen, opens the door to rumors, exaggerations, and blaming. It is important for all students to know that hate-related graffiti harms everyone, not just its intended victims, and that it is a crime. Either in a school assembly, or through visits to individual classrooms, it is important to talk about ways that the school is responding to the incident and to restore a sense of safety.

In addition to talking about what happened, it might be helpful to mobilize the school community to take positive action. Taking such actions will counter the feelings of helplessness and vulnerability that often follow a hate incident. Students and others in the community can join together to clean up graffiti in the school or in other public buildings. Students can create posters or collages that celebrate diversity or that reflect the diverse populations represented in the school and in the community at large for display in the school.

► **Suggested Resource**

Encourage students to learn about youth and adults who have taken action in their schools and communities to resolve conflicts, promote diversity, or help others by visiting The Giraffe Project at www.giraffe.org. The Giraffe Project, an organization that encourages children and adults to “stick their necks out” in order to make the world a better place, can also be reached at P.O. Box 759, 197 Second Street, Langley, WA 98260. Telephone: 360-221-7989.

“Some of the students in my eighth grade math class are constantly taunting the one Arab-American child in the class. They call him “a terrorist,” and have even begun to push and shove him in the hallways. His parents are furious. When I talk to some of the parents they say that they understand their children’s feelings in light of the events of September 11th. What should I do?”

It is understandable that the boy’s parents are furious; all parents want their children to be safe and have an opportunity to grow and learn in a healthy environment. It’s up to you and the school administration to keep this child safe from both physical and emotional harm. Let both him and his parents know everything that is being done to remedy this situation.

While the students in your class may indeed be under a great deal of stress following the events of September 11th, it is still important for them to know in no uncertain terms that their behavior is unacceptable. You will also have to talk with the students’ parents, who should be told by you and by your school principal that, while you are not unsympathetic to their anxiety, it is wrong to blame this child for the events that took place on September 11th. It is imperative that all parents understand that in your school all students and teachers must be safe from physical harm and treated with respect. Let them know that you will not tolerate racist language or physical violence. You might also let them know that if the behavior

► **Suggested Resource**

What to Do...When Kids Are Mean to Your Child by Elin McCoy (Reader's Digest, 1997), gives parents tips on how to help their children deal with teasing, name-calling, and bullying. Also included is guidance on when and how parents should involve school officials.

escalates they could be subject to criminal prosecution for assault.

Situations like this reinforce the need for students from diverse cultural backgrounds to have opportunities to work together collaboratively and to learn more about one another. It also speaks to the need for students to learn about the harmful effects of stereotyping and prejudice and how such thinking has resulted in scapegoating and violence throughout history. While it is never a guarantee that diversity awareness and anti-bias education will prevent children from internalizing the stereotypes and prejudices that they are exposed to from family members, peers, the community, and the media, it does at least provide them with alternative ways of thinking about people who are different from themselves.

"What can we as educators do to help students cope with the tragic events of September 11th?"

The events of September 11th will continue to have a powerful impact on adolescents. Many students have family members who live in New York City or Washington, DC or know people who fly frequently. Some students may have even known someone who was on one of the four flights that did not reach their destinations or who died during the attacks. As difficult as these events continue to be for everyone, they also provide a teachable moment for educators. September 11th is now a piece of history that students have witnessed and lived through. The National Middle School Association, in its continuous commitment to adolescents and those who teach them, has a few suggestions for middle level educators and caregivers on how to deal with this emotional topic.

First of all, do not force your reactions on students. Young adolescents may not react the way adults do. They may not have a clear understanding of the situation or its implications. They may even say things that seem inappropriate, rude, or insensitive. For some adolescents, statements like these are often a defense mechanism, a way of dealing with those things that they just can't understand. The best advice is not to overreact. Take a minute, step back, and ask the students if they understand the impact of these events on others. Adolescents need opportunities to explore how the actions of others affect them. Try to explain how the violent acts of September 11th have affected not only them, but also others in the school, city, state, country, and world.

When dealing with such an emotional issue, it is very important to let students talk about what they are feeling. They need opportunities to share and discuss. Again, various emotions will be expressed and it will be important for educators not to overreact. Just allow them to share their feelings, and, at times, step in and explain things that are in question. In addition, provide opportunities for students to examine how such events can lead to unfair stereotyping, prejudice, and scapegoating. This is a time when educators can teach students important concepts such as respect for others, cultural differences, and the ways that prejudice and discrimination have affected individuals and groups throughout American and world history. The best rule is balance. Know that there are emotional needs that have to be met, but there are also academic opportunities.

Some middle school students will want to know what happens next. This is a difficult question to answer in that no one knows how the events of September 11th will continue to affect not only the United States, but also the world. However,

providing opportunities for students to follow, critically examine, and discuss important domestic and international events will help them feel that they are actively involved in their own history-in-the-making, not passive bystanders.

Remind students that one of the most important things that they can do is to help keep their school safe. Encourage students to look out for each other and to help each other. Ask students to keep their eyes and ears open, and to report anything unusual. If they see a fellow student who is distressed, or if they see someone being treated unfairly or not acting like him or herself, tell them to find an adult in the building who can help.

For more information on resources and support available from the National Middle School Association, visit their Web site at www.nmsa.org. Additional resources on helping adolescents cope with the events of September 11th are available at the following sites:

National Education Association

www.nea.org/crisis/americaunited/01crisis.html

National Association of School Psychologists

www.nasponline.org/NEAT/crisis_0911.html

Purdue University

www.ces.purdue.edu/terrorism/children

New York University: About Our Kids

www.aboutourkids.org/aboutour/articles/crisis_teachers.html

Educators for Social Responsibility

www.esrnational.org

Facts & Figures

A survey of **U.S. teens (ages 12-17)** conducted by Wirthlin Worldwide for *Are We Safe: 2001 – Focus on Teens* (National Crime Prevention Council, 2002) found that exactly **1/2** of teenagers polled reported that the September 11th terrorist attacks shook their personal sense of safety and security a great deal (**17%**) or a good amount (**31%**). Girls were more likely to report a great deal of impact than were boys. Teens were as clear as adults that they would experience changes in their day-to-day lifestyle over the next five years as a result of the attacks.

Download this complete report at www.ncpc.org/cms/cms-upload/ncpc/files/rwesafe2001.pdf.

THE ROLE OF LAW ENFORCEMENT

As the first line of response when a youth-initiated hate crime occurs, law enforcement has a critical role to play. A swift and efficient response by police officers and investigators can send a strong message to potential offenders and potential victims alike that communities are committed to combating hate crimes and hate incidents. This in turn can help stabilize a community once an incident occurs, as well as facilitate victim recovery. While law enforcement leaders can contribute a great deal to stopping the spread of bias-related crime, their efforts must be complemented by strong collaboration with community organizations and residents, schools, families, and a host of public agencies all dedicated to creating a safe community for children. Creating opportunities for parents, educators, and other members of the community to meet and talk with local law enforcement can be an effective way to open the lines of communication and can prove extremely helpful if, and when, a hate incident occurs in the school or larger community.

In 1998, in response to the rise in hate crimes in America, the International Association of Chiefs of Police (IACP) held a Hate Crime in America Summit. This summit attracted over 100 police executives, community leaders, activists, scholars, and judicial system practitioners. By the conclusion of the summit, the IACP had produced several strategic recommendations for law enforcement agencies in preventing hate crime. Some of the key recommendations included:

- Increase public awareness about hate crimes.
- Focus public attention on issues of prejudice, intolerance, and the ways that hate crime affect community vitality and safety.
- Raise awareness of the goals and activities of organized hate groups.
- Develop national, regional, and/or State task forces to understand and counter the influence of organized hate groups.
- Provide every student and teacher the opportunity to participate in hate crime prevention courses and activities.
- Involve parents in efforts to prevent and intervene against bias-motivated behavior of their children.

► A complete description of the IACP recommendations for preventing hate crime can be found in an IACP January 1999 publication entitled "Hate Crime In America." They may also be viewed at http://theiacp.org/documents/index.cfm?fuseaction=document&document_id=160.

► ***Suggested Resources***

The following resources provide law enforcement officials with information on school violence and hate crime response:

The Department of Justice (DOJ) National Hate Crime Training Initiative is a comprehensive curriculum for training police officers on responding to and investigating potential hate crimes. DOJ has trained a group of professionals in every State to present these courses. For more information on the availability of this training by State, call the U.S. Department of Justice Response Center at 1-800-421-6770.

Responding to Hate Crimes: A Police Officer's Guide to Investigation and Prevention was developed by the IACP. This resource actually contains two separate tools: (1) a 12-page booklet outlining effective responses and investigations of hate crimes, and (2) a pocket guide to hate crimes that is designed to be placed under a visor, in an officer's pocket, or on a clipboard. A copy of the guide is available by calling 1-800-THE-IACP.

Jeffrey W. Bailey's *What is Going on in Our Schools? An Examination of Crime in Our Schools* (www.iuniverse.com, 2000) examines the criminal trend in schools across the United States. Statistics are provided so that one may actually look at the crimes in their classifications broken into victim's ages, gender, locations, types of crimes, and size of schools. School-related deaths are examined by statistics and are also listed by State.

U.S. DEPARTMENT OF EDUCATION RESOURCES

In addition to the many resources identified throughout the *Program Activity Guide: Helping Youth Resist Bias and Hate*, 2nd edition, 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/page1.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/vol7vol1/warning.html

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

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SECTION VI

VI.

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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 and 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 manual. 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.

Arnold, 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 reinforce the themes addressed throughout the *Program Activity Guide: Helping Youth Resist Bias and Hate*, 2nd edition. The titles 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 Filipovic, 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 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.

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