# A CLASSROOM OF DIFFERENCE™

## Participant Workbook

A WORLD OF DIFFERENCE® Institute

Colorado School Safety Resource Center

October 20, 2011

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# INTRODUCTION

## THE ANTI-DEFAMATION LEAGUE

The Anti-Defamation League was founded in 1913 "to stop the defamation of the Jewish people and to secure justice and fair treatment to all." Now the nation's premier civil rights/human relations agency fighting anti-Semitism and all forms of bigotry, ADL defends democratic ideals and protects civil rights for all.

A leader in the development of materials, programs and services, ADL builds bridges of communication, understanding and respect among diverse groups, carrying out its mission through a network of 30 Regional and Satellite Offices in the United States and abroad.

## A WORLD OF DIFFERENCE® INSTITUTE

The Anti-Defamation League's A WORLD OF DIFFERENCE® Institute is a market leader in the development and delivery of anti-bias and diversity training and resources. Human relations and education professionals design training modules and produce curricula that provide the necessary skills, knowledge and awareness to promote and sustain inclusive and respectful school, work and home environments. Customized to meet the changing needs of a wide range of audiences, programs are available to schools, universities, corporations and community-based organizations throughout the United States and abroad.

The origins of the A WORLD OF DIFFERENCE® Institute date back to 1985, when ADL and WCVB-TV in Boston initiated the A WORLD OF DIFFERENCE campaign, a year-long series of education and media-driven programs designed to combat prejudice and create effective tools to address these issues in the classroom and community. The campaign's immense success led to ongoing programs in Boston and 28 U.S. cities and several national awards including a Peabody, Gabriel, and Scripps-Howard.

In 1992, in an effort to meet the increasing demand for its services and to formalize and coordinate its anti-bias research, programming and training efforts, the League created and officially launched the A WORLD OF DIFFERENCE® Institute, comprised of four distinct departments — CLASSROOM, CAMPUS, COMMUNITY, and WORKPLACE.

A WORLD OF DIFFERENCE® Institute training programs and curricular materials are developed and evaluated by a research department that interacts on an ongoing basis with professionals in the field. The Institute collaborates with universities, colleges and national funding sources to study and enhance the efficacy of its programs. These collaborations have included formal studies with prominent institutions including Yale University, Columbia University Teachers College, Claremont Graduate School and the University of Pennsylvania.

Through the development and delivery of its programs and resources, the Institute seeks to help participants: recognize bias and the harm it inflicts on individuals and society; explore the value of diversity; improve intergroup relations; and combat racism, anti-Semitism and all forms of prejudice and bigotry.

A CLASSROOM OF DIFFERENCE™ is at the heart of the Institute, developed to address diversity in the pre-kindergarten through 12th grade school communities. Programs include workshops for teachers, classified staff, administrators, students and family members.

## GOALS OF A CLASSROOM OF DIFFERENCE™

The following are the overall goals of A CLASSROOM OF DIFFERENCE™ for all audiences:

- To promote respectful, inclusive and safe learning environments and communities
- To build understanding of the value and benefits of diversity
- To improve intergroup relations
- To eradicate anti-Semitism, racism and all forms of bigotry
- To encourage personal responsibility in the promotion of justice and equity.

## THE RATIONALE FOR ANTI-BIAS EDUCATION

Schools in the United States have long played a vital role in supporting the nation's democratic ideals. Providing all students with a quality education — one in which academic and social development are inseparable goals — is essential to creating equal access to opportunity and fostering responsible citizenship. The challenges of fulfilling this obligation, including poverty, inequitable funding for the nation's schools and changing political priorities, are heightened in an educational climate whose primary focus is accountability for student achievement as measured by standardized test scores.

Developing academic knowledge and skills in students is a primary goal of formal education. A curriculum focused solely on traditional academic fields, however, fails to fulfill the deeper mission of education in a democracy and to acknowledge the impact schools have on the larger society. Recognizing the need to prepare students to live and work successfully in a pluralistic nation and a global community, educators can engage in a collaborative process to achieve the ideals of justice and equality upon which the nation was founded.

The inequities and social tensions that exist in U.S. society are also present in the hallways of our nation's schools. Because schools are both educating and socializing institutions, the potential exists for them to establish frameworks that challenge intolerance and promote safety, fairness and respect.[1] Students' successful pursuit of academic excellence depends on their ability to learn in a safe and inclusive environment.

The rapidly increasing diversity of our nation presents both a windfall of benefits and new challenges. When diversity — differences in race, religion, sexual orientation, language, culture, learning style, class, body type and ability — is not valued and respected, the resulting fear and lack of understanding can fuel intergroup tension. The potential for conflict, discrimination and scapegoating is high when prejudice and stereotypes go unchallenged or are ignored. Left unexamined, biased attitudes can lead to biased behaviors, which have the potential to escalate into violent acts of hate. Youth violence, hate crimes, bullying and harassment occur today at alarming rates, have a powerful impact on the entire educational community, and underline the imperative for schools to address issues of prejudice and discrimination.

Biased behavior can be subtle or overt. In schools, name calling and acts of social exclusion are the most common examples of discriminatory behavior and prejudicial thinking. Although children are not born prejudiced, from as early as six months of age, infants can distinguish differences in physical appearances, and by ages 3-5, children may also begin to develop

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[1] Rosemary Henze et al, *Leading for Diversity: How School Leaders Promote Positive Interethnic Relations* (Thousand Oaks: Corwin Press, 2002), p. 2.

negative attitudes toward differences.[2] In an attempt to minimize the development of prejudice, well-meaning adults often teach children to ignore differences and focus only on similarities. Just as common experiences are part of the "glue" that holds communities together, understanding and respecting differences are essential for successful multicultural societies.

Anti-bias education is a comprehensive approach to learning designed to actively challenge prejudice, stereotyping and all forms of discrimination. Anti-bias education incorporates multicultural curriculum that reflects diverse experiences and perspectives, instructional methods that advance the learning of all students, and tools to establish and sustain a safe, inclusive and respectful learning environment and school community. Ultimately, anti-bias education engages students in the exploration of social problems and empowers them to take active steps to create a more just and peaceful world, where all groups share equal access to opportunity and every person can flourish.

## The Impact of Hate and Bias on School Communities

The behaviors and attitudes motivated by hate can take many forms that are best understood as occurring along a continuum. Hate crimes represent the most extreme example of hate perpetrated by individuals. Under the mandate of the 1990 Hate Crime Statistics Act (HCSA), the FBI annually collects and compiles hate incident data from local law enforcement agencies. Despite the fact that the majority of bias-motivated crimes go unreported, the FBI chronicles and categorizes several thousand hate incidents each year. The trends revealed within the numbers have serious implications for our nation's youth.

Roughly a third of all known hate crime offenders and a third of all victims of bias-motivated aggravated assault are under 18 years of age.[3] About one out of every ten hate crime incidents reported occurs at schools and colleges.[4] In addition, organized hate groups have taken advantage of the Internet, exploiting it as a recruitment tool and leaving today's young people more vulnerable than ever to hate-motivated thinking and behaviors.

Schools are now expected to shoulder an increasing legal, as well as moral, responsibility for combating hate crimes since so many of the perpetrators and the victims are of school age. When a bias-motivated incident occurs at school, feelings of safety are diminished and many students feel vulnerable, insecure and alienated. Ultimately, these feelings contribute to a school climate where learning is disrupted and instructional time must be increasingly used for classroom management. School violence, also a prevalent problem, inflicts a similar impact.

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[2] Caryl Stern-LaRosa, and Ellen Hofheimer Bettmann, *Hate Hurts: How Children Learn and Unlearn Prejudice* (New York: Scholastic, 2000), 22–25.

[3] Kevin J. Strom, *Hate Crimes Reported in NIBRS, 1997-1999* (Washington, DC: Department of Justice, Office of Justice Programs, 2001), pp. 1, 4, http://www.ojp.gov/bjs/pub/pdf/hcrn99.pdf.

[4] Uniform Crime Reporting Program, *Hate Crime Statistics, 2002* (Washington, DC: Federal Bureau of Investigation), p. 19, http://www.fbi.gov/ucr/hatecrime2002.pdf.

Research consistently indicates that school violence and bullying are serious concerns for school communities. According to recent studies conducted by the U.S. Department of Education and U.S. Department of Justice, the educational experience of many students includes being threatened or injured with a weapon on school property (1 in 11 students in grades 9-12), carrying a gun or knife themselves (1 in 17 students in grades 9-12), and being the victim of a crime (1 in 20 students ages 12-18). More than a third of all students ages 12-18 report having observed hate-related graffiti, 1 in 8 students have had hate-related words used against them, and virtually every student hears insults, put-downs and taunts multiple times each day. Students feel less safe at school than away from school, and 1 in 14 students report that they are sometimes or most of the time fearful about their safety at school.[5] Not surprisingly, hate-motivated behavior and school violence intensify in a culture where bullying and harassment are not addressed or when they are accepted as part of "growing up."

## FACTS & FIGURES

According to the U.S. Departments of Education and Justice:

**1** in **11** students in grades 9-12 is threatened or injured with a weapon on school property.

**1** in **17** students in grades 9-12 reports carrying a gun or knife to school.

**1** in **20** students ages 12-18 is a victim of a crime.

Recent research indicates that almost a third of students in grades 6-10 report direct involvement in bullying each month, either as targets, perpetrators or both.[6] An overwhelming majority of students (83% of girls and 79% of boys) report regularly experiencing harassment at school,[7] and 10,000 children stay home from school at least once a month due to the fear of being bullied.[8] In spite of research pointing to the dangerous effects of bullying, many children report that this behavior is in fact part of a natural and acceptable social order.[9] Given the wealth of research on the extensiveness of bullying, this may in fact be the most prevalent form of violence in schools and the most likely to affect the greatest number of students.

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[5] Jill F. DeVoe et al, *Indicators of School Crime and Safety: 2003,* NCES 2004-004/NCJ 201257 (Washington, DC: U.S. Departments of Education and Justice, 2003), http://www.ojp.usdoj.gov/bjs/abstract/iscs03.htm.

[6] Tonja R. Nansel, Mary Overpeck, Ramani S. Pilla, W. June Ruan, Bruce Simons-Morton, Peter Scheidt, 2001, "Bullying Behaviors Among US Youth: Prevalence and Association With Psychosocial Adjustment," *Journal of the American Medical Association,* 285(16):2094-2100.

[7] Jodi Lipson, *Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School* (Washington, DC: American Association of University Women Educational Foundation, 2001), p.4. http://www.aauw.org/research/upload/hostilehallways.pdf.

[8] Centers for Disease Control and Prevention, 2001, School Heath Guidelines to Prevent Unintentional Injuries and Violence. *MMWR Weekly* 50(RR-22), http://www.cdc.gov/mmwr/PDF/rr/rr5022.pdf.

[9] J.H. Hoover, R. Oliver, and R.J. Hazier, 1992, Bullying: Perceptions of adolescent victims in the midwestern U.S.A, *School Psychology International* 13.

## Responding to the Needs of a Diverse Student Population

School populations today reflect a rich diversity of experiences based on race, religion, ethnicity, nationality, language, ability, sexual orientation, gender, family structure and community. Schools benefit from this diversity through access to an enhanced knowledge base, repertoire of skills and additional perspectives, which increase students' intellectual engagement, problem-solving capabilities and innovation. Through opportunities to interact socially and academically with others from diverse backgrounds, students learn "skills that will be invaluable in their adult lives."[10]

The diversity of the community is a resource that offers rich and varied benefits to schools, but success in ensuring equal opportunities to learn for all students often requires new strategies. For example, research shows that at every socioeconomic level, teachers are likely to expect lower performance from black, Latino/a and Native American students. Although everyone has prejudices that affect interactions with others, low expectations in the classroom coupled with challenges that result from cultural differences can result in lower academic achievement, limited student learning, diminished student self-image,[11] and disproportionate assignment of students of color to remedial classes.[12] Teachers' cultural competence holds a great potential to positively influence student learning. Teachers can successfully nurture the gifts inherent in each student by implementing instructional strategies that foster respectful intergroup relations and counter the effects of poverty and institutional prejudice.

The job that teachers take on — to help students learn and become successful and responsible citizens — is as awesomely challenging as it is important. Heightened emphasis on assessment, limited resources, and a perpetual shortage of time make these responsibilities even more difficult. To succeed, teachers need ongoing administrative support and opportunities for meaningful professional development. Cultural competence grows from opportunities to explore how personal experiences, culture and attitudes impact teaching practices, to develop skills to confront prejudice and discriminatory behavior in oneself and others, to examine school and classroom policies and procedures for bias and inequities, and to increase understanding of the many cultures that make up the classroom and the nation.
Anti-bias education provides teachers with instructional approaches that incorporate:

- inclusive curriculum based on the ideals of justice and equality and designed to engage students and ensure that the voices of all students are heard;
- cultural competency strategies that help teachers explore their beliefs, communication patterns and classroom practices to be responsive to students' cultures, abilities and beliefs;

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[10] Gary Orfield, "Foreword," in *Debunking the Middle Class Myth: Why Diverse Schools are Good for All Kids*, Elaine Gale, Kugler (Lanham: Scarecrow Education, 2002), p. ix.

[11] Crystal Kuykendall, Ed. D, J.D., *Improving Black Student Achievement by Enhancing Students' Self Image* (Chevy Chase: Mid Atlantic Equity Center, 1989), p. 2, http://www.maec.org/pdf/kuykendall.pdf.

[12] *Education Watch The Nation: Key Education Facts and Figures,* Spring 2004 (Washington, DC: The Education Trust), http://www2.edtrust.org/edtrust/summaries2004/USA.pdf.

- facilitation techniques to enhance active learning, assist students in expanding their existing base of knowledge and build empathy for the experiences of others; and
- cooperative learning to foster inclusiveness, break down stereotypes and lead to friendships and equitable relationships that model respect for differences.

## Conclusion

Today's students will eventually become adults in a society where tens of millions of people live in poverty,[13] with the wealth gap between the rich and the rest of society continuing to increase;[14] where international events often spurn hatred and mistrust toward neighbors, and where one in every 32 adults is involved in the correctional system.[15] In light of these conditions, providing students with the skills necessary to improve society within a framework of strengthening academic achievement may be the best hope for a future where the democratic ideals of justice and equality are realities.

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[13] Carmen DeNavas-Walt, Bernadette D. Proctor, and Robert J Mills, *Income, Poverty, and Health Insurance Coverage in the United States: 2003,* Current Population Reports, P60-226 (Washington, DC: U.S. Census Bureau, 2004), http://www.census.gov/prod/2004pubs/p60-226.pdf.

[14] Ana M. Aizcorbe, Arthur B. Kennickell, and Kevin B. Moore, 2003, "Recent Changes in U.S. Family Finances: Evidence from the 1998 and 2001 Survey of Consumer Finance," *Federal Reserve Bulletin* 89, http://www.federalreserve.gov/pubs/oss/oss2/2001/bull0103.pdf.

[15] Bureau of Justice Statistics, 2005, Correction statistics, http://www.ojp.usdoj.gov/bjs/correct.htm.

## PHILOSOPHY OF A WORLD OF DIFFERENCE® INSTITUTE

The foundation of the anti-bias work of the A WORLD OF DIFFERENCE® Institute is based on the following beliefs:

- Racist, anti-Semitic, sexist, homophobic and other biased attitudes, beliefs and patterns of thinking and action are "taught" to young people, consciously and unconsciously, through venues such as families, schools, religious organizations and the media.
- Such teaching is "learned" and internalized by children. This "learning" is often based on misinformation which children acquire involuntarily through social conditioning and is reinforced by institutions, such as schools, religious institutions and the media.
- An ism is a prejudice against an individual or group that is supported, sanctioned, legitimized or reinforced by institutions. Isms include, but are not limited to, ableism, ageism, anti-Semitism, classism, heterosexism/homophobia, racism and sexism.
- While research suggests that individuals do not completely "unlearn" their prejudices, it is possible to develop the ability to challenge stereotypes and negative information that often prohibit positive intergroup relations.

### The Impact of Prejudice

Oppression has a powerful negative impact on all people. In schools, communities and other environments, the range of people's experiences is diminished by exposure to hatred, cruel comments, insensitive language and harassment. Everyone experiences the impact of an environment where many fail to intervene on behalf of others targeted by prejudice, and where the perpetration of hate is ignored or condoned. Oppression limits the potential of any group by silencing the voices and contributions of many.

### Developing Empathy

All people understand the experience of being an "outsider." By recalling "outsider" experiences and the feelings which accompany those experiences, people can develop empathy for other people or groups who have been targets of prejudice and discrimination or have experienced the social exclusion of being "outsiders."

### The Uniqueness of Oppressions

Care should be taken not to equate all experiences where people or groups are targets of prejudice. Attempting to equate people's experiences with prejudice can trivialize the different institutionalized levels of isms and ignores the individual uniqueness of each *ism.* People

should not be placed in situations where they are tempted to vie for victim status. One person's personal pain is not more significant or legitimate than another person's. The sharing of personal experiences with prejudice and discrimination enables people to learn ways others have been hurt because they were perceived to be different.

## The Need to Acknowledge and Challenge Personal Biases

Participation in anti-bias exercises, training meetings, open discussions and informal conversations with colleagues can help build understanding of the complexity and power of prejudice and institutionalized oppressions. Such explorations should take place in an atmosphere that is supportive, non-blaming and action-oriented.

Effective methods to challenge one's own biases include understanding the connection between personal identity and bias and exploring the heritage and social struggles of other people. It is not unusual for issues of equity and social justice to produce conflicted feelings in people. When these feelings arise, it is helpful to acknowledge them and seek advice, support, assistance and information, as needed.

## Moving Beyond Denial

Because all people have learned and internalized stereotypes and *isms*, there may be times when another person's behavior stimulates negative thoughts or feelings which reflect patterns of stereotypical thinking. Denial of prejudices and stereotypes only serves to perpetuate a system of inequities. When people become aware of these negative responses in themselves, it is important to acknowledge the presence of the unwanted feelings and the reality that challenging stereotypical thinking will be a lifelong process.

## Taking Responsibility

People can take responsibility for the present even if they feel they are not directly responsible for the injustices of the past. Although people are not to blame for the biases they learned in childhood, once they have recognized and acknowledged biases, they can take responsibility to challenge them.

## Regardless of Motives or Feelings, Good Behavior is Better Than Bad

It is not necessary for change to start from the inside (thoughts and attitudes) as opposed to the outside (actions). Positive changes in behavior, regardless of motives, can result in changes in a person's attitudes and feelings.

Memoirs and other historical narratives about Christians who helped save Jews during the Holocaust are particularly instructive. These reports indicate that people who acted in an altruistic manner for reasons that were initially conflicted, upon seeing the positive impact of their actions, began to develop stronger altruistic behavior patterns that were accompanied by purer motives and feelings. (See **Suggested Resource** at right.)

Dr. Martin Luther King Jr., in mobilizing civil rights allies and confronting his opponents, stated that those who act with what he called "love behavior," such as nonviolent civil rights demonstrators, and those who witness it, are emotionally, spiritually and behaviorally changed by the experience. Hence, if some people grudgingly participate in positive intergroup experiences, their involvement may eventually lead to a fuller understanding and embracing of an anti-bias perspective.

**Suggested Resource**

The stories rescuers who saved thousands of people from Nazi genocide demonstrate the powerful ability of compassion, goodness and courage to overcome hatred.

For selected reading lists of stories of rescue and heroism during the Holocaust, see www.secretlives.org/home/history/bibliography.html.

## Developing Motivation to Resist Bigotry

Everyone, at some time in life, has resisted racist or other discriminatory actions. By retrieving and recalling experiences when people intervened or challenged prejudice, motivation to intervene and resist bigotry in the future is strengthened. Public affirmation of people who attempt to resist bigotry builds self-pride and helps people see themselves as resisters.

## A Foundation for Respect

All people have histories and traditions. Understanding and feeling proud of one's own personal and cultural identity need not lead to a sense of superiority or provide an excuse for exclusivity; rather, it can be a strong foundation for building respect among groups of people from different backgrounds.

## Active Learning

Learning is enhanced when active participation and questioning create connections and allow participants to develop new concepts and feelings. Learning is maximized when people have a variety of opportunities to interact with new experiences and people.

HANDOUT

# WHY SHOULD ADULTS CARE ABOUT NAME-CALLING AND BULLYING

There are a number of reasons why adults should be concerned about name-calling and bullying:

1. **Many youth are involved in bullying, and most are extremely concerned about it.**

   Studies show that between 15–25% of U.S. students are targets of name-calling and bullying with some frequency, while 15–20% admit that they bully others with some frequency (Melton et al. 1998; Nansel et al. 2001).

   Children and youth report being extremely concerned about bullying. In a 2003 Harris poll of 8–17 year-old girls, bullying topped girls' list of concerns regarding their safety. When asked what they worried about the most, the most common responses were being socially ostracized, teased or made fun of (Schoenberg 2003).

2. **Bullying can seriously affect the mental health, academic work and physical health of students who are targeted.**

   Students who are bullied are more likely than other students to have lower self-esteem, higher rates of depression, loneliness, anxiety and suicidal thoughts. Recent studies indicate that there may be reason for concern about the school attendance and the academic achievement of children involved in bullying.

   Research on the health-related effects of bullying indicates that targets of frequent bullying are more likely to experience a variety of health problems, including headaches, sleeping problems and stomach ailments.

   Some of the emotional scars from bullying can be long-lasting. Research suggests that adults who were bullied as children are more likely than their non-bullied peers to be depressed and have low self-esteem as adults.

3. **Youth who bully others are more likely to be engaged in other antisocial, violent or troubling behaviors.**

   Findings from research in the U.S. and abroad indicate that children who bully others are more likely to get into frequent fights, be injured in a fight, steal or vandalize property, drink alcohol and smoke.

## References

Melton, G.B., et. al. 1998. *Violence among rural youth.* Final report to the Office of Juvenile Justice and Delinquency Prevention. Washington, DC: U.S. Department of Justice.

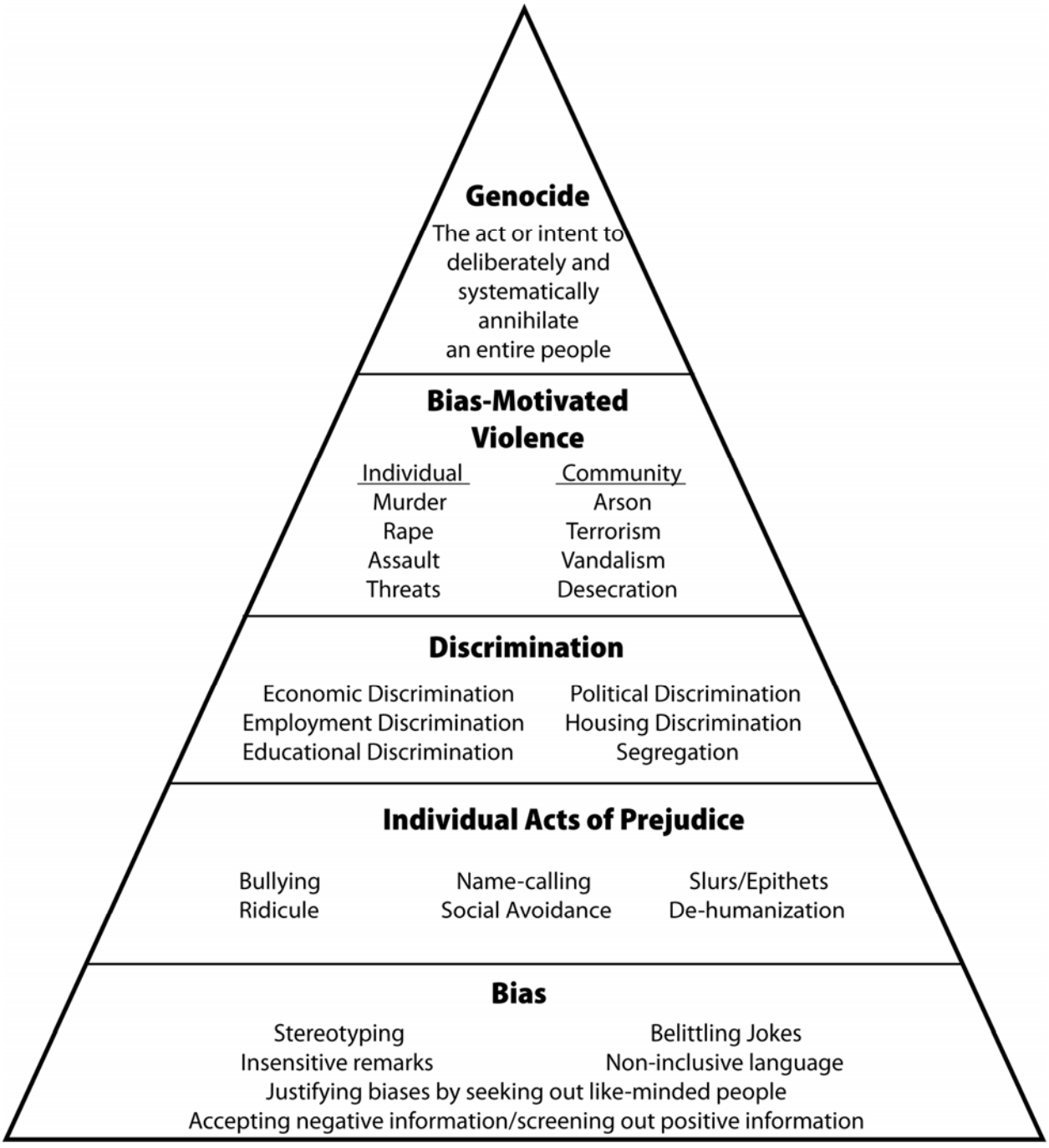
Nansel, T., et. al. 2001. Bullying behaviors among US youth. *Journal of American Medical Association,* 285:2094–2100.

Schoenberg, J., T. Riggins, and K. Salmond. 2003. *Feeling Safe: What Girls Say*. Executive Summary. New York: Girl Scouts of the USA.

Adapted from Take a Stand, Lend a Hand, Stop Bullying Now, a project of the Health, Resources, and Services Administration of the U.S. Department of Health and Human Services at http://www.stopbullyingnow.org. Reprinted with permission.

HANDOUT

# PYRAMID OF HATE



HANDOUT

# HATE CRIMES AND BIAS INCIDENTS DEFINITIONS

## *A hate crime is…*

a criminal act against property or a person or group where the victim was intentionally selected because of the victim's actual or perceived race, religion, sexual orientation, national origin, disability, gender or ethnicity.

**Hate crimes** include, but are not limited to, threatening phone calls, hate mail, physical assaults, vandalism, cross-burnings, destruction of religious symbols and fire-bombings.

When criminal acts are determined to have been motivated by hate, they become hate crimes and must be reported to the appropriate law enforcement agency. These crimes may include:

- Destruction or defacing of property
- Violent assault by a person or group that appears to be random
- Verbal or written taunting or harassment that threatens violence against a person or group
- Unlawful use of telephones or the mail for harassment
- Bomb threats or explosions
- Cross burnings

## *A bias incident is…*

non-criminal conduct, including words, slurs or action, which is directed at any individual, residence, house of worship, institution or business because of the victim's actual or perceived personal characteristics — race, religion, sexual orientation, gender, disability, or national origin.

**Bias incidents** include hate-motivated behaviors that are not criminal acts, such as taunting, verbal harassment, bias-motivated bullying and intimidation. Although they are not considered hate crimes, these incidents should be considered as serious offenses which can have long-lasting negative effects on both students and adults.

In addition to the above, bias incidents can also include the following:

- Posting or circulating demeaning jokes, print material , caricatures, or hate-group literature or posters
- Defacing, removing or destroying posted materials or announcements
- Using bigoted insults, taunts or slurs alone

HANDOUT

# ANTI-BIAS/ANTI-BULLYING CHECKLIST FOR EDUCATORS

| | I do this well | I need to give this more attention |
|---|---|---|
| 1. I model the use of language that is inclusive of all groups. | [ ] | [ ] |
| 2. My words and actions encourage students to respect me and each other. | [ ] | [ ] |
| 3. I establish and maintain meaningful contact with the families or guardians of my students and other relevant members of their communities. | [ ] | [ ] |
| 4. I take action to dispel prejudices, stereotypes and misunderstandings among students and, when possible, use such incidents as "teachable moments." | [ ] | [ ] |
| 5. I am familiar with school discipline policies and practices and apply them appropriately and consistently to address name-calling and bullying. | [ ] | [ ] |
| 6. I ensure that the physical environment of my classroom and/or the school reflects diversity and promotes respect. | [ ] | [ ] |
| 7. I take time to address acts of name-calling and bullying when I see them occur. | [ ] | [ ] |
| 8. I am comfortable discussing issues of racism, anti-Semitism and other forms of prejudice with others. | [ ] | [ ] |
| 9. I focus on addressing students' behavior and avoid labeling them with negative terms, such as "victim," or "bully." | [ ] | [ ] |

# ANTI-BIAS/ANTI-BULLYING CHECKLIST FOR SCHOOLS

| | We do this well | We need to give this more attention |
|---|---|---|
| 1. We address acts of name-calling or bullying whenever they occur. | [ ] | [ ] |
| 2. We conduct student leadership programs that prepare students to be role models by using positive peer influence. | [ ] | [ ] |
| 3. We include students in the planning and implementation of programs to counter name-calling and bullying. | [ ] | [ ] |
| 4. We have established a code of conduct that defines what behaviors constitute harassment (such as name-calling and bullying), and the disciplinary actions that will result from violating this code. | [ ] | [ ] |
| 5. Our orientation programs and materials for new students, faculty and staff provide detailed information about our policies on name-calling and bullying. | [ ] | [ ] |
| 6. The parents and families of our students are invited to participate in decision-making about policies and programs to address name-calling and bullying. | [ ] | [ ] |
| 7. We have a mechanism for students to report the incidents of name-calling or bullying they experience or observe. | [ ] | [ ] |
| 8. We have a mechanism for teachers and staff to report the incidents of name-calling or bullying they observe. | [ ] | [ ] |
| 9. We provide opportunities for staff to develop and practice strategies to respond effectively to incidents of name-calling and bullying. | [ ] | [ ] |
| 10. When appropriate, we attempt to create "teachable moments" that educate students, including aggressors, about the impact of name-calling and bullying on the entire school and community. | [ ] | [ ] |

HANDOUT

# ANTI-BIAS EDUCATION: SOME BASIC PRINCIPLES

## 1 Anti-bias education has a multicultural perspective.

Anti-bias education includes the histories, perspectives, stories and experiences of peoples from the diverse cultures that make up the world community. Anti-bias curricular content is free from bias toward any group and does not present the perspective of dominant groups in society as a standard against which other groups are compared. Anti-bias education demonstrates respect for diverse perspectives, knowledge that is indispensable for students who will live and work in a global community.

## 2 The creation of an anti-bias learning environment is a process.

Developing and maintaining an anti-bias learning environment involves an ongoing, dynamic process. Beginning with a common value of building respectful relationships among people and groups, the various constituencies of a school community work together to assess the current school culture and set relevant goals to create positive change. Shared goals form the basis for an action plan that addresses both the visible and invisible aspects of the school culture, and the implementation of this plan is an ongoing process that is periodically evaluated, reassessed, revised and updated over time.

## 3 Anti-bias education requires change.

The attainment of anti-bias goals often requires change on both personal and institutional levels. When individual members of a community are motivated to better understand their own personal assumptions, attitudes, behaviors and practices, they can begin to create change within their own spheres of influence. When members of the school community join together to create change, the increased understanding each person has attained on a personal level maximizes the group's efficacy in creating positive change on an institutional level.

## 4 Anti-bias education supports academic achievement.

When the school environment is one in which students feel safe and respected, they are better able to focus their energies on learning. Anti-bias curricular content provides ongoing opportunities for students to learn about the histories, perspectives and contributions of the diverse peoples that comprise society. This interdisciplinary approach builds students' critical thinking skills, encourages an exploration of democratic principles, including equity and social justice, and deepens students' understanding of the complexities of intergroup relations.

5 **Anti-bias education benefits all students.**

Anti-bias curriculum engages all students because their learning includes the perspectives and experiences of the cultural groups with which they personally identify, in addition to fostering an interest in learning about other cultural groups. As a hallmark of anti-bias education, this curricular content is balanced, consistent and ongoing, rather than being included only during special months set aside to focus on specific groups. This approach provides students with a realistic view of the world and their place within it and builds important skills necessary for living and working in a global community.

6 **Anti-bias education reaches beyond the classroom.**

Anti-bias education counters students' perception that their own way of life is "normal" and that cultures that have different values and practices are aberrations. Through balanced curricular content that builds understanding and respect for differences, students develop motivation to challenge their own biases and the biases they experience in others. This motivation does not end when students leave the classroom or school, but extends to their interactions with others in their homes, neighborhoods and communities.

7 **Anti-bias education is multidisciplinary.**

Anti-bias education is a philosophy and not a stand-alone class or subject that requires a "diversity expert." All disciplines within the core curriculum can develop strategies to incorporate an anti-bias approach. Although anti-bias content can easily be integrated into disciplines like social studies, language arts and health, it is also possible to incorporate such content into technology, science and mathematics. For example, building on students' innate interest in "fairness," the mathematics curriculum can engage students in exploring current and historical societal inequality using mathematical problem-solving processes and tools, such as graphs and charts.

8 **Anti-bias education promotes equity and social justice.**

Anti-bias education teaches students how to think and act in more inclusive and empathetic ways. It creates an understanding of the democratic ideals of equity and justice and the ways society has fallen short of achieving these ideals. Through this experience, students increase their motivation to translate their learning in the classroom into actions to create positive change in the world.

HANDOUT

# WHAT CAN BE DONE ABOUT NAME-CALLING AND BULLYING? SOME BEST PRACTICES

## What Can Schools Do?

***Policies, Procedures and Practices***

- Survey students annually to better understand the climate of the school through the eyes of students.
- Review current supervision of students and increase supervision when necessary. Identify your school's "hot spots" and add staff to those areas.
- Provide adult members of the school community with training and staff development in recognizing and responding to name-calling and bullying.
- Physical bullying and continued harassment may be criminal offenses. Ensure that staff receive training in identifying and responding to hate crimes, including understanding the distinctions between bias incidents and hate crimes, and being informed about school procedures to follow when hate crimes occur.
- Establish policies that clearly specify what constitutes harassment and bullying and step-by-step procedures to respond to incidents. Consider establishing and adhering to a zero-indifference policy.
- Conduct a review of the current school discipline policies and procedures to determine if they adequately address name-calling and bullying. Make sure these policies are clearly communicated and understood by all members of the school community. Working together to create a climate where discipline is equitably and consistently enforced increases all students' feelings of safety at school.
- Gain a better understanding of the dynamics of bullying by maintaining accurate records of bullying incidents that occur. Include information on the parties involved, details of the incident, how it was brought to the attention of school administration and any actions taken. Create a process to periodically review these records.
- Prominently display around the school, policies and behavior standards for students that promote respect and clearly state rules against bullying behavior.

***Working With Parents and the Community***

- Conduct a family awareness campaign. Clearly communicate the school's policies on name-calling and bullying to students' caregivers.
- Listen to parents when they make comments or complaints about bullying occurrences. Inform them of steps that will be taken to address their concerns.

- Inform parents if their child has been involved in an incident of bullying. Explain what steps are being taken at school and suggest ways parents can reinforce the school's response at home.
- Whenever possible, involve members of the community in efforts to address bullying.

*Working With Students*

- Provide students with opportunities to develop cooperative learning and conflict resolution skills, both as independent opportunities and as part of routine instructional methods.
- Provide students who engage in bullying behaviors with opportunities to discuss these behaviors with counseling staff and to develop more effective strategies for managing peer relationships.
- Avoid focusing efforts to eliminate bullying on a few student offenders. Understand and communicate the expectations for all members of the school population to participant in creating positive change. Those people not directly involved in bullying are often bystanders who can become active allies by supporting those targeted by bullying.
- Implement strategies to increase student reporting of bullying. Secure "share boxes" or create a specific email address where students can leave anonymous notes for administrative staff about incidents or problems that occur in the school.
- Offer an "ally-building" course for students to strengthen their skills, teach techniques to prevent or respond to future incidents and build self-esteem.
- Engage students in a campaign to develop a school motto that communicates a commitment to address bullying, e.g., "All students should feel safe in all areas of the school at all times."
- Organize a team or club for students to take action against name-calling and bullying and to develop skills to be allies to targeted students, e.g., "friendship groups."
- Help students develop informal ways to build peer support.
- Develop a system to reinforce pro-social behavior, e.g., "Caught you caring" or "good deed stars," which are especially effective for younger students.

## What Can Individual School Staff Do?

- Do not let incidents of bullying or harassment occur in your presence without taking action.
- Do not assume you know the needs of the person being targeted by bullying. Ask and be responsive to the target's needs.
- Never blame the target. Reinforce that the incident is not the target's fault.
- Never tell a target to ignore the harassment.
- Encourage students who are directly involved or who witness incidents of name-calling and bullying to talk to you or another adult staff. Establish safe spaces for communication and listen before responding.

- Set a good example with your own behavior in and out of the classroom. Don't use sarcasm, mean-spirited humor or other behaviors that could be misconstrued as bullying by students.
- Use anti-bias curriculum that promotes respect, fairness and cooperative learning.
- Add to your core curricula, lessons and activities that build empathy and promote anger management, conflict resolution and communication skills.
- Develop an anti-bias learning environment by selecting curriculum and resources that promote diversity and respect for differences.
- Teach students the difference between being assertive and being aggressive.
- Be a role model and mentor.
- Develop a classroom action plan to ensure that students know what to do when they observe an incident of name-calling or bullying.
- Work with students to develop ground rules for your classroom.
- Help students to develop skills to become allies to other students.
- Recognize and reward ally behaviors when you see them.

## What Can Students Do?

- Talk to an adult about what you are experiencing or witnessing.
- Join or start a club that promotes diversity and respect.
- Join or start a club that stands up for students who are targets of bullying and against bullying behaviors.
- Be an ally to targeted students.
- Build a team of peer supporters.
- Befriend a shy student.
- Offer words of kindness and support to targets of bullying.
- Speak out against biased or bullying behaviors you witness.
- Help fellow students move from being bystanders to taking action.
- Express disapproval of bullying behavior by not joining in the laughter or teasing and by refusing to spread rumors or gossip.
- Be a role model.

Adapted from Take a Stand, Lend a Hand, Stop Bullying Now, a project of the Health, Resources, and Services Administration of the U.S. Department of Health and Human Services at http://www.stopbullyingnow.org. Reprinted with permission.