Engaging Students in Peaceful Dialogues about Conflict and Bias

Activities for Elementary & Secondary Schools

School Operations

Human Relations, Diversity & Equity

August 20, 2014

Human Relations Activities to Engage Students in Peaceful Dialogues about Conflict and Bias

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INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
School Operations

TO: Principals   **DATE:** August 20, 2014

FROM: Earl R. Perkins, Assistant Superintendent

SUBJECT: HUMAN RELATIONS ACTIVITIES TO ENGAGE STUDENTS IN PEACEFUL DIALOGUES

Conflicts and unrest that occur in our communities, throughout the nation, or across the world can trigger important discussions about the nature of the conflict and avenues to peace both at home and afar. Students and staff may feel apprehensive about how to have productive healthy dialogues about potentially emotional issues. The Office of School Operations - Human Relations, Diversity and Equity aims to provide strategies and resources to address a variety of social justice topics, such as intergroup conflict, bias, and bullying.

Accompanying this letter is a packet of resources to engage students in peaceful dialogues about supporting safe school environments at the elementary and secondary levels. The packet includes a student survey, instructions for facilitating student dialogues, a four-part unit with a variety of teacher-led conflict resolution lessons, identity poems, and other pertinent resources. Student surveys are an effective way to open dialogues and can be analyzed for prevailing concerns and opportunities for enhancing student connectedness.

LAUSD is proud to collaborate with nationally recognized organizations and leaders to develop prosocial strategies and lessons to address bias and conflict in the school community. Our Human Relations website (http://humanrelations.lausd.net), along with Teaching Tolerance (www.tolerance.org) and the Anti-Defamation League (www.adl.org), have additional stimulating lessons to assist with facilitating healthy dialogues about historical and current events. Sample lessons that are available on these websites include:
- Empowering Children in the Aftermath of Hate
- 60 Years Later: The Legacy of Brown v. Board of Education
- This Land Is Ours (Native Americans)
- Migration and the Spirits of Life

LAUSD strives to lead by example to promote prosocial dialogues and activities, and to prepare our students to be international ambassadors of peace and social justice. For more information, please contact the Office of School Operations - Human Relations, Diversity and Equity at (213) 241-5337.

c: John E. Deasy, PhD
   Members, Board of Education
   Michele King
   Jefferson Crain
   Senior staff
   Instructional Superintendents
   Administrators of Operations
   Operations Coordinators staff
   School Operations staff

Dear Teachers,

As classroom teachers you have the eyes and ear of the students. The recent conflicts across the country has many worrying about the roots of violence and bias and desiring peaceful and respectful communities. Conflicts are inevitably complex -- with varying perspectives and ideas for resolution. Teaching is an art of planting and cultivating ideas. No single lesson can transform a student, but it can inspire one.

Toward that end our school proposes facilitated student dialogues followed by a series of human relations lessons about the very important skills of addressing and resolving conflicts. These lessons support youth in the essential life skill of managing stressful situations in a healthy manner. The lessons are teacher-led and self-explanatory. We recommend that the lessons be synchronized so that all students receive the same lesson on the same day. This coordination will stimulate a positive ripple effect across the campus in support of your valuable lesson.

The facilitated dialogues build upon surveys in which students privately share their thoughts and solutions toward supporting a peaceful school environment. The teacher then facilitates small and large group discussion in response to a series of prompts.

On subsequent days, staff can teach the Four-Part Series on Conflict Resolution and Building Healthy Relationships. The series has multiple activities that address themes of Building Empathy, Anger Management, Resolving Conflicts, and Apologizing and Forgiveness.

Your school leadership has suggested the following implementation schedule:

Student surveys and facilitated dialogues will be held:
      during _____ Period in the _____ classes on _____ date

The Four-Part Series on Conflict Resolution and Building Healthy Relationships will be held:
Part 1, Building Empathy
      during _____ Period in the _____ classes on _____ date

Part 2, Anger Management
      during _____ Period in the _____ classes on _____ date

Part 3, Resolving Conflicts
      during _____ Period in the _____ classes on _____ date

Part 4, Apologizing and Forgiveness
      during _____ Period in the _____ classes on _____ date

Your support and cooperation are crucial to the vision of peaceful school community.

We appreciate the leadership you provide to your students.

Sincerely,

The Role of Facilitators

Facilitators play a critical role in the successful outcome of a community dialogue. Your goal is to the engage your class in a dialogue to solicit their questions or concerns.

- **Be neutral.** Your body language, facial expressions and tone of voice should communicate that you are neutral. While the facilitator may have knowledge about specific items, there's a difference between clarifying information and giving your opinion. *Giving your opinion is not appropriate for this process.*

- **To provide a safe and respectful space for the dialogue to flow.** To ensure that all voices are heard and that everyone has an opportunity to provide feedback. If someone appears to be doing all the talking, you can gently say, *"Thank you for your contributions. Does anyone else have something different to contribute? It's important that we hear from everyone."*

- **Ensure the group norms are respected.** If people are having a side-bar conversation, you are expected to gently interrupt the conversation and remind everyone to respect the norms, that only one person is allowed to speak at a time.

- **To capture the information on chart paper in neutral terms.** You don't have to write verbatim, but the general information in neutral language. If someone says, *"I hate the district. They will never listen to what we have to say."* You can respond by saying, *"What I hear you saying is that you don't feel that you have been heard. Did I get that right?"*

- **Assist students in speaking in the first person.** Encourage them to use "I statements," to speak from their perspective, and avoid overarching generalizations. Remind participants not to globalize or state opinions as facts. If someone says, "All teachers are bad and don't care about kids." You can restate this to say, "It sounds like you may have had a tough experience with a teacher. Can you be more specific about what specific qualities you would like from a teacher?"

- **Be aware of your own emotions.** Remain calm and positive. Reminding others of the norms is important in keeping the dialogue respectful and safe.

FACILITATORS ACTIVE LISTENING SKILLS

- **Body Language:** The listener should maintain neutral body language, posture, eye contact, tone of voice, facial expressions and other gestures.

- **Encourage:** Use verbal and nonverbal cues to show that you are really listening and draw the person out. This conveys attentiveness with body language and short vocal responses. Be aware that appropriate body language and vocalize vary from culture to culture.

- **Clarify:** Ask questions to confirm what the speaker has said. Not only will this help you understand, but it also may help the speaker examine his or her own perceptions. *Examples: "Could you tell me which of those things happened first?" "I'm still not sure if I understand why that made you so upset. Could you explain again?"*

- **Restate:** Repeat in your words what the speaker has said. This shows you are listening and helps check for facts and meaning. *Example: "So she said she would call right back and then she called two days later."*

- **Reflect:** In your own words, tell the speaker what you think he or she is experiencing. This can lead the speaker to be more expressive. It also provides a way to check the accuracy of your perceptions. *Example: "You said what she did hurt a lot. It sounds like you felt really humiliated. Do I have that right?"*

- **Summarize:** Reiterate the major ideas, themes, and feelings the speaker has expressed. This provides review and a basis from which to continue the dialogue. *Example: "So the main problems you have with this are…"*

- **Validate:** Show appreciation for the speaker's efforts; acknowledge the value of talking; affirm your positive feelings about being part of the dialogue. *Examples: "I'm really glad we're talking." "It makes me feel good that you confided in me."*

OUTLINE FOR FACILITATED DIALOGUES

The following is a basic outline for the facilitated dialogues that you will be leading.
Overview:
1. Explain the goals of the day.
2. Distribute student surveys and assure students that their participation is confidential and voluntary.
3. Divide class into groups of 4-6 students.
4. Distribute Student Norms for Dialogue and have students read them aloud.
5. In the small groups, the students will discuss their answers to the survey items.
6. Ask groups to report out their highlights.
7. Chart and reflect on areas of commonality and difference.
8. Collect surveys.

Goals for the day
- To provide students with a "voice" regarding their school culture and about the recent incident(s) to examining key areas of strength and challenges.
- To discuss strategies for resolving conflicts peacefully, encourage positive student involvement and empowerment.
- To gather information that will support students and staff in developing strategies for implementing human relations goals for your school.

- **Opening Statement**
    - Purpose of the day: *"Today you will be invited to participate in dialogue to discuss areas of strength and challenges within our community and abroad. You are the future leaders of this great nation and your voices and actions are critical in supporting a community and world of peace. You will be divided into small groups where you will dialogue with your fellow students. But, before we do this, let's discuss a few group norms (agreements) so that we create an environment where everyone feels that their voice matters."*

- **Distribute the survey – Your School... Your Opinion Matters**
    - *Students have the most important voices of school culture. This is your community and your opportunity to identify what works, what needs to be changed and ideas to make that happen. You can answer this anonymously or put your name on it – whatever you prefer. This survey will be collected so we consider your great ideas.*
    - Give the students 5-10 minutes to answer the questions silently.

- **Divide the students into small groups. To the extent possible, mix up the students to solicit a variety of perspectives.**

- **Distribute the Group Norms**
  - Solicit from the students 3 - 4 norms that they feel would be conducive to having a safe and productive dialogue.
  - Refer to handout Group Norms.
  - Encourage students to use "I statements for framing their opinions, e.g. "I feel… when…." or "I believe that …." rather than stating an opinion as a fact., Avoid over-generalizations, such as "All dogs bite." Model the process of choosing appropriate words to express an opinion.

- After the students have completed their surveys, invite the students to share their ideas in their small group. Allow 10 minutes for small group discussions. Then invite the small groups to share their highlights with the class. Gather responses from Question 1 before proceeding to the other prompts. You may wish to write the highlights on large poster paper and point out similarities or differences of ideas. Repeat this process until all questions have been discussed.

- **Collect surveys**
  - Assure students that their voices matter and that the school will compile their feedback to develop prosocial strategies to support a safe school environment.

- **Closure**
  - Ask for reactions to the process.
  - Ask for commitments to be positive and productive.
  - Thank all students for their participation.

Student Norms for Dialogue

1. I understand that we have come together in good faith to explore how to support a positive school culture.

2. I will be open and actively listen to gain understanding of my peers.

3. I am willing learn from others and to challenge my own assumptions.

4. I recognize that there is always 3 sides to every story -- his, hers, and the truth.

5. I should not judge someone until I have walked in their shoes.

6. I will speak respectfully.

7. All voices are important. That means I may need to step up or step back so everyone can be heard.

8. I will assume positive intentions and not take things personally.

9. I will model positive and respectful behaviors. I will treat others the way *they* want to be treated.

10. I believe that we can agree to disagree. I can disagree respectfully by separating the idea from the person (e.g. "I disagree with what was said. It is my perception, that _____.")

11. I will maintain confidentiality. What's said here, stays here.

12. I believe that together we can do the impossible.

Los Angeles Unified School District
Office of Human Relations, Diversity and Equity

"YOUR SCHOOL....YOUR OPINION MATTERS"

We are committed to providing a rigorous education in a safe school environment. Your safety is our number one priority! Therefore, we would like to hear your thoughts and opinions about your concerns related to safety and possible solutions to some of your concerns. **This questionnaire is voluntary and confidential** *and will only be used to develop additional solutions for your school. Thank you for you continued cooperation in maintaining a respectful and safe school campus.*

1. In your opinion, what are the strengths of your school?

2. What are your top 3 concerns as related to your school?

   a)

   b)

   c)

3) What are 3 possible solutions that could resolve these concerns?

   a)

   b)

   c)

3. What can YOU do to be part of the solution?

ABOUT YOU: *This section is optional, but helpful.*

What is your identity? Check all that apply.

___ African American/Black   ___ Hispanic/Latino(a)   ___ Asian

___ European American/White   ___ Armenian   ___ Middle Eastern

___ Native American   ___ Other   ___ LGBTQ

Gender: ___ Male   ___ Female   ___ Transgender

Grade: ___

Please write any additional thoughts or comments....

SECONDARY RESOURCES

FOUR-PART SERIES ON CONFLICT RESOLUTION AND BUILDING HEALTHY RELATIONSHIPS

Lesson 1   Building Empathy

All conflict resolution hinges on the ability to understand another's viewpoint even if we disagree with it. These activities focus on identifying feelings that others may have in a given situation.

> Levels of Empathy, Handout 1.6.1.
> Reflecting on Empathy, Handout 1.62

Lesson 2   Anger Management

Anger is a natural human emotion. Misunderstandings and misinterpretations of other persons' intentions are often at the root of conflict. These series of activities help participants take the outsider's view in exploring how some conflicts occur.

> How We Know We are Angry, Handout 2.4.1
> Escalation of Anger, Handout 2.4.2
> Attributions Survey, Handout 2.4.3
> What's Happening? (2 page), Handout 2.4.4
> Defusing Anger, Handout 2.4.5

Lesson 3   How to Resolve Conflicts

Conflict resolution is the next stage after empathy building and conflict resolution. Simulated situations allow participants to evaluate options on how to deal with stressful or delicate situations. This learning-lab experience will have direct applicability to their own lives.

> Conflict Style Inventory, Handout 4.2.1
> What is the Problem?, Handout 4.3.1
> Problem-Solving/Decision-Making Strategy, Handout 4.3.2
> Role-Play Cards, (2 page) Handout 4.3.3
> Developing a Joint Problem Statement, Handout 4.3.4
> What Are Some Solutions? What Are the Consequences, Handout 4.4.1
> Choosing, Implementing and Monitoring a Solution, Handout 4.5.1

Lesson 4   Apology and Forgiveness

The ultimate healing in relationships occurs when we can apologize and forgive. Parties who are embroiled in conflict may find this stage difficult. However, when they reach the level of apology and forgiveness, a true healing happens. A selection of vignettes helps participants practice this essential life skill.

> Reflection on Apologizing and Forgiving, Handout 4.10.1
> Role-Play Cards, Handout 4.10.2

*Lessons taken from School-Connect, Optimizing the High School Experience*

Levels of Empathy

Empathy includes recognizing how another person is feeling, taking that person's perspective, and feeling what that person is feeling. On a scale of 1 to 5 (with 1 being low and 5 being high), rate the level of empathy you feel for each person in the following situations.
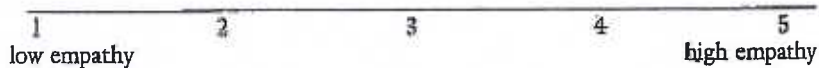
1. A student you don't know is suspended from school for something he didn't do.

1	2	3	4	5
low empathy				high empathy
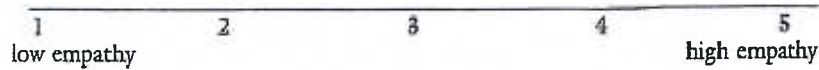
2. A close friend is grounded by his parents for a week.

1	2	3	4	5
low empathy				high empathy
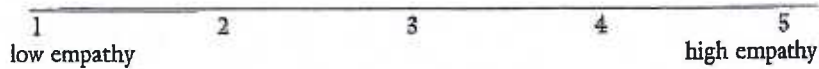
3. A student in one of your classes says she feels sad because her family is moving soon.

1	2	3	4	5
low empathy				high empathy

4. You hear that a student you barely know has to move to another city in the middle of her senior year.

1	2	3	4	5
low empathy				high empathy

5. Your teacher is sad and disappointed because the class did poorly on an important test.

1	2	3	4	5
low empathy				high empathy
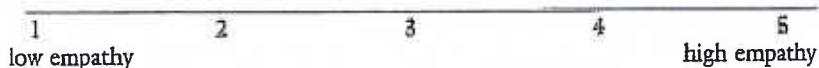
6. A student you know is on academic probation and can't play on the football team.

1	2	3	4	5
low empathy				high empathy
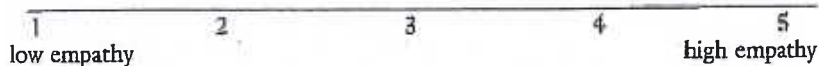
7. A student you don't have much in common with is being bullied by an upperclassman.

1	2	3	4	5
low empathy				high empathy
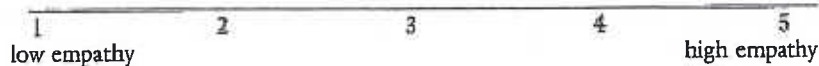
8. Your mom or dad had a bad day at work.

1	2	3	4	5
low empathy				high empathy

9. A friend's dog died.

1	2	3	4	5
low empathy				high empathy
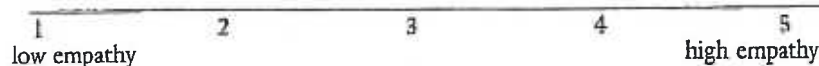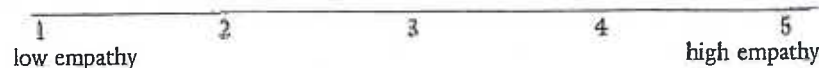
HOMEWORK: Reflecting on Empathy

In this assignment you will write about a time when you *empathized* with another person (you felt what they were feeling). If you have a hard time thinking of a personal experience, you may interview a family member about a time when he or she felt empathy.

Describe the situation.
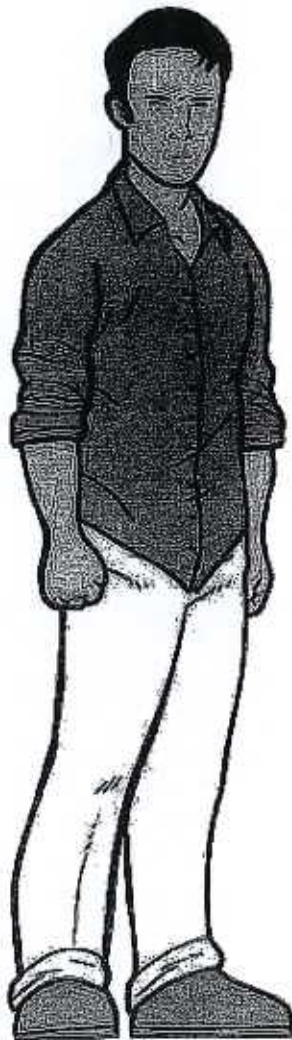
What caused you to empathize with the person?

In what ways did you identify with the person's situation and feelings?

How did this experience affect you?

**Did you do anything as a result of feeling empathy? If so, what did you do?**

How We Know We Are Angry

Write in the signs of anger.

Escalation of Anger

7) As Megan passes Donna, she tells her she looks trashy. Donna looks very surprised.

6) Megan "sees red." She slams her locker and storms down the hall, bumping into people as she goes.

5) Megan thinks, *She thinks she's better than me, just because I can't afford clothes like hers!*

4) Mega thinks, *If I don't do something about this, everyone will think I'm a chump.*

3) Megan begins to feel signs of anger.

2) Megan perceives the comment as a putdown and a threat to her self-esteem.

1) Donna tells Megan she looks "retro" today.
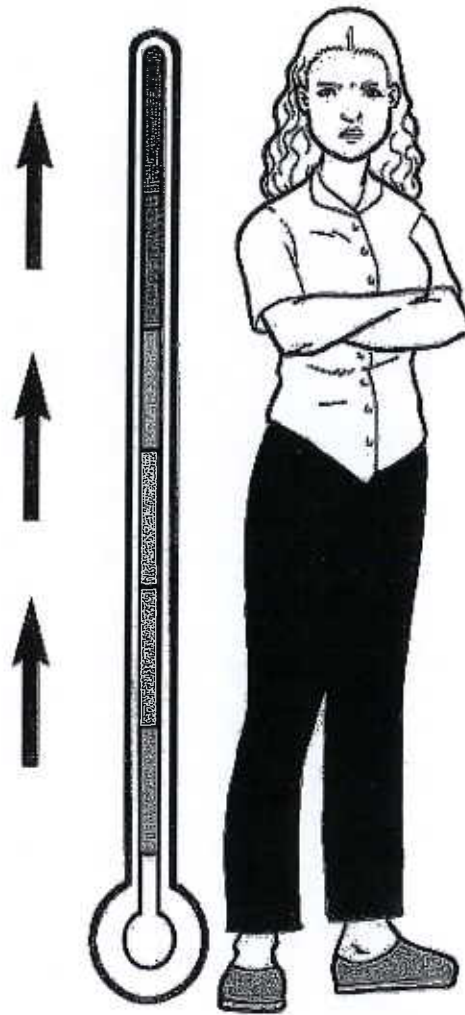
Megan

What prompted Megan to feel angry?

What do you think Donna meant by "retro"?

What thoughts escalated Megan's anger?

What behaviors escalated her anger?

What does it mean to "see red"?

Attributions Survey

CIRCLE the answer that is *most* likely true in each of the following situations.

1. **Your English teacher marks up your papers more than your friends' papers.**
   a. The teacher likes your friends better than you.
   b. The teacher thinks you aren't trying very hard.
   c. The teacher thinks you can improve your writing.
   d. The teacher thinks you're a bad writer.

2. **A student at the next table stares at you during the entire lunch period.**
   a. The student wants to talk to you.
   b. The student wants to fight you.
   c. The student doesn't like you.
   d. The student has an issue with you.

3. **A friend is chosen for a sports team at school and doesn't spend much time with you anymore.**
   a. The friend doesn't want to do things with you anymore.
   b. The friend is too busy or tired to do things with you.
   c. The friend prefers to hang out with his or her new teammates.
   d. The friend doesn't care that much about your friendship.

4. **A friend yells at you when you try to comfort her about her parents' divorce.**
   a. Your friend is mean.
   b. Your friend doesn't want help.
   c. Your friend is upset about her parents.
   d. Your friend is an angry person.

5. **Your friend is trying to get the attention of a popular group at school.**
   a. Your friend wants to be with them instead of with you.
   b. Your friend is tired of you.
   c. Your friend is untrustworthy and not a real friend.
   d. Your friend wants a bigger circle of friends.

6. **Soon after you made the honor roll, somebody tagged your locker.**
   a. Someone is out to get you.
   b. You're unsure what to think.
   c. Someone is jealous of you.
   d. Someone wants your locker.

7. **You're called into the principal's office after you watch a fight in the hall.**
   a. The principal thinks you were involved in the fight.
   b. The principal thinks you are guilty just for watching.
   c. The principal wants to hear what you have to say.
   d. The principal is angry and wants to lecture everyone who was there.

What's Happening?

Answer the questions about the following situations.

1. Selma just learned a new dance routine, and her team is performing it tonight at the football game. She is the youngest member of the team, and it takes her longer to learn the routines than it takes the other girls. She has been biting her nails all week. When Selma asks an older girl at practice to show her one of the steps again, the girl snaps, *"What? You don't know it? You ought to know it by now."* Selma doesn't wait for her to finish, and walks off and into the locker room, hitting lockers on the way. She thinks, *Why is everyone against me? These upper classmen think they're so hot.* When her mother arrives a few minutes late to pick her up from practice, Selma snaps, *"Why are you always so late?"*

   What emotions is Selma probably feeling?

   What escalated her anger?

   How did she respond to the situation?

   Was it an effective response? Why or why not?

   How might she look at or respond to the situation differently?

2. In history class, Jason is assigned to a group to work on a big project. His teacher lets other students switch out of their groups but tells Jason he must stay in his group. None of Jason's friends are in his group. When he complains, his teacher tells him to get busy on the project. Jason mutters, *"That is so unfair,"* and sits apart from the group. His teacher gives him a detention slip for his attitude. Some other students try to cover their laughter. Jason stomps out of the room and slams the door.

   What emotions is Jason probably feeling?

   What escalated his anger?

   How did he respond to the situation?

   Was it an effective response? Why or why not?

   How might he look at and respond to the situation differently?

3. Alicia and Randy have been good friends ever since sixth grade. They both play saxophone in the school band. They have always enjoyed competing with each other, and every so often they were switched between first chair and second chair. They each used to laughingly say that they would win back first chair the next week. Now that they are in high school, their new band instructor seems to favor Randy's playing. Alicia is currently fourth chair, while Randy is number one, and the teacher rarely lets players compete for chairs. "What do I care?" Alicia says to her other friends again and again. "Besides, I might go out for choir next year anyway." When Randy tells Alicia that he's going to play a solo in the upcoming band concert, she feels her face flush and thinks, He's just rubbing my face in it. She tells Randy, "So you finally won. Big deal."

What emotions is Alicia probably feeling?

What escalated her anger?

How did she respond to the situation?

Was it an effective response? Why or why not?

How might she look at or respond to the situation differently?

4. Some older guys keep making fun of Charles' clothes. Today, one of them grabs his hat and starts tossing it to others in the group. He tries to grab it back and falls on the floor. Someone yells, "Fight!" and Charles reaches over and tackles the guy. Everyone is suspended for fighting.

What emotions is Charles probably feeling?

What escalated his anger?

How did he respond to the conflict?

Was it an effective response? Why or why not?

How might he look at or respond to the situation differently?

Defusing Anger

- Breathe deeply and slowly (in through your nose, and out through your mouth).

- Use positive self-talk.

- Dispute negative thoughts and attributions.

- Envision a peaceful scene.

- Talk about your feelings with an understanding friend or adult.

- Calmly address *your* feelings with the people involved, and seek to understand *their* feelings.
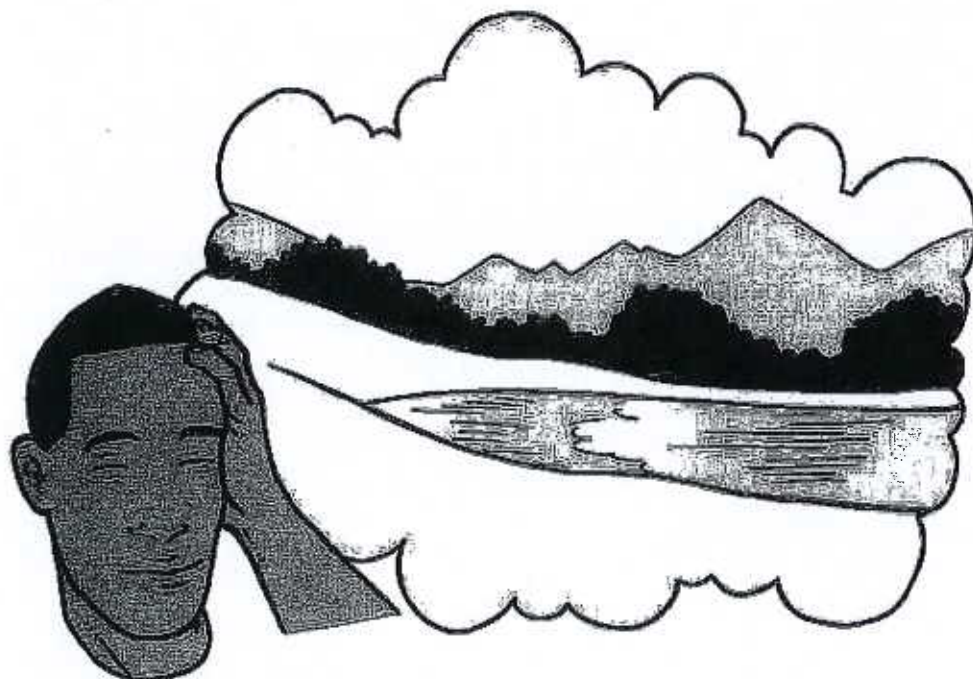
Conflict Style Inventory

For each of the following situations, CIRCLE the response that best describes how you would respond. Do not put your name on the paper. Your responses are confidential.

1. **You want to go to a party this weekend. You know that if you ask your parents if you can go, they'll call the parents of the person who's giving the party and check out the situation.**

   A. You tell your parents that you're going to the party. When they say no, you complain (with lots of emotion) about their lack of trust in you.

   B. You tell your parents you're spending the night at a friend's house, and go to the party without their knowing about it.

   C. You tell your parents about the party, and discuss how you would handle certain situations that might arise.

2. **Someone you don't know very well makes a joke about what you're wearing.**

   A. You tell off the person to his/her face.

   B. You refuse to talk to the person but talk trash about him/her to others.

   C. You tell the person how his/her remark bothered you.

3. **You study hard for a test by using the outline the teacher provided, but the test is mostly about topics that aren't on the outline.**

   A. You get a group of students together—students who are also mad about the test—and confront the teacher with your complaints.

   B. You accept your grade and decide to ignore future study outlines.

   C. You tell the teacher that you studied from the outline and understood that material, but found that most items on the test were not covered by the outline. You ask how you should study for future tests and request that the teacher address this in class.

4. **Someone in your group of friends always gets her/his own way. You would like everyone to have a say.**

   A. You tell the person that it ticks you off that she/he always gets her/his own way.

   B. You get others in the group to do something together without this person.

   C. You express your opinion that everyone should have a say, and then ask the others in the group for their opinions.

5. **A teammate is always crashing into you during practice. You make suggestions to the person about ways to improve. The teammate gets mad and challenges you to a fight.**

    A. You fight the person and settle things once and for all.

    B. You walk away and avoid the person as much as possible.

    C. You say you don't want to fight about this type of thing, and suggest getting together to talk about it once you've both calmed down.

6. **You find out a friend is going out with your old boyfriend/girlfriend. It doesn't go down well with you that she/he never told you about it or asked about your feelings.**

    A. You tell the person she/he isn't a true friend, because friends don't act that way.

    B. You retaliate by getting your other friends to ignore her/him.

    C. You talk to the person privately about your feelings.

7. **A friend plays a practical joke that really embarrasses you.**

    A. You play a really mean joke on the friend so he/she will know how it feels.

    B. You let it go and act as if it didn't really bother you.

    C. You tell the person that you didn't like the joke at all and ask why he/she did it.

8. **You bought tickets to a concert for both you and your friend, but she/he hasn't paid you back.**

    A. You confront the person in front of other friends, hoping she/he will be embarrassed and pay up.

    B. You stop doing things with the person.

    C. You tell the person you need to be repaid, and ask if she/he is having a problem paying it back.

9. **Your sister/brother seems to know how to push your buttons.**

    A. You blow up at her/him on a regular basis.

    B. You go into your room and lock the door.

    C. You ask to have a family discussion about the problem.

10. **Your school just instituted a new rule that you think is unfair.**

    A. You openly break the rule.

    B. You begrudgingly go along with the rule, and count the days until you graduate.

    C. You get a group of students together and request a meeting with the principal.

What is the Problem?
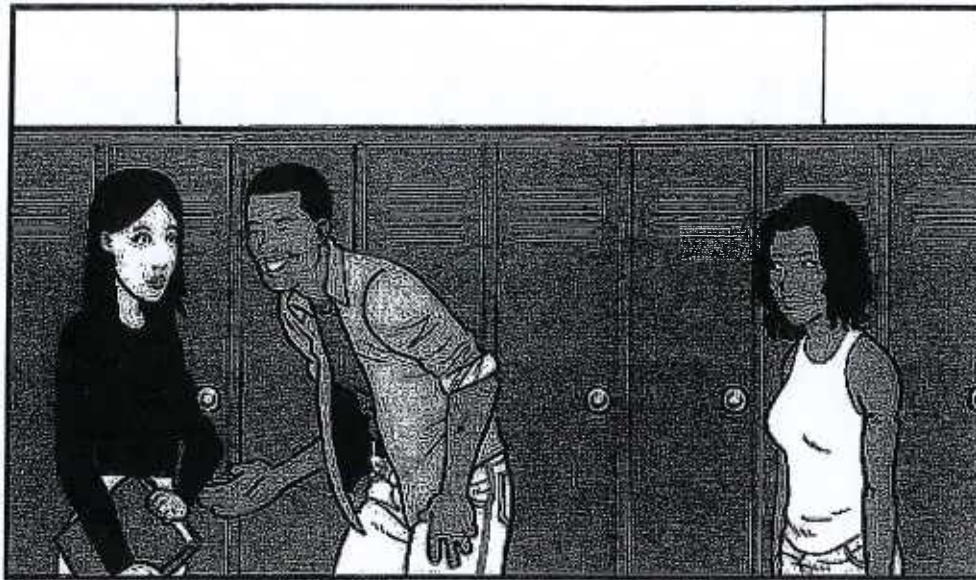
Christina   **Rodney**   **Tanya**

Tanya and Rodney broke up after going out all year. Lately, Rodney has been talking a lot with Tanya's best friend, Christina. Today, Christina got a worried look on her face when she saw Tanya watching them.

1. What do you think is the problem in this situation?

2. What do you think might happen next?

3. After hearing what Christina and Tanya are thinking and feeling, write a joint problem statement that gives both points of view:

Problem-Solving/Decision-Making Strategy

1. **What is the problem (or dilemma)?**

   ☐ Each state your point of view.

   ☐ Use active listening, and ask clarifying questions.

   ☐ Create a joint problem statement.

2. **What are some solutions (or choices)?**

3. **What are the consequences of each solution (or choice)?**

   For each solution or choice, ask

   ☐ Does it take into account people's feelings and interests?

   ☐ Does it violate any personal values or ethical principles?

   ☐ What are other consequences?

   ☐ Would it work?

4. **What is the optimal solution (or choice), and how should we act on it?**

5. **Is it working? If not, what is an alternative solution (or choice) that might work?**

Role-Play Cards (copy & cut)

Copy this page, and cut out the role-play cards along the dotted lines. Pass the cards out to role-playing pairs. Each pair should role-play *identifying the problem* for the scenario assigned to them.

You are partners on a big science project. The project is due at the end of the week and will be entered in the school science fair. One of you wants to do well on the project and works hard on it. The other person, whose mother is in the hospital, has not worked on the project for the past week.

You have been friends for a long time. You both lend each other things. One of you always leaves your textbooks at home (because you have lost books in the past) and borrows the other person's books in classes that you share. Sharing a textbook sometimes slows you down in class.

You hang out with the same group. One of you likes to spend time one-on-one with friends. The other person feels that it is mean to exclude other members of your group.

One of you had an argument with your mom and tells the other person about it. You have an unwritten rule not to tell others about what you talk about. The other person is worried about the problem and tells another friend about it.

You are good friends and have both borrowed money (usually just a few dollars) from each other in the past. One of you wants to borrow $20 but hasn't paid back the last loan. The other person wants to charge 5% interest this time.

You are old friends but haven't been as close in high school as you were previously. One of you starts to date someone the other person went with in middle school. The other person finds out about it through the grapevine and feels hurt.

You don't know each other very well. In trying to be friendly, one of you asks the other some very personal (and somewhat embarrassing) questions in front of some other students.

One of you has more money than most students and wants to do things that cost more than the other can afford. The other person is embarrassed about always having to refuse and then be asked why.

You have both talked to each other about problems that mutual friends of the two of you were having. One of you decides that this isn't right and tells the other person to stop gossiping all the time.

You made a promise to go out for a sport together, but one of you wants to quit after the first week of practice.

HOMEWORK: Developing a Joint Problem Statement

Over the next four days, you will apply the problem-solving strategy to a problem you are having now or have had in the past. Today you will do Step #1.

Step #1

Each state your point of view.

First, write from *your* point of view: In your eyes, what happened? How did you feel? Why do you think you felt this way?

Now write from the *other* person's point of view. In the other person's eyes, what happened? How did he or she feel? Why do you think the person felt this way?

Use active listening, and ask clarifying questions.

Write down some questions you would have liked to ask the other person.

Create a joint problem statement.

With the information you have, write a joint problem statement that says what you each think happened and how you each felt about it.

What Are Some Solutions? What Are the Consequences?

This assignment is a continuation of the homework from the previous lesson. Now that you have applied the first problem-solving step, you will **brainstorm** solutions and **evaluate** each solution.

Step # 2:
What are some solutions? (List them in the first column of the table below.)

Step # 3:
What are the consequences of each solution? (Answer the questions in the remaining four columns.)

Solution	Does it take into account people's feelings and interests?	Does it violate any personal values or ethical principles?	What are other consequences?	Would it work?

What do you think is the optimal (best) solution?

Choosing, Implementing, and Monitoring a Solution

Step #4:

What is the optimal solution?

How should I act on it? (What are the steps I need to take?)

Step #5:

Is it working? (What criteria would you use to tell whether the solution is working?)

If it doesn't work, what is an alternative solution that might work?

Reflection On Apologizing and Forgiving

A stiff apology is a second insult... The injured party does not want to be compensated because he has been wronged; he wants to be healed because he has been hurt.

—Gilbert K. Chesterton, early 20th century essayist and novelist

1. Do you agree with this quote? Write about a time when you felt forced to make an apology but didn't really feel sorry for what you did. How do you think the other person felt? Then write about a time when you received a "stiff" apology. How did you feel afterwards?

The weak can never forgive.
Forgiveness is the attribute of the strong.

—Mohandas Gandhi, nonviolent statesman who led India to independence from Great Britain in 1947

2. Do you agree with this quote? Write about a time when you forgave someone for something they had done. What did you say and do? Was there power in forgiving? How did you feel afterwards? How do you think the other person felt?

Role-Play Cards (copy & cut)

Directions: Copy this page, and cut out the role-play cards along the dotted lines. Have each student pair draw one card out of a bowl, discuss what is wrong with the apology, and role-play a sincere apology for the situation.

You borrowed your friend's favorite CD and accidentally scratched it. "Sorry about the CD. I'd buy you a new one, but I'm broke."

Your best friend told you a secret, and you told it to another friend, who then spread it around. "Sorry, but you should have told me you didn't want me to tell anyone."

A long-time friend is acting hurt because you are spending time with a new friend. "What, can't I have other friends?"

You've been slacking off on your chores, and it's been hard on your mom. "Sorry about the dishes. I was tired, too."

You had an argument with your brother and said some things that hurt him. "I'm sorry I hurt you, but you sometimes say things that hurt me, too."

Your friend is avoiding you after you pressured her to break up with her boyfriend. "Hey, I was only looking out for you."

You made a nasty remark about a guy's haircut, and he wants to fight you now. "I didn't mean it like that. Can't you take a joke?"

Your best friend is irritated because you have again bought the same clothes that he or she did. "We just like the same things. I can't help it if you buy them first. You have more money than I do."

You broke a date with a friend because another friend was sad and needed someone to talk to. "I'm sorry. If you were bummed, wouldn't you want me to drop everything and help you?"

You stay up late, and your track coach is disappointed in your race time the next day. "Don't worry; I'll do better next time."

You made fun of a kid last year and feel badly about your behavior now. "Sorry I was such a (blankety-blank) last year."

You did a poor job on your portion of a group project because you were tired and you started working on it late. "I couldn't help it; I have to run track all afternoon, and then I'm too tired to do homework."

ELEMENTARY RESOURCES

WHO AM I? IDENTITY POEMS

April is National Poetry Month, which is a good opportunity to explore poetry with your students. Because poetry does not require strict sentence structure or the usual grammar rules and conventions, young children are often open to and interested in experimenting with poems. This lesson provides an opportunity for children to learn more about poetry, understand the role of metaphors and comparisons in poetry and reflect on aspects of their identity in order to write an acrostic poem about themselves.

Grade Level: grades 2-5

Common Core Anchor Standards: Reading, Writing, Language

Learning Objectives:

- Students will learn how to write a simple poem using interesting words.

- Students will understand the role of comparison and metaphor in constructing poetry.

- Students will reflect on identity poems they read aloud.

- Students will reflect on different parts of their identity in order to develop an acrostic poem about themselves.

- Students will increase their understanding of personal and cultural identity.

Materials:
- Small Ball or Stuffed Animal
- Words I Like Handout (1 per student)
- Word Bowl Words
- Who Am I? Handout (1 per student)

Advanced Preparation: Cut out the Word Bowl words into individual strips and set aside and complete a "Who Am I" worksheet for yourself or an imaginary person.

Vocabulary:

Review the following vocabulary words and make sure students know their meanings. (See ADL's "Glossary of Education Terms")

- Acrostic
- Characteristics
- Comparison
- Ethnicity
- Identity
- Metaphor
- Stanza

WARM UP: SOMETHING ABOUT ME

Create a circle in the center of the classroom with all the students (if space allows). Have students pass around a small classroom object (ball, stuffed animal, wand, etc.) and when a student gets the object, she or he will say something about themselves that most people in the class do not know. Tell students they should share to their level of comfort and they can disclose something large or small. If you can't make a circle, simply go around the room with each child sharing one thing.

WRITING POEMS: USING A WORD BOWL

1. To get students warmed up to writing poems, have them write poems using an assortment of words that you create as a class and place in a "word bowl." After compiling many interesting words to use, students will use those words to construct poems. You will want a good list of several hundred words. You can create the word bowl using one or a combination of the following techniques:

   - Prior to the class, go through poetry books, children's books, magazines, nature books, cookbooks, etc. and find words that are rich and compelling. Type those up and cut them out, as individual words and phrases, to be placed into the word bowl (see Word Bowl Words for beginning your list).

   - Have students determine words they like by using the handout below to write words for each letter. They can complete the worksheet for homework by going through books, talking with parents/guardians and siblings, adding to the list. In addition, they can cut out words from magazines. In class, write all the letters of the alphabet on pieces of paper and hang around the classroom and have students add their words. Compile and type the words and cut them out, as individual words and phrases, to be placed in the word bowl.

   - Use the word wall in your classroom to get additional words and type them up and cut them out, as individual words and phrases, for the word bowl.

2. Encourage students to include adjectives and words about identity because later on in the lesson, students will be writing poems about their identities.

3. When you have all the words you need, place them in a large bowl and have each student pick out 10-15 words and phrases from the bowl. Using at least ten of the words, have students create a poem. If they need to add in a word or two, that is okay. You can demonstrate by picking out ten words and with the students, create a poem together on the board. Encourage students to be playful and not worry about grammar and punctuation, although the poems need to make sense.

4. Have some of the students read their poems aloud.

USING COMPARISONS AND METAPHORS

1. Explain to students that making comparisons between things and using metaphors is often used in poetry. This is because when we write poems, we want to communicate strong emotions and paint a vivid picture to share in the poem. It is helpful to use the most descriptive language possible to get the person who is reading the poem to really feel and understand what you are trying to convey. A good way to do this is to use comparisons and metaphors.

2. Ask: What does it mean to compare one thing to another? Share this example: if you want to communicate that a person is very sweet, you might say "Sandra is sweet like vanilla fudge ice cream" or instead of saying a potato chip is salty, you might say "the potato chip tasted as salty as my tears."

3. Similarly, ask students if they know what a metaphor is. Explain that a metaphor is a word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar. An example would be: "Life is a rollercoaster." Life is not literally a rollercoaster yet it can be compared to one because it has ups and downs like a rollercoaster does. It sounds better and more descriptive to say that it is like a rollercoaster rather than saying it has highs and lows.

4. Brainstorm a list of comparisons and metaphors and record them on the board.

READING POEMS ABOUT IDENTITY

1. Tell students that they are going to be writing poems about identity. Ask: What is a person's identity? Come to a definition of identity as "the qualities and beliefs that make a particular person or group different from others."

2. Below are three poems about identity. Read one, two or all of them aloud for inspiration before moving to the next activity where students will write their own identity poems. All of the poems (except the first one) are written about someone else, not themselves.

> **When I'm Cranky**
> By Judy Lalli
>
> When I'm cranky
> I sass my mother,
> I stamp my feet,
> I boss my brother.
>
> I think what I should do instead
> Is jog,
> Or jump,
> Or go to bed.

Leaflet Man
By X. J. Kennedy

Right in the middle of the crowd
He stands and gives away
Leaflets to every passing hand.
I take one. What's it say?

Maybe, Try Brenda's Hair Salon
Or, Juicy Steak at Nate's!—
Sometimes, Repent? The world will end!
Or, Lose weight fast! Lift weights?

The man stays standing with his stack,
Just giving. Round him weaves
The crowd till he's left like a tree
Done shedding all its leaves.

Narcissa
by Gwendolyn Brooks

Some of the girls are playing jacks.
Some are playing ball.
But small Narcissa is not playing
Anything at all.

Small Narcissa sits upon
A brick in her back yard
And looks at tiger-lilies,
And shakes her pigtails hard.

First she is an ancient queen
In pomp and purple veil.
Soon she is a singing wind.
And next a nightingale.

How fine to be Narcissa,
A-changing like all that!
When sitting still, as still, as still
As anyone ever sat.

3. You can use these questions (after reading each poem) to generate a large group discussion:

    - How did you feel while listening to the poem?
    - What can you tell about the people (Narcissa, Leaflet Man, etc.) by reading the poem?
    - Does the writer use metaphors or comparisons in the poem? What were the metaphors/comparisons and did they work for you?
    - How does the poet use punctuation, grammar and stanzas in the poem?

WRITING ACROSTIC POEMS

1. Explain to students that they are going to write acrostic poems. Acrostic poems use the first letter of each line to spell out a word or phrase, which can be a name, feeling, place or thing. Each of the lines in the poem needs to relate to the overall topic. Acrostic poems do not need to rhyme and each line can be as short or long as they like. For these acrostic poems, students will use their names (first name or full name) to write poems about who they are- their identities.

2. First, have students think about different aspects of their identity by discussing and completing the "Who Am I?" worksheet (in the handouts section).

3. Distribute the "Who Am I?" worksheet and go over each section, explaining what each of the sections means, asking for and giving an example for each. (Prior to the lesson, fill one out for yourself or an imaginary person and be prepared to share that with the students.) The categories include: my name, my physical characteristics, my race/ethnicity/nationality/heritage, my likes and dislikes, my family and family life and my community/neighborhood. Instruct students to fill in each box, using words, phrases, thoughts and feelings that connect with the topic of each box. They do not have to write complete sentences and encourage them to use metaphors and/or comparisons as discussed earlier.

4. For younger students (grades 2-3), you can eliminate a few of the categories or have the students choose only four of the six to complete. They may draw pictures if that helps them to express themselves, but they should be sure to write some words and phrases.

5. Emphasize to students that everything they write on the worksheet is private and will not be shared. Give students 10–15 minutes to complete their worksheets.

6. After they have completed their worksheets, give students an additional few minutes to reflect on the words, phrases and metaphors they recorded. Have them underline or highlight the words they feel are most important to include in a poem about themselves and add other words and phrases under "Other Important Things About Me."

7. The next step is to write the acrostic poem. Distribute lined paper and instruct students to write the first letters of their first name (or first and middle or last name, if they have a short first name) on the left side of the page, like this:

   O
   L
   I
   V
   I
   A

8. Using their worksheets and reflecting on what they most want to convey in their poems, students should now write poems using the information about their identity. The first line of each poem must begin with the letter of their name, but they can write it however they want, using several or few words in each line. They should work in the things that they think are most important about themselves in their poem.

---

9. Explain to students that poems:

   - Do not have to rhyme
   - Do not have to use correct grammar or complete sentences
   - Often use metaphors and comparisons
   - Use descriptive language
   - Can use punctuation but it is not required

10. If you feel that your students need an example to be able to write their own, use the following as an example. However, be careful not to give an example that will lead them in a particular direction because you do not want the poem to formulaic, but rather want them to find their own voice.

    Olive skin, brown eyes, short kinky hair
    Likes many things including macaroni and cheese, skateboarding, going on trips, minecraft
    Include my best friend and brother in most things
    Veterinarian someday, that is my dream
    Interracial Family makes me who I am
    Animals are always on my mind

11. After students have completed their poems, have a discussion, asking the following questions:

    - How was it to write the acrostic poem about yourself?
    - What parts of your identity did you highlight and why?
    - Did you learn anything new about yourself?
    - Do you feel that your poem reflects who you are?

12. You may also want to provide an opportunity for students to conference with you or each other about their poems and then revise them based on that feedback.

CLOSING

Ask students for volunteers to read their poems aloud. Post all of the poems on a class bulletin board or display, or compile them in a class poetry book.

ADDITIONAL READING AND RESOURCES

- Celebrate National Poetry Month (Scholastic)
- Popular Poets for Kids (PBS)
- The Children's Poetry Archive
- Poets.org: For Educators
- *Beyond Words: Writing Poems with Children* by Elizabeth McKim and Judith W. Steinbergh
- *Writing Poetry with Children* by Jo Ellen Moore

COMMON CORE ANCHOR STANDARDS

Content Area/Standard
Reading
Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Writing
Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Language
Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

WORDS I LIKE

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

WORD BOWL WORDS

PUDDLE

RADIO

SANTA CLAUS

ORANGE

MENORAH

CURLY

BALLOONS

MEXICO

HALLOWEEN

PRESIDENT OBAMA

BELLS

BIRACIAL

UNDERSTANDING

GUITAR

BROWN

MOUSTACHE

SNOWFLAKES

SUSHI

COLLARD GREENS

BRAIDS

SUNSHINE

LUNAR NEW YEAR

DOCTOR

TRACK

BESIDES

SUBWAY

BROTHER

PLANET

COCONUT

NIGHTMARE

HOT FUDGE SUNDAEHOPPING

FRECKLES

IMMIGRATED

PLANE RIDE

MY COUSIN

SNOWFLAKES

PURPLE

DREAMING

TYPING

SWIMMING POOL

CHICKEN SOUP

TAMALES

CHERRIES

TRADITION

STRIPES

BLUE

BEADS

NIGHTMARE

BELLY ACHE

PUMPKIN

CROOKED HATCHED CHICKENS

WATER LILIES

ADOPTED

PLAYING JACKS

SISTER

UNIVERSE

WEDDING

TWINKLE

SWEET DREAMS

GRANDMA

AT THE LAKECANOE

ENVIOUS

IN MY BED

SUMMER CAMP

I DON'T KNOW

GREEN

DOMINOES

UNDERNEATH

BARNYARD	SLEEPY	CRYING
WHY	SUBWAY	SLIDE TIPTOED
TELEPHONE	STRIPES	SLEEPING BAG
HURTING	LONG HAIR	BUTTER
JUST BECAUSE	AFRO	DEAD OF WINTER
SCRAMBLED EGGS	CURLS	HAMSTER
GRANDMA'S HOUSE	RAINY DAY	TRICKLE
CALICO CAT	CRYING	WHY DON'T YOU
SNOW	CAMPFIRE	EYES
RUNNING	MY UNCLE	LIPSTICK
POLKA DOTS	BAND-AID	PUPPY DOG EYES
SWINGING	CRUTCHES	RED
MANGO	MONKEY BARS	LAUGHING
COWS	FIREFIGHTER	WALK TO SCHOOL
PARADE	ROAD TRIP	GRANDPA
EASTER BONNET	BLUES	RED RIDING HOOD
BASEBALL	FORTUNE	SPRING
SWIMMING	LOOSE CHANGE	SINGING
ONLINE	SLEEPING BAG	RAINING CATS AND DOGS
BEARD	POPSICLE	SLED
COUSIN	ANGRY	CANDY STORE
SCHOOL BUS	DUMPLINGS	MISMATCHED SOCKS
JUMPING	OUCH	

WHO AM I?

In the space below, write information about yourself

My Name Name, nickname, original and meaning of name	**My Physical Characteristics** Hair color/texture/length, eyes, complexion, height, body shape, birthmarks
My Race, Ethnicity, Heritage, Nationality Black, White, Latino/Hispanic, Asian/Pacific Islander, Native American, Multiracial, country of origin, where ancestors are from	**My Likes and Dislikes** Hobbies, interests, food, games, sports, technology, animals, music, etc.
My Family and Family Life Family structure, siblings, where family from, activities/traditions my family has	**My Community/Neighborhood** People in my neighborhood/community, size, stores/services, urban/rural/suburban, what it's like,

Other Important Things About Me:

_____

_____

_____

_____

_____

WHAT'S IN A NAME?

An activity introducing the value of names for preschool children.

RATIONALE

This activity emphasizes the value of children's names and how hurtful it can be when children experience name-calling. Children will practice how to respond when they hear name-calling.

OBJECTIVES

- Children will learn to respect themselves.
- Children will learn to respect others.
- Children will learn to take a stand.

LESSON PREPARATION

Handouts/Supporting Documents: None
Other Materials: None
Advance Preparation: None

ABOUT THIS LESSON

Time: 10-20 minutes
Key Words and Phrases: differences, names that hurt, similarities. syllables

PROCEDURES

1. At circle time, show children how you can say your name and clap out the syllables.

2. Taking turns, ask each child to say and clap his or her name. When everyone has had a turn, go around the circle again. This time everyone should chant and clap each child's name.

3. Talk with children about the similarities and differences in children's names, for example, "Kenya and Kevin, your names both begin with the letter k." Help children to see how special their names are because they are chosen just for them. You might say, "Sarah, your family chose a special name for you. When I hear or say the name Sarah I will always think of you."

4. Say your name again, and tell about something that you like to do. Invite children to take turns doing the same.

5. Then have children introduce the child next to them by saying the child's name and what he or she likes to do.

6. Repeat the activity at another time. Remind children that their names are special. People feel proud of their names because their names describe them. You might say, "People like to be called by their real names. Sometimes people use other names—names that hurt. Has anyone ever called you a name that hurt? What happened? How did you feel? What did you do?"

7. Let children practice standing up to a name-caller. Give them words to say such as, "I don't like it when you call me that. It isn't nice, and it hurts my feelings. Please don't call me that name again."

8. Repeat the activity as new children enter the group, or when name-calling situations arise.

Adapted from *Bias-Free Foundations: Early Childhood Guidebook & Activities for Educators*.
New York: Anti-Defamation League, 2001, 2005.

STEREOTYPES

An activity introducing the concept of and problems with stereotypes for elementary school students.

RATIONALE

The activity helps students analyze stereotypes and consider how stereotypical statements ignore individual differences. The lesson also provides an opportunity for students to examine stereotypes based on gender and to explore how viewing people through a narrow lens is limiting for everyone.

Note: When discussing stereotypes with students there is always the risk of introducing them to generalizations that they did not know before. Special care should be taken when debriefing this activity to reinforce the idea that stereotypes are not true just because many people believe them. It is also important to create an environment where students feel comfortable asking questions about the origins of specific stereotypes and why certain stereotypes continue to be believed.

OBJECTIVES

- Students will consider how generalizations and stereotypes do not allow for individual differences.
- Students will examine language often associated with stereotypes.
- Students will examine stereotypes associated with gender.
- Students will explore ways that stereotypes are perpetuated.

LESSON PREPARATION

Handouts/Supporting Documents: *First Thoughts*, one per student
Other Materials: chalk/white board and chalk/dry erase markers
Advance Preparation: Reproduce handout as directed above.

ABOUT THIS LESSON

Time: 2 class periods
Key Words and Phrases: vicious, generalization, stereotype, myth, gender, gender-neutral

PROCEDURES

Part I: Generalization and Stereotype

1. Begin this lesson by writing the statements below on the board.
    - All dogs are vicious.
    - All cities are dirty.

    Ask students what they think about each of the statements. Ask students if they believe these statements are true and, if not, what might be the harm in stating something so that it sounds like it's a fact. Ask students if they have ever been around a dog that wasn't vicious or if they know enough about every city to say that they are all dirty.

2. Introduce students to the word "generalization." Explain that many people state their thoughts and opinions in a way that sound as if they are facts. Provide the class with other examples and then have students give similar examples of generalizations about places or things (e.g., living on a farm is boring, classical music is boring).

3. Explain that in addition to making generalizations about places and things, similar statements are often made about individuals and groups of people; these are called stereotypes.

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

   Write the following examples of stereotypes on the board and have students read them aloud.

   - All boys like to build things.
   - Girls hate sports.
   - Most people who wear glasses read all the time.
   - All the kids who live in that neighborhood are poor.
   - African Americans love to dance.
   - Asian Americans are good at math.

4. Have students critically examine each of the statements, using the following questions to guide the process.

   - Do you think that boys like to build things? Have you ever known a boy who wasn't interested in building things?
   - Does the statement imply that girls don't like to build things?
   - How does the word "all" make this statement inaccurate?
   - Do any of the girls in this classroom like sports? If so, which sports do you like?
   - How might a statement like "girls hate sports" make it difficult for a girl to admit that she likes sports (e.g., wouldn't want to appear to be the exception, might make people think she didn't like "normal" things)?
   - Do you know for certain if most people who wear glasses read all the time? How many people is most people?
   - What might happen if everyone believes that most people who wear glasses read all the time (e.g., people who wear glasses might not be asked to participate in other activities)?
   - What's wrong with saying that all kids in a certain neighborhood are poor?
   - Do words like rich and poor always have to do with money? What are some other ways besides having money that someone might be rich?
   - Is there a problem with making statements like "All African Americans like to dance" or "All Asian Americans are good at math?" Explain your thinking.

   Note: Explain to students that while all stereotypes are hurtful because they group people into one category and do not allow for individual differences, some stereotypes are particularly dangerous because they express very negative things about a group of people. Depending on the maturity level of students, discuss how stereotypes that link groups of people with characteristics like "violent," "lazy," "greedy," "deviant" or "sly," among others, perpetuate hateful attitudes and hurt individuals and entire communities. Also help students think about why and how people who are the targets of such stereotypes may begin to believe they are true.

5. Have students share stereotypes that they have heard using the following questions to guide the discussion.

   - Think about some of the groups to which you belong. Have you ever heard a stereotype about a group to which you belong? If so, what was the stereotype? How did you feel when you heard this stereotype?

- Have you ever heard a stereotype about another group of people? If so, what was the stereotype? How did you feel when you heard the stereotype?
- How do you think a person who belongs to that particular group would feel hearing this stereotype?
- What are some words that often indicate a stereotypical statement (e.g., all, many, few, none)?
- Why is it important to use such words carefully when talking about people?

6. Explain to the class that the next part of this lesson will give them an opportunity to consider stereotypes based on gender.

Part II: Understanding Gender-based Stereotypes

7. Distribute the *First Thoughts* handout and instruct them to complete the handout.

8. Divide them into small groups. Ask each group to select a recorder who will write down how many people in their small group put down M or F for each profession.

9. After students completed the small group work, reconvene the group. Go through the list, and instruct each recorder to report the votes for each profession. Write the totals on the board.

10. Have a whole-group discussion using the following questions.
    - What patterns do you see? What does that tell you about professions?
    - Where do people learn stereotypes about gender (e.g., advertisements, other people)?
    - How does gender-specific language (e.g., fireman, stewardess) limit possibilities for both boys and girls? What other words could be used (e.g., firefighter, flight attendant)?

      Note: Introduce students to the term "gender-neutral language." Explain that gender-neutral language does not specify male or female when it is not necessary or relevant. Gender-neutral language helps to dispel stereotypes about males and females.

    - What is the benefit of gender-neutral language?
    - How might stereotypes about men and women keep people from doing what they enjoy?
    - How can men and women not doing what they enjoy or what they want to do hurt them and deny society of their talents?

11. Explain to students that stereotypes are frequently perpetuated through visual images. Provide examples (e.g., advertisements that show girls playing with dolls and boys building things reinforce stereotypes about what boys and girls like to do).

12. Instruct students to keep a log of advertisements that they see on television, on billboards or in magazines over the course of several days. At the end of the designated time period, have students share their observations in small groups, with the class or in an essay entitled "Advertising and Stereotypes."

13. End this lesson with a review of the definition of stereotype, language often associated with stereotypical statements, ways that stereotyping limits people and is hurtful to everyone, and the role that advertising plays in the perpetuation of stereotypes.

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

FIRST THOUGHTS

Directions: Read each profession listed below and write down the first person you picture in that position — a man or a woman. Do not write what you think is the gender of the "right" answer, write the gender of the first person you picture in your mind. Put an M on the line for male and F on the line for female.

_____ doctor		_____ professional athlete		_____ pilot	
_____ cook		_____ principal		_____ computer programmer	
_____ teacher		_____ reporter		_____ writer	
_____ hair stylist		_____ construction worker		_____ carpenter	
_____ lawyer		_____ senator		_____ bus driver	
_____ scientist		_____ police officer		_____ librarian	
_____ car mechanic		_____ plumber		_____ secretary	
_____ judge		_____ firefighter		_____ flight attendant	
_____ nurse		_____ president			

Mix It Up at Lunch Day
Organizer's Guide

GRADES K-6

INTRODUCTION

They sit here, *that* group hangs out there and, of course, we *always* sit right here. The school cafeteria is the one place where you can't ignore the social divisions between students.

But it doesn't have to stay that way.

Mix It Up at Lunch Day is a national movement. It's a day of action when teachers and students make a difference and break through the social boundaries in their schools.

On Nov. 10, 2009, join students in thousands of schools as they sit with someone new at lunch and break down the walls that divide us.

Mix It Up 2009

Nowhere on school campuses are divisions more visible than in and around the school cafeteria. Students sit with others who look like them, dress the same way, live in the same neighborhoods and have the same interests.

Social scientists have long maintained that contact between diverse groups helps alleviate tensions and reduce prejudice. Mix It Up seeks to break down the barriers between students and improve intergroup relations — so there are fewer misunderstandings that lead to conflicts, bullying and harassment.

Participation in the national Mix It Up at Lunch Day has the power to connect school communities. Break through the boundaries in your school. On Nov. 10, 2009, join us for the national Mix It Up at Lunch Day!

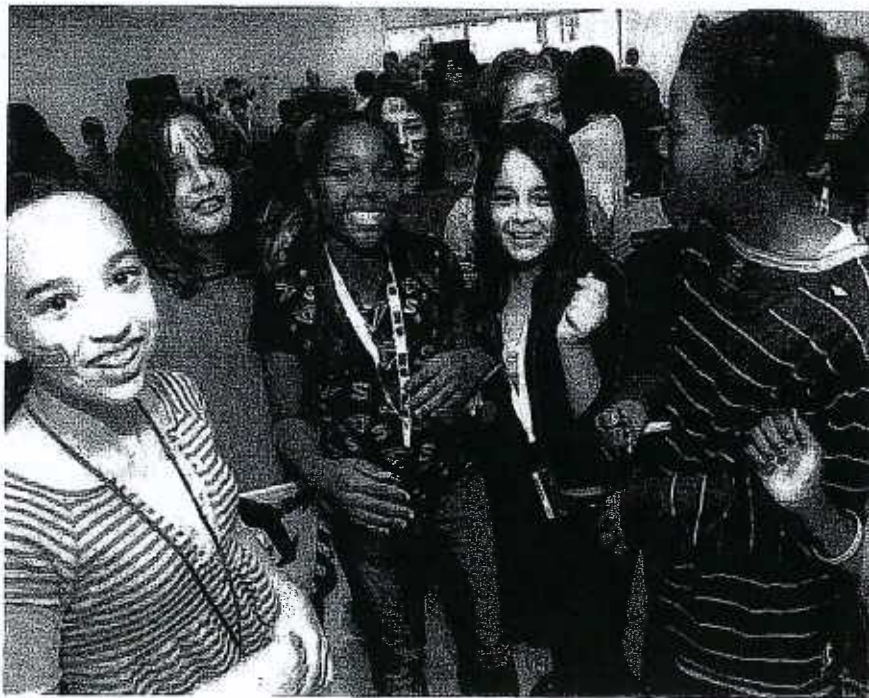Mix It Up at Lunch Day
November 10, 2009

Mix It Up 2009

IDENTIFY THE DIVISIONS IN YOUR SCHOOL What boundaries exist in your school? No one knows better than students.

Working with students in your class, use the survey on page 5 to identify and break through the boundaries that exist at your school.

Tally the results and report your findings. You can post the results in your classroom, along the hallways and on student bulletin boards. What do the results tell you about your school? Do all students see the social boundaries in the same way?

By participating in the national Mix It Up at Lunch Day on Nov. 10, 2009, you make your school a more welcoming place.

Mix It Up at Lunch Day
November 10, 2009

MIX IT UP SURVEY

Photocopy this survey and distribute among students in your class. Please adapt for use with early grades students.

1. Which best describes our school?
   - O Welcoming to all kinds of people
   - O Quick to put people into categories

2. In what settings have you noticed people grouping themselves and others by categories?
   - O After-school clubs
   - O The bus
   - O Recreational activities
   - O Other _____
   - O Assemblies
   - O The lunchroom
   - O Spectator events

3. Which of the following categories create group boundaries at our school? (Check all that apply.)
   - O Race
   - O The language you speak at home
   - O Sexual orientation
   - O Where you live
   - O Religion
   - O Parents' income
   - O Gender
   - O Hobbies/interests
   - O The clothes you wear
   - O The music you listen to

4. Which group boundaries are hardest to cross?

5. At our school, how easy is it to make friends with people in different groups?

1	2	3	4	5
very easy	somewhat easy	not sure/it's complicated	somewhat difficult	very difficult

6. Have you ever felt unwelcome or rejected by others on the basis of any of the categories listed in Question 3? If so, which ones? How did it make you feel?

7. Have you ever been a part of a group that rejected someone on the basis of any of these categories?
   - O Yes   O No

8. What one thing will you do to help break down the walls of social separation in our school?

Mix It Up 2009

HAPPY FACES

Everyone has a bad day once in a while. This activity helps students be sensitive to schoolmates who might be having a bad day and gives them a way to cross boundaries and bring cheer to others.

Objectives
* Students will learn empathy.
* Students will look beyond themselves to see the needs of others.

Time and Materials
* One class session to explain the happy faces.
* 3 happy faces per student.

Begin by reading *Alexander and the Horrible No Good Very Bad Day* (www.SimonSaysKids.com, $7.99). Like Alexander, everyone has a bad day once and a while. Tell your students, from your personal experience, about a day that went badly for you. Tell them that you really could have used a friendly smile that day — or, perhaps, publicly affirm a student who did give you a smile that day.

Explain to students what a bystander is (i.e. someone who watches from the sidelines). Sometimes we see other classmates being bullied. Perhaps someone has said or done something mean to them, and we aren't sure what to do to make the victim feel better. Sometimes we stand up for that person. Sometimes we do nothing. Tell your students that doing nothing is no longer an option — because they have Happy Faces.

Give each student three happy faces and tell them that whenever they see someone who needs some extra cheer, they can give them a happy face and say something kind to them. Here is the catch: students can only give happy faces to someone outside of their classroom! Tell students they'll have to really look and listen before school, at recess on the playground, at lunch and after school to find people who need an extra smile.

On Friday, give students a chance to reflect on giving out happy faces. Have them silently write or draw a picture to show what they did, how it felt and the response of the person they gave a happy face to. Then share these with the whole class.

Extension
Without telling your class, invite a colleague to implement this happy face activity too, with a special emphasis on watching your class. Your students will be shocked and pleased to receive their own happy faces!

Have your students go, in pairs, to give happy faces to adults in school who just need an extra affirmation for the hard work they're doing. This way, students get a chance to cross boundaries of age to affirm adults.

PUT-UPS

Students are used to put-downs, but what about put-ups? This activity helps students see the positive things that their schoolmates are doing and gives them skills to affirm each other across social boundaries.

Objectives
* Students will understand the difference between put-downs and put-ups.
* Students will be encouraged to give others put-ups.

Time and Materials
* One class period to introduce the lesson (After the introduction, "put-ups" can be an ongoing practice for as long as it is effective.)
* A pile of Put-Up slips available in the classroom.

Ask students if they know what a put-down is and list common put-downs they hear on the board. Next, ask them if they know what a put-up is and give some examples by giving students in your class some put-ups. Examples:

> "I notice that Myranda always has a smile on her face and is ready to help anyone with anything at all."

> "I really love how Augustine always reminds all of us to turn out the light when we leave the room."

Use the following poem to introduce to young children how people are always watching what they do:

I am my schoolmate's reader
He reads me when we meet
Today he reads me in my class
Tomorrow on the streets
He may be classmate or friend
Or slight acquaintance be
He may not even know me
But he is reading me!

Inform students that they are going to begin "reading" each other, finding positive things schoolmates are doing and giving each other put-ups. To make it easy for students to praise each other, they can use the Put-Up slips.
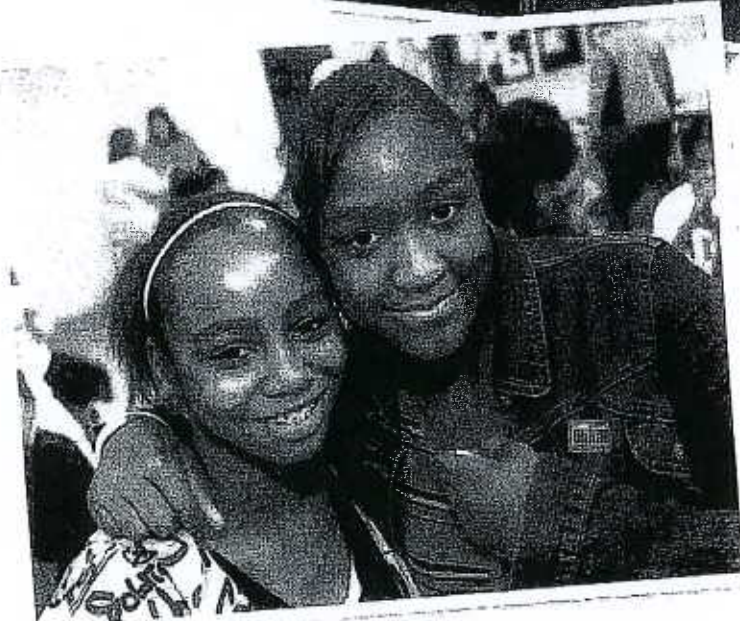
Encourage students in your class to "put-up" students in the grades below them so as to model good behavior to younger schoolmates. Likewise, encourage them to cross boundaries and offer put-ups to older students and adults in the school so that others can see that they are modeling good behavior to younger schoolmates. This lets them see that they can cross social boundaries of grades and age and make a positive impact on the entire school.

Extensions

Have a special time during the day when students can offer each other put-ups. Make this a classroom ritual. Make visits to other classes where your students give put-ups to others not in their class.

Make an in-class bulletin board of the "I am my classmate's reader" poem and hang all of the put-ups there for everyone to see. Even better, make the hallway bulletin board a place where the whole community can see the put-ups!

| **You deserve a Put-Up!**	**You deserve a Put-Up!**	**You deserve a Put-Up!**
I saw you...	**I saw you...**	**I saw you...**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Given by...	**Given by...**	**Given by...**
_____	_____	_____
Mix It Up at Lunch Put-Up Slip	Mix It Up at Lunch Put-Up Slip	Mix It Up at Lunch Put-Up Slip
You deserve a Put-Up!	**You deserve a Put-Up!**	**You deserve a Put-Up!**
I saw you...	**I saw you...**	**I saw you...**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Given by...	**Given by...**	**Given by...**
_____	_____	_____
Mix It Up at Lunch Put-Up Slip	Mix It Up at Lunch Put-Up Slip	Mix It Up at Lunch Put-Up Slip

Mix It Up 2009

PROMOTE THE DAY Get the word out. Promoting Mix It Up at Lunch Day generates excitement about the day, prepares your school for the day and helps students understand what the day is all about.

❋ Download FREE posters, fliers, stickers and web banners.

❋ Create an event on Facebook and ask students and teachers to invite their friends.

❋ Ask students and teachers to put up posters and distribute flyers about the day.

❋ Join us in promoting the day via Facebook or follow us on Twitter.

❋ Get permission from administrators to include announcements about Mix It Up at Lunch Day over the intercom, announce the day in school newsletters and post the news on school websites.

EDUCATE The free activities included in this guide are designed to get students to think about challenging and breaking through the social boundaries in their school. These lessons support student learning, meet content standards and complement character education programs.

Share your thoughts and ideas by joining discussions on our Facebook page!
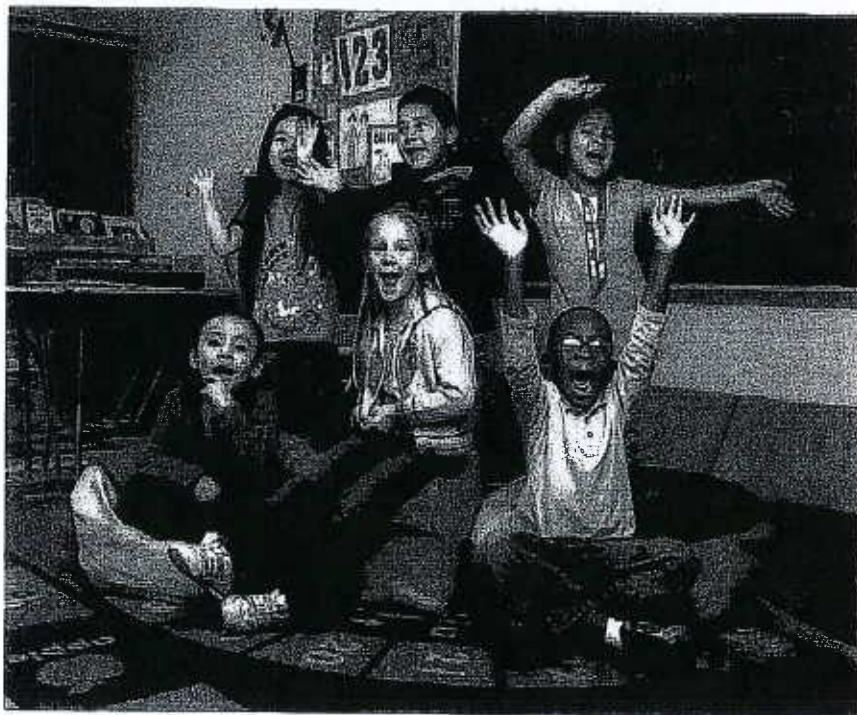
On Nov. 10, 2009, join the movement and hold a Mix It Up at Lunch Day in your school.

Schools have used a variety of ideas to get their students to take a new seat at lunch. Try these:

* Provide students with a "Breaking News" item and have students sit at the tables where their headlines appear.

* Create table themes. Possible themes include shapes, fruits, colors, birth month or action heroes.

ELEMENTARY MAPPING ACTIVITY

Classroom climate dramatically affects students' lives on a daily basis. We know that a teacher can set the mood of the classroom, but so can students, through the ways they interact with each other. This sociogram helps students see their patterns of interaction and offers them opportunities to mix it up.

Objectives
* Students will map out key relationships in their classroom.
* Students will see relationships they're neglecting and make efforts to reach out to classmates with whom they do not normally interact.

Time and Materials
* One class session.
* Sociogram Handout for each student.

A sociogram is a visual representation of the relationships in a classroom. This activity uses a sociogram to help students understand how they interact — or don't interact — with their classmates. The understanding of their interpersonal interactions can create opportunities for students to cross their routine social boundaries and strengthen their relationships with all classmates.

Give each student a copy of the Sociogram Handout. Tell them that the "Me" in the center represents them. Have them write the names of all their classmates on the page (or you could have done this already for them to make the activity go quicker).

Explain to the students that they are going to visually map out their relationships. No one else needs to see their paper and it can remain private. Use the Sociogram Example as a model of what they are going to do and see if they can "read" the relationships. For instance, the person in the model thinks of Raven as a best friend, plays with her at recess and thinks that she is one of the popular kids in class.

Sociogram Key:

∿∿∿∿∿∿	These are my 3 best friends
· · · · · ·	I wish I could be these people's friends
┼┼┼┼┼┼┼	I play with these people at recess and lunch
●—●—●—●—●	These are the popular kids in our class
▭▭▭▭▭	These are the smartest kids in class

After students fill out the Sociogram Handout, and without naming any classmates, ask them the following questions:

* Do you have multiple lines going to the same name(s)? What could this tell you?
* Look at the names you didn't draw any lines to. Why do you think you don't interact with them?
* Using a green crayon, draw circles around people you don't usually play with, but would like to start playing with. Make an effort to spend time with them today. (Do the same thing for people you would like to play with tomorrow or the next day, using different colored crayons for each day.)

After a few days of using the sociogram to help students cross their usual social groups, have them write about or discuss the following prompts:

* What did it feel like to Mix It Up? Was it easy or difficult? Why?
* Did you make new friends? Why or why not?
* Do you find yourself playing with different people more now?
* What did you learn about a new friend that you didn't know before?

Extension (for Teachers Only)

These sociograms may provide very valuable information to you about the interpersonal dynamics of your classroom. With students' permission — and since no names are on the handouts so they remain anonymous — collect them and synthesize your classes' relationships. Look for the following dynamics:

* Who was chosen over and over again? Are these the leaders — for better or for worse — in your classroom?

* Which children consistently had no lines drawn to them? Did you know that these children were socially isolated? What can you do to help them build healthy friendships in your classroom?

KEY
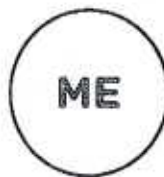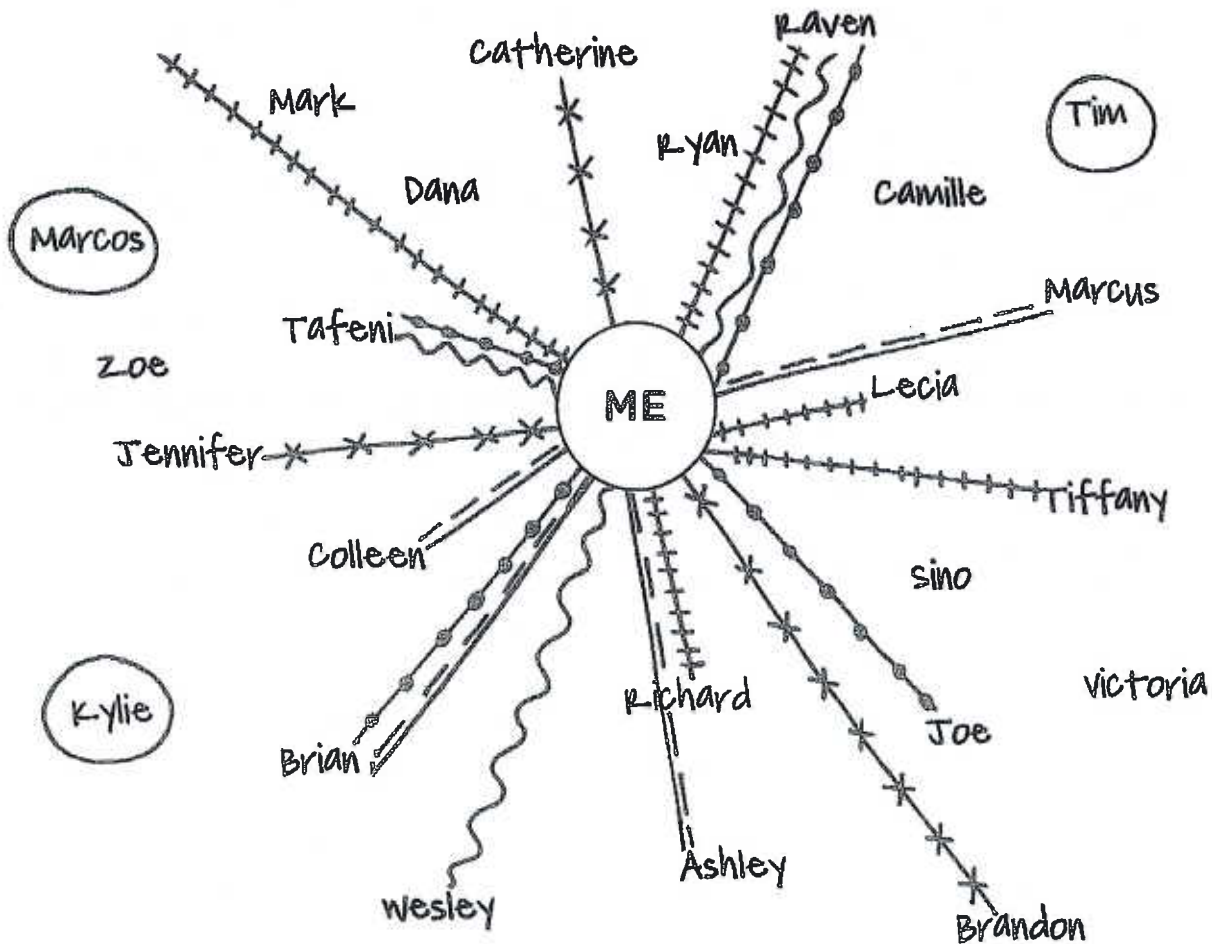
~~~~~~~~~~~~~~~ **These are my 3 best friends**

✶✶✶✶✶✶ **I wish I could be these people's friends**

++++++++ **I play with these people at recess and lunch**

••••••• **These are the popular kids in our class**

- - - - - - **These are the smartest kids in class**

(ME)

Kootagram Example

KEY

~~~~~~~~~~ These are my 3 best friends

xxxxxxxxxxx I wish I could be these people's friends

+++++++++++ I play with these people at recess and lunch

●●●●●●●●● These are the popular kids in our class

- - - - - - - These are the smartest kids in class

ME

Mark
Catherine
Raven
Ryan
Tim
Dana
Camille
Marcos
Marcus
Tafeni
Zoe
Lecia
Jennifer
Tiffany
Colleen
Sino
Kylie
Victoria
Brian
Richard
Joe
Ashley
Brandon
Wesley

The lessons in this guide may be used to address the academic standards listed below. The standards are drawn from Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, 4th Edition (www.mcrel.org/standards-benchmarks).

CIVICS

Standard 9 Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy.

3-5 Benchmark 1 Understands how Americans are united by the values, principles, and beliefs they share rather than by ethnicity, race, religion, class, language, gender, or national origin.

Standard 27 Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities.

K-2 Benchmark 1 Knows that a responsibility is a duty to do something or not to do something.

3-5 Benchmark 3 Knows private character traits that contribute to the health of American democracy such as individual responsibility, self-discipline/self-governance, honesty, persistence, and compassion.

6-8 Benchmark 5 Understands how citizens' responsibilities as Americans could require the subordination of their personal rights and interests to the public good.

LIFE SKILLS

Standard 2 Uses conflict-resolution techniques.

Pre-K Benchmark 1 Uses acceptable methods to resolve conflicts and disagreements with peers.

K-12 Benchmark 3 Understands the impact of criticism on psychological state, emotional state, habitual behavior, and beliefs.

K-12 Benchmark 6 Determines the causes and potential sources of conflicts.

K-12 Benchmark 7 Determines the seriousness of conflicts, and identifies explicit strategies to deal conflict depending on its nature and seriousness.

K-12 Benchmark 9 Establishes guidelines and rules for negotiating (e.g., clarifying problem, considering other viewpoints, listening to others; meeting at mutually agreeable times).

ART

Standard 5 Understands the characteristics and merits of one's own artwork and the artwork of others.

Pre-K Benchmark 1 Discusses and evaluates the intentions and meanings of his or her own artwork and the work of others.

K-4 Benchmark 2 Knows how people's experiences (e.g., cultural background, human needs) can influence the development of specific artworks.

K-4 Benchmark 3 Understands that specific artworks can elicit different responses.

5-8 Benchmark 1 Distinguishes among multiple purposes for creating works of art.

CHARACTER EDUCATION

Character qualities mentioned in this Planner are drawn from the Center for Advancement of Ethics and Character at Boston University (www.bu.edu/education/caec).

Acknowledgments
Writter: Jeff Sapp
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Reviewer: Tafeni English
Designer: Michelle Leland

Photography Credits
Pg. 1 Matt Ludke
Pg. 2 Aaron Clamage
Pg. 4 Matt Ludke
Pg. 9 Aaron Clamage (top); Matt Ludke (bottom)
Pg. 11 Aaron Clamage
Pg. 12 Matt Ludke (top); Aaron Clamage (bottom)

Mix It Up 2009

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
400 Washington Avenue • Montgomery, AL 36104
334.956.8200 • mixitup@tolerance.org
www.mixitup.org • www.teachingtolerance.org • www.splcenter.org

Supplemental resources

Human Relations, Diversity and Equity

Human Relations, Diversity and Equity is committed to fostering a safe and respectful District, school and community culture where the seeds of peace and justice are sown so that all students and staff can lead safe, purposeful, and academically fruitful lives.

We are nationally recognized experts on human relations and social justice concerns in K-12 public education. We promote harmonious and productive learning and working environments. We collaborate with regional and national organizations to advocate on behalf of safer schools. We reduce intergroup bias and violence, assist in crisis recovery and community restoration, and provide consultation, resources and comprehensive trainings on educational, social-emotional and human relations topics.

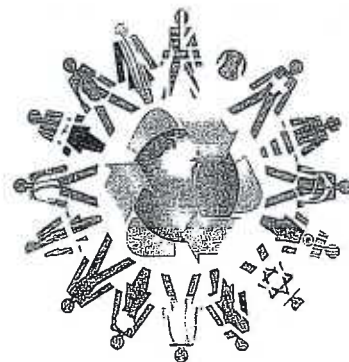**Earl Perkins**
Assistant Superintendent

Zsuzsanna Vincze
Director
zsuzsanna.vincze@lausd.net

Judy Chiasson, PhD
Program Coordinator
judy.chiasson@lausd.net
213-241-5626

Holly Priebe-Diaz, MSW
Intervention Coordinator
holly.priebe-diaz@lausd.net
213-241-5636

OUTREACH & CONSULTATION

- Assist with Intergroup conflict crisis and recovery
- Facilitate dialogues, conflict resolution and mediations
- Enhance team building, communications skills and cultural fluency
- Promote diversity education, response and curriculum
- Develop bullying and hazing, prevention and response
- Represent sexual orientation and gender identity concerns
- Host LAUSD Commission on Human Relations, Diversity and Equity
- Liaison with legislative and community organizations at regional, state and national levels
- Represent LAUSD as media spokespersons

LOS ANGELES UNIFIED SCHOOL DISTRICT
Policy Bulletin

TITLE:	Procedures for Handling Disturbances, or Demonstrations on or Adjacent to School Sites	**ROUTING** All Schools Educational Service Centers
NUMBER:	BUL-6320.0	
ISSUER:	Michelle King, Senior Deputy Superintendent School Operations Earl R. Perkins, Assistant Superintendent School Operations	
DATE:	July 21, 2014	

MAJOR CHANGES: This revision updates BUL-3641.1, dated January 4, 2010, issued by the Office of the Chief Operating Officer to reflect current organizational structure and operational guidelines.

INTRODUCTION: Emergency guidelines and procedures outlined in this bulletin are for administrators to use in planning for and dealing with disturbances, disorders and demonstrations which might occur on or immediately adjacent to the school site. These guidelines apply to situations involving students, District employees or community members. The final decision for determining the nature of the assistance needed is the responsibility of the school principal. The Educational Service Center (ESC) Administrator of Operations shares this burden of responsibility and should be immediately available to the principal for consultation.

The plan and organization established for each school shall be combined with the Safe School Plan and shall be placed on file in the ESC operations office.

GUIDELINES: The following guidelines apply:

1. GUIDELINES

   A. Students have a right to freedom of speech and may participate in free speech activities, including political or religious speech, while on school campus. Students may distribute literature reflective of their views and opinions, and assemble on campus during non-instructional time to discuss their views and opinions. Students may participate in peaceful demonstrations on campus during non-instructional periods. Students may exercise these rights as long as their speech, expression, or conduct is not obscene, lewd, libelous, slanderous, does not incite students to destroy property or inflict injury upon any person, or does not cause a substantial disruption to the operations of the school.

B. California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. School site administrators can impose restrictions on the time, place, and manner of the speech or activity in order to maintain a safe and peaceful campus for all students and District employees. Students who fail to follow the directive of school site administrators or District policy concerning demonstrations, assemblies, sit-ins, or walkouts, may be subject to disciplinary action.

C. Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom. A student's refusal to adhere to this directive may result in disciplinary action against that student. Once students are off campus, school site administrators do not have a legal obligation to protect the safety and welfare of the students. If the student demonstration or walk-out causes a disruption to the general public, local law enforcement may respond to the situation. The District has no control over how local law enforcement will handle the situation.

D. While the District recognizes and respects a student's freedom of speech rights, District employees shall not promote, endorse, or participate in any student demonstration, distribution of materials, assembly, sit-in, or walk-out during work hours or while serving as an agent or representative of LAUSD.

II. RESOURCES AND ROLES

A. School District

1. In anticipation of, or during, a disturbance, disorder, or demonstration, key school personnel must be released and made available to assist the principal in class coverage and to implement the school emergency plans. Further, the principal (or designee) may contact other resources for additional assistance.

2. The principal shall contact the ESC operations coordinator and determine what additional resources will be necessary to address the situation.

3. The ESC operations coordinator, in consultation with the Office of School Operations, will contact additional District resources, such as: School Police, Office of Communications, Transportation and/or Food Services.

B. Law Enforcement Agencies

1. The school administrator shall establish an ongoing working relationship with law enforcement personnel who service the school and make them aware of contingency plans which may necessitate their involvement.

2. If a disturbance, disorder, or demonstration should occur that is beyond the capacity of the site administration to control, the resources of the District, community, and local law enforcement agencies must be utilized to safeguard the welfare of students and school personnel and to protect District property.

3. When law enforcement is called, the administrator must:

    a. Recognize that the law enforcement agency will be in charge when it responds to the call for assistance.
    b. Ensure all school resources are available to law enforcement personnel if their assistance is requested.

III. COMMUNICATION

A. To ensure open lines of communication and collaboration with faculty, students, parents, media, and community, the principal shall:

1. Maintain an awareness and understanding of the issues and concerns prevalent in the school community.
2. Express a willingness to listen to requests and concerns.
3. Contact the Office of Communications for assistance in working with representatives of the news media and preparing outgoing messages to parents.
4. Ensure availability, if appropriate, for contact with news media representatives.
5. Provide a room, if possible, which can be used for press conferences/briefings.

B. The principal should enlist the support of stakeholders to develop and implement solutions to problems and address concerns.

C. The principal should provide opportunities for students to dialogue and engage in activities such as:

1. Classroom discussions facilitated by approved speakers who are supervised by school personnel.
2. Participate in small group discussions with clubs or campus organizations.

    3. Informational assemblies with adequate supervision.
    4. Letter writing campaigns.
    5. Structured research projects.

D. The school administrator (or designee) **must** collect materials distributed on and adjacent to the school campus and make every attempt to secure the following information:

    1. Who distributed the materials?
    2. Where and when was the material distributed?
    3. Who received the material?

IV. CAMPUS SECURITY

A. It is the responsibility of the school administrator to maintain adequate safeguards to ensure the safety and welfare of students, school personnel, and school property. If necessary, the site administrator must ensure that the school initiates a lockdown:

    1. Designate only one entrance and one exit for all persons entering or leaving the school site.
    2. Do not allow the public or any unauthorized individuals or groups, including parents, to enter the campus.
    3. Require each person entering the campus to sign his/her name and record his/her address, telephone number, and the time entered and departed.
    4. Remind teachers to keep classroom doors locked and not release students for any reason.
    5. Assign staff members to receive and direct all telephone calls related to the emergency. Provide designated persons with a script containing all information to be released.
    6. Communicate and update staff using the school public address system, email, BlackBoard Connect or other means as appropriate.
    7. Provide written updates or utilize faculty meetings to keep staff informed of developments. Also identify key faculty members to help keep staff informed.
    8. Maintain a "log" to record the date, time, and nature of each incident, names of the persons involved, reliable witnesses to the event, and description of the action taken.
    9. Make plans for the school schedule and supervision program for the following day.

B. If disturbances occur near administrative offices, plans should provide for keeping doors locked and admitting only authorized

personnel.

The school principal shall:

1. Take security measures to safeguard files and records.
2. Determine in advance who will grant permission to enter the administrative offices.

V. PROCEDURES REGARDING STUDENTS

The school administrator shall:

A. Inform students in the presence of adult witnesses that they should attend classes.

B. Notify individual students that they risk disciplinary action if they remain on campus but do not attend classes or if they attempt to leave campus. Note: No physical effort shall be made to prevent students from leaving the campus.

C. Remind students that if they persist in unlawful activities following ample warning and notice of suspension, they may be subject to citation or arrest.

D. As soon as possible, prepare a letter to notify parents of what occurred.

VI. CLOSING OF SCHOOL

A. The closing of school can only be authorized by the Superintendent of Schools. If, in the principal's opinion, the school should be closed, the principal shall confer with the ESC Administrator of Operations (AOO). The AOO shall contact the Office of School Operations. In the event a closing of school is authorized, the Office of School Operations shall notify the appropriate offices, including School Police, Transportation, and the Office of Communications.

B. The site administrator or operations coordinator shall notify other schools in the complex and community agencies, as appropriate, of the school closure. School police personnel and other law enforcement officers at the site shall be notified immediately if the request to close school is approved.

C. Prior to the dismissal of students, the principal shall:

1. Inspect the entire site to determine the extent of the problem prior to any approved dismissal of students.
2. Release students only to parents or to other properly authorized adults during regular school hours. Maintain a log of students who are released.
3. Ensure that only necessary exits are open before students are dismissed.
4. Instruct members of the school staff, including nurses, school psychologists and other traveling personnel, to:

   a. Supervise students who are not released until the regular time for dismissal. Note: Do not authorize the release of students at any time unless it is safe to do so.
   b. Allow students who feel safer at school to remain on campus.
   c. Remain on school premises until the safety of all students is ensured. (Government Code, Chapter 8, Oath or Affirmation of Allegiance for Disaster Service Workers and Public Employees, Section 3100, Declaration; public employees as disaster service workers.)

VII. PROCEDURES REGARDING DISTRICT EMPLOYEES

If after reporting for duty and during assigned hours of service, a certificated, classified, or unclassified employee of the District (1) leaves his/her assigned responsibilities to participate in a sit-in, a walk-out, picketing, or any demonstration in any school building or upon any school ground, street, sidewalk, or public way adjacent thereto, or (2) directs or advises any student to participate in any of the aforementioned activities or to absent himself/herself from class or to leave school for these purposes, the principal or his delegated representative shall, in the presence of an adult witness:

A. Direct each employee to desist from his/her participation in the particular activity and immediately return to his/her designated place of assignment or duty. Failure to comply may result in disciplinary actions.

B. Notify each employee, who, after a reasonable amount of time (not to exceed two or three minutes), has failed to comply with the directive issued in "A" above and continues to remain on school property, or upon any street, sidewalk, or public way adjacent thereto, or continues to participate in or to encourage those

activities described above, that he/she is guilty of insubordination and that he/she is subject to disciplinary action of the District and that, if his/her presence or acts continue to interfere with the peaceful conduct of the school or disrupts the school or its students or school activity, he/she is subject to arrest in accordance with Section 626.8, California Penal Code, and Section 3221, California Education Code, and proceed to cause the arrest to be made by a police officer.

1. School employees who have not reported for duty but who take part in the activities described above are considered to be acting as independent citizens, even though employees of the District, and are subject to procedures described in Section X, Procedures Regarding General Public.

2. School employees not reporting for duty are required to give notice of intended absence in accordance with the appropriate collective bargaining agreements.

VIII. PROCEDURES REGARDING GENERAL PUBLIC

If an adult who is not an employee of the District, while in any school building or upon any school ground, street, sidewalk or public way adjacent thereto, directs or advises any student to leave school or stay out of class, or if his/her presence or acts interfere with the orderly process or peaceful conduct of the school or disrupts the school or school activities or its students, the school administrator shall warn him/her in the presence of an adult witness that he/she is in violation of California penal code, Section 626.8, 32210, and is subject to arrest if he/she continues any of the aforementioned activities.

ASSISTANCE: For information, please contact your ESC operations coordinator or the Office of School Operations at (213) 241-5337.

The News Media Today: an Ammerman Experience Perspective

You've heard the complaints: The news media are biased. They're liberal. Talk radio is overwhelmingly conservative. The media sensationalize the news.

We'll let others engage in this debate. What we will say is that the news media have changed. And those changes have implications for any organization that interacts with reporters. Here's our take on some of those changes and what they mean for your media relations efforts:

■ **The news business has been transformed from one tied to public service to one linked to profit and entertainment.** That means what's considered newsworthy and how the story is covered and reported have changed. For example, a company event or issue that might have been ignored by the news media in the past may now get the limelight or even be treated as a crisis. In short, expect more media inquiries about subjects you might consider marginally newsworthy or not newsworthy at all.

■ **America's infatuation with celebrities has had a profound effect on journalism.** Today, much television news is delivered as theater, often with journalists serving as celebrities (think: Anderson Cooper). High-end graphics, music, quick edits and unusual camera angles are commonplace. Some call this the "tabloidization" of the news. You may not like it, but it's no reason to shut reporters out. Remember, they'll write (or broadcast) their news stories with or without your help. Better to cooperate.

■ **Soundbites have shrunk.** When John F. Kennedy ran for president in 1960, he could expect 45 seconds of what he said aired on the evening news. In the most recent presidential election, candidates were lucky to get 7 seconds. Today, both broadcast and print reporters alike prefer 6-12-second answers to their questions. Unless you're talking to NPR or PBS, it's important that you answer questions succinctly – to avoid being interrupted or edited.

■ **In today's highly competitive media environment, anyone can become a news source** – a next-door neighbor commenting on a domestic dispute, a disgruntled employee, etc. In fact, with such technology as camera phones and Internet sites such as YouTube, anyone can become a "journalist." Embarrassing videos or photos involving your employees may find their way to a news outlet. In light of some news outlets' more relaxed standards of confirmation, accuracy, taste and fairness, it's clear that organizational transparency and credibility are more important than ever.

■ **Expect more contact with junior-level journalists.** The growth in traditional and new media outlets, along with economic pressures on news organizations means less experienced reporters make it to the big leagues earlier. Use of freelancers is also growing. So, you'll need to be more patient and do more "hand holding." For example, don't assume the reporter has a solid grasp of the topic, or will admit to anything less; instead, assess whether he or she fully understands what you're saying. If you detect problems in comprehension, backtrack and explain the subject in a different way. (Be careful not to be condescending.) Other helpful strategies include encouraging the reporter to call you for follow-up questions, or if the story is highly technical or complex, volunteering to review it for accuracy.

■ **Be prepared to respond to media inquiries more quickly.** Thanks to cable TV and the Internet (among other things), today's news cycle is 24 hours. And TV makes frequent use of "cut ins" (interrupting programming for breaking news) and "crawls" (running information across

the screen). The public expects and gets instant news. Likewise, they expect an instant response from you. In a crisis, you have about 15 minutes to respond.

- **Don't underestimate the value of newspapers.** Readership may be declining, but newspaper reporters still outnumber electronic journalists and still do most of the original reporting. Local newspapers set the news agenda in most cities. Many of the items on TV and radio are lifted right out of newspapers. Get to know the newspaper reporters who cover your organization, and cultivate a positive, *business* relationship with them.

Tips for Young Activists

It's very easy to get swept up in how bad things can be. But the worst thing that we, as young people, can do is to accept things the way they are. Young people have been on the forefront of every major social movement in history. We are passionate, motivated and we refuse to accept the world the way it is. Our voices have a lot more power than we give them credit for. If there is one thing I've learned it's that there is nothing that youth can't accomplish, especially when we stand together.

One of the most important pieces of advice I can give to someone who is looking to get involved in politics and social activism is to stay educated and continue to educate the people around you. Change begins with education. And nothing can really happen unless you know the ins and outs of the issues you're advocating for. Learn all you can about the issue.

As you learn more, don't be afraid to be wrong or change your opinions. Life is about growing and changing as a person and it's something you'll find happens a lot -- no matter what you decide to do. There is nothing wrong with saying "I used to feel this way, but after some research and reflection, I have come to a different conclusion."

One thing I found is that violent uprisings are more likely to fail. It seems to be the case that once protesters become violent, it legitimizes the use of violence in response. In other words, protestors are much more likely to get hurt or arrested by law enforcement if they are trying to hurt law enforcement. That's a human reaction. The more violent the uprising, the less likely that the movement will be successful.

No matter how involved you're looking to get in politics or social activism, or at the intersection of politics and social activism, there are going to be road bumps. People will make you doubt yourself because of where you're from, who you are and what you look like. There will be people who say you are wrong simply because of your age. But those people do not define you. You set your own limitations. The most important thing to remember is that your age is not a liability. It's a superpower.

Not In Our School Campaign
A Quick Start Guide

A Not In Our School Campaign (NIOS) *is an ongoing commitment to empower students to create safe and inclusive environments that are free of bullying, anti-gay harassment, bigotry, racism, and all forms of intolerance.*

Every NIOS campaign takes on the characteristics of the school community and responds to local issues and needs. A Not In Our School campaign mobilizes students to be "upstanders" who take action to stand up for another or others and create a climate that reflects the values of safety, respect, and inclusion in these ways:

Identification of problems of intolerance and bullying: The focus is on problems that result from students bullying, harassing, or being exclusionary and hateful. Often, harassment is based on gender, race, religion, sexual orientation, appearance, or disability. The first step is to start with a dialogue about the particular problem.

Solutions defined by students and peer-to-peer actions: Students are supported in defining the problems and solutions needed to incorporate peer-to-peer actions, make their schools safe and help bystanders gather the courage to become upstanders.

Collective voice: The entire school community unites to say NOT IN OUR SCHOOL. This could take many forms—buttons, banners, slogans, T-shirts, pledges, assemblies, and school wide activities—but it needs to grow out of authentic discussion and efforts to create a safe and welcoming environment for students of all backgrounds and gender identities.

The many activities presented here have been successfully implemented in schools and may be viewed in videos with lesson guides on the notinourschool.org website. An array of testimonials from administrators, teachers, and students are available on the website, as well.

Connections Across the Curriculum
NIOS activities link to many curricular areas, particularly English Language Arts, Social Studies, Health, and Visual and Performing Arts. The activities can be incorporated to address grade-level reading, speaking and writing standards found in the Common Core State Standards in the area of English Language Arts. In Social Studies, NIOS activities can address civics and history, particularly in the areas of the 14th amendment, civil rights and the Holocaust. In Health, NIOS activities can incorporate ways to create a safe and healthy environment and learn skills of communication and decision-making. The activities are versatile and can also link to visual arts, theatre, music, and can strengthen character education programs.

Steps for starting a Not In Our School Campaign

1. Create a coalition to lead efforts: Your coalition can include students, teachers, and administrators. The impact of your coalition will be even stronger if it embraces representatives from both school and the community-at-large. Possible groups to approach both on and off campus include student clubs, parents and PTAs, librarians, community organizations such as the YMCA and afterschool programs, interfaith groups, churches, synagogues, and local government officials (school board members, city council, the mayor). The broader the coalition, the more powerful the results become, however it is important to remember that even very small groups can make a big difference.

Once you have secured a meeting with a person or group, the following guidelines can help in tailoring an attractive presentation:

- Create an inviting atmosphere and accept all levels and offers of time, energy and commitment.

- Be non-exclusive and hear suggestions and ideas from all participants.
- Keep your goal in mind and communicate your passion.
- Be ready to enlist, support or encourage others to act. Be prepared for the next step, such as showing a video.
- Before leaving, remember to ask for participation and support.
- Stay flexible and adaptable.
- If a person or group chooses not to actively participate, do your best to make friends and encourage them to support your efforts.

2. Identify issues in the school community with your students: Ask students questions to determine how they feel at school and identify issues that keep the classroom/school from being safe. Tally the results and identify the areas of the highest rating as the most unsafe.

Sample questions:
- If you could change one thing about the climate and culture of the school, what would it be?"
- Have you or other students from different racial backgrounds teased and bullied another or others in this classroom/school?
- Do you think that immigrant students feel welcomed? Do they actively participate in all school activities?
- Do you hear racist slurs, or have you seen racist graffiti around the campus?
- Have you or other students been teased or called anti-gay names?
- Do you hear the phrase "that's so gay"?
- Have you or other students been teased or bullied about being overweight?
- Have you or others been teased or bullied about being dumb (not as smart)?
- Have you or others been teased for how much money you or your family has?
- Where do you see bullying and cruelty taking place?
- I feel safe here. Is this statement true for you? Why or why not?

Select and view NIOS videos for inspiration and learn from other NIOS campaigns. Hold class and staff discussions about the issues that keep a school from being safe. Answer the following questions:

- What strategies might students use to address these issues?
- What are the risks, if any, to taking these steps?
- What challenges might students confront?
- What would "success" in addressing these issues look like?
- How could "success" be measured?
- What resources do students need to be successful?
- What might be the consequences of doing nothing?

3. The leadership group chooses the identified issue(s) of the highest concern: For the most impact, a NIOS campaign needs to include meaningful discussions with the participation of all students for both exploring the issues and identifying authentic and sustaining solutions.

4. Sign a Not In Our School/Not In Our Town pledge to stop bullying, teasing, and intolerance: Complete the NIOS pledge or adapt it to your community. Each student or classroom can complete their own and submit it, or the pledge can be written on huge sheets of butcher paper and students can sign the bottom of the butcher paper.

Students discuss their commitment to the words in the pledge and recite it together.

5. Select three or more from the following activities or design your own activities to implement during Not In Our School Week: Keep in mind that a Not In Our School campaign can extend over an entire month, a week, or just a single day, as long as build-up and follow-through activities are in place to support focus, clarity and lasting change.

- Create your unique NIOS slogan, for example, "Stand Up, Stand Out: Not In Our School."
- Watch NIOS films in the classroom followed by discussions.
- Hold a schoolwide assembly with student skits and speakers.
- Do the "Dissolving Stereotypes" activity where students recall and record the
- negative stereotypes that have personally impacted them on rice paper and place them into a pool where they dissolve.
- Hold a flash mob in the school cafeteria led by the leadership group.
- Sponsor a poster or video contest on the theme of NIOS.
- Design NIOS t-shirts, buttons, posters, or stickers and distribute to all students.
- Teach students to be upstanders and create scenarios where they can role-play and practice.
- Organize a cross-age service learning project where older students teach the younger ones and perform skits about responses to bullying.
- Have each department in the school identify a theme and organize a special classroom activity for students to reflect on the theme.
- Link your NIOS campaign to the curriculum: Have the students research the areas of most concern and write essays.
- Have the students write letters to the newspaper and local officials describing their commitment to NIOS and making their school safe.
- Map the places where bullying happens in the school.
- Have students prepare a presentation or video to teach younger students about bullying.
- Collaborate with the city council or mayor's office to craft and pass a resolution for Not In Our School Week.
- Sponsor a community event with a film showing of a NIOS film followed by student-led small group discussions.
- Sponsor a broadcast of a NIOS film on the local cable station followed by a student panel.

6. Document and publicize what is being done: Take photos, film interviews, write articles, and collect and publish student writing assignments.

7. Identify the impact of your NIOS Campaign: After the actions and activities, again ask the students how safe they feel at school to determine the impact of the campaign and identify future actions.

8. Review the data and determine next steps: Change does not happen overnight and these efforts need to be ongoing. Holding Not In Our School week each year assures the students that NIOS, the values of inclusion, and an environment free of bullying and intolerance are here to stay. It also can serve as a reminder to the students during the year to stay the course and hold true to the values.

9. Join the NIOS Network: Put your school/district on the NIOS Map. Send in a NIOS Campaign Form with a list of your completed activities. You will receive a certificate that your school community is a member of the Not In Our School Network.

Not In Our School: A Movement For Lasting Change

As a movement and campaign, NIOS is an effort that asks everyone to change the atmosphere that can lead to bullying and intolerance. Although the process can begin with these nine steps, a safer climate for students does

not happen overnight. It requires a sustained and collaborative effort of students, parents, educators and community members who work together to model and practice empathy, thoughtful responses and respect for different backgrounds and perspectives. It grows out of authentic discussion and efforts to create a safe and welcoming environment for students of all backgrounds and gender identities.

School needs to be a place where students discover their identities, and where each student feels that a unique identity is an asset to him or her -- and to the world. They need to feel emotionally comfortable in a warm and "identity safe" environment where stereotypes and stereotype threat (the fear of being judged by a negative stereotype) are addressed. Efforts to build empathy and involve students in the process of change can shift the school culture to one where offending or hurting someone else, either in person or online, is not seen as cool. The whole culture can become a warm, caring environment where bullying is much less likely to occur.