

"NO HATERS HERE!"



Guidebook

Los Angeles County Commission on Human Relations

"NO HATERS HERE!"

The Los Angeles area has long been home to astonishing social diversity. Residents of all ages represent a mosaic of countless ethnicities, cultures and sub-cultures; language groups, economic classes, sexual orientations, religions, creeds, and faith expressions; past-times and interests; lifestyles; and abilities. While some eagerly embrace diversity, there are many others who actively resist at least some of its expressions. The resulting tensions characterize far too many of our communities and institutions, including our schools.

Conditions of substantial interpersonal and intergroup tension and conflict compromise our youths' sense of safety. In addition to this impact on emotional well-being, such an atmosphere can be a considerable detraction to academic achievement and social interaction. "NO HATERS HERE!" is one of the methods schools and youth organizations are using to address these conditions. The "NO HATERS HERE!" initiative also offers a way to help youth learn alternatives for responding to tension and conflict and a way to encourage their appreciation for diversity. Through "NO HATERS HERE!", schools and youth organizations promote respect, affirmation human rights, and mobilize participants for peace.

The "NO HATERS HERE!" initiative was created by staff members of the Los Angeles County Commission on Human Relations. For nearly 70 years the Commission has been helping people replace prejudice and fear with respect and trust. The insecurity, inequity, and conflict that prejudice and fear produce are neither morally acceptable nor socially beneficial. So, the Commission helps people see the need for justice, adopt attitudes of mutual acceptance, and learn the art and science of collaborative relationship.

December, 2013

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How to Use the *Guidebook*

The “NO HATERS HERE!” *Guidebook* was developed in response to the need for specific, intentional effort to educate and engage youth to

- treat all persons with respect,
- actively and energetically affirm the rights of every person, and
- mobilize to establish and maintain peace.

It describes the “NO HATERS HERE!” initiative that addresses these aims. This *Guidebook* provides details regarding how to increase awareness and instigate action, as well as offering specific content educators and youth workers can utilize in their interaction with young people.

The next section of this *Guidebook*, “Distinctive Features...”, gives a conceptual overview of the initiative, including its main Purposes, Principles, and Components. Following is a section on the “Primary Processes” of the initiative, which describes briefly the various stages of development of the work with a specific group. While some may choose to skip this section, it is very helpful in preparing for the choice of particular Session Guides to use with a group of youth.

It is possible to go straight to the “Getting Started” section to begin. This section includes many details for how to enlist participants and plan activities. Starting at this part of the *Guidebook* still allows the possibility of returning to earlier sections as needed when a question emerges regarding why a particular action is being suggested.

The page listing “Helpful Websites” offers many suggestions for excellent sources of content for use with young people. In addition, there are more than 50 Session Guides (what educators might call lesson plans) that give detailed instructions for leading sessions with participants. These sessions can help to foster affinity among the participants, raise their awareness of justice issues, prepare them to assess local conditions, guide them to plan action, and engage them in the planned action.

Also included is a “Calendar of Respect and Rights Events.” The calendar includes many emphases and campaigns throughout the year that are used by schools and youth organizations to highlight the magnitude of social justice and the distinctive experiences of specific groups. Likely there are far more events included in the calendar than any one school or organization can give

attention to in a single year. Group leaders will want to choose a range of events that can serve their particular goals in a given year.

A “Sample “NO HATERS HERE!” Annual Plan” is included that may be of assistance with program planning. It includes ideas for a couple of sessions a week from August through May,. It also incorporates both particular Session Guides and some example events from the calendar.

More than 50 learning activities are described in the Session Guides section. Each session usually requires twenty minutes or more. Some require multiple sessions to complete. They are provided in alphabetical order. Following the Session Guides descriptions are three indices. One lists the Session Guides by title. The next lists them by topic or issue. And the third lists the sessions according to the particular Principal Process that each one addresses. There also is an indication following each title suggesting the school grades for which that particular session might be best suited.

Distinctive Features of the “NO HATERS HERE!” Initiative

Purposes

- ◆ Encouraging healthy campus climates that promote safety, well-being, and academic achievement for all students, regardless of ancestry, nationality, color, ethnicity, immigration status, gender, sexual orientation, creed, religion, ability, economic conditions, or medical condition.
- ◆ Increasing awareness among youth regarding interpersonal and intergroup equity and inequity as they are experienced and expressed at the personal, institutional, and societal levels.
- ◆ Advancing cultural competence of youth.
- ◆ Engaging youth in advocacy and action.
- ◆ Producing critical mass movements of youth actively seeking to affirm rights, proliferate respect, and mobilize for peace.

Principles

- ◆ Ensure the fullest possible representation of the social diversity on a campus or in a community or organization, promoting an ethic of respect for all forms of diversity.
- ◆ Involve natural leaders and informal influencers, along with those in formal positions of influence, in plans and activities.
- ◆ Address human relations issues relevant to the campus, organization, or community.
- ◆ Seek student-led school cultural change through peer-to-peer interaction.
- ◆ Apply principles of youth leadership development.
- ◆ Establish and maintain effective collaborative partnerships with adult allies.

Components

- ◆ Youth Base
A group of youth that reflects the age, ethnic, gender, and status diversity of their campus or organization meets regularly in a classroom

or other on-site location. While many youth may come and go, it is important to maintain a consistent, highly involved core of youth, who then act as liaisons to other youth and to staff.

♦ Adult Allies

Adult Allies invest their experience, expertise, and influence to enhance the youth experience and advance youth efforts to employ peer-to-peer tactics in changing a campus’ or organization’s culture. Some “No Haters Here!” initiatives are part of the conduct of regular classes, such as Leadership, Advisory, and Social Justice. In other instances the initiative is one of the ongoing student or youth organizations. In schools, the Adult Ally is the certificated staff member who serves as the club Sponsor.

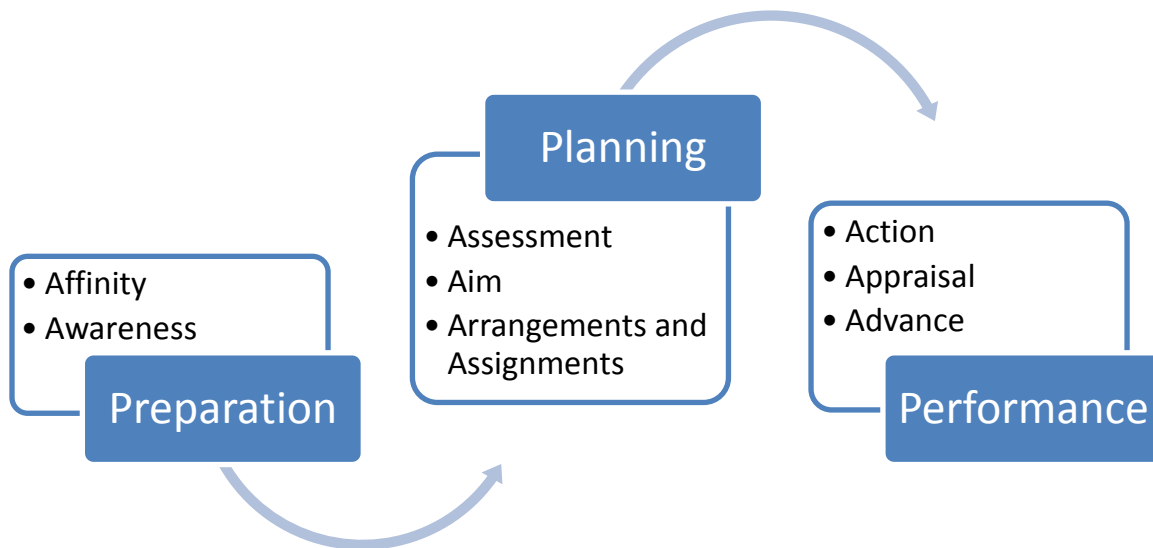
♦ Meetings

Meetings can take place daily, weekly or bimonthly, depending on the scope of goals and the available time frame. The specific structure and goals of a particular initiative determine how often the group meets.

Primary Processes of the “NO HATERS HERE!” Initiative

While each “NO HATERS HERE!” initiative is different, there are several Primary Processes that are common to all of them. The Primary Processes are: Affinity, Awareness, Assessment, Aim, Arrangements and Assignments, Action, Appraisal, and Advance. It is not unusual for more than one of the Processes to occur simultaneously. In addition, a Process may need to be repeated as conditions and participants change. Nevertheless, each Process includes essential experiences for youth, and needs diligent attention. The Processes are grouped into three stages: Preparation, Planning, and Performance. Specific ideas for executing these processes are provided as you proceed through this *Guidebook*.

Primary Processes



Affinity

Youth and Adult Allies need to come together in a meaningful way in order to effectively collaborate on understanding and addressing intergroup tension and conflict. They need to feel sufficiently comfortable and connected with each other to engage in open dialogue and joint action. While Affinity is a valued result of working together on a task, direct attention is needed to building and maintaining a strong sense of shared interest and investment in a common

cause. Such attention can foster the experience of community characterized by resilient interpersonal bonds that, eventually, are not limited to or defined by a particular issue, project, or event.

Awareness

Before choosing particular issues to address, and devising specific actions to implement, youth need to become aware of the many challenges to and opportunities for fostering respect and equity in interpersonal and intergroup interactions. Otherwise, they may overlook important conditions that need attention in the school, organization, or community.

Assessment

Most youth are far more likely to invest their time and energy in addressing issues that are present in their own environments and relevant to their own experiences. For this reason, after learning about the broad range of human relations issues in our society, a focused Assessment of conditions in the school, organization, and/or community is needed. This Assessment helps youth acknowledge that problems such as prejudice and bullying are happening in their setting. It also is a way that youth help each other become convinced that changing such objectionable conditions is worth their time and energy.

Aim

In most schools, youth organizations, and communities, there are many issues of intergroup tension and conflict that need attention. There is almost always more that might be done than can be done, and definitely more that can be done than must be done. Youth are guided to consider the many alternatives they identify in the Assessment in order to establish clear and specific Aims. The specific Aims chosen for Action need to be those about which the youth are passionate. The chosen Aims also need to be those with which the youth are likely to experience success. They need to believe that they can decrease incidence of tension and conflict, and intervene effectively when these issues emerge.

Many youth groups include in their Aims participation in various events throughout the year that correlate with national and international emphases. A list of events to consider can be found in the Calendar of Respect and Rights Events included with this *Guidebook*.

Arrangements and Assignments

With one or more Aims identified (only one at a time is recommended for most, with three being the maximum for almost all youth groups), youth are led to identify what projects and/or events they will implement to accomplish the aim(s). They commit to implementing specific Actions and devise detailed plans

to do so. These plans include necessary Arrangements of activities and logistics, as well as specific tasks and Assignments, with a timeline that includes target dates for the various steps and eventual conclusion of the effort. Careful attention to this process can facilitate the recruitment of previously uninvolved peers to help with the planned activities.

Action

Youth complete their Assignments to implement Arrangements for planned events and projects. Adult Allies can be strategically helpful to assist youth in responding to unexpected obstacles and opportunities as they engage in planned Action.

Appraisal

Youth are guided to evaluate each Action in order to determine what worked well and what needs to be improved. This Appraisal can include written feedback instruments as well as debriefing conversations and discussion. Changes in awareness, perspectives, and thinking regarding the human relations issues being addressed can be measured using pre and post- tests.

Advance

Results from the Appraisal are incorporated into the work of a youth group on a particular campus or in a specific organization, and made available to “NO HATERS HERE!” initiatives in other places. As information and initiatives are adjusted and revised, needed improvements and promising innovations become apparent. For this reason, this *Guidebook* is a “living document” through which new knowledge, understanding, and experience are collected and shared in order to Advance the ongoing initiative to proliferate respect, affirm human rights, and mobilize for peace.

Getting Started

By this point you may be thinking, “All this sounds great. But how do we get it started?”. And that’s the right question. Making a good start will go a long way toward ensuring that your efforts actually produce the results you hope for. It also will make a great difference in ensuring that your efforts continue to grow and expand to include more and more participants in affirming human rights, proliferating respect, and mobilizing for peace. Following are some suggestions regarding how to get things started in your school or organization. The suggestions are organized in six steps: Catalyst, Champions, Endorsement, Setting, Promotion and Enlistment, and Launch.

STEP 1 – Catalyst: Are you ready to make a difference that makes a difference?

Your passion for making your school or organization safer and more caring is sufficient at the beginning. You probably have learned that a catalyst is a substance that speeds up a chemical reaction that otherwise would take quite a while to complete. Only a small amount of the catalytic substance is required to accelerate the process. Similarly, a person with passion and tenacity for reducing interpersonal and intergroup tension and conflict through affirming human rights, proliferating respect, and mobilizing for peace can be the decisive force to accelerate needed changes. If there are any youth or staff members who share your zeal, together you can form a catalytic group. But one person is enough to get started.

STEP 2 – Champions: Who else is ready to make a difference?

You need to enlist others who also are enthusiastic for making your place safer and more caring. Whether you begin with just one determined person or a catalytic group, at the start it is helpful to identify others who are convinced that changes are needed. You want to find those who are willing to participate in doing something about it. While it can sometimes be helpful to schedule and announce a meeting to attract potentially interested people, a more productive approach at the start is to talk to people one or two or three at a time. Share with them what you hope to do and why. It can be beneficial to think a bit about how you want to describe your ideas. Practice until you have a brief, but compelling, vision statement. Following are some examples that may give you some ideas for your own statement.

“When I first started with this group I thought it was different. But with the way we treat each other, we’re just like all the rest. I’ve been thinking, ‘why doesn’t somebody do something about it?’. Then I realized that maybe I’m one of the somebodies that needs to do something. And then I learned: I’m not alone! A lot of us have been talking, and we’ve decided we want to take responsibility for what kind of group this is, for how we treat each other. And we want you to be part of it.”

“I don’t know about you, but I want to go to a school with a reputation for being a different kind of school, a RESPECT school, not just another Rumble school that people see on You Tube or hear about in the news. I want a school with a reputation for being open to all kinds of people. And I don’t just *want* a reputation for RESPECT, I’m looking for people who actually wanna *do something* about it.”

“All day long we hear HATE, we see HATE, we get HATE, we give HATE. But, it doesn’t have to be like that. We can change things. We want to start a group that plans special projects and events for the whole organization to stop the Hate and replace it with RESPECT.”

“I don’t know how it got like this, but we are so separated. If one of us comes into a group and a lot of the people we talk to aren’t there, we feel uncomfortable. I mean, among friends there are no racial problems, but because of gang violence, people promote their ethnicity and that makes everyone think that everyone is against each other. We need to get together and do some things together to show each other that we’re all the same. We live in the same place. We shouldn’t be divided because of how we look or what color we are. Together we can make a less-violent place to live in. We can make a better future for the children that are coming so that they don’t have to live in terror of what’s going to happen in the middle of the day or when they wake up. And we can start right here.”

“Race has always created an invisible wall between us humans, but as humans, we should all know that we are all the same on the inside, and that unity is the key to fight against the struggle and tear down this wall that has separated us into different worlds. I wanna do something about that. And I need your help. We want to plan some ways that we can bring students together to take action to involve all the students and make our school a safe place, to learn to love and respect each another, to help students break those barriers of hate and form new bonds that hold us together, so that we can become a No Haters Here School that doesn’t tolerate Hate and Violence on our campus.”

From the examples you can see that, at the start, the why is more important than the what. In fact, if you plan what you hope to do in great detail before enlisting others, you may discover that they are less interested in implementing ideas to which they had no opportunity to contribute. On the other hand, if you can describe the kinds of changes you hope to accomplish and how things will

be different as a result, you will discover at least a small group of peers who can be influenced to Champion the cause. Be sure to give them opportunity to help shape the emerging vision of what you hope to do. But, pay close attention in order to avoid compromising the original intent. Insist on keeping the focus to increase safety and inclusiveness for all youth through the affirmation of human rights, the proliferation of respect, and mobilization for peace.

STEP 3 – Endorsement: Whose approval do you need?

You want to include the administration of your school or organization. If one or more members of the staff have already joined the catalytic group or champions, they can help with obtaining the administrative Endorsement necessary to make the efforts an “official” part of the program. This Endorsement can be especially helpful in finding space for meetings, scheduling sessions and events on the calendar, and acquiring time for information sharing and promotion. If a member of the staff is not yet part of the effort, approach teachers and/or administrators or organization leaders that you believe would support what you’re trying to do. Approach them in a manner similar to how you enlisted champions. Describe the kinds of results you envision and some of the early ideas that have been shared about the kinds of things you might do. You need one or more enthusiastic Adult Allies who will sponsor the initiative and who will do their part to obtain formal approval from the administration.

STEP 4 – Setting: When and where will you meet?

Schedule a place and time for regular meetings. One of the major decisions to be made is what sort of Setting you will use for sharing information and making plans. Many schools and youth organizations will choose to start a new club called the “NO HATERS HERE!” Club. Others will decide to work within specific courses, such as the Leadership Class, Advisory classes, health class, social studies classes, or elective classes. All eight of the Primary Processes are important and can be implemented, with their relevant Session Guides, regardless of the Setting chosen for a particular school or organization. In some situations it might make sense to combine action both through a “NO HATERS HERE!” Club and through related classes.

STEP 5 – Promotion and Enlistment: Who else wants to join the movement?

You want to include as many people as possible to help. With at least a small group of Champions ready to help, administration Endorsement in place, and Setting choices complete, it’s time to promote the new effort and enlist more youth to participate. At the start it can be a good idea to identify individual youth for enlistment and to talk with them personally. Be sure to consider enlisting youth who are elected officers. And don’t forget to reach out to youth who don’t hold a formal position but are important influencers among smaller

groups of youth. In your Promotion and Enlistment conversations with the various youth, include the statements of vision, descriptions of possible activities, and the setting(s) chosen for the new initiative. It might be most helpful if you are ready to give details about the time and place for the Launch event, which might be merely the first formal Session.

Some youth may participate for a while and then become less involved. This is a frequent experience and doesn’t necessarily mean that you’re doing something wrong. However, very often drop-out can be avoided by being sure that participating youth have genuine opportunity to help shape the agenda of the group, and that they have responsibilities that match their interests and ability.

While it is true that youth participate in “NO HATERS HERE!” initiatives at different levels of intensity. The aim is to encourage the advance of youth to higher levels of participation. Following is a way to think about and track the level of youth involvement, moving from Participants, to Champions, to Leaders, to Mentors.

Level 1: Participants

Participants attend events

Level 2: Champions

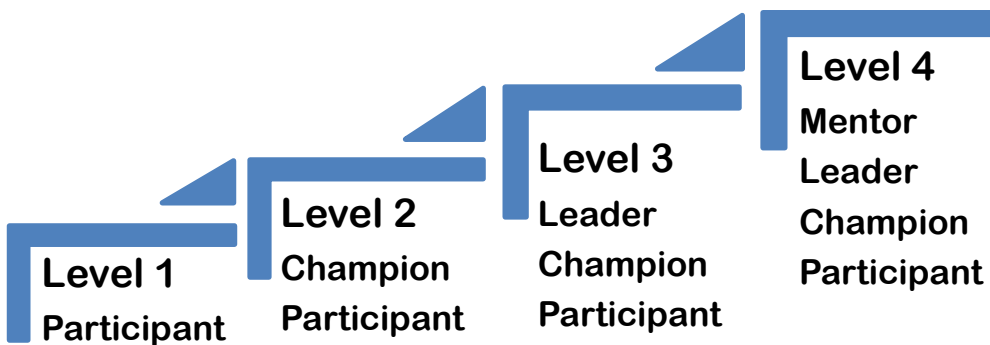
Champions are Participants who actively promote participation in events among their peers

Level 3: Leaders

Leaders are Champions who have become members of a core group that plans, implements, and advocates for experiences, events, and projects

Level 4: Mentors

Mentors are Leaders who also co-facilitate some of the workshops and activities, guiding fellow youth in their understanding and action



STEP 6 – Launch: How and when will you go from talking about getting people together to do something to actually doing it?

You need to decide how you want to begin to do what you’ve been talking about. Planning the method of launching this new effort to organize youth for action to affirm human rights, proliferate respect, and mobilize for peace usually involves choosing between two different approaches: the “Big Splash” and the “Rising Tide”. The “Big Splash” approach is a large, high-visibility event that may include large gatherings and related activities. The “Rising Tide” approach begins with a much smaller group of interested youth who meet, plan, and implement a series of events and activities throughout the year, always seeking to enlist additional youth for participation.

The “Big Splash” approach is a great way to quickly create campus-wide, or organization-wide awareness of ways that the “NO HATERS HERE!” initiative will make a difference. This approach takes a considerable amount of focus and energy to pull off. It also often requires that most youth and staff already believe there is urgent need for greater attention to addressing intergroup tension and conflict, bullying, intolerance, or other human relations challenges. If the initial Launch event is successful, there may be a very large group of youth at the very start who will need to be quickly organized and mobilized in order to maintain their interest and involvement.

The “Rising Tide” approach does not attempt to begin with campus-wide or organization-wide awareness or participation. Instead, the early Catalysts and Champions meet several times to get to know each other and plan how they want to proceed. They conduct several sessions in which they become increasingly aware of challenges to and opportunities for affirming human rights, proliferating respect, and mobilizing for peace. After conducting at least a beginning Assessment of possibilities, they formulate specific aim(s) and commence planning for particular events. Rather than the primary focus of one or a few large events, Promotion and Enlistment of new participants are ongoing priorities, accomplished largely through one-on-one and small group conversations.

Helpful Web Sites with Information about Affirming Rights, Proliferating Respect, and Mobilizing for Peace

aclu-wa.org/stop-bullying-and-harassment-now-it-s-law
adl.org/education
ccsf.edu/Resources/Tolerance/lessons/index.html
cesarchavezholiday.org
CharacterCounts.org
dayofsilence.org
denimdayusa.org
discoveryeducation.com/teachers/free-lesson-plans
diversityed.org/k-12
edchange.org/multicultural
equityallianceatasu.org
glsen.org/jumpstart
hrusa.org
journeysinfilm.org
lovingday.org
montgomeryschoolsmd.org/departments/development/teams/diversity
morningsidecenter.org
nccrest.org
ncjrs.gov/internetsafety/cyber.html
ncpc.org/cyberbullying
niusileadscape.org/docs
nonamecallingweek.org
parentingteens.about.com/od/bullying/a/bullying5.htm
peaceoverviolence.org
peermediators.org
splcenter.org
racebridgesforschools.com
tanenbaum.org/programs/education/lesson-plans
teacher.scholastic.com/professional/teachdive
teachervision.fen.com/diversity/teacher-resources/33631.html
tolerance.org/mix-it-up
tolerance.org/publication/writing-change
un.org/disabilities
un.org/en/events/culturaldiversityday
un.org/en/events/racialdiscriminationday
worldaidsday.org
youthoverviolence.org

Calendar of Respect and Rights Events

Month	Description
August 23	INTERNATIONAL DAY FOR THE REMEMBRANCE OF THE SLAVE TRADE AND ITS ABOLITION Memorializes the tragedy of the transatlantic slave trade, coinciding with the anniversary of the uprising in Santo Domingo (today Haiti and the Dominican Republic) that initiated its abolition.
September (first Monday)	LABOR DAY Celebrated in recognition of U.S. workers.
September 15 - October 15	NATIONAL HISPANIC HERITAGE MONTH Celebrates the contributions, heritage, and culture of Hispanic and Latino Americans.
September (fourth Friday)	NATIVE AMERICAN DAY California state holiday that celebrates Native American history and culture.
October	LGBT HISTORY MONTH Marks and celebrates the lives and achievements of lesbian, gay, bisexual, and transgender people in the United States.
October 11	COMING OUT DAY Encourages honesty and openness about being lesbian, gay, bisexual, or transgender. Commemorates the day in 1987 when 500,000 people marched on Washington, DC for gay and lesbian equality.
October 17	INTERNATIONAL DAY FOR THE ERADICATION OF POVERTY Call to action for the eradication of poverty and destitution worldwide.
October	MIX-IT-UP-AT-LUNCH DAY Sponsored by the Southern Poverty Law Center, this is a day for students to break out of their usual groups and get to know other students in their school.
November	NATIONAL AMERICAN INDIAN HERITAGE MONTH Celebrates and honors the history and culture of Native Americans in the United States.
November (2 nd week)	AMERICAN EDUCATION WEEK Celebrates public education and honors individuals who are making a difference in ensuring every child in the U. S. receives a quality education.
November 20	TRANSGENDER DAY OF REMEMBRANCE Memorializes those who were killed due to anti-transgender hatred or prejudice.
December 1	WORLD AIDS DAY International day of action on HIV and AIDS.

December 3	INTERNATIONAL DAY OF DISABLED PERSONS Raises awareness about persons with disabilities in order to improve their lives and provide them with equal opportunity.
December 10	HUMAN RIGHTS DAY On this day in 1948 the United Nations General Assembly adopted the Universal Declaration of Human Rights.
December 26- January 1	KWANZAA A seven-day celebration honoring African American heritage and its continued vitality. "Kwanzaa" means "first fruits (of the harvest)" in Swahili.
December 29	WOUNDED KNEE DAY On December 29, 1890 more than 200 Lakota Sioux were massacred by U.S. troops at Wounded Knee in South Dakota.
January	ANTI-BULLYING MONTH
January (3rd Monday)	MARTIN LUTHER KING JR. DAY Celebration of the life and service of civil rights activist, Dr. Martin Luther King Jr.
January (4th week)	NO NAME-CALLING WEEK (re-named "no haters here! week" at Washington Preparatory HS) Annual week of educational activities aimed at ending name-calling and bullying of all kinds.
February	BLACK HISTORY MONTH Celebrates Black History and African American culture in the United States.
February 1	NATIONAL FREEDOM DAY Commemorates the signing of the 13th Amendment, which abolished slavery in 1865.
February 14	RACE RELATIONS DAY the National Council of Churches in recognition of the importance of interracial relations and learning.
February 15	SUSAN B. ANTHONY DAY Birthday of Susan B. Anthony (1820-1906), a pioneer in the Women's Rights Movement.
March	NATIONAL WOMEN'S HISTORY MONTH Honors women as significant agents of historical change.
March 21	INTERNATIONAL DAY FOR THE ELIMINATION OF RACIAL DISCRIMINATION Call to action to eliminate all forms of racial discrimination worldwide.
March 31	CESAR CHAVEZ DAY Honors Mexican-American farm worker, labor leader and activist Cesar Chavez (1927–1993) who was a nationally respected voice for social justice.

April	DAY OF SILENCE Students take a day-long vow of silence to protest the actual silencing of lesbian, gay, bisexual, and transgender (LGBT) students and their straight allies due to bias and harassment.
April	DENIM DAY Annual rape prevention education emphasis in which community members, elected officials, businesses, and students wear jeans as a visible protest against misconceptions that surround sexual assault.
May	ASIAN AND PACIFIC-AMERICAN HERITAGE MONTH Recognizes the contributions and celebrates the culture of Asians and Pacific Islanders in the United States.
May 1	MAY DAY – INTERNATIONAL WORKERS’ DAY
May 21	WORLD DAY FOR CULTURAL DIVERSITY FOR DIALOGUE AND DEVELOPMENT Recognizes cultural diversity as a source of innovation, exchange, and creativity, as well as the obligation to create a more peaceful and equitable society based on mutual respect.
June	LGBT PRIDE MONTH Commemorates the anniversary of the June 28, 1969 Stonewall riot in New York City, the incident that initiated the modern gay rights movement in the United States. <i>LGBT</i> (lesbian, gay, bisexual and transgender) <i>Pride Day</i> is the last Sunday in June.
June 12	LOVING DAY Observes the anniversary of the 1967 United States Supreme Court decision <i>Loving v. Virginia</i> which struck down the miscegenation laws remaining in 16 states barring interracial marriage.
June 19	JUNETEENTH Originally commemorating the announcement of the abolition of slavery in Texas in 1865, 18 months after President Lincoln signed the Emancipation Proclamation. The day now is celebrated throughout the U.S. to honor African-American freedom and achievement.
July 4	UNITED STATES INDEPENDENCE DAY The anniversary of the signing of the Declaration of Independence by the American colonies from Great Britain. This document has served as an inspiration and model for many independence movements around the world.

Sample "NO HATERS HERE!" Annual Plan

	Session 1	Session 2
August		
Week 1	Affinity: "What's Your Favorite?" p 201 Affinity: "We Are the World" p 191	Affinity: "People Bingo" p135 Affinity: "My Name Is..." p 123 Action: continue "We Are the World" p 191
Week 2	Affinity: "If You Can Remember a Time When..." p101 Affinity: "Venn Diagram Exercise" p 185 Action: complete "We Are the World" p 191	Affinity: "You'll Know It's Me Because..." p 221 Action: "Breaking Hearts and Making Hearts" p 31
Week 3	Action: "Happy Faces" 635 Arrangements and Assignments: "Planning a Project or Event" p 147	Arrangments and Assignments: continue "Planning a Project or Event" p 147 introduce and begin planning for Hispanic Heritage celebration
September		
Week 4	Aim: "Who's Responsible?" p 211 continue planning for Hispanic Heritage celebration	Action: "We Can Agree That It's OK to Disagree" p 193 complete planning for Hispanic Heritage celebration
Week 5	implement plans for Hispanic Heritage celebration	implement plans for Hispanic Heritage celebration
Week 6	Affinity: "The People Knot" p 137 introduce and begin planning for Native American history and culture celebration	Action: "Care to Listen" 37 continue planning for Native American history and culture celebration
Week 7	Action: "Words That Hurt and Words That Heal" p217 continue planning for Native American history and culture celebration	implement plans for Native American history and celebration

October		
Week 8	Awareness: "We All Like to Belong" p 187 Aim: "Having Allies Means You're Not Alone" p 71	Action: "'I' Not 'You' Is Best To Do" p 89 Awareness: "The Respect Range" p 171
Week 9	Awareness: continue "The Respect Range" p 171 introduce and begin planning for Mix-It-Up-At-Lunch Day	Assessment: "Invisible Fences" p 105 continue planning for Mix-It-Up-At-Lunch Day
Week 10	Action: "Respect Journaling" p 169 continue planning for Mix-It-Up-At-Lunch Day	continue planning for Mix-It-Up-At-Lunch Day
Week 11	continue planning for Mix-It-Up-At-Lunch Day	implement plans for Mix-It-Up-At-Lunch Day
Week 12	Awareness: "Power Shuffle (or Stand)" p159	Awareness: "The Power of Power" p151
November		
Week 13	Awareness: "The Wealth and Power Scramble" p 195	Awareness: "Pecking Order" p 129
Week 14	Assessment: "The Piranha of Hate" p` 143	Assessment: continue "The Piranha of Hate" p 143

Week 15	Assessment: "Why Hate Hate?" p 213 introduce and begin planning for observance of Human Rights Day	Assessment: "Expressions of Hate" p 51 continue planning for observance of Human Rights Day
December		
Week 16	Action: "Bringing Down the Wall of Hate" p 35 continue planning for observance of Human Rights Day	implement plans for observance of Human Rights Day
Week 17	Action: "Celebrating Diversity" p 39 introduce and begin planning for "No Haters Here!" Week	Action: "Contract Against Hate" p 41 continue planning for "No Haters Here!" Week
January		
Week 18	continue planning for "No Haters Here!" Week	continue planning for "No Haters Here!" Week
Week 19	continue planning for "No Haters Here!" Week	continue planning for "No Haters Here!" Week
Week 20	continue planning for "No Haters Here!" Week	complete planning for "No Haters Here!" Week introduce and begin planning for Black history and culture celebration
Week 21	implement plans for "No Haters Here!" Week continue planning for Black history and culture celebration	implement plans for "No Haters Here!" Week continue planning for Black history and culture celebration

February		
Week 22	continue planning for Black history and culture celebration	complete planning for Black history and culture celebration
Week 23	implement plans for Black history and culture celebration	implement plans for Black history and culture celebration
Week 24	Aim: "Keep Respect Fresh" p 111	Aim: "Having Allies Means You're Not Alone" p 71
Week 25	Action: "Care to Listen" p 37 introduce and begin planning for honoring Women as significant agents of historical change	continue planning for honoring Women as significant agents of historical change
March		
Week 26	continue planning for honoring Women as significant agents of historical change	continue planning for honoring Women as significant agents of historical change
Week 27	implement plans for honoring Women as significant agents of historical change	implement plans for honoring Women as significant agents of historical change
Week 28	Awareness: "Did You See That?" p 45	Action: "Respect Interviews" p 167

Week 29	Action: continue "Respect Interviews" p 167 introduce and begin planning for Day of Silence observance	Action: continue "Respect Interviews" p 167 continue planning for Day of Silence observance
April		
Week 30	continue planning for Day of Silence observance	implement plans for Day of Silence observance
Week 31	introduce and begin planning for Denim Day observance	continue planning for Denim Day observance
Week 32	continue planning for Denim Day observance introduce and begin planning for celebration of Asian and Pacific-American heritage	implement plans for Denim Day observance continue planning for celebration of Asian and Pacific-American heritage
May		
Week 33	continue planning for celebration of Asian and Pacific-American heritage	continue planning for celebration of Asian and Pacific-American heritage
Week 34	implement plans for celebration of Asian and Pacific-American heritage	implement plans for celebration of Asian and Pacific-American heritage
Week 35	Awareness: "Did You See That?" p 45	Awareness: "Did You See That?" p 45
Week 36	Wrap Up and Celebration	Wrap Up and Celebration

Session Guides

Breaking Hearts and Making Hearts

Overview How we treat each other, how we communicate with each other, has tremendous influence on how we feel about ourselves and our emotional condition each day.

Objectives Participants will:

- recognize the impact of our interactions on one another.
- identify words and phrases we use with each other than discourage and those that encourage.
- agree to help the group continue to focus attention on how to communicate with each other in encouraging ways.

Plan

- Discuss the emotional impact of how we talk with each other.
- Listen to and discuss stories about the emotional impact we have on one another.
- Establish a routine to periodically review how to communicate with each other in ways that encourage one another.

Materials Two paper hearts, ribbons or pins

Initial Discussion 10 minutes

1. Say: We don't only listen with our ears. We also listen with our brains to understand. And we listen with our hearts to respond. Sometimes what we say to each other breaks hearts and sometimes what we say makes hearts whole again.
2. Ask for examples of what people say that breaks hearts by making people sad.
3. Don't write these down; just repeat them so everyone hears.
4. Then ask for examples of things that people say that makes hearts whole again by helping people to feel happy and encouraged.
5. Record the examples on chart paper and post the chart in the room.

Activity 5 minutes

1. Pin one of the paper hearts to your shirt or hang it around your neck on a ribbon.
2. Tell the Heart-Breaking Story.
3. Every time the child in the story hears something that is discouraging, tear off a piece of the heart and put it on a table. By the time the story is finished, the heart should be all in pieces in a pile on the table.

Discussion 10 minutes

1. Lead a discussion of how the child in the story must be feeling.
2. Ask the participants to talk about times they have had similar experiences.

Activity **5 minutes**

1. Pin the other paper heart to your shirt, or hang it around your neck on a ribbon.
2. Tell the Heart-Making Story.
3. Every time the child in the story hears something encouraging, pick up a piece of the torn heart and glue it to the heart you are wearing. By the end of the story, the heart should be reassembled again.

Discussion **15 minutes**

1. Discuss how the child is feeling now.
2. Ask the participants to talk about times they have had similar experiences.
3. Ask them to talk about how they can help each other remember to talk to each other in ways that encourage each other rather than discourage.
4. Be clear that one of the classroom or group rules is that breaking hearts by what we say is not allowed. But making hearts whole again by encouraging is fantastic.
5. Ask the participants to remember to share with the class or group when they hear someone saying something that encourages.
6. As new examples of how we make hearts whole again are discovered, add them to the chart.

Heart-Breaking Story

Edith* had not slept well, and she really didn't want to get up when her father called her. Just a short time later, her father yelled, "Are you gonna do this again? Why are you always so lazy?!"

When Edith finally got to the kitchen she saw her brother pouring the last bit of cereal into his bowl. When he saw her frowning he laughed and said, "Maybe you won't be such a sleepy head tomorrow."

Edith went back to her room and put on an outfit that she had never tried before, but she thought looked really cool. But when her sister saw her she burst out laughing and said, "You are so lame! Mom, was I that ridiculous when I was her age?!"

Edith changed as fast as she could, grabbed her backpack, and ran out the door to school. She was late, so she decided to cut through the alley. That really mean kid saw her and started chasing her, yelling, "Hey! What are you doing over here? I better not see you around here again!"

So Edith had to go back and go around the long way. When she finally got to class, her teacher said, "Who's that coming in late? Oh, it's you, Edith. Again." And she wrote Edith's name on the board.

Later, the teacher called on Edith to read out loud and she didn't know how to say some of the words, so a bunch of the other students laughed at her.

Edith was a little late to lunch so there wasn't any room left at her usual table. So, she went to sit with some other girls, but they said, "Hey that chair's saved. You'll have to find somewhere else to sit."

On the way home from school, Edith was running and she tripped on the sidewalk. She fell really hard, ripped a hole in her pants, and scraped her knee. It hurt. But when she got home, her mother saw her before she could tell her what happened. Her mother said, "You ruined *another* pair of pants? Why should I keep spending money on buying you clothes when you don't care enough to take care of them?"

* Be sure to use a name that is different from anyone in the class or group.

Heart-Making Story

Edith* had not slept well, and she really didn't want to get up when her father called her. Just a short time later, he came into her room and shook her gently saying, "Honey, you really need to get up. I don't want you to be late for school."

When Edith finally got to the kitchen she saw her brother pouring what she knew to be the last bit of cereal into a bowl. When he saw her frowning he smiled, pushed the bowl across the table to her, and said, "Hey, sleepyhead. I wanted to be sure you didn't miss out on breakfast, so I saved this bowl of cereal for you."

Edith went back to her room and put on an outfit that she had never tried before, but she thought looked really cool. When her sister saw her she burst out laughing and said, "You are so crazy! That's fantastic! Mom, was I that creative when I was her age?!"

Edith quickly grabbed her backpack and ran out the door to school. She was late, so she decided to cut through the alley. Just then, her best friend rolled up in the car with her mom. Her friend called out, "Jump in! We'll give you a ride to school."

So Edith was able to get to school on time after all. When she walked into her classroom, her teacher said, "Hey, Sunshine! How're you doin' today?". Later, the teacher called on Edith to read out loud and she didn't know how to say some of the words, but the other students helped her and she felt really good about the way it turned out.

Edith was a little late to lunch so there wasn't any room left at her usual table. So, she went to sit with some other girls that she didn't know very well. Surprisingly, they welcomed her, and she found out that they had a lot in common.

On the way home from school, Edith was running and she tripped on the sidewalk. She fell really hard, ripped a hole in her pants, and scraped her knee. It hurt. But when she got home, her mother saw her before she could tell her what happened. Her mother said, "Oh, Sweetie, you must have fallen. Are you all right? Hey, I baked some cookies today. I was going to save them until after dinner, but you look like you could use one right now!".

* Be sure to use a name that is different from anyone in the class or group.

Bringing Down the Wall of Hate

Overview The emotional environment of a school or other organization is created from the individual experiences of the participants. When there are many individual experiences of Hate, walls of Hate are erected. These walls have to be dismantled one brick at a time.

Objectives Participants will:
recognize the many forms of Hate that people experience.
accept responsibility for helping to dismantle Hate problems.
work with peers to resolve expressions of Hate and their consequences.

Plan Discuss Hate and its many expressions.
Lead participants to reflect on and write about their experiences with Hate.
Discuss ways to eliminate problems of Hate and its results.

Materials 4" x 9" red construction paper rectangular bricks (one for each participant, plus at least 5 extra for each group), bulletin board materials, large envelope for extra bricks, journals or notebook paper, pens or crayons

Preparation

1. Prior to the day for this session, make a red construction paper brick for each participant, and several extra (at least 5/class or group). Each brick needs to be a 4" x 9" red construction paper rectangle.
2. Prepare a bulletin board or display wall space in the cafeteria or other high-traffic area in the building. Cover the board or space with black paper and display the title, 'Bringing Down the Wall of Hate'.
3. Use a file folder, construction paper, or a large shipping envelope to prepare a "pocket" that you attach to the wall near the bulletin board. Put the extra bricks in the envelope.

Discussion 15 minutes

1. Lead a discussion with the participants about the serious problem of Hate in all its forms, including bullying.
2. Remind them that Hate may be hard to see at the stage of Prejudice, or easily seen at the stage of Discrimination, or unmistakable at the stage of Violence. Remind them also that Hate may be verbal, physical, social, or threats.

Journaling 15 minutes

1. Ask the participants to take a few moments to think about their experiences with bullying or other forms of Hate. The experiences may have occurred at home, in the neighborhood, or in school. They may have been a Target or a Witness.

2. You may want to describe one of your own personal experiences.
3. If they are comfortable, ask some of them to share with the class or group.
4. Instruct the participants to write about their experiences and their feelings in a journal or on notebook paper. Younger ones can be invited to draw a picture reflecting their experience, if they prefer.

Activity **10 minutes**

1. Give to each participant a brick and a black marker.
2. Ask them to write a very brief description of their experience with Hate on the brick. Younger ones might draw a picture instead. Do not require them to put their names on these descriptions.
3. As the bricks are completed, participants can use them to construct a Wall of Hate on the bulletin board.
4. Encourage participants to add to the Wall, using the extra bricks, any time they witness Hate.

Follow-up

1. Over a period of several days, participants can write journal entries related to what is written on the bricks and what they might be able to do about it. They can do this as individuals or as groups.
2. Be sure that when they identify how to resolve something on one of the bricks, you give them the opportunity to share with the entire group what can be done.
3. If there is consensus that the idea for what can be done will take care of the problem described on a brick, that brick is discarded.
4. Participants might enjoy writing letters to the president about the Hate they've witnessed, what they plan to do, and suggestions for what he might do.
5. Another option for follow-up is to choose a day (e.g. Mix It Up at Lunch Day) on which participants are directed to tear a brick (other than their own) from the Wall of Hate and take it to their seat, where, in small groups, they read the issues written on their bricks with each other and discuss ways to eliminate that specific problem from their school or group culture.
6. As time allows, take opportunity for participants to return to the Wall to take down more bricks until the Wall has been entirely brought down.
7. It might be helpful if underneath the bricks there is a graphic representation of peace and/or harmony that is gradually uncovered as bricks are taken down and discarded.

based on information created and distributed by “Teaching Tolerance” of the Southern Poverty Law Center

Care to Listen

Overview Listening is essential to positive relationships.

Objectives Participants will:
know how to listen actively.
practice specific active listening skills

Plan Demonstrate inattentive listening and active listening.
Discuss active listening skills.
Establish routine of periodically reviewing and practicing active listening skills
Enlist observers to give feedback about the quality of the listening of the participants.

Activity 5 minutes

1. Say: One of the best ways to show you care is to listen to someone, really listen.
2. Ask a volunteer to come up in front of the participants to tell you about what they did yesterday afternoon until they went to sleep.
3. While the person is talking to you, demonstrate how people act when they are not listening: look somewhere else, play with your clothes or hair, start reading or writing something, etc.

Discussion 5 minutes

1. After a few minutes stop the person from talking and ask for a description of how the person was feeling while they were trying to talk with you.
2. Ask the other participants to describe what they saw.

Activity 5 minutes

1. Ask the volunteer to tell you again what they said before.
2. This time, demonstrate active listening:
look intently at the speaker,
watch facial expressions,
notice tone of voice,
lean forward toward speaker,
don't rudely interrupt,
periodically reflect what has been shared and the emotion that accompanied it, and
ask questions for information.

Discussion 10 minutes

1. Ask the participants to describe what they observed.
2. As they mention different skills, record them on a large chart. Be sure that the list includes the behavior in the previous paragraph.
3. Post the chart so that it is easily seen by all the participants.

Activity **5 minutes**

1. Pair participants in teams of two and instruct them to practice active listening.
2. Tell them to describe what they did last weekend.
3. Allow them about 30 seconds and tell them to switch for 30 seconds more.

Discussion **10 minutes**

1. Lead a discussion to talk about what was easy for the participants and what was difficult.
2. Ask for volunteers to describe situations in which someone did not listen to them, including how they felt as a result.
3. Then ask for volunteers to describe situations in which they felt someone listened to them well, including how they felt as a result.

Alternatives for Follow-up

1. Over time, take a few moments on different days to practice the active listening skills by giving the participants a topic or question to discuss with their partners (e.g., tell your partner about the best thing that happened to you yesterday).
2. After each one has talked for about 30 seconds, lead a discussion asking the participants to list what their partners did and said that demonstrated caring listening.
3. If any new listening behaviors are named, add them to the chart list.
4. Talk about which skills are easier for the participants and which are more difficult.
5. When there is a class or group discussion, identify one of the participants as the Listening Lookout.
6. Provide to this participant a list of the listening behaviors and ask her or him to mark each as it is observed during the discussion.
7. After the discussion, take time to look over the list and talk about what the participants are doing well and what they want to improve.

adapted from material prepared and distributed by the Morningside Center, NY

Celebrating Diversity

Overview Many people aim to increase tolerance of social differences. Others attempt to advance to appreciating differences. Our highest intention is to actually celebrate diversity.

Objectives Participants will:

- recognize the vast scope of social diversity.
- recognize how social diversity affects and benefits them personally.
- engage in celebration of diversity.

Plan

- Define diversity.
- Discuss various aspects of social diversity.
- Distinguish aspects of diversity that are personal and those that are characteristics of groups.
- Discuss negative experiences with diversity.
- Discuss the benefits of diversity.
- Plan an event to celebrate diversity.

Activity 15 minutes

1. Say: One of the things that is the same for all of us is the fact that none of us is the same. People use the word, ‘Diversity’, to describe this fact.
2. Lead a brief brainstorm episode to define ‘Diversity’.
3. Then, share the following definition from merriam-webster.com: “variety; including many different types of people in a group”.
4. Guide the participants to list as many ways as they can think of that people are different from each other. They may include, for example: gender, race, birthplace, home language, holiday customs and traditions, age, intelligence, physical condition, appearance, music and food preferences, neighborhood.
5. As the ways we differ are called out, record them so all the participants can see the list.
6. Be sure the participants understand each term, defining as needed.

Discussion 25 minutes

1. Ask the participants to identify which of the listed ways we differ are ways that the participants in the group differ from one another.
2. Point out that some of the ways we differ are personal and unique. Others are characteristics that are the same for groups of people.
3. Remark that sometimes we feel we are the only one with a particular characteristic.
4. Ask participants to share their experiences of when they have felt like this.
5. Continue by reminding the participants that there are times when we feel part of a special group because of shared characteristics with others in the group that separate us from people not in the group.
6. Ask participants to share their experiences of when they have felt like this.

7. Ask participants to share experiences of when they themselves or people they observed were mistreated, excluded, or ignored because they were different.
8. Focus the discussion on whether Diversity is a good thing or a bad thing, and why.
9. In the discussion, be sure that benefits of Diversity are identified, including: opportunity for new friends, new experiences, new ideas, new information, and new abilities.

Possibility for Follow-up

Plan an event to celebrate the Diversity among the participants. You might consider: a music festival, a dance competition, a fashion show, an arts fair, or a multicultural potluck meal.

A Contract Against Hate

Overview Prejudice, ridicule, bullying and similar behavior are far too common. One reason is that some of us don't take it that seriously. It is serious, though, with serious consequences. It's serious enough to warrant specific decisions to actively resist its expression and spread.

Objectives Participants will:

- recognize various expressions of Hate.
- acknowledge that Hate only escalates when it is ignored.
- commit in writing to actively seek the elimination of Hate.

Plan

- Discuss types of Hate and ways it can be expressed.
- Discuss how Hate escalates.
- Discuss and sign contracts to work for the elimination of Hate.

Introduction **5 minutes**

1. Start by saying: Many of us know what it is like to be teased, taunted, intimidated, and harassed. When we complain, often the response is, "Oh, that's just a part of growing up. You'll get over it." However, not all of us are able to overlook this kind of Hate easily.
2. Explain: Four types of Hate are: verbal, physical, social, and threats. Physical can leave marks, verbal can be heard, social bullying involves others in the hating, and threats may come in the form of a look, gesture, or a comment.

Activity **15 minutes**

1. Divide the group into smaller groups and assign one of the types of Hate to each group.
2. Ask them to think about what it looks like, feels like, and sounds like.
3. Guide each group to brainstorm a list on butcher paper.
4. Instruct the groups to share what they have written with the entire group.
5. You likely will notice that it can be more difficult to describe social Hate and threats. Once these forms of Hate become clear, however, it is easier to recognize that sometimes they are early forms of Hate that eventually become verbal and physical. Point this out to the participants, and the fact that at other times social Hate and threats are used after initial verbal or physical Hate.
6. Also help participants to recognize that very often two or more of the four types of Hate are used in combination.

Discussion **15 minutes**

1. Be sure to help the youths understand the progression of Hate; if it is not stopped right away, Hate only escalates.
2. One example is the "just kidding" method. Talk about how these supposedly lighter comments made right after participants insult or threaten a peer are intended to make Hate a joke, and acceptable. "You are such an idiot ... just kidding." "I am going to kick your butt ... just kidding."

3. Point out that If a person hears this too often, she or he may begin to believe the threat or insult.
4. Discuss the importance of recognizing that these comments are still Hate even if they are followed with "just kidding." Not doing so and therefore accepting the insult will only empower the Hater to take the next step.

Consequences and Contracts 10 minutes

1. Ask the participants to brainstorm consequences for those who choose to engage in Hate. They may suggest things like peer mediation or lunch detention.
2. After the group has reached consensus on consequences, invite the youth to sign contracts through which they agree to be positive leaders in the school or organization and also to abide by the consequences agreed upon. Every group is different, every year is different, but above all the youths are empowered to make a difference.

based on material developed by Allison LaBree-Whittlef, a teacher at the Forest Lake Area Learning Center in Forest Lake, Minnesota, and distributed by “Teaching Tolerance”, a program of the Southern Poverty Law Center

Eradicate Hate Contract

I, _____, do hereby

agree that I

do not want this to be a place where Hate happens in any form,

will use my knowledge and influence to prevent Hate from happening here,

accept the consequences for Hate that are used here,

and will be an Ally any time I see Hate happening.

Youth's Name _____ Date_____

Name of Group/Organization_____

Eradicate Hate Contract

I, _____, do hereby

agree that I

do not want this to be a place where Hate happens in any form,

will use my knowledge and influence to prevent Hate from happening here,

accept the consequences for Hate that are used here,

and will be an Ally any time I see Hate happening.

Youth's Name _____ Date_____

Name of Group/Organization_____

Did You See That?

Overview Though bullying, ridicule, and other forms of Hate are common for many youth, many try to overlook when it occurs. A filmed simulation or actual incident can focus their attention and allow for impactful discussion.

Objectives Participants will:
recognize various types of Hate.
recognize different roles in a Hate incident.
identify productive responses in a Hate incident.

Plan Discuss forms, roles, and types of Hate.
Lead a guided viewing of a film incident (simulated or actual) of Hate.
Discuss viewed incident.
Strategize productive responses.

Review 15 minutes

1. Review the four types of Hate: Physical, Verbal, Social, and Threats.
2. Review the four roles in a Hate Incident: Target, Hater, Witness, and Ally.
3. Review the many expressions of Hate:
Ableism – Hate because of mental and/or physical challenges
Ageism – Hate because of age
Anti-Semitism – Hate against Jews
Classism – Hate because of financial resources
Ethnocentrism – Hate because of ethnicity and/or culture
Heterosexism – Hate because of nonconformity to heterosexuality
Homophobia – Hate because of gay, lesbian, or bisexual preference
Islamophobia – Hate against Muslims
Racism – Hate because of identity with a group defined by shared physiological characteristics
Sexism – Hate because of gender
Xenophobia – Hate because of national origin

Video Viewing 5 - 10 minutes

1. Announce that the participants will watch a video (use clips from movies, music videos, or commercials (the “What Would You Do?” ABC series is also an excellent source) that is an example of Hate.
2. Distribute the “Did You See That?” worksheet and instruct the participants to use the worksheet to take notes during the video.

Discussion 20 minutes

1. After the video, discuss what the youths wrote. This helps them to practice the vocabulary at a time when they are not emotionally involved personally with the situation.

2. During the discussion, emphasize, again, the four types of Hate and the four roles.
3. Point out that there are almost always more Witnesses than Haters.
4. Highlight the difference between a Witness and an Ally.
5. Talk about what it takes for a person to move from being a “Standby” (Witness) to being an Ally.
6. As time allows, invite participants to share experiences of Hate in which they have been involved or that they themselves have seen.
7. Discuss the shared experiences using the same points featured on the “Did You See That?” worksheet.
8. Help the participants to strategize alternatives for response if they encounter similar experiences in the future.
9. Be sure they are aware that being an Ally doesn’t require them to intervene in a way that makes them a possible Target.

Did You See That?

Name _____

Date _____

—

Title of Video

Name/Description of Targets

Name/Description of Haters

What type(s) of Hate were displayed? (circle all that apply)

Physical

Verbal

Social

Threats

Specifically describe what the Hater(s) did:

Physical

Verbal

Social

Threats

Name/Description of Witnesses

Name/Description of Allies

If you were the Target, what might you do in this situation?

What might an Ally do in this situation?

Did You See That?

Name _____

Date _____

Title of Video

Name/Description of Targets

Name/Description of Haters

What type(s) of Hate were displayed? (circle all that apply)

Physical

Verbal

Social

Threats

Specifically describe what the Hater(s) did:

Physical

Verbal

Social

Threats

Name/Description of Witnesses

Name/Description of Allies

If you were the Target, what might you do in this situation?

What might an Ally do in this situation?

Diversity Dolls

Overview Children are aware of differences between people at a young age. We can start early to help them learn to celebrate diversity.

Objectives Participants will:
recognize ways that people differ from each other.
value individual differences.
create self-expressions that demonstrate appreciation both for their own individual distinctive characteristics and the distinctives of others.

Materials precut cardboard doll cutouts of various colors, construction paper, yarn and string of various weights, sequins, glue sticks, markers, scissors

Plan Discuss individual differences.
Make self-expressions in the form of decorated cardboard cutout figures.
Use the figures to remind participants of the diversity in the group and to further explore their diversity.

Circle Questions 10 minutes

1. Form a circle with the participants and ask the following questions:
Do we all have the same hair color?
Do we all have the same eyes?
Do we all have the same skin?
Do we all wear the same clothes?
2. Instruct participants to look around at each other and themselves so they realize that everyone is different.
3. Ask: How would I know who you were if you all looked alike?
4. Say: It's really nice that we're all different.

Activity 30 minutes

1. After the Circle Questions, exclaim, "Let's celebrate that we are all special!"
2. Present a package of precut cardboard doll cutouts in a variety of colors.
3. Ask each participant to choose one of the cardboard doll cutouts.
4. Provide construction paper, yarn, sequins and other easily available craft supplies.
5. Direct the participants to choose what they need to make their doll represent themselves. They may choose yarn to match their hair, colored shaky eyes to match their eye color, and construction paper to match their clothes.
6. Encourage participants who wear glasses to draw those with a marker.
7. After the dolls are complete, add names to the front and use them on your classroom or group responsibility board.

8. Give each participant a job each week and display their doll beside their job on the responsibility board. This way, the diversity lesson is extended into daily responsibilities.

Notes to Leader

This activity can be done early in the calendar to help participants begin early on to take pride in their own distinctive characteristics.

The varieties of colors and materials used in this activity help participants identify some of the ways they differ in appearance. There is no need to require participants to choose colors and materials that closely match their own characteristics. Some may choose to use make fanciful representations of themselves.

Watch and listen for indications that the participants may not view themselves or their characteristics in a positive way. Consistently encourage all of them to celebrate the special uniqueness of each one. Set the example of taking great delight in discovering differences.

This activity can introduce ethnicity to even the youngest of children. Participants from different ethnic groups may find that they “match,” sparking deeper conversations about ethnicity. Having participants talk about their own doll and how they relate to each other is a great way to begin children on the lifelong dialogue needed to heal intergroup relations in our schools, organizations, and communities.

Expressions of Hate

Overview Hate is expressed in many ways against people who are perceived as different. When participants recognize ways that Hate is expressed, they can act to stop it.

Objectives Participants will:
recognize many differences on which people base Hate against each other.
plan ways they can take action to stop Hate.

Plan Review stages and forms of Hate.
Review that nature of Institutionalized Hate.
Discuss Expressions of Hate and their bases in perceived differences.
Discuss personal experiences of Hate.
Plan actions to stop Hate.

Introduction 5 minutes

1. Review with participants that Hate at any stage, including Prejudice, Discrimination, or Violence, may be directed against people because of negative stereotypes toward groups characterized by almost any difference.
2. Point out that Individualized Hate takes the form of ridicule, mistreatment, and/or efforts to harm specific individuals. Ask for examples.
3. State that Institutionalized Hate is Prejudice, Discrimination, and/or Violence supported by rules and/or laws that establish formal power and authority. Ask for examples.
4. Be clear that Hate is based on the perceptions of a difference, and may occur whether the difference actually exists or not.

Discussion 35 minutes

1. Distribute to the participants the “Expressions of Hate” list and review each one, asking for examples from their personal experiences and/or from media and history.
2. Ask participants to discuss which expressions of Hate are most common in their own experiences.
3. Request that they share their views regarding why some expressions of Hate are more common than others.
4. Lead them to identify various ways they, as individuals and in the groups to which they belong, could take public stands against the various expressions of Hate.
5. If they are willing, plan some specific actions they will take and when all of you will discuss the results.

Expressions of Hate

Ableism – Hate because of mental and/or physical challenges

Ageism – Hate because of age

Anti-Semitism – Hate against Jews

Classism – Hate because of financial resources

Ethnocentrism – Hate because of ethnicity and/or culture

Heterosexism – Hate because of nonconformity to heterosexuality

Homophobia – Hate because of gay, lesbian, or bisexual orientation

Islamophobia – Hate against Muslims

Racism – Hate because of identity with a group defined by shared physiological characteristics

Sexism – Hate because of gender

Xenophobia – Hate because of national origin

Getting to Know You Interviews

Overview One of the most useful approaches to proliferating respect and building peace is to facilitate personal interaction. As people get to know each other, they are less likely to view each other through the distortions of stereotype.

Objectives Participants will:
increase their familiarity with interaction skills.
increase their affinity with others in the group.

Materials Getting to Know You Interviews handout, pens

Plan One-to-one interviews
Introductions to the group
Discussion of experience
Exploration of ideas for encouraging respect

Preparation 10 minutes

1. Divide the group into pairs.
2. Give each person a copy of the Getting to Know You questions (see following page).
3. Instruct the participants to decide who will be the first interviewer.
4. When the first interviews are completed, the roles will reverse, and the first interviewer is interviewed by the other person.
5. Tell the participants they will need to be prepared to introduce the person they interviewed by telling the group at least three interesting things about that person.

Activity 20 minutes

1. Instruct the participants to conduct the interviews.
2. During the interviews, walk around the room to monitor the participants' progress.
3. After the interviews are complete, lead the participants in introducing each other.

Discussion 10 minutes

1. After the introductions are complete, discuss the experience with the participants.
2. Following are some questions that might be helpful in the discussion.
What are some of the things you discovered that you have in common with others in the group?
What are some of the things that surprised you during the introductions?
Which ideas about what we could do to encourage other participants to treat each other with respect would you like to work on?

Getting to Know You Interviews

What is your name?

What grade are you in?

What are the names and ages of your brothers and sisters?

Where were you born?

What is your favorite color?

What is your favorite holiday?

What is your favorite song?

What is your favorite movie?

What is your favorite food?

What do you like to do on the weekends?

Which class in school do you like best?

If you could visit anywhere in the world, and money was no problem, where would you like to go?

What is one thing about yourself, something you have done or something about what you're like, that you're proud of?

What happened on the worst day of your life?

What happened on the best day of your life?

What is one thing this class could do to encourage students in the school to treat each other with respect?

Give Peace a Chance

Overview Contrary to the way many people think about it, Peace is far more than the absence of open hostility. And, most often, it is only enjoyed as the result of deliberate, hard work.

Objectives Participants will:

- recognize that Peace requires deliberate effort.
- recognize some of the factors by which tension between groups can escalate into Hate.
- know the kind of hard work needed to build Peace.

Plan

- Review the nature of Peace and the effort needed to build it.
- Review factors by which tension between Germany and other nations led to the Hate-based regime of the Nazi Party.
- Discuss other multi-national conflicts.
- Define Strong Peace.
- Discuss differences between open cultures and closed cultures.
- Lead Peace-building practice in historical situations.

Introduction to the Topic 5 minutes

1. Begin by saying: Peace is more than the absence of open hostility, and it rarely "just happens". Most often, it is the result of serious, hard work. Those who value Peace -- in a family, a neighborhood, a school, a nation, or an entire region -- must wage Peace with at least the determination of those who seek to wage war.
2. Continue: Mobilizing for and building Peace frequently requires attention to factors that lead to tension, hostility, and violence between people and peoples.

An Example from History 15 minutes

1. As an example of how tension between groups can become Hate, describe to participants how the Nazi party became so popular in Germany (Nazi seats in the Reichstag rose from 12 in 1928 to 230 in 1932), and ultimately was given power by the citizens.
2. You might consider including the following:
Bitterness in the German population regarding their defeat in World War I and the Treaty of Versailles, which included provisions that Germany limit the size of its military; concede territory to Poland, France, Denmark, Czechoslovakia, Lithuania, and Belgium; relinquish all of its colonies; and pay massive reparations to various nations, totaling more than \$30 billion (in 1921 dollars), which they finally finished paying off in 2010
Economic deprivation of large portions of the German population due to hyperinflation following World War I, exacerbated by the Wall Street Crash of 1929, after which the US called in its loans to Germany;

subsequently, Germany’s economic order completely collapsed
Germany’s constitution allowed the Chancellor to govern by decree without needing the consent of the legislative body during “times of emergency”; required proportional voting which led to the existence of 28 parties, making it nearly impossible for a majority in the legislative assembly, and fostering frequent changes in government, the instability of which caused great dissatisfaction in the citizenry and led to numerous outbreaks of violence between political factions; left the military independent of civil authority

A few very wealthy patrons supported Hitler’s agenda

Effective propaganda campaigns united the citizenry in opposition to the Jews and other groups who were blamed for social conditions

Strategic discrimination against a few groups at a time, beginning with those with the least influence

Adolf Hitler effectively convinced people he could offer them a genuine opportunity for advance and dominance

3. If there is time, and the participants have the capacity and resources, they can research the factors listed above and report them. You can use the provided information to supplement their presentations as needed.

Research

Varies

1. Lead the participants to research and discuss the nature of some of the other conflicts that have been prominent both in the distant past and more recently.
2. Help them recognize that many of the conflicts have stemmed from very long-standing Hate passed on from one generation to the next.
3. Examples you might discuss include: Hutus vs. Tutsis in and around Rwanda, Kosovars vs. Serbians, Catholics vs. Protestants in Northern Ireland, Sinhalese vs. Tamil in Sri Lanka, Kurds vs. Turks or Iraqis or Iranians, Sunnis vs. Shiites, Turks vs. Greeks, Armenians vs. Azerbaijanis, and Israelis vs. Palestinians.
4. Possible web sites for obtaining information regarding these conflicts are listed on a following page.

Discussion

Varies

1. During the discussions of the various conflicts, highlight the various forms and stages of Hate that occurred, ranging from insults and caricatures, to institutionalized discrimination, to open violence, culminating in genocide (sometimes called "ethnic cleansing").
2. Be sure to include underlying issues such as competition for political spoils and land, racism, religious intolerance, and tribal, ethnic, or national identity.
3. Point out that some of these conflicts have been suspended by cease-fires, but lasting Peace has never been accomplished by outside forces imposing Peace on the groups in conflict.

4. Clearly define Strong Peace as Peace that is hard to break. Suggest that Strong Peace is possible only when the groups themselves come to mutual understanding and agree to treat each other with respect.
5. Lead the participants to highlight specific examples that illustrate this in the conflicts being discussed.
6. Talk about the difference between an “open” system and a “closed” system. Two simple examples are a flowing river as an open system and a stagnant pool as a closed system.
7. Point out that, like ecosystems, open political systems also are healthier. An illustration is available in the recognition that North Korea is one of the most closed political systems in the world.
8. Lead the youths in a discussion of the contrasting benefits of open vs. closed political systems.
9. Point out that a healthy open culture maintains its own distinctiveness without rejecting or ignoring the differences of other cultures.

Activity

Varies

1. Be sure the participants recognize the challenge and hard work required to accomplish this.
2. As an introduction to this challenge, instruct the participants to choose an ethnic or cultural group and describe its strengths and benefits without criticizing or insulting any other group.
3. Ask participants to share their descriptions with each other and critique their faithfulness in celebrating one without vilifying another. Be sure they recognize that, in order to maintain a healthy culture, members of that culture need to invest courage and persistent commitment to resolve cultural prejudices.
4. Help them see that this often requires a fresh perspective, which can come from people who are able to put aside historical grudges and from people who are not as heavily invested in the past, such as youth.

Project

Varies

1. Group the participants into pairs and assign to each pair a party in one of the historical examples discussed earlier. (See the second full paragraph of the previous page for examples.)
2. Instruct each participant to work with her or his partner to collect information on the belief systems, cultural values, and historical enemies of the assigned group. Web sites that may be helpful sources of this information are listed beginning below.
3. Explain that after the information has been collected, each pair will be assigned to work with the pair representing the rival group (e.g., the pair representing Hutus is assigned to work with the pair representing the Tutsis).
4. Instruct the rival pairs to find ways to achieve peace by discussing each other’s grievances, common characteristics (e.g., language, food, history, beliefs, values, music, sports) and their shared priorities.

5. Then, lead each group of rival pairs to report to the class or group the separate grievances, the common characteristics, the shared priorities, and the plan for achieving peace.

Web Sites with Information Regarding Interethnic Conflicts

Catholics and Protestants in Northern Ireland

<http://www.infoplease.com/spot/northireland1.html>

<http://cain.ulst.ac.uk/othelem/landon.htm>

<http://www.guardian.co.uk/northernireland/page/0,12494,1569841,00.html>

http://www.bbc.co.uk/history/recent/troubles/the_troubles_article_04.shtml

Hutus and Tutsis in Rwanda

<http://www.cnn.com/EVENTS/1996/year.in.review/topten/hutu/history.html>

<http://worldnews.about.com/od/africa/f/tutsihutu.htm>

http://www.pbs.org/newshour/updates/africa/july-dec99/rwanda_10-08.html

<http://news.bbc.co.uk/2/hi/1288230.stm>

Kosovars and Serbians

http://www.historyguy.com/kosovar_serb_warfare.html

<http://www.nato.int/kosovo/history.htm>

<http://www.flashpoints.info/CB-Kosovo-Serbia.html>

http://www.albalagh.net/current_affairs/timeline.shtml

Sinhalese and Tamil in Sri Lanka

<http://www.postcolonialweb.org/southasia/srilanka/history/palamkunne11.html>

<http://www.bbc.co.uk/news/world-south-asia-11999611>

<http://www.khilafah.com/index.php/analysis/asia/6256-analysis-sri-lanka-tamil-conflict>

<http://www.historytoday.com/william-clarance/conflict-and-community-sri-lanka>

Kurds and Turks

<http://www.flashpoints.info/CB-Kurdistan-Turkey.html>

<http://www.infoplease.com/spot/kurds1.html>

<http://www.globalsecurity.org/military/world/war/kurdistan.htm>

http://www.upi.com/Top_News/Special/2011/10/18/Iraq-Turks-raids-on-Kurds-fuel-war-fears/UPI-46401318958300/

Kurds and Iraqis

<http://www.globalsecurity.org/military/world/war/kurdistan.htm>

<http://www.newser.com/story/65557/kurd-arab-conflict-now-biggest-threat-to-iraq.html>

<http://oilprice.com/Energy/Crude-Oil/Conflict-Rising-In-Iraq-Over-Oil-Contracts-And-Revenues.html>

<http://www.usip.org/files/resources/PB%2086.pdf>

Kurds and Iranians

<http://www.globalsecurity.org/military/world/war/kurdistan.htm>

<http://www.kurdishherald.com/issue/v002/001/article06.php>

<http://www.telegraph.co.uk/news/worldnews/1562707/Kurdish-guerillas-launch-clandestine-war-in-Iran.html>

<http://www.unpo.org/members/7882>

Sunnis and Shiites

<http://www.time.com/time/world/article/0,8599,1924116,00.html>

http://www.huffingtonpost.com/alon-benmeir/syria-the-battleground-be_b_1418270.html

<http://www.npr.org/templates/story/story.php?storyId=7332087>

<http://middleeast.about.com/od/religionsectarianism/a/me070907sunnis.htm>

Turks and Greeks

<http://www.icrc.org/eng/resources/documents/misc/5gke3d.htm>

<http://www.nytimes.com/2004/02/14/world/cyprus-greeks-and-turks-agree-on-plan-to-end-40-year-conflict.html>

<http://www.cyprus-conflict.net/turkey-greece%20history.html>

<http://athens.cafebabel.com/en/post/2011/02/16/Resolving-the-Puzzle-of-Greek-Turkish-Conflict-over-Cyprus>

Armenians and Azerbaijanis

<http://www.nytimes.com/2011/06/01/world/asia/01azerbaijan.html?pagewanted=all>

[http://pards.org/crs_country/CRSReportArmenia-AzerbaijanConflict\(August8,2003\)Updated.pdf](http://pards.org/crs_country/CRSReportArmenia-AzerbaijanConflict(August8,2003)Updated.pdf)

http://www.azer.com/aiweb/categories/magazine/62_folder/62_articles/62_karabakh.html

<http://iwpr.net/report-news/history-lessons-armenia-and-azerbaijan>

Israelis and Palestinians

<http://israelipalestinian.procon.org/>

<http://www.mideastweb.org/nutshell.htm>

<http://jewishvoiceforpeace.org/content/israeli-palestinian-conflict-101>

<http://www.globalissues.org/issue/111/palestine-and-israel>

adapted from material developed and distributed by Character Counts!

Los Angeles County Commission on Human Relations www.lahumanrelations.org

Happy Faces

Overview One of the building blocks of peace and mutual acceptance is empathy. People can begin to experience and practice empathy at a very young age.

Objectives Participants will:
recognize that everyone is discouraged sometimes.
recognize that we can encourage each other.
practice encouraging others.

Materials many copies of happy faces, paper and materials for drawing, writing instruments

Plan Read a book about and talk about when people are encouraged.
Discuss ways we can encourage people.
Distribute Happy Faces and explain how they can be used to encourage people.
Discuss and role play situations in which participants can encourage others.
Reflect on experiences of encouraging others.

Book and Discussion 15 minutes

1. Read a book about someone having a bad day, such as *Alexander and the Terrible, Horrible No Good, Very Bad Day* (1972).
2. Talk with participants about the different things that happened to the character in the book that the character didn't like.
3. Point out that, like Alexander, everyone has a bad day once in a while.
4. Ask the participants to share about things that happen to them that they don't like.

Transition

1. Tell the students about a personal experience when you had a bad day.
2. 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.

Explanation and Planning 25 minutes

1. Point out that when we see someone who is sad or confused we aren't sure what to do to help that person feel better.
2. Sometimes we try to help the person. Sometimes we don't do anything.
3. Inform the student that they will practice something they can do because you're going to give them happy faces they can give to other people (see following page for some alternatives you can duplicate).
4. Give each student three happy faces and tell them that whenever they see someone who needs some encouragement, they can give them a happy face and say something kind to them.

5. Ask the students to suggest situations they might encounter in which they will be able to give away smiles.
6. Lead them to practice with role-play what they might do and say.
7. Explain to the students that they can only give happy faces to people who are not in their class or group.
8. Tell them they'll have to really look and listen before school, during recess or break, between classes, during lunch, and after school to find people who need an extra smile.

Follow-Up

25 minutes

1. After a few days, ask the students to think about the happy faces they have given away and choose one to write or draw a picture about, showing or describing what they did, how it felt, and what the other person did.
2. Distribute paper and other materials they'll need to draw or write about their experiences and instruct the students to begin.
3. Lead the students to share these reflections with others in the group.

Notes to Leader

It could be a good idea to invite another teacher or staff member to watch for opportunities to give happy faces to students in your group so that they can enjoy the experience of receiving as well as giving encouragement. Don't tell your students about this so they can enjoy the surprise. It also can be a valuable experience for your students to team up and go with a partner to encourage adults in the school or organization.

based on information created and distributed by “Teaching Tolerance” of the Southern Poverty Law Center

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The Hate Weed

Overview Hate grows like a weed. Silently witnessing Hate without doing anything about it, is participation in the Hate.

Objectives Participants will:
recognize the stages of Hate as it grows.
recognize that visible forms and expressions of Hate come from earlier stages that were ignored.

Plan Discuss and demonstrate what weeds are and how they grow and spread.
Describe Hate as being like a weed.

Explanation and Discussion 40 minutes

1. Say: A weed is a particular kind of plant.
2. Just like other plants, a weed goes through stages of development. First is the Sprout Stage when the roots begin to draw nutrients and water from the soil, and the plant first breaks out of the seed. Next is the Stretch Stage in which the plant grows taller and taller. And finally comes the Spread Stage in which the plant reproduces to make more plants.
3. Continue: Weeds are special plants that grow in your vegetable or flower garden even though you didn't plant them and don't want them there. You may not want them there because of how they look. But the most important reason you don't want them is because they take water and nutrients from the soil that are needed by the plants you want in the garden.
4. Elaborate: The weeds that cause great problems are those that are stronger than the plants you prefer for your garden. You can tell they are stronger because they grow with little or no attention or care. In this way they push the other plants out. If you ignore them, they can take over. Some weeds are so strong, that they are hard to get rid of. You can pull them, and new weeds grow in their places.
(All of these aspects of plants and weeds can be experienced by the participants as they watch weeds and other plants grow in planter boxes in or near your room. You can experiment to discover which types of plants are stronger and what methods of controlling the weeds are effective.)
5. Point out: Hate is like a weed. It grows in places we don't want it. It may be stronger than other emotions we prefer. It can take over. And it can be hard to control. (The most important application of the illustration of the weed in understanding Hate is that Hate appears in stages. The Sprout Stage of Hate, called “Prejudice”, like that of a weed, may not be visible. But the seed and roots of what will come later are there, and beginning to affect the environment. The Sprout Stage of Hate is what you think and feel about others. In age-appropriate ways, it can be helpful to introduce the nature and effects of stereotypes.)

6. Explain: The Stretch Stage of Hate, called “Discrimination”, like that of a weed, is the time that it grows strong. The Stretch Stage of Hate is what you do to insult, exclude, or hurt someone. (Help the participants recognize that these visible actions are expressions of the Hate that was already there in the form of what they feel or think about others.)
7. Continue: The Spread Stage of Hate, called “Violence”, like that of a weed, is the time that it multiplies. The Spread Stage of Hate is what you show to others in order to get them to join in the Hate.
8. Guide the participants in discussing their experiences with others that illustrate how we try to convince others to participate in the Hate we want to show.

Notes to Leader

One of the most important applications of these ideas about Hate that you want the participants to come to recognize is that silently witnessing Hate without doing anything about it, is participation in the Hate, and demonstrates that Hate is already present in its early stages in the silent witness. You also want the participants to see that, just like weeds, Hate that is ignored grows stronger, becomes a greater problem, and is increasingly difficult to control. It can be helpful to show examples of the growth and spread of Hate from video clips or books.

Having Allies Means You’re Not Alone

Overview When someone is the Target of Hate, one of his or her greatest needs is to know that she or he is not alone.

Objectives Participants will:
recognize the importance of feeling that you’re not alone when you are the target of Hate.
demonstrate willingness to be an Ally to people who are targeted for Hate.

Plan Discuss the importance of feeling that you are not alone when you are targeted for Hate.
Review types of differences that lead to expressions of Hate.
Discuss personal experiences of witnessing Hate.
Discuss some of the reasons people respond in different ways when they witness Hate.
Role play possible responses to Hate.
Plan what participants might say when they witness Hate.

Important Points to Remember in Preparation

1. After earlier discussions about ways that people express Hate toward each other, the next question is: "So what do I do if I notice this happening?"
2. The best answer begins with asking the participants to remember when they were, or to imagine themselves as, targets of Hate.
3. Very quickly they will be able to acknowledge that one of the greatest needs of anyone in such a situation is to know she or he is not alone.
4. Someone said: "There are no words to express the abyss between isolation and having one ally. It may be conceded to the mathematician that four is twice two. But two is not twice one; two is two thousand times one." (G.K. Chesterton, *The Man Who Was Thursday*. London: J.W. Arrowsmith, 1908)
5. Through this experience, you want to lead youth to focus on how to help others who are targets of Hate, rather than thinking only of what they want others to do for them.

Initial Discussion **10 minutes**

1. Begin by reviewing some of the types of differences on the basis of which Hate occurs. It might be helpful to refer to a recent incident that has occurred in the classroom, organization, or community.
2. Ask them to talk about times when they witnessed some of those in charge misuse their Power to take advantage of or harass people with less Power. Examples include ignoring a child and giving attention to an adult instead, telling an insulting joke about someone based on her or his ethnicity, or calling someone an insulting name.

Share Pairs 15 minutes

1. Ask the participants to think of a time when they saw Hate and did not take action.
2. Instruct them to tell a partner about their experience.
3. After a few minutes of sharing, ask participants to think of a time when they saw Hate and did something.
4. Instruct them to tell their partner about their experience.
5. Invite participants to share with the larger group about their experiences. Be sure they share only about their own experiences, not their partner's.

Discussion 15 minutes

1. Lead the participants in a discussion about what causes people to sometimes do something when they see Hate and sometimes not.
2. Most often one of the following will be mentioned:
 - power ("It was my teacher who said something, so I didn't know what to say")
 - relationships ("It was someone I'm good friends with, and I knew it would be okay even if he got mad at me right then for telling him not to do that")
 - knowledge ("I knew it was wrong, but I didn't know what to do or say")
 - fear ("I was afraid that if I said something I'd get in trouble or make it worse")
3. After several participants have shared, begin to point out these four categories of why we might do something when we see Hate or not.

Role Plays 20 minutes

1. Lead participants in role plays to identify safe, effective actions they can take as Allies.
2. Encourage them to identify possible situations and how the events might unfold.
3. Encourage everyone to help think of possible helpful responses, and how to act them out.
4. If necessary, you might offer suggestions. Possible scenarios they might act out include:
 - You're on the playground and one of your friends tells you not to invite Marcus to be in the game because he's a "homo." What do you do?
 - Three of you are planning what to do over the weekend, and one of your friends suggests an activity that you know the third person won't be able to afford. What do you say?
 - One of the people in your reading group starts making fun of someone in a lower reading group, calling him a "retard" and telling him he reads "dumb books." What do you do next?

Make a List **10 minutes**

1. Work with participants to create a list of things they might say when they see Hate happening.
2. If necessary, these can be situation-specific.
3. Be sure the list includes what they might really say in real situations.
4. Guide participants to reflect the following principles as they create the list:
 - Don't confront the Hater unless you have sufficient Power.
 - Being an Ally doesn't require you to place yourself at risk of harm or injury.
 - If necessary, enlist the help of someone with sufficient Power to intervene.
 - Focus on what is being said and done, not on the personality or Character of the people involved.
 - Help those involved see the full picture of what is happening.
 - Respect and protect the dignity of everyone involved, including the Hater.

based on information created by educator and author Mara Sapon-Shevin, and distributed by
“Teaching Tolerance” of the Southern Poverty Law Center

How Did We Ever Get Here In the First Place?

Overview Conflict is a normal part of relationships. It is not a sign of failure. It does represent an opportunity to build a stronger relationship by working to build peace.

Objectives Participants will:
acknowledge that conflict is a normal experience in relationships.
recognize conflict as an opportunity to improve a relationship and to build stronger peace.
recognize sources of conflict.

Materials Sources of Conflict handout, Source cards

Plan Review expressions of conflict in popular culture.
Discuss the frequency and opportunity of conflict.
Discuss sources of conflict.
Apply understanding of sources of conflict to personal situations.
Discuss how understanding of conflict can help in dealing with it.

Introduction to the Topic: 5 minutes

1. Say: Maybe you remember this song from the soundtrack of the movie, "Twilight".

"Decode"

How can I decide what's right? When you're clouding up my mind
I can't win your losing fight, all the time
How can I ever own what's mine? When you're always taking sides
But you won't take away my pride, no, not this time, not this time

How did we get here? Well, I used to know you so well
How did we get here? Well, I think I know

The truth is hiding in your eyes, and it's hanging on your tongue
Just boiling in my blood
But you think that I can't see what kind of man that you are
If you're a man at all
Well, I will figure this one out on my own, on my own

How did we get here? Well, I used to know you so well
How did we get here? Well, I think I know

Do you see what we've done?
We've gone and made such fools of ourselves
Do you see what we've done?
We've gone and made such fools of ourselves

How did we get here? Well, I used to know you so well
How did we get here? Well, I used to know you so well

I think I know, I think I know

Ooh, there is something I see in you
It might kill me; I want it to be true

Words and music by Hayley Williams, Josh Farro, and Taylor York
Recorded and released in 2008

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

2. Continue: Has something like this ever happened in one of your relationships: you thought you knew the person and understood the relationship, and then everything changed, and it left you confused and unbalanced?
3. Elaborate: Maybe you know what it's like for things to go wrong in a relationship, and you know you want to try to get things right again, and you know that you can't get back to the way things were unless you can figure out how you got to where you are now.
4. Point out: If you've ever felt like this, or you're feeling like this now, then you already know that conflict is a normal part of relationships, a natural part of life. But conflict is not automatically a sign of failure. It does mean that there's something that needs attention. And it means that there is an opportunity to build a stronger relationship by working together to resolve the conflict. This is one of the best things we do to build peace.

Explanation

15 minutes

1. Explain: So, if you're involved in a conflict, or you want to help someone who's involved in a conflict, one of the first things you can do is begin to figure out how the relationship got to that place.
2. Ask: What are some of the possibilities? Where do conflicts come from?
3. Record and post responses as they are shared.
4. Summarize: What we're saying is that conflicts come from when people want the same thing and when they don't want the same thing. [Categorize the shared responses by these two possibilities.] Maybe that's why conflict is so common.
5. Illustrate:

- When you and I both want the same spot on the stairs, we run into each other, and there’s conflict.
 - When you just want to hang out and I want to go to the movie, we go in different directions, and there’s conflict.
6. Explain: We sometimes call what we want our “goals”. And, what we’re saying is that when we think our goals compete against each other because we both want the same thing and there’s not enough for both of us, or we think our goals interfere with each other because we want different things and if one of us gets what she or he wants it means the other one won’t, there’s conflict.
 7. Notice that conflict happens when we think our goals compete with each other. The perception produces the conflict.
 8. Whether or not the goals “really” compete with each other is irrelevant. In fact, one of the ways to work with conflict to build peace is by helping people become aware that their differences can actually work together rather than work against each other.
 9. Continue: Of course, a perception that goals are incompatible only happens with people with whom we’re involved in some kind of relationship, people with whom we’re connected in some way.
 10. Ask: Can you think of a conflict that could happen between two people who aren’t connected to each other in any way?
 11. If there’s no connection, there’s no conflict. If what happens to you affects me, and/or what happens to me affects you, we’re connected. (You may need to review some of their suggested situations to convince participants of the truth of this fact.)

Activity

30 minutes

1. Distribute Sources of Conflict handout.
2. State: Our goals, what we want, can be categorized into four groups: Relationship, Resources, Values, and Power.
3. Review handout with participants.
4. Continue: Let’s take a few minutes to think about how this actually happens in real life.
5. Divide the participants into groups of 3 or 4 each, instruct each group to stand around a table, and give each group a stack of index cards.

6. Request: Think, now, about what people have conflicts about. You might think about people in your family, in your school, in your communities, in the US, and in the world. Think of at least three things people have conflicts about, and write them on the index cards, one thing on each card. I want each person in the group to complete at least 3 cards.
7. Monitor activity of participants and proceed when each one has completed 3 cards.
8. Instruct: When everyone in your group has completed 3 cards each, take turns sharing what you wrote on each card with the others in your group. As you read each card, place it on the table. Group the cards with similar ideas in columns, placing those that are different from each other in different columns. When it's your turn, add your cards to the columns that already are on the table.
9. Give a set of 4 “Sources of Conflict” cards to each group.
10. Continue instruction: Put these cards on the table in a row, creating columns, with one
of the cards at the top of each column. Now, look again at the “Sources of Conflict” handout. I want each participant to take 3 of the index cards on your group's table and place them in the columns under the Sources of Conflict cards they relate to. You don't have to categorize the 3 cards you wrote during this part of the activity.
11. As you place each index card in its column, explain why you are putting the card in that location.
12. After all the index cards are placed in columns, proceed.
13. Instruct: Now each one of you, one at a time, needs to take one of the index cards and place it in a different column, and explain why you want to move it.
14. When this part of the activity is finished, proceed.
15. Direct: Remain in your groups at your tables, and give me your attention.

Discussion 15 minutes

1. Lead discussion of the following two questions:
 - Was there any disagreement in your group about where the index cards should be placed?
 - Is it possible for a conflict to come from more than one source?
2. Gather the participants around one of the tables.

3. Choose one of the conflicts described on an index card, and talk about how each of the four sources could be part of creating that conflict.

9:15 Conclusion 5 minutes

1. Conclude: Dealing with conflict can be challenging and sometimes it may appear that there is no solution.
2. Identifying the different sources, and the goals that are being frustrated, divides the conflict into smaller parts, which can make it easier to resolve as you deal with each part, one at a time.
3. When you are working to make peace by resolving conflict, it's often a good idea to tackle the easiest issues first. The early success in resolving the easier issues builds confidence and hope for tackling the more difficult issues.

Notes to Leader

Instead of using the lyrics to “Decode” to introduce the topic, other expressions of Conflict in popular culture are available. For example, following are the lyrics to Young Jeezy’s song, “Trapped”, released Dec 15 2011, that describe him trying to figure out how life got so bad:

Even though we had a will, we ain't have a way, (way)
They just told us how to live, we ain't have a say, (say)
All I know is the other side got some cuffs for ya, (for ya)
Fresh khaki suit, n* that's enough for ya, (yeah)
Got ya spendin' all ya money on lawyer fees, (fees)
Judge throwin' numbers at you like he speakin' Japanese, (oo-wahh)
All cause a n* out here playin' bakery, (bakery)
I'm out here tryna get this bread, somebody pray for me, (haha)
I'm always on the block so I rarely go to church, (church)
Didn't wanna hear it from the preacher, cause the truth hurts
And right now I'm so high, I should be scared of heights, (heights)
A Town n* I be on that kryptonite, (yeah)
I got deadlines n* no bedtime, (time)
The only thing promised to ya is some fed time, (time)
And how did I get here in the first place

www.youtube.com/watch?v=ZBK_esXygAg

Another example are the lyrics to “You be Tails, I’ll be Sonic”, by A Day to Remember:

I still wish you the best of luck, baby

And don't go thinking this was a waste of time
I couldn't forget you if I tried

You killed what was left of the good in me
I'm tired so let me be broken
Look down at the mess that's in front of me
No other words need be spoken
And I've got nobody else to blame though I tried
Kept all of our past mistakes held inside
I'll live with regret for my whole life

All the things you love are all the things I hate
How did we get here in the first place?

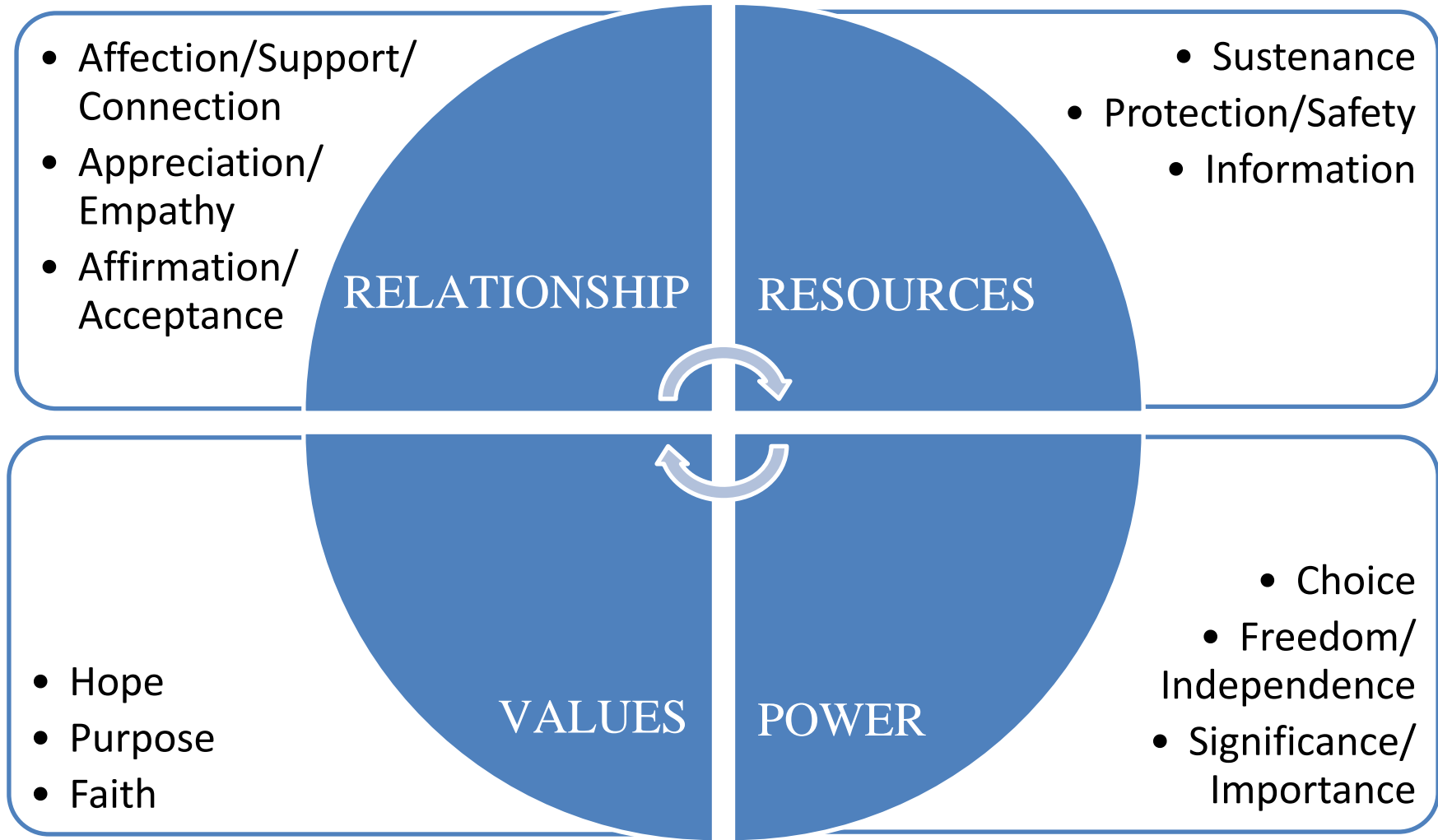
from "What Separates Me from You", released November, 2010
www.youtube.com/watch?v=TOM4WWCh7GQ

Many schools and other youth-serving organizations have established Peer Conflict Mediation programs in which youth are trained and supervised for mediating conflicts between other youth. One source of materials, training, and support for establishing Peer Conflict Mediation programs is the Asian Pacific American Dispute Resolution Center. This organization can be contacted at www.apadrc.org and 213.250.8190. They provide useful materials that can be accessed at www.PeerMediators.org.

based on material developed and distributed by Western Justice Center; and on the work of Joyce L. Hocker and William L. Wilmot: *Interpersonal Conflict*

SOURCES OF CONFLICT

When goals for Relationship, Resources, Values, or Power compete or interfere with each other, there may be conflict.



RELATIONSHIP

Affection/Support/Connection

Appreciation/Empathy

Affirmation/Acceptance

RESOURCES

Sustenance

Protection/Safety

Information

VALUES

Hope

Purpose

Faith

POWER

Choice

Freedom/Independence

Significance/Importance

RELATIONSHIP

Affection/Support/Connection

Appreciation/Empathy

Affirmation/Acceptance

RESOURCES

Sustenance

Protection/Safety

Information

VALUES

Hope

Purpose

Faith

POWER

Choice

Freedom/Independence

Significance/Importance

How Would You Feel?

Overview Recognizing and owning our emotions, and recognizing the emotions of others, are foundational to cultivating mutual respect and teaching peaceful conflict resolution.

Objectives Participants will:
recognize and correctly name the four basic emotions.
identify ways to show they understand the emotions of others.

Plan Discuss how we can tell what we are feeling and what others may be feeling.
Discuss the four basic emotions: Happy, Sad, Mad, and Proud.
Review and discuss scenarios to identify feelings and illustrate the importance of understanding the feelings of others.
Prepare posters to illustrate what has been learned.

Activity **5 minutes**

1. Say: Sometimes we show what we are feeling on the inside by the way our face looks on the outside.
2. Continue: Look at these four different faces and help me figure out what feelings they show:



3. Lead the participants to recognize Happy, Sad, Mad, and Proud.

Scenario 1 5 minutes

1. Read the following scenario:
Mrs. Fields handed back Monday's math test.
Jacob said, "Finn, how did you do?"
"I got a B," Finn replied.
"I got a perfect score!" Jacob told him. "My first A plus! I studied all weekend. I bet my mom will take me for ice cream to celebrate."
"Stop bragging, Jacob!" Finn yelled.
2. Lead the participants to talk about how they would feel if they were Finn, and how they would feel if they were Jacob.
3. Help them recognize that Finn thinks Jacob is bragging, but if he stopped to think about how he might feel in Jacob's situation, he might know something about how Jacob is feeling.
4. Ask: If Finn tried to imagine himself in Jacob's situation, what do you think he might imagine Jacob is feeling?
5. Point out that when we try to understand other people's feelings, we're putting ourselves in that person's place. If Finn was really listening to Jacob, he might have better understood that Jacob is proud to have gotten his first A+ after having studied all weekend.

Scenario 2 5 minutes

1. Read the following scenario:
Durrell threw a paper airplane at Mike. Mrs. Fields saw the paper airplane land on the floor in front of Mike's desk. She thought Mike had thrown it. She made Mike clean the classroom before he could go to recess.
Durrell ran up to Mike at recess.
He said, "I'm sorry I got you in trouble."
"Don't talk to me, Durrell!"
"I said I was sorry, Mike. Why are you being so mean to me?"
2. Lead the youths to talk about how they would feel if they were Durrell, and how they would feel if they were Mike.
3. Say that Durrell thinks that Mike is being mean to him, but if Durrell put himself in Mike's place, he might realize something about what Mike might be feeling.
4. Ask: If Durrell imagined himself in Mike's situation, what do you think he might realize about what Mike is feeling?
5. Point out: If you got into trouble for something a friend did, you might be angry. The same is probably true for Durrell.

Scenario 3 5 minutes

1. Read the following scenario:
Mrs. Fields said to Tina, "Suri's best friend moved yesterday. Why don't you see if she wants to hang out at recess?" Tina agreed.
"Suri, do you want to play a game?" Tina asked.
Suri shrugged. "If you want to."

Tina set up the game while Suri watched. “Are you going to help?”

“I guess so,” Suri said.

“So what are you doing over break?” Tina asked.

Suri replied, “I don’t know.”

Tina rolled her eyes. “Are you always this boring?”

2. Lead the youths to talk about how they would feel if they were Suri, and how they would feel if they were Tina.
3. Ask: Does Tina show Suri any understanding?
What might have been a better way for her to talk to Suri?
4. Point out: If Tina had thought about how she would feel if her best friend had moved, maybe she would have realized that Suri was feeling sad and she would have treated her more nicely.

Scenario 4 5 minutes

1. Read the following scenario:
“Hey, Megan,” Valerie said. “Are you all packed for your trip?”
“Yeeesss!” Megan squealed as she hopped around her friend.
“What is wrong with you?” Valerie asked.
Megan said, “Nothing!” But she kept hopping.
Valerie started to walk away.
“Where are you going?” Megan asked between hops.
“Come find me when you stop being weird,” Valerie told her.
2. Lead the participants to talk about how they would feel if they were Valerie, and how they would feel if they were Megan.
3. Point out that Valerie gets annoyed with Megan because she is acting silly. If Valerie had thought about how Megan might be feeling about her trip, she might have realized what was causing Megan’s “weird” behavior.
4. Ask: Why do you think Megan was acting that way?
Would you be happy and excited if you were the one going on vacation?

Rewrites 10 minutes

1. Group the participants into pairs and ask each pair to pick one of the four stories to rewrite.
2. Explain that they need to rewrite the story to illustrate what would have happened if they understood each other’s feelings. For example, if they change story #1, they will change how Finn acts so that he is showing understanding toward Jacob.
3. Tell the participants they may write the story in any format they choose (e.g., comic strip, skit script, short story).
4. Lead the participants to share their rewrites with the class.

Alternatives for Follow-Up

It may be possible for the participants to make posters or prepare brief skits that show how to be more understanding of each other’s feelings and display the posters in various locations around the campus or the group’s facility.

based on information created and distributed by “Teaching Tolerance” of the Southern Poverty Law Center

Los Angeles County Commission on Human Relations www.lahumanrelations.org

“I” Not “You” Is Best To Do

Overview In dealing with conflict or easing tension in a situation, “I” messages can be a very useful tool.

Objectives Participants will:
know the difference between “you” messages and “I” messages.
know how to construct and use “I” messages.

Materials “I” Message Worksheet

Plan Discuss the impact of “you” messages.
Discuss the value of “I” messages.
Discuss the format of an “I” message.
Practice how “I” messages can be used.

Introduction to the Topic 5 minutes

1. Request: Raise your hand if you have ever heard someone say, “you make me so mad!”.
2. Ask: How many of you who raised your hand have ever been surprised when somebody said this to you because you had no idea they were mad about something you did?
3. Explain: Sometimes we make “you” statements. “You make me so mad” is an example of a “you” statement. Another example is “why do you always do that?”.
4. Ask: What are some other examples of “you” statements?

Explanation 20 minutes

1. Point out: “You” statements most often discourage communication because people don’t usually want to keep talking when they hear one.
2. Say: There is another way to talk about what we feel that is called an “I” statement.
3. Explain: An “I” statement is when you say what you feel or need instead of accusing someone of doing something wrong. An example of an “I” statement is “I feel sad when you talk to me like that. I need you to stop.” Another example is “I am confused when what you say and what you do aren’t the same. I need your help so I won’t be confused.” It’s very important that your description of what is producing your feeling is specific.
4. Ask: What are some other examples of “I” statements?
5. Inform: “I” statements start with a description of what you feel when the other person does something. Remember, your description of what the other person does needs to be specific. In other words, “I get so mad you when act dumb” or “It’s really irritating when you’re weird” is not specific.
6. Offer examples:
When I’m shouted at, I feel scared.

When I’m pushed around, I feel angry.

I feel ignored when someone I’m talking to starts doing something else while I’m still talking.

I’m worried that something will go wrong if we don’t talk first about what we want to do before we do it.

When I’m called names, it hurts.

7. Continue: “I” statements also include a description of what you need or would like to see happen. Offer examples:

I need you to stop shouting at me.

I want you to stop treating me like that.

I would like for you to give me your attention when I’m talking to you.

What I’d like for us to do is take a minute to talk about things first.

I want you to stop calling me those names.

Activity **20 minutes**

1. Lead the participants to describe situations in which they hear or use “you” statements. Guide them to choose “I” statements they could use instead for each situation.
2. As time allows, direct them in role-playing the use of “I” statements in different situations.

adapted from an activity designed by Barbara Gruener, Counselor, Westwood Elementary, Friendswood, Texas

"I" Statement Worksheet

Situation: The same person frequently disrespects you and says negative things about you in front of other people.

I feel _____

When someone _____

And I need (or want, or would like) _____

Situation: Your good friend borrowed money from you and promised to pay it back, but didn't. This has happened before.

I feel _____

When someone _____

And I need (or want, or would like) _____

Situation: Your mother doesn't want you hanging out with your new friend because of the neighborhood where the friend lives.

I feel _____

When someone _____

And I need (or want, or would like) _____

Situation: Someone in charge is giving consequences to the whole group when it was really only two people who were causing problems.

I feel _____

When someone _____

And I need (or want, or would like) _____

Situation: You're really good at Math and your friend isn't. In the past your friend would ask your help sometimes, and you were glad to give it. But lately your friend has started asking to be able to just copy your homework.

I feel _____

When someone _____

And I need (or want, or would like) _____

Situation: Your sister (or brother) frequently wants to wear something that's yours and never seems to care about asking first.

I feel _____

When someone _____

And I need (or want, or would like) _____

If It's Heavy, Put It Down

Overview Forgiveness is a powerful choice that frees people to respond in healthy ways to conflict and to actively seek peace.

Objectives Participants will:
know the consequences of not forgiving someone.
recognize the value of forgiveness.
understand what is required in order to forgive someone.

Plan Play a game of “Simon Says...”.
Listen and respond to a story about a boy who was faced with an opportunity to forgive someone.
Discuss what forgiving and not forgiving feel like.
Discuss the relationship of forgiveness and condoning another person's misbehavior.
Discuss 4 principal components of forgiveness.
Use balloons to demonstrate forgiveness.

Activity **10 minutes**

1. Announce: We're going to play a game of “Simon Says...”.
2. Explain: I will tell you something I want you to do, and if I start by saying, “Simon says...”, then you need to do it. If I just tell you to do something without saying, “Simon says...”, then don't do it.
3. Begin the game by saying: Simon says raise your arms.
4. Raise your arms and extend them parallel to the floor at shoulder height to demonstrate.
5. Remember that you need to demonstrate each action as you proceed so participants can follow you.
6. Don't tell them, but you will want them to keep their arms raised in this way until it begins to become uncomfortable.
7. Continue by giving instructions for other actions such as standing on one foot, jumping up and down, holding arms above head, marching in place, waddling like a duck, hopping like a frog, sometimes introducing the action with “Simon says” and sometimes not.
8. Any time someone fails to perform the instructed action when introduced with “Simon says” or performs the instructed action when not introduced with “Simon says” call attention to the error, and reengage the participant in the game. Do not disqualify anyone from continuing in the game.
9. The most important thing is that you never instruct them with “Simon says”, to lower your arms. This means that the participants continue to hold their arms up while performing all the other actions.
10. Continue in this way until participants begin to display discomfort with keeping their arms raised. Stop the game when the discomfort is obvious for many, but before the participants become upset. How long this takes depends, of course, on the age and condition of the participants.

Transition

1. When it's time to stop the game, say: OK, that's enough. Thank you for joining in the game. You can lower your arms now and sit down.
2. Continue: I want to tell you a story.

Story 5 minutes

1. Request: please listen carefully.
2. Announce: I will ask you some questions after the story.
3. Tell the following story:

Once upon a time, not really all that long ago, there lived a little boy named Oren. Oren was a pretty nice kid, at least he thought so. And his mother agreed. One of the things that Oren liked to do better than just about anything else is ride his bike. He loved his bike. This may have been because when he rode his bike down the big hill, he went really fast, and he could pretend he was flying! And it may have been because, well, his bike was just cool. He had wanted a bike for a long time, and they kept saying he was too little. But finally, on his birthday one year, he got the bike. And then he had done all kinds of little jobs to make some money. He had pulled weeds from the flower bed, cleaned his sister's room, run errands for the elderly woman who lived next door, and just about anything he could find to do that someone might give him a little money for. And he had used all the money to fix up his bike, so that now it was just the coolest bike on the street. At least he thought so. And his mother agreed. One day his friend, Bud, asked if he could borrow Oren's bike. Now Bud wasn't his best friend or anything, but they never had any trouble, and he was from the same neighborhood. In fact, he lived just down the street. Of course Oren didn't want Bud to ride his bike. He didn't want anybody to ride his bike. But he didn't know how to tell Bud how special his bike was and how he just didn't want to take a chance on anybody else riding his bike. So, Bud jumped on Oren's bike, hopped the curb, and sped off, with Oren running behind as fast as he could, which became a little faster when he realized that Bud was headed straight for the big hill. Well, the big hill wasn't all that far away, but it was far enough that by the time Oren got there, Bud was already at the bottom of the hill, but he wasn't on the bike anymore. He was sitting in the middle of the street with some other kids around him. And there was a long, black tire mark going down the hill. It was as long as a comet's tail. At least Oren thought so. And when she saw it later, his mother agreed. And the bike? Well the bike, such as it was, lay just beyond where Bud was sitting. Oren didn't even slow down. He ran past Bud and the other kids and then came to a sudden stop, frozen in front of the tangled pile of metal and rubber that only a couple of minutes before had been his bike. His beautiful, long-awaited, enormously appreciated, radically cool, one-of-a-kind,

never to be repeated again at any time in the distant future bike. Frozen, utterly and completely motionless as if someone had snagged him in a game of freeze tag. Just then Lily, the girl from next store, ran up and said, “Boy, you should have been here to see that, Oren! It was even better than the wreck Bud had yesterday when he brought his own bike to the hill!”

Discussion 10 minutes

1. After you have told the story, move immediately to the following discussion questions.
2. How did Oren feel as he looked at his wrecked bike? (answers could range from anger to frustration to sadness)
3. How do you know what he was feeling? (there is no specific description of what he was feeling; so, what the participants say they think he was feeling is an expression of their own experiences)
4. Why do you think he felt that way? (you might review how he got the bike and how he worked to get money to fix it up)
5. What do you think Oren will do next?

Share Pairs 20 minutes

1. Divide the participants into pairs (one group may need to include 3 so that no one is left out).
2. Ask participants to think of a time when they felt something like Oren felt when he was looking at his wrecked bike.
3. After them to share what they thought of with their partner(s).
4. After participants have had time to share with each other, ask for volunteers to share their experiences with the entire group. Instruct them to share their own story, not someone else's.
5. When those who would like to have shared their story, ask them to share with their partners what they think would have happened if Oren had forgiven Bud for what he did.
6. Ask them to share with partner what Oren's friends might have done if he said he forgave Bud.
7. Ask them to imagine Oren were one of their friends. Ask them to share with each other what would they would need if this were true in order to publicly support Oren's decision to forgive Bud.
8. After participants have had time to share with each other, ask for volunteers to share their thoughts with the entire group. Instruct them to share their own thoughts, not someone else's.
9. When those who would like to have shared their thoughts, say: Turn to your partner again and tell them why you think it's hard sometimes for us to forgive people for what they do to us.
10. After participants have had time to share with each other, ask for volunteers to share their comments with the entire group. Encourage them to share anything that comes from their conversation about the question.

11. When those who would like to have shared their thoughts, say: Turn to your partner again and tell them what it feels like when you don’t forgive someone for what she or he does to you.
12. After participants have had time to share with each other, ask for volunteers to share their comments with the entire group. Encourage them to share anything that comes from their conversation about the question.

Transition

1. By now, participants have revealed much of what they feel and think about forgiving someone who offends them or mistreats them.
2. Without drawing attention to any one participant, state that forgiving someone does not mean that what a person has done is OK.
3. Clarify that forgiveness does not condone or excuse someone’s behavior.

Discussion 10 minutes

1. Ask and discuss: Does what we have said about forgiving someone change if what they did was insulting or disrespectful to your ethnicity, culture, sexual orientation, religion, or intelligence?
2. Ask and discuss: Is a person who has a habit of forgiving others stronger or weaker than the person who rarely forgives others?

Illustration and Explanation 5 minutes

1. Say: Let’s play another game of “Simon says”. Simon says, raise your arms.
2. Likely many, if not most, of the participants will let out a collective groan at the sound of the word “raise”.
3. Don’t proceed with another game of “Simon Says”. Instead, ask: how many of you got tired of keeping your arms up before we finished the last game of “Simon Says”?
4. Say: Not forgiving someone is like carrying a heavy load around all the time, and never putting it down.
5. When you don’t forgive someone, you continually think negative thoughts about them, and may spend a lot of your time trying either to avoid them or to figure out how to get even with them.
6. When you forgive them, you put the load down because you have decided not to carry it anymore.
7. Keep in mind that forgiving doesn’t condone or excuse what they did.
8. In fact, forgiving someone isn’t about what they did; it’s about what you have decided to do.
9. One of the other challenges of not forgiving someone is that your focus is continually drawn back to what happened in the past. Sometimes this distracts you from noticing important things that are happening right now, or causes you to miss marvelous opportunities unfolding for the future.

Activity 15 minutes

1. Instruct the participants to take out some paper and write down what you're going to tell them about forgiving someone.
2. Direct them to write on the left side of their sheets a capital 'F'. Under the 'F' write a capital 'R'. Under the 'R' write a capital 'E'. And under the 'E' write another capital 'E'. Now someone tell me what that spells. That's correct: "FREE".
3. Say: When you forgive someone you are free of the heavy load you carry from what happened.
4. Explain: Each letter of the word 'FREE' stands for a part of forgiving:
5. Continue: Beside the 'F' write 'a', 'c', 't', 's': 'Facts'.
6. Explain: when someone does something to you that you don't like, don't react. Step away and calm yourself. When you're ready, think about what happened that you didn't like. Talk with someone else who saw what happened to help you get the Facts right.
7. Continue: Beside the 'R' write 'e', 'a', 's', 'o', 'n', 's': 'Reasons'.
8. Explain: Next, ask yourself why you think the person did what they did to you. Also, ask yourself why you don't like what they did. Talk with someone you trust about the Reasons you think of for yourself and the other person.
9. Continue: Beside the first 'E' write 'm', 'o', 't', 'i', 'o', 'n', 's': 'Emotions'.
10. Explain: When something happens, people feel mad, sad, glad, confused, or afraid. You're not feeling glad about what happened. But ask yourself if you are feeling mad, sad, confused, or afraid. Ask yourself the same thing about the person who did something to you that you don't like.
11. Continue: Beside the last 'E' write 'n', 'c', 'o', 'u', 'n', 't', 'e', 'r', 's': 'Encounters'.
12. Explain: After you have thought about the Facts, the Reasons, and the Emotions, you are just about ready to talk about what happened. So, think about whom you need to Encounter, and what you want to say. It will be important for you to talk with the person who did something to you that you didn't like.
13. Continue: You don't have to do this by yourself. You can take someone with you.
14. Ask the participants what they might want to say when they talk with the person who did something to them that they didn't like.
15. Offer suggestions for the Encounter with the person who did something to them that they didn't like, including the following:
 - Describe what the person did and what you felt.
 - Invite the other person to describe what happened and how they felt.
 - Tell the person that you are forgiving her or him.
 - Tell them that this is your choice, and that you want them to know about it.
 - Don't ask for an apology. Forgiving someone isn't about what they did, it's about what you decide to do. If the person wants to apologize, he or she will. If the person doesn't want to apologize, asking for an

apology doesn't help.

16. Point out that they also will need to decide if there is anyone else they need to talk with about what happened.
17. Strongly encourage the participants to resist the temptation to talk to someone about what happened for the purpose of damaging anyone's reputation.
18. Point out that it will not be helpful to use what the person did against that person. It is not likely to help you feel any better. And it definitely won't help that person feel better.
19. Say: Someone has said that not forgiving someone is like taking poison and expecting the other person to get sick. But you may decide that there is something that needs to be done to help prevent any repeat of what happened to you or to deal with any consequences from what happened.

Activity 10 minutes

1. Announce: Now there's one more thing we need to do.
2. Give each participant a balloon.
3. While the balloons are being distributed, instruct the participants: On the sheet of paper that you've written 'FACTS', 'REASONS', 'EMOTIONS', and 'ENCOUNTERS', I want you to list the names of people who have ever done something to you that you didn't like.
4. Continue: Now circle the names of the people on your list with whom you are still angry, or with whom you just don't want to have any contact. Now blow one time into the balloon for each circled name on your list.
5. Observe: As you blow more air into the balloon, the pressure inside the balloon increases. The surface of the balloon is stretched thinner and thinner as you continue to fill it with air. Each time you blow into the balloon, it comes one step closer to bursting from the pressure.
6. Explain: This is what happens when you don't forgive people. Each time, the pressure builds. And this doesn't just mean each time you don't forgive someone new. The pressure builds each time you think of or see someone you haven't forgiven, and you feel again the anger, the frustration, or the hurt.
7. Challenge: So, now, here's the decision you need to make. Either you can choose to hold on to the pressure for a while longer. In that case, just tie the end of the balloon closed and take it with you. You are deciding to continue to carry the load. Or, you can choose to let go. In that case, release the balloon and let it fly. You are deciding to put down the load and not carry it anymore. The choice is yours.

Additional Notes to Leader

1. Keep in mind that our habits about how we handle forgiveness are rarely the result of careful, rational thought and planning. Usually they are habits we formed over a very long period of time without really thinking a lot about forgiveness. So, changing these habits is not merely a matter of

persuasively communicating facts. That’s one of the reasons why much of this Session is designed with experiences followed by focused reflection.

2. The concepts and activity of this Session can be adapted for most ages. The difference will be primarily terminology, duration, and depth.
3. A powerful feature to include in teaching about forgiveness would be a live or video “testimony” of the power of forgiveness from the perspective of the forgiver and/or the forgiven.

If You Can Remember a Time When You...

Overview Building connections between people in a group can be facilitated by helping them learn some things they have in common, and by helping them share personal experiences with each other.

Objectives Participants will:
know that some experiences they believe are unique to them
actually more common than they’ve realized.
identify some people in the group they would like to get to know
better.

Plan Play a game of “Memory Circles”.
Discuss the experiences of the game.
Discuss how what they have learned might affect their relationships
with each other.

Activity **25 minutes**

1. Ask: Have you ever felt like nobody else has ever done something you’ve done, or felt like you feel?
2. Announce that the participants are about to have a chance to find out if that’s true.
3. Divide the participants into groups of 9 to 12 each.
4. Instruct each group to stand and form a circle.
5. Tell them you will read about different kinds of experiences they may have had. If they can remember a time when they had that experience, they need to step forward.
6. If there is a followup question, each person who stepped forward answers the followup question.
7. Then, all those who stepped forward with that experience will trade places with someone else in the circle who stepped forward.
8. If no one else in the circle stepped forward, the participant can choose anywhere in the circle they want to move.
9. Read experiences from the following list, one at a time and allow time for participants to respond.

“If you can remember a time when you..., step forward.”

...Walked out of a movie in the middle... What movie?
...Slept through a movie that you paid for...
...Laughed out loud at a movie when no one else laughed...
...Were the only person in a theater to watch a movie...
...Got an autograph from a famous person... Who?
...Broke a bone in your body... What bone?
...Broke your nose...
...Had stitches... Where?
...Hiked a mountain...
...Went out of your time zone...

...Fell asleep during a class...

...Fell asleep during a test...

...Tripped in front of a lot of people...

...Got your hair cut and were embarrassed to go to school after...

...Knew anyone who could speak four languages... Three? Two?

...Broke a window in your house...How did it happen?

...Had your stomach growl in the middle of a quiet class...

...Texted the same person back and forth for more than three hours without a break...

...Were not able to find the door handle when you wanted to get out of a car...

...Waited to get something for a really long time, and then didn't like it when you got it... What was it?

...Walked into a glass door because you didn't see it...

...Called or texted the wrong person by accident...

...Ate a whole pizza by yourself... What size?

...Discovered after you had already left your house that the two shoes you were wearing did not match...

...Sneezed and hiccupped at the same time...

...Were in a parade...

...Were drinking something and started laughing so hard that what you were drinking came out your nose...

...Went into the bathroom and sat down in the stall and then, after it was already too late, discovered that there wasn't any paper...

...Were made fun of by someone when you didn't think it was funny...

...Made fun of someone when they didn't think it was funny...

Discussion 15 minutes

1. After several minutes, lead a discussion using the following questions.
How does it feel when you realize that other people have done some of the same things you have done?
How does it feel when you learn that you are the only person to have done some of the things you have done?
What surprised you during this activity?
Memories are one of the most powerful ways people connect with each other.
Think of two people who have been your really good friends. What are some of your favorite memories with them?
Think of someone in your family. What are some of your favorite memories with them?
Who are the people in this group that may be feeling they are the only ones with a particular experience?
What are some ways you could make enjoyable memories with them?

Alternative

If there's time, adjust the game by making sure there is a chair for every participant except one. The participant without the chair stands in the middle of the circle and announces an 'If You Can Remember a Time When You...' experience and all those who can remember a time when they had that experience attempt to find a new chair, while the announcer also tries to find a chair. The participant without a chair stands in the middle and announces a new 'If you Can Remember a Time When You...' experience. This can continue as long as there is time and interest.

adapted from material developed by Sharon Chappelle and Lisa Bigman and published in *Diversity in Action*, Project Adventure, Inc. & Simon and Schuster, 1998

Invisible Fences

Overview Many of the barriers between different groups are not visible. But we know where they are. And we can remove them if we choose.

Objectives Participants will:
recognize some of the things that separate groups from each other.
identify barriers between groups in their school or organization.
identify ways to remove the barriers.

Materials photocopies or large sheets of paper and drawing materials

Plan Identify barriers between groups in the school or organization.
Discuss the consequences of these barriers.
Discuss why separate groups are important to people.

Preparation

1. Photocopy or create a large map of the school or organization location, including the property, fields, and buildings.
2. Also, obtain or create a map of the interior of the cafeteria or common meeting area, including the customary arrangement of tables or other furniture.
3. Participants might be engaged to help with this task.

Activity 15 minutes

1. Instruct participants to identify on the maps the places specific groups have claimed, particularly those groups that seem to frequently be separated from the larger group of participants.
2. Draw lines between these areas to indicate where the Invisible Fences are. Identify as many different “territories” as possible.
3. Notice the labels that participants use in identifying the territories.
4. Help them recognize whether the labels they are using are those that the group members use to identify themselves, or labels that others have assigned to them.

Discussion 25 minutes

1. Lead participants in a discussion using the following questions:
2. How would a new person learn about the different groups and their separate territories?
3. What happens when someone tried to climb one of the Invisible Fences and go from one territory to another?
4. Is it easier for some people than others to climb the fences? Why or why not?
5. What keeps the fences in place?
6. Is there anyone or anything trying to remove the Invisible Fences?

7. What are the special characteristics of each group that makes them different from other groups?
8. What are characteristics that two or more of the groups have in common?
9. Are the participants giving more attention to their differences or their similarities? Why?
10. Why do you think that being part of one of the groups is so important for many participants?

based on information created and distributed by “Teaching Tolerance” of the Southern Poverty Law Center

It All Depends on Where We’re Going

Overview If a group is going to focus on just one activity or project and then disband, only tactical planning is necessary. But if a group intends to continue over a period of time and/or focus on more than one activity or project, some more strategic planning will be very helpful. This begins with a Mission Statement.

Objectives Participants will:
identify components they want to include in the group’s Mission Statement.

Plan Enlist two people to help draft a Mission Statement after the session.
Discuss the importance and functions of a Mission Statement.
Identify possible components for the group’s Mission Statement.
Lead a session with those who are drafting the Statement.

Preparation

Before this Session, enlist 2 participants to draft a Mission Statement based on the results of this Session. They will need to work together after this Session is completed to write a concise statement of the group’s mission. This statement can be reviewed in a future Session.

Introduction to the Topic 5 minutes

1. Begin by saying: There are many different things we can do together. With so many possibilities, we need to be sure that we are careful about choosing what we will do. And choosing what we will do is like choosing a path we want to take to get somewhere.
2. Continue: A long time ago, an author named Lewis Carroll wrote about a conversation between a little girl named Alice and a Cat. In the story, Alice asks the Cat, “Would you tell me, please, which way I ought to go from here?” To which the Cat replies, “That depends a good deal on where you want to get to.” So Alice says, “I don’t much care where....” So the Cat says, “Then it doesn’t matter which way you go.” And Alice adds, “...so long as I get *somewhere*.” And the Cat concludes, “Oh, you’re sure to do that, if you only walk long enough.” (Carroll, Lewis. *Alice’s Adventures in Wonderland*. London: Macmillan and Co., 1865.)
3. State: Sometimes when groups get together they walk a long way, but they never really get anywhere. And if the purpose for the group is to spend time with each other, that’s great. But if the group also wants to get something done, it needs to decide what the members want to do. When we know where we’re going, it will be easier to choose how we want to get there.

Activity **30 minutes**

1. Explain: We’re going to take some time today to work on a Mission Statement. A Mission Statement is one way that groups describe where they’re going, what it is they want to accomplish.
2. Refer to four large sheets of paper that have been prepared in advance and posted on walls in the room. Be sure there is a marker available for each sheet. Describe the questions written on each sheet:
Sheet 1 – What Groups do we know of that frequently are in conflict?
Usually, they don’t get along.
Sheet 2 – What Groups do we know of that are not being respected?
Sheet 3 – What Groups do we know of that often are ignored or treated unfairly?
Sheet 4 – Where do we see the need for more peace between Groups?
3. Divide the participants into four groups.
4. Position one of the groups in front of each sheet.
5. Instruct: You will have 5 minutes in front of each sheet. Discuss the question and record your thoughts on the sheet. Be sure that you’re thinking about each question in relation to our school (or organization) or our community. There’s no need to repeat what other groups have already written.
6. Answer questions from the participants to clarify the instructions. Then, tell the groups to begin.
7. Instruct the groups to move after each 5-minute period until all the groups have had time with all 4 questions.
8. Call for the participants’ attention, and ask someone from each group to read aloud to the entire group the list from the sheet at which that group is standing.
9. Give each group another large sheet of paper.
10. Instruct: Talk with the others in your group about what is written on the sheet at which you’re standing. For each group listed on the sheet, write on the new large sheet of paper a one-sentence answer to the question, “What needs to be changed or improved for this group in this situation?”.
11. Allow several minutes for the groups to complete this task. Then, ask each group to read aloud what they wrote on their new sheet. As each list of sentences is read aloud, ask the entire group if anyone has something to add. Request that someone record on the new sheets the additional comments from other groups.
12. When all four lists of sentences have been read aloud, give to each participant a small pad of post-its.
13. Explain: Two of the people here have agreed to draft a Mission statement for us to consider at our next session.
14. Our group will not be able to do everything. We’ll need to focus our effort in order to get something done.
15. So, I want each of you to go around the room and look at the 4 sheets of sentences that answer the question, “What needs to be changed or improved?”.

16. For each sentence, ask yourself the question, “Is this situation or issue worth the investment of my time, energy, and creativity?”.
17. Beside each sentence on each sheet, put one of your post-its. On each post-it you need to write a ‘D’, a ‘P’, or an ‘N’. The ‘D’ means that this situation or issue is “Definitely” worth the investment of your time, energy, and creativity. The ‘P’ means that it “Probably” is worth your investment. And the ‘N’ means you’re “Not Sure” if this situation or issue is worth the investment of your time, energy, and creativity.
18. Answer questions from the participants to clarify the instructions.
19. Tell the participants they are free to leave when they have placed a post-it beside each sentence.
20. Instruct the participants to begin placing their post-its.

Special Instructions for Leader

Before they leave, schedule a time to meet with the two participants who have agreed to help draft a Mission Statement for the group. This meeting will need to be held before the next Session of the entire group.

After this Session, collect the lists of sentences and their related post-its. Be sure these sheets are available for the meeting to draft the Mission statement.

In the meeting to draft the Mission Statement review the follow features of useful Mission Statements:

- Broad enough to include a variety of projects and specific enough to allow some measure of success. For example, “host Mix-It-Up-At-Lunch Day on the last Wednesday in October” is a good statement for a project. But it is far too specific to serve as a Mission Statement for a group that plans to meet throughout the year. “Make our school safer” could be part of the Mission Statement. But, by itself, it is far too broad for a group that wants to proliferate respect, affirm rights, and mobilize for peace.
- Concise, probably no more than 3 sentences.
- Focused on results rather than methods.
- Memorable, so that it is easily shared and enthusiastically accepted.

Keep Respect Fresh

Overview Respect is a foundational building block for positive human relations.

Objectives Participants will:
recognize Respect.
know consequences of disrespect.
believe that Respect is something they must work to maintain all the time.

Plan Demonstrate and explain analogy between Respect and fresh breath.
Emphasize that what we say or do cannot be easily taken back.
Discuss the mess that disrespect produces.
Role-play situations to practice turning disrespect into Respect, including the use of a True Apology.

Materials 4” x 6” card, marker, small tube of toothpaste, popsicle stick (optional)

Initial Discussion 10 minutes

1. Lead the participants to discuss: How does Respect look?
2. Lead them to discuss: How does Respect sound?
3. Now discuss: How does Respect feel?

Activity 20 minutes

1. Using a marker, draw a big “R” on a 4” x 6” card.
2. Tell the participants that the “R” represents “Respect”.
3. Review what they have said about what it sounds like in actual words, phrases, and tone.
4. Remind the participants that just like they need to keep their breath fresh, they also need to keep their respect fresh. If their breath is not fresh, people are reluctant to be around them. If their breath is fresh, people are happy to be with them.
5. Enlist a volunteer to use a tube of toothpaste to cover the “R” with toothpaste.
6. As the volunteer is making sure that the “R” is completely covered, lead the participants to recognize that fresh breath is like speaking encouraging words, being courteous, and maintaining a friendly tone.
7. After the volunteer has completely covered the “R” with toothpaste, tell the youth that you have made a mistake and the “R” actually stands for “Ridicule” (or “Rudeness”).
8. Request that the volunteer take the letter back, by putting the toothpaste back into the tube.

9. At first, the volunteer likely will try to retrace the “R” with the tube itself, hoping that the toothpaste will go back in.
10. Offer to the volunteer a popsicle stick and/or a toothpick to help return the toothpaste to the tube.
11. As the volunteer is laboring, lead the youths in a discussion about the impossibility of taking our words back.
12. Likely, the volunteer will be producing something of a mess, which is helpful in teaching the point. Move to a discussion about the mess that disrespect causes.
13. Brainstorm with the participants ways that they might fix a mess caused by disrespect. Discuss specific steps one might take to make it right.

Notes to Leader

It may be useful to lead the participants in using role-play to explore different alternatives. Be sure to include the value of a True Apology (i.e., “I know what I did was wrong, and I’ll try my best never to repeat it.”)

Perhaps you could give each participant a breath mint to help them remember to keep their respect fresh.

adapted from material developed by Barbara Gruener, Westwood Elementary School, Friendswood, Texas

The Legend of the Three Sisters (Companion Plants)

Overview One of the ways to teach people to celebrate diversity is to help them realize the synergistic value of bringing differences together.

Objectives Participants will:

- recognize that each of us is distinctively different from each other.
- believe we can help each other with our differences.
- know that, though we are different, we have some things in common.

Plan

- Tell a story about 3 Native American sisters.
- Discuss what was unique about each sister.
- Discuss what the sisters had in common.
- Explain the analogy of the 3 sisters living together to a vegetable garden.
- Apply what has been learned to everyday situations.

Story 10 minutes

1. Say: Among some tribes of Native Americans there is a legend about three sisters who learned that they did much better when they helped each other.
2. Continue: Here's a story something like they might have told:

Once upon a time, a long time ago, there were three sisters. One was named Quashska. Another was named Ornkahe. And the third was named Eensbatu. They were sisters, but they were different. Quashska was short and strong. Ornkahe was tall and sturdy. And Eensbatu? Well, Eensbatu was slender and quick. Quashska was timid and didn't go exploring much. Ornkahe loved the sun and was always reaching for the sky. And Eensbatu had very strong arms for climbing, but her legs were very weak.

The three sisters came from the same family, but they were not very close. They weren't mean to each other. They just kept their distance. Sometimes, they would look up and wave. Especially when the evening cool breeze came by to visit. But, usually, they were so wrapped up in their own needs and problems that they hardly noticed each other. You see Quashska, being short and timid, was constantly pestered by bullies that bugged her something terrible. And Ornkahe, being tall and sturdy, never seemed to get enough to eat. She was always hungry. And Eensbatu? Well, Eensbatu wanted to climb, but it took all her strength to pull herself along the ground because of her weak legs. And this left her tired and thirsty most of the time.

Well, I suppose things would have gone on just like this for a very long time, except for what happened one remarkable day. One afternoon Ornkahe was reaching for the sun, and stretching to see where she might find something to eat, when she noticed Quashska across the field. Now, this had been going on for a really long time. And why she never noticed it before, I couldn't say. But that day she saw all those bullies pestering her little sister. And she didn't like it. Not one bit. Maybe she didn't pay much attention to her sister, but she sure as harvest wasn't gonna just stand by and watch her little sister be treated like that! Ornkahe shooed those pests away and told Quashska, "Why don't you come over close by me, and I'll be sure they don't bug you anymore."

Well, Quashska was so grateful that, not only did she move over close to her sister Ornkahe, but she brought with her all the water she could carry. Which was quite a bit, being as strong as she was.

Just about then Eensbatu noticed what was happening, and saw all the water Quashska was carrying. So she went over to where her two sisters were and asked for a drink. They had plenty and were happy to share. Well, after Eensbatu got enough water to drink, she was refreshed and went off to find some food. Which she brought back to share with her sisters. And it was good, too. Why it was so good that after Ornkahe had eaten plenty, she was feeling better than she had in a long time. So she let Eensbatu climb up on her arms and shoulders, which delighted Eensbatu to no end.

And, so, that's how it was from that day on. The three sisters helping each other. Each one sharing her special gifts: Quashska bringing water, Ornkahe giving protection and a sturdy frame for climbing, and Eensbatu making sure there was always plenty of really good food. And so they lived, close, together, happily, ever after.

Discussion 15 minutes

1. Lead a discussion using questions such as the following:
2. If you were going to tell someone what Quashska was like, how would you describe her?
3. If you were going to tell someone what Ornkahe was like, how would you describe her?
4. If you were going to tell someone what Eensbatu was like, how would you describe her?
5. What did the three sisters have in common? In other words, what was the same for all three of them?
6. What was special about each sister, different from the other two?
7. What were the special needs that each sister had?
8. How were the sisters able to help each other?
9. What are some of the ways that all of us in this group are alike?
10. What is special about each of us, different from the others?

11. What special needs do we have in our group?
12. How could we help each other?

Explanation **5 minutes**

1. Say: Now, the interesting thing about The Legend of the Three Sisters is that you can see them living together and helping each other in many gardens still today. Quashka is squash which grows close to the ground and has large, broad leaves. Ornkahē is corn and grows tall and high. And Eensbatu is beans which grow on slender vines and do best when they climb.
2. Continue: In many gardens these three plants grow together in small mounds, and they help each other. The large leaves of the squash plant shade the mound to slow down the evaporation of water from the soil. This helps to keep enough water available for the beans and the corn.
3. Elaborate: One of the worst enemies of squash is the squash vine borer. These are clear-winged moths that lay eggs at the base of a plant. When the eggs hatch, the young bugs (larvae) chew into the stems to eat their way up through the center. When squash are planted close to corn, the tall corn stalks and spreading leaves help to hide the squash plants from the vine borer moths flying by.
4. Continue: Now, because corn is tall and sturdy, beans are able to climb the stalks without harming the corn. This is a great help to beans. They produce much better when they are out of the dirt.
5. Explain: The beans have their own special gift to give. All plants need nitrogen. And corn has an especially huge appetite for nitrogen. Like most plants, corn and squash get nitrogen from the soil, through their roots. But beans are different. Beans are in the legume plant family. And, legumes can take nitrogen from the air and put it in the soil. So, they help keep a full supply of nitrogen available for plants nearby.

Discussion **10 minutes**

1. Say: Just like these three "sisters," we will all do much better when we find ways to help each other.
2. Lead the participants in a discussion about what we can do to find ways to help each other in everyday situations.

Notes to Leader

The "Three Sisters" story in this session is original. But it is inspired by legends about squash, corn, and beans common to several Native American tribes. And it is based on the distinct contributions that each of the three plants make when planted close together in a group.

There are many plants with complementary features that benefit other plants when grouped in close proximity. Using different plants in this way is called by many horticulturalists "companion planting".

This session is easily adaptable to most any age group, with appropriate revisions to the story and the discussion questions that follow.

The information in this session can be adapted for use in Language Arts, Social Studies, and Science lessons.

Participants of all ages can apply the principles of companion planting in actual gardening activities.

Companion plants may benefit other plants by their effects in the soil, by attracting pollinators, or by distracting or repelling pests. Older youth and adults can be led to research in greater detail these and other benefits of companion plants.

In addition to helping each other in the ways described, squash, corn, and beans are also mutually complementary as food. Corn provides carbohydrates. Beans provide protein. And squash is an excellent source of Vitamins A, C, E, and B6. Squash also contains the following minerals: manganese, potassium, magnesium, calcium, and iron. In addition, it can be used as a source for oil. Some helpful internet sources of information about these topics include:

extension.psu.edu

extension.umn.edu

idepfoundation.org

ncmuseumofhistory.org/collateral/articles

nutritiondata.self.com/facts/vegetables-and-vegetable-products

reneesgarden.com

Line 'Em Up

Overview Helping people learn to deal with differences and conflict includes helping them learn about communication, its challenges, and ways to resolve them.

Objectives Participants will:
know that we communicate with each other in different ways.
recognize that communication can be challenging.
believe that even when communication is difficult, it is still possible for people to work together.

Plan Lead participants to calculate the number of days (or weeks or months) they have been alive.
Direct participants to line up in different ways without speaking to each other.
Discuss ways we communicate, challenges we may encounter in communication, and how we can resolve these challenges.

Activity 15 minutes

1. Instruct participants to calculate the number of days they have been alive, and remember the number.
2. Direct participants to line up in order by height, without speaking or writing.
3. Next, indicate that the participants must line up in order by number of people in their immediate family, still without communicating by speaking or writing.
4. Now, tell the participants to line up in order by birth day, continuing not to communicate by speaking or writing.
5. Finally, instruct the participants to line up in order by the number of days they've been alive. (i.e., $11 \times 365 = 4,015$ $12 \times 365 = 4,380$ $13 \times 365 = 4,745$ $14 \times 365 = 5,110$ $15 \times 365 = 5,475$)

Discussion 10 minutes

Lead a debriefing discussion. Following are questions that may be helpful:

- What were the different ways that people communicated with each other in these activities?
- What challenges did they have to deal with as they tried to work together?
- What are the different ways people resolved the challenges?

Meet Your Match

Overview Prejudice, and its repugnant fruits Discrimination and Violence, is an attitude we hold against what is different. However, differences, particularly opposites, can show us complementary relationships.

Objectives Participants will:
feel more comfortable with others in the group.
recognize that opposites need each other.
believe that, though we all are different, we are grouped together in important ways.

Materials "Meet Your Match" cards

Plan Play the "Meet Your Match" game.
Discuss the experience.

Activity 10 minutes

1. Distribute a card to each participant. On the card, a word is written in large, capital letters. A "matching" word is written below the larger one. Eight other, "matching", words are listed on the back of the card.
2. Explain that when the whistle is blown, participants find their match and join hands. Then, together they immediately find the other 8 matches. As they find the other pairs, they join hands and move as a group. They are not allowed to begin looking for, or to connect with, any of the other 8 until they find the first match. (NOTE: If there are not many participants overall, this activity can be conducted with fewer matching words and smaller groups.)
3. Answer questions.
4. Blow the whistle to start the game.
5. When all 10 (or a smaller number if needed) are joined, they come to the floor official to announce their success. Prizes go to the first groups that connect all 5 pairs.
6. Use assistants as floor officials to confirm that participants are following the rules.

Discussion 15 minutes

1. After the activity has been completed it can be productive to debrief their experiences with the participants.
2. An interesting part of the follow up discussion can be the fact that what we often think of as opposites frequently are highly dependent on each other. For example, understanding what 'cold' is becomes much easier if we understand 'hot', and vice versa.

Example Word Groups

Following are examples of groups of word "matches" that might be used. Also included is an example of a sheet that can be prepared and copied to create the cards.

HOT COLD
WARM COOL
BURNING FREEZING
TROPICAL ARCTIC
BLAZE CHILL

PURPLE BROWN
GOLD SILVER
PLATINUM TITANIUM
BLUE ORANGE
EBONY IVORY

NIGHT DAY
EVENING MORNING
MIDNIGHT NOON
DUSK DAWN
NOCTURNAL DIURNAL

MOTHER FATHER
SISTER BROTHER
AUNT UNCLE
MATRIARCH PATRIARCH
TIA TIO

FULL EMPTY
PACKED VACANT
JAMMED VOID
STUFFED HOLLOW
GORGED FAMISHED

UP DOWN
TOP BOTTOM
SUMMITBASE
HIGH LOW
ASCEND DESCEND

MORE LESS
INCREASE DECREASE
MUCH LITTLE
MANY FEW
ADDED SUBTRACTED

START FINISH
BEGINNING END
COMMENCE CONCLUDE
SEED FRUIT
FIRST LAST

CONFIDENCE DOUBT
SURE UNCERTAIN
BOLD TIMID
CONVINCED UNSURE
DEFINITE VAGUE

STRONG WEAK
TOUGH FEEBLE
SOLID SOFT
POWERFUL VULNERABLE
DURABLE DELICATE

FREE CAUGHT
LIBERATED ENSLAVED
INDEPENDENTDEPENDENT
UNRESTRAINED CONFINED
LOOSE TIGHT

HOPE DESPAIR
BRIGHT DARK
EXPECTED FORSAKEN
OPTIMISM PESSIMISM
TRY QUIT

GENUINE INVALID
AUTHENTIC FORGED
REAL FAKE
TRUE FALSE
ORIGINAL COPY

FAST SLOW
SPEEDY SLUGGISH
RAPID GRADUAL
SWIFT DELAYED
QUICK CRAWLING

GATHER SCATTER
COLLECT DISPERSE
ASSEMBLE DISBAND
JOIN SEPARATE
UNITE DIVIDE

YES NO
AGREE DISAGREE
ACCEPT REJECT
ASSENT DISSENT
APPROVE DENY

FUTURE PAST
ANTICIPATE REMEMBER
AMBITION MEMORY
TOMORROW YESTERDAY
PREDICT REVIEW

GIVE GET
RELEASE CATCH
CONTRIBUTE EARN
DELIVER GRASP
SEND RECEIVE

PUBLIC PRIVATE
SOCIAL SOLITARY
CROWD PERSON
GROUP INDIVIDUAL
CULTURE HABIT

OPEN CLOSED
CLEAR BLOCKED
REVEAL HIDE
PLAIN MYSTERIOUS
OBVIOUS AMBIGUOUS

OCCUPY VACATE
CONQUER SURRENDER
INVADE RETREAT
KEEP RELEASE
COMMAND COMPLY

YES

no

NO

yes

AGREE

disagree

DISAGREE

agree

ACCEPT

reject

REJECT

accept

ASSENT

dissent

DISSENT

assent

APPROVE

deny

DENY

approve

<p>agree disagree</p> <p>accept reject</p> <p>assent dissent</p> <p>approve deny</p>	<p>agree disagree</p> <p>accept reject</p> <p>assent dissent</p> <p>approve deny</p>
<p>yes no</p> <p>accept reject</p> <p>assent dissent</p> <p>approve deny</p>	<p>yes no</p> <p>accept reject</p> <p>assent dissent</p> <p>approve deny</p>
<p>agree disagree</p> <p>yes no</p> <p>assent dissent</p> <p>approve deny</p>	<p>agree disagree</p> <p>yes no</p> <p>assent dissent</p> <p>approve deny</p>
<p>agree disagree</p> <p>accept reject</p> <p>yes no</p> <p>approve deny</p> <p>ascend descend</p>	<p>agree disagree</p> <p>accept reject</p> <p>yes no</p> <p>approve deny</p> <p>try quit</p>
<p>agree disagree</p> <p>accept reject</p> <p>assent dissent</p> <p>yes no</p>	<p>agree disagree</p> <p>accept reject</p> <p>assent dissent</p> <p>yes no</p>

My Name Is...

Overview Celebrating Diversity includes treasuring what is distinctive about ourselves. A person's name uniquely represents her or his identity.

Objectives Participants will:
feel positive about their own personal identity.
know each other better.
value their differences and how they can benefit one another.

Materials large sheets of paper, markers

Plan Create visual representations of each name.
Share visual representations of names with the group.
Discuss the experience.

Activity 25 minutes

1. State that someone once said, "Words have meaning and names have power." Some of us don't like our names much, others like theirs a lot, and most of us never really thought about it.
2. Distribute to each participant a large sheet of paper and markers.
3. Instruct each participant to write her or his name on the paper, vertically, with the letters of the name down the left side of the sheet.
4. Next, instruct the participants to write beside each letter of their names one or more words starting with that letter.
5. The words they write must be words that describe or suggest something about themselves that they want to share with others in the group.
6. When the banners are completed, ask each participant to display his or hers and use it to describe themselves to others in the group.
7. As these self-introductions are completed, post the name banners in the room.

Discussion 15 minutes

1. After the participants have introduced themselves using their name representations, lead a discussion about the experience.
2. Following are some questions that might be helpful in this discussion.
What surprised you during this activity?
What are some of ways that we are alike?
What are some of the ways that we are different?
How can the ways we are different be helpful?

Note to Leader

It may be enjoyable to take the time to allow the participants to cut representative pictures from magazines and include them on their name banners.

adapted from material developed and distributed by the University of Illinois at Urbana-Champaign Extension; <http://web.extension.uiuc.edu/character>

Los Angeles County Commission on Human Relations www.lahumanrelations.org

Peace Takes Practice

Overview:

Peace is more than the absence of open hostility. It is the active experience of harmony. It rarely happens "naturally," and can be encouraged by deliberate effort to ensure the success of all those involved in a situation.

Objectives: Participants will:

- believe that peace requires deliberate effort.
- recognize that it often is possible for all those involved in a situation to "win".
- feel confident that they can work toward the success of all those involved in a situation.

Plan

- Introduce the idea of Strong Peace and what it requires.
- Role-play and discuss conflict situations.
- Identify ways to prevent or respond to conflict.
- Chart options to identify "winners" and "losers".
- Establish routine of reviewing possible conflict situations on a regular basis.

Initial Explanation

5 minutes

1. Say: Most of the time Peace doesn't just happen, it requires preparation, planning, and practice.
2. The preparation involves thinking in advance about possible problems, tension, or conflict.
3. The planning involves deciding how to prevent or respond to the possibilities.
4. And, the practice is when we rehearse our actions before the situation occurs.

Role Plays

10 minutes

1. Ask participants to suggest common situations of tension or conflict between persons. For example, more people want to play basketball than is possible due to limited courts or basketballs.
2. Enlist volunteers to role-play how the situation might develop.
3. Be sure the volunteers are willing to demonstrate with their actions and their voices what might occur.

Discussion

25 minutes

1. After the role-play is completed, lead a discussion of what occurred.
2. Call on participants to identify if there were any Winners or Losers in the situation.
3. Discuss what might have occurred if the Winners had lost instead, and Losers had won.
4. Ask for suggestions of what might occur to cause both groups to lose.
5. Ask for suggestions of ways that both groups might win.

6. In the discussion, attempt to come up with as many different ways as possible to prevent or respond to the situation. Enlist volunteers to role-play many or all of the responses that are devised. Following each role-play, again discuss whether there were Winners or Losers and how the groups involved might feel.
7. During the discussions, chart the comments regarding the different situations and record whether the groups involved are likely to feel that they have won or that they have lost for each possible solution. Following is an example of how you might chart a solution.

	Group A feels that they are Winners	Group A feels that they are Losers
Group B feels that they are Winners	Winners/Winners	Winners/Losers
Group B feels that they are Losers	Losers/Winners	Losers/Losers

8. Point out that a strong Peace (i.e., a Peace that is hard to break) requires that there are no Losers. If a person or a group feels they have lost, they may withdraw from open conflict, but, since they are not satisfied, the apparent Peace is fragile, easily broken.

Notes to Leader

After leading discussions and role plays for a particular potential problem, this same activity can be used to establish a routine for the entire group or class. Any time there is a possible or actual situation of tension or conflict, this procedure can be used to identify, explore, and evaluate possible ways of preventing or responding to the problem.

It can be helpful to make a box accessible to the participants that is labeled with a sign that says, "Peace Practice". Encourage the participants to write on a slip of paper and put in the box a description of a situation that occurs or might occur involving tension or conflict. Regularly (e.g., daily, weekly) take one or more of the descriptions from the box and use this discussion and role play activity to identify possible solutions. Continue to remind participants that the goal is to achieve the strongest Peace possible by finding ways for everyone involved in the situation to feel like they are Winners.

It is a good idea to try and enlist volunteers for the role plays that are not, or probably will not be, involved in the situation being acted out. Another approach is to assign fictitious names to the participants involved in the role play. Or, the role play might be carried out with puppets.

Remember: the point you are teaching is that Peace usually doesn't just happen. Achieving a strong Peace almost always requires preparation, planning, and practice.

adapted from material developed by Amy Martin, a teacher in the New York City public schools,
and distributed by the Morningside Center, www.morningsidecenter.org

Los Angeles County Commission on Human Relations www.lahumanrelations.org

Pecking Order

Overview One of the common forms of conflict among youth is competition for dominance. Sometimes this behavior in animals is called "Pecking Order". Helping youth see this behavior and evaluate it, can help them move beyond it to relate to one another differently.

Objectives Participants will:
believe that competing with each other for dominance is silly and inherently insecure.
recognize more mature and secure sources for Respect.
identify ways to reduce competition for dominance in the group.

Plan Talk about the importance of Respect.
Review and discuss Pecking Order in chickens.
Relate Pecking Order in chickens to competition for dominance among humans.
Evaluate dependence on dominance for Respect.
Identify healthy sources for Respect.
Discuss ways to avoid drawing Respect from how you are treated by other people.
Discuss ways of spreading what has been learned to others in the group.

Materials pictures of animals trying to establish their dominance, videos of chickens displaying pecking order, note-taking handout

Initial Explanation 5 minutes

1. Say: Respect from others is something everybody needs.
2. People and groups who are frequently disrespected often compete with each other to get more Respect and a secure place in the group.
3. This behavior is seen in other animals as well.
4. In chickens it is sometimes referred to as the "Pecking Order".

First video 15 minutes

1. Announce: We're going to watch a brief video about "Pecking Order", and there are some things I want you to notice in this video.
2. Continue: I'm going to distribute to you a sheet for taking notes while you watch the video. We'll discuss your notes after the video is through.
3. Show a video (http://youtu.be/V0u5RK_IL6s) that explains and demonstrates Pecking Order in chickens, and direct participants to take notes while they watch, using the "PECKING ORDER" worksheet, in the section about the "Chickens in a Box".
4. After the video, discuss participants' responses on the worksheet.

Second Video **15 minutes**

1. State: Now we're going to watch another video (http://youtu.be/qagDI_zodvk) showing a small group of chickens demonstrating relative dominance, showing whose power is approved and whose is denied. In other words, you will see them show and enforce their pecking order.
2. Instruct the participants to take notes on their worksheets in the section about "Chickens in the Pen" while they watch the video.
3. After the video, discuss participants' responses on the worksheet. In discussing the last question on the worksheet about how youth sometimes act like these chickens, enlist the help of one or more youths to demonstrate the "you wanna make somethin' of it?" strut. It may be effective to display the "Chickens in the Pen" video during this demonstration.
4. Point out: The little white chicken doesn't seem to give up on trying to gain a higher place in the Pecking Order. But it keeps getting chased around by the other chickens. Maybe that's why it's so much thinner than the other chickens, because it has to do a lot more running around.
5. Ask for suggestions about why the little white chicken just won't give up.
6. Support and summarize suggestions. Be sure the participants recognize that one of the reasons the little white chicken doesn't just quit struggling against its place in the Power structure may be because it's preferable to keep fighting to gain Respect rather than surrender to the harassment of being at the bottom of the Pecking Order.
7. Invite the participants to describe a situation, without using people's names, when someone acted like the little white chicken because no one respected her or him.

Discussion **10 minutes**

1. Ask participants to name other ways they and their peers try to compete for dominance and try to gain Respect.
2. Ask participants to explain why Respect from dominance is so important to their peers.
3. During the discussion, point out that Respect from dominance is never secure, from outside or on the inside. From the outside it's never secure because there's always the possibility that someone bigger, meaner, stronger, smarter, nastier, more skilled could come and take your place in the Pecking Order. It's never secure on the inside because you always feel like you have to keep proving to your peers where you are in the Pecking Order.
4. As the discussion begins to wane, point out two problems with depending on your place in the Pecking Order as the source of your Respect:
 - 1) It's ridiculous – looks and sounds like chickens.
 - 2) It's tenuous, insecure, weak, feeble, fragile, and frail – have to keep checking to be sure you haven't lost your place.

5. Ask what other sources of Respect we could use besides competing for dominance with our peers.
6. Be sure to include:
 - "auto-texting" – not texting while you drive! but messages you send to yourself that support your own uniqueness and significance
 - Allies – friends and family members who genuinely care for you
7. Request that participants make a list of messages they want to have available for auto-texting as a source of Respect.
8. Invite participants to share some of their messages with the entire group.
9. Talk about ways to make these messages accessible so they will be available when your Respect is challenged.

Explanation

5 minutes

1. Point out: If we don't depend on people who don't really care about us for Respect, then we don't take their treatment or mistreatment of us as a threat to our Respect, even if that's the way they mean it.
2. When you use a different, more secure, source for your own Respect, you realize how insecure those who are trying to intimidate you are about their own Respect. You can have sympathy for them. But even if you don't sympathize for them, their disrespect becomes less important to you.
3. As a result, when someone who doesn't really care about you challenges your Respect or dominance, you ignore it as unimportant.

Application

5 minutes

1. Get help from participants to demonstrate how this might be done in an actual situation (e.g., someone bumps you in the school hallway).
2. Say: Not depending on people that don't really care about you as a source of your Respect keeps you from doing the ridiculous chicken dance, i.e., the "you wanna make somethin' of it" strut. And it's much more secure, because it depends on what you decide for yourself, and what those who really care about you know of you.

Discussion

15 minutes

1. Ask: What would it take to make your setting (e.g., school) a place that encourages people to feel respected rather than the place where they are constantly challenged with disrespect?
2. Be sure they include the importance of authentic apology when appropriate.
3. Help them make a specific plan for what they will do as Allies for each other the next time someone challenges them with disrespect.
4. Lead a discussion on what they want to do to spread this awareness and new behavior to their peers.

Notes to Leader

Nothing in this experience is meant to suggest that people should just accept disrespect from others and not stand up for themselves.

It also may be helpful to discuss the fact that sometimes calls for Respect can be more productive when they come from others who are advocating for us.

PECKING ORDER

"Chickens in a Box" video

Briefly explain what a "pecking order" is for chickens.

Name _____

Date _____

Why do you think pecking order is important for chickens?

Which chicken is at the top of the pecking order in this video?

How do you know?

What does the top chicken in this video do to establish and maintain its dominance?

What do other chickens in this video do to demonstrate that they respect the top chicken's dominance?

Does the dominant chicken in this video use its privilege for itself or for the other chickens?

"Chickens in the Pen" video

What is the pecking order of the chickens in this video?

1

2

3

4

5

How do you know?

For what are the chickens in this video competing?

The chickens in this video are limited by external forces to a small, confined space. What can you imagine that the chickens might do to remove some or all of the limitations to their space if they were able to plan and work together?

Why doesn't the little white chicken just give up and accept its place at the bottom of the pecking order?

What are some ways you have seen people acting similarly to ways the chickens in this video are acting?

What are some ways that you have seen students acting similarly to ways the chickens in this video are acting?

People Bingo

Each square identifies something that might describe someone in our group. Talk to the other people here, and if one of the descriptions fits them, ask them to sign that square. The same person cannot sign more than one square on your sheet.

IS THE OLDEST CHILD IN THE FAMILY	IS WEARING ORANGE	PLAYS SOCCER	KNOWS WHAT A PUPUSA IS	HAS THE SAME NAME AS HIS/HER GRANDPARENT
OWNS A RED BIKE	HATES AMERICAN FOOTBALL	LOVES AMERICAN FOOTBALL	HAS NEVER EATEN A PEANUT BUTTER AND JELLY SANDWICH	HAS TRAVELED TO AT LEAST TWO OTHER COUNTRIES
PLAYS A MUSICAL INSTRUMENT	OWNS A TROPICAL FISH	FREE	KNOWS HOW TO SNOWBOARD	WANTS TO BE ELECTED AS A STUDENT LEADER
ATE BREAKFAST THIS MORNING	HATES SPINACH	LOVES SPINACH	LIKES CAMPING	HAS MORE THAN ONE PET
DID NOT ATTEND THIS SCHOOL BEFORE THIS YEAR	PLANS TO DRESS UP FOR HALLOWEEN	IS WEARING SOCKS THAT DON'T MATCH	ALREADY KNOWS WHAT SHE OR HE WANTS TO DO AFTER COLLEGE	WAS BORN IN THE SAME MONTH AS YOU

The People Knot

Overview It can be challenging sometimes to help people get to know each other better merely by telling them to get to know each other better. It can be useful, instead, to give them a challenging problem to solve that requires their cooperation with each other.

Objectives Participants will:
feel more comfortable with each other.
recognize the value of cooperation in solving difficult challenges.

Plan Lead the participants in unraveling "people knots".
Discuss the experience.

Activity 15 minutes

1. Divide group into smaller groups of evenly numbered members, 6 to 12 each.
2. Instruct members of each group to face each other, shoulder-to-shoulder in a tight circle.
3. Say that each group member needs to grasp the right hand of another person in the group with her or his right hand, like they were shaking hands.
4. Tell participants to continue holding the right hand of the other group member while they extend their left hands and take the left hand of a different member of their group.
5. Direct each group to untangle its circle without letting go of the hands they are holding. Palms may pivot on one another, but they cannot break skin contact or let go of either hand they are holding.
6. If a group is unable to make any progress, leniency may be allowed in the form of permitting the group to identify one set of hands to separate and grasp again, only once.

Discussion 15 minutes

1. After set time period is concluded, discuss their experiences with the participants.
2. Lead them to apply principles from this experience to other situations in which they are facing complex problems in relationships.
3. Be sure to highlight what participants describe as key components crucial for cooperating with each other for success.

Pilot or Passenger – You Decide

Overview Many people allow others to set the limits of what they can accomplish. There is great potential in realizing that we can, and do, set our own limits.

Objectives Participants will:

- recognize the difference between allowing others to control what happens to them and taking control of their own lives.
- believe that they themselves are able to obtain what they need to accomplish what they believe is important.
- believe that it is wise to depend on others who can help them acquire what they need to accomplish what they believe is important.
- feel confident about attempting challenging projects to proliferate respect, affirm rights, and/or build peace.

Plan Discuss the differences between pilots and passengers.
Apply what is different between pilots and passengers to how people live their lives.
Review and discuss what is happening in Cateura, Paraguay.
Challenge participants to take control of what they will accomplish.

Introduction to the Topic 5 minutes

1. Ask: Who decides where a plane will land?
2. Continue: Clearly, there are many possible answers to this question. These include: airline executives, flight controllers, maintenance workers who fuel the plane, and terrorists who take over the plane.
3. Lead the participants to recognize that the accurate answer is the pilot, the one who has the knowledge and the access to control the plane. Others influence where the plane lands. But the plane lands where it is landed by the one controlling the landing.

Activity 15 minutes

1. After helping the participants acknowledge that the pilot controls where the plane lands, say: Now, I want you to list everything pilots have that they can use to control where planes land.
2. After a brief time, instruct the participants to share their list with one other participant and combine them to create one list without any duplications. Encourage them to add things to the list if they think of them.
3. After a brief time, pair the pairs to form groups of four, and instruct them to combine the two lists, delete duplications, and add new things that occur to them.
4. After a brief time, lead each group of four to share one thing on its list with all the participants. Instruct the other groups to delete from their own lists what other groups share. Continue going around to the groups,

each sharing one thing at a time from its list until all the groups have shared their entire lists.

5. If any of the following are not shared from a group's list, lead the participants to recognize these are necessary: access to a functioning, adequately fueled plane; access to the plane's controls; knowledge of a route to the chosen landing site; knowledge and skill in flying the plane; and authority to take control of the plane.
6. After completing the discussion of what the groups identify that pilots can use to control where planes land, lead them to recognize that, while pilots choose how to use all these things for landing planes, in order to get what they need, pilots must depend on others.
7. Lead the participants to identify others that pilots must depend on in order to get what they use to land planes.
8. Next, say: Now I want you to think about the passengers on the plane. Still in your groups of four, list everything passengers can use to control where planes land.
9. While the lists will be shorter, participants likely will think of at least a few things passengers can use to control where planes land. They may list some things as a joke.

Explanation and Transition to Video

10 minutes

1. After helping the participants acknowledge that passengers have far less control of where planes land than pilots, say: Some people are passengers, and others are pilots. Here's what I mean. Imagine that your life is a plane flight. Some of you are letting other people sit at the controls while you just go along for the ride. Others of you are trying to get what you need so that you can sit at the controls.
2. Continue: You can tell the difference between passengers and pilots. Passengers frequently make excuses and blame others for what happens to them. Pilots take responsibility for their choices and use even what other people do to help them accomplish what they believe is important. Passengers spend a great deal of time complaining about what they can't do. Pilots spend a great deal of time deciding how to accomplish what they plan to do.
3. Transition by saying: Imagine that you are 13 years old and are a member of a family in another country. Your family lives beside a very large landfill, a trash dump. There is no school for you to attend, but you really don't have time for school anyway, because you work with your mother and father and your sisters and brothers every day to sort trash from the dump so that you can sell it for recycling. Even though it seems that all of you are working all the time, all together you're still only able to make barely enough money to buy the food the family needs.
4. Ask: Now, you're this 13 year old in this family living at the dump. Are you a passenger or a pilot in your own life?
5. As the participants respond to the question, lead them to share why they feel the way they do about their responses.

Video 15 minutes

1. At the conclusion of this discussion, say: Now I want you to watch this.
2. Show the video at <http://www.youtube.com/watch?v=RFHTIhyNdhk>.
3. You may want to watch this video in advance, not merely to be sure of what you will be showing the participants, but more because it is powerful and moving, and you may need some preparation in order to manage your own emotions.
4. The video, just under 12 minutes, is from a documentary about an orchestra being organized with youth in the small community of Cateura, Paraguay. Cateura is built on the largest landfill serving Asunción, the nation's capital city. Its residents are destitute, and eke out a living recycling trash from the dump. The documentary is still in progress and relates the story of the orchestra that is in the process of being developed with instruments being constructed from trashed items taken from the dump.

Discussion 20 minutes

1. After the video is completed, lead the participants in sharing what they saw and heard.
2. As you feel it is appropriate and helpful, share information about Cateura and the families that live there.
3. If one of the participants doesn't bring up the topic, then ask whether the youth in the orchestra are passengers or pilots.
4. In the discussion that follows, lead participants to recognize that these youth are pilots. They are depending on others to help them get what they need. But they are deciding how they will use their time, their knowledge, their energy, their talents, and their influence.
5. After leading the participants to acknowledge that the youth in the video are seeking to be pilots of their own lives, ask: What about you? Do you want to be a passenger in your life, just going along for the ride, letting other people control what happens to you, being satisfied with complaining about what you can't do? Or, do you want to learn to be the pilot of your life, to take responsibility for where you are going and what you will accomplish?

Conclusion 5 minutes

1. Say: Maybe you feel that your life is filled with trash, and that you don't have any options. But you've seen that, even with trash, you can accomplish far more than you have considered possible, not only for yourself, but for others as well.
2. Conclude: So, here's your homework. I want you to think about what you would need if you were to become the pilot of your own life, what you would need, and whose help you would need, to use your time, knowledge, energy, talents, and influence to accomplish what you think is important.

Possibilities for Follow-Up

In follow-up sessions ask participants to share their thoughts regarding what they would need in order to be the pilots of their lives. It can be helpful to lead them in identifying what they have in common with each other about what they want to accomplish and what they need. Out of these discussions it may be possible to identify information they want to acquire about proliferating respect, affirming rights, and building peace. This can lead to possible projects for the group.

The Piranha of Hate

Overview People sometimes take prejudice and discrimination for granted, not really recognizing them as serious problems that can lead to terrible consequences. Viewing prejudice as the early stage of a malignant condition can help them take it more seriously.

Objectives Participants will:
recognize the relationships between prejudice, discrimination, and violence.
choose to take action to replace prejudice with Respect.

Plan Describe Hate as a process that gets worse over time.
Describe characteristics of piranha fish.
View video clips of a school of piranha and a group of bullies.
Relate the behavior of piranha to Hate.
Describe the example of the rise of Nazi influence in Germany.
Discuss examples of prejudice in local settings.
Discuss possible responses to the incidence of Hate locally.

Introduction to the Topic 10 minutes

1. Start by saying: Some people think that there is a big difference between just making fun of someone and actually trying to hurt the person. In reality, though, the difference is not so great. They both are on the road of Hate. It's just that one of them is a little further down the road than the other.
2. Continue: Maybe this will be a little clearer if you think with me about a fish. That's right, a fish. But not just any fish. We need to think about the piranha fish.
3. Elaborate: Have you ever heard of the piranha fish? There are about 40 varieties. And the piranha fish has a ghastly reputation, a reputation it has earned. Piranhas are found primarily in rivers in South America. They live an average of about 25 years. Young piranhas eat seeds, plants, insects, and tiny shell fish. As they get larger, they begin to take bites out of fins and flesh of passing fish. And the large ones will eat pretty much anything, dead or alive. And the adults travel in packs, called schools, so that they can overcome and eat large birds and animals. Some schools of piranhas have been known to number up to a 1,000. If they are desperate enough because of drought or some other reason for food scarcity, they are known to eat each other. Piranhas don't have chewing teeth, only tearing teeth. Their teeth are so sharp that some native groups have used them to make tools or weapons. And the teeth are alternated just right to operate like razor-sharp scissors. In fact, the word, "piranha", is the combination of two native words, "teeth" and "fish".

Videos **10 minutes**

1. Introduce: So, what do piranhas have to do with Hate? Well, watch this.
2. Show: <http://youtu.be/UJJ7IirJux4> (BBC video clip of school of piranha attacking a young anaconda)
3. Say: Now, what I want to ask you is, "how is that any different than this?".
4. Show: <http://youtu.be/1iaYCNKLkVw> (news video clip on story of 7 teenagers attacking a lone teenager)

Explanation **10 minutes**

1. Explain: That's what I'm talking about: The Piranha of Hate. Just like piranha, Hate doesn't start out lethal, just mean. Just like young piranha, Prejudice seems mostly harmless when it takes the form of stereotypes that people believe but you can't see.
2. A stereotype is when you believe something is wrong with somebody because of their group, not because of anything specific you know about that individual.
3. From stereotypes it's easy to move to blaming people for things they have nothing to do with.
4. Then, when one of them is being mistreated, I have no problem just standing by as a passive witness and doing nothing about it.
5. Elaborate: But that's only the beginning. Just like young piranha get big, Prejudice grows into Discrimination if no one does anything about it.
6. When piranhas get bigger, they'll bite off a piece of a passing fish's fin or a piece of flesh. And when Prejudice becomes Discrimination, people start ridiculing others, making fun of them, harassing them, excluding them from social activities, limiting what they can do, telling insulting jokes about them.
7. Continue: Then, if nobody does anything, it turns violent. Grown piranhas gang up together in schools and attack weak animals.
8. Hate violence by people may be against property, or violent attacks on other people like what we saw those 7 teenagers did when they ganged up on that kid. How is that cool? How is that funny? How is that OK? How is it that people think those guys are smart or tough because they're bullying one young teenager all by himself?
9. Explain: It can get even worse. In Germany, 70 and 80 years ago, the Nazis started out as bullies in the streets, but then took over and started killing all kinds of groups they didn't like, tried to wipe them out completely. It's called Genocide. And it's happened in many other places since that time.
10. Just like swarming schools of piranhas, the eventual result of Prejudice is Genocide.
11. Point out: Now, the longer we wait, the stronger Hate gets. So, if we're going to try to do something about it, we should try to do something while it's still Prejudice: stereotypes and blaming.

Discussion **10 minutes**

1. Ask: What examples of Prejudice in the forms of stereotypes or blaming do you see in your neighborhood, your school, your club?
2. Ask: What would you like to do to help people become aware of Prejudice and how serious it is, and help them replace it with Respect?

Planning a Project or Event

Overview One of the main differences between a group that talks about doing something and a group that actually accomplishes something is effective planning.

Objective Participants will:
formulate a detailed plan for a project or event.

Plan Introduce the importance of planning.
Lead assessment of local situation.
Identify specific aims to be addressed.
Establish arrangements and assignments.

Initial Explanation

The initial task in planning a project or event is determining what issue or emphasis will be the focus. It can be helpful to describe this focus in terms of a specific change in some condition or behavior. For example, a group of participants may decide to focus on changing how students treat each other while walking in the halls between classes at school. Or they may decide to focus on changing the habit of some people to make fun of others.

Assessment

While participants may feel confident that they know what issues should receive attention, it is important to begin with a thorough Assessment in which many possible issues/needs may be identified.

The first step in conducting a thorough Assessment is to identify the area or group that will receive attention. Possibilities include a school campus, a particular group in a school, a neighborhood, a street, specific residential blocks, a club or other organization.

When the area or group has been identified, you need to gather information. It might be helpful to write some questions to use as you review what is happening with the area or group you have identified. Many of the Session Guides included with this *Guidebook* suggest questions you can explore in your Assessment.

Another helpful approach to conducting an Assessment is to interview people familiar with your identified area or group.

Examples of questions to consider for use in your Assessment include:

- What forms of Prejudice are common?
- What are specific examples of Discrimination that have been observed?
- How often are there violent incidents because of Prejudice?
- In what ways is the Power of some groups being denied?

How do people try to establish their dominance in this area or group?
What groups are frequently stereotyped?
Who are the people that are most often left out of group activities?
What forms of bullying have been observed?
Who are the people that are most often ridiculed?
What do we need to do to practice habits of Respect with each other?
How do we usually treat new people?
How do we usually treat people who are different from most of the rest?
Where and when are people usually mistreating or trying to hurt others?

It is very important to be as specific as possible in researching answers to your Assessment questions. Count people, incidents, behaviors, or other indicators of needs, and record the numbers. These numbers can help to establish the reliability and importance of the evidence you collect. Also, these numbers can help you set goals for the differences you hope to accomplish. Goals like this are important later when you want to determine or report whether you have made a difference that makes a difference.

Aim

When the Assessment is complete, one or two (no more than 3 is recommended for most groups) issues can be chosen.

If you have gathered evidence to compare several proposed emphases, you are able to ensure that the choice of focus includes consideration of how widespread, serious, important, and/or urgent an issue is.

When an explicit Aim is decided for a project or event, there is a specific target that everyone involved can understand.

An explicit Aim can be chosen in a discussion about the alternatives discovered in the Assessment. It may be helpful to take a little more formal approach to choosing the project or event's Aim, especially if there is initially no clear consensus among the youth.

One more formal approach to choosing an Aim is to have the youth number the alternatives being considered in order of preference from 1 to 3 or 1 to 5, with 1 being the lowest preference. It may be that a consensus will become apparent when the totals of these votes are calculated. It also can be helpful to allow the youth to share their perceptions and feelings about which alternatives should be the chosen Aim.

Another possibility is to lead a discussion to list desirable qualities or characteristics of the eventual Aim and asking the participants to rate each alternative according to this list. Examples of desirable qualities include the following.

Very urgently needed

Something can be done about it within a short period of time
Affects a lot of people
Working on it would be fun
Working on it would help us learn some things we want to learn

Arrangements and Assignments

Now, finally, you are ready to plan Arrangements and Assignments. Making your Aim(s) as specific as possible goes a long way to helping the planning process go easier. However, even though an Aim is specific, it still might be more a description of a desired result rather than a plan for action.

If the Aim involves a need to be met, a question to be resolved, a change to be made, or a problem to be solved, you may need to spend some time researching possible solutions.

It is most helpful when the plan is as specific as possible in detailing the actions, the activities that participants are going to perform in order to accomplish the Aim(s).

With a list of the actual activities you'll be performing, you're ready to investigate what resources are required. Possible required resources include:

- Volunteer workers (how many, when, doing what)
- Time
- Money
- Space
- Supplies (e.g., materials for publicity, records, reports; tools; equipment; refreshments; sound)
- Permission
- Transportation
- Video
- Expert Speakers

Lead the participants to describe in detail and in sequential order the various steps for acquiring the necessary resources and performing the planned activities.

Assign dates to each step, beginning with the final step of actually completing the event or project, and working your way backward to the earlier steps.

Enlist individuals and teams to take responsibility for completing each step.

Finally, decide how often and when you will report to each other progress in the various steps.

Be sure you have a complete, written record of the various alternatives that have been considered in the planning process, as well the choices that you made along the way and the assignments for completion of each step.

The Power of Power

Overview Power is a foundational aspect of much of the interaction between individuals and groups. Affirming rights requires an understanding of Power and how it is used.

Objectives Participants will:
know the difference between Approved Power and Denied Power.
know what Institutionalized Power and Oppression are and their consequences.
choose to act as an Ally to groups with Denied Power.

Plan Discuss groups with Reinforced Power and groups with Denied Power.
Guide thinking and dialogue about how Power is used (with worksheets).
Discuss Oppression and its consequences (with worksheets).
Discuss possible responses to the misuse of Power.

Discussion 10 minutes

1. Post a blank chart and ask participants to give examples of social groups in the United States that have power over other groups, along with the groups whose power is denied. List the examples on the chart. The list might include some of the following:

Reinforced Power	Denied Power
adults	youth
men	women
white/European-American	people of color
rich	poor
adults	older people
heterosexuals	lesbian, gay, bisexual, and transgender
people	
people without disabilities	people with disabilities
"normal" people	"crazy" people
bosses	employees
Gentiles	Jews
teachers	students
parents	children

2. Ask participants to share examples of situations they have witnessed (or experienced) in which someone's power was denied.

Activity 15 minutes

1. Divide participants into groups of three or four.
2. Distribute "The Power of Power" handout.
3. Lead participants in discussing the first question as one group to demonstrate the process. Be sure participants make notes from the

discussion. Encourage participants to consider examples from music, movies, or books.

4. At the conclusion of the discussion, enlist one or more participants to present the conclusions to the larger group.
5. Then, assign the second question to the groups and ask them to discuss, make notes, and prepare to present to the class or entire group.
6. After conclusion of second question discussion, assign remaining questions and instruct the participants to discuss, make notes, and prepare to present conclusions to the larger group.
7. Inform participants they can present conclusions with a skit, a song, a dance, a picture, or in some other way they feel is appropriate.
8. Following are some notes for some of the questions:

What are some examples of groups with power who are prevented from using at least part of their power? *In any business there are far more employees than bosses.*

What are some examples of groups whose power is denied by rules or laws? *Americans of Japanese descent were interred during WWII.*

During the discussions of questions 8, 9, and 10 on the handout, be sure that the concepts of *institutionalized* and *privilege* are understood.

Activity **15 minutes**

1. Distribute the "Oppression" work sheet.
2. Instruct each participant to choose a group whose power is denied of which she or he is a member.
3. Tell them to think about examples of how people in their group have been mistreated in different ways, including, physical, emotional, mental, verbal, and social.
4. Tell them to write three examples on the work sheet and share with a partner.
5. Say that this mistreatment is called *oppression*. Offer three examples:
adult against youth: hitting, sexual assault, neglect, exploitation, verbal abuse
men against women: sexual assault, battering, harassment, economic discrimination
white against people of color: physical assault, segregation, economic discrimination, police mistreatment, unequal legal treatment
6. Ask for other examples.
7. Point out that similar forms of oppression are experienced by different groups.
8. Say that when we experience oppression long enough, we may begin to believe that we are who and what those with Power say we are. Eventually we come to believe that the mistreatment and violence are normal, and should be accepted.

Activity **10 minutes**

1. Instruct participants to write down 3 things that they've heard people say about their group that they don't like but are afraid might be true.

2. Instruct them to share what they wrote with a partner.
3. Then, offer the opportunity to share what they wrote with the larger group.
4. Point out that one of the results of unchallenged oppression is that people in different groups whose Power is Denied are led to compete with each other to gain Power, rather than do something about the group that is in Power.
5. Ask for examples.

Discussion **15minutes**

1. Lead a discussion of what we can do.
2. Following are some options that may be helpful to consider in this discussion:
 - Be an ally to others in the group whose Power has been Denied by joining resources and working together to help each other.
 - Be an ally to others in other groups whose Power has been Denied by joining resources and working together to help each other.
 - Be an ally to those who are in groups whose Power has been Denied by refusing to cooperate with the denial of Power of other groups, and sharing your resources to help those in groups whose Power has been denied.

adapted from Creighton, Allan, and Paul Kivel. *Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents*. Alameda, CA: Hunter House Inc., Publishers: 1990, 1992

THE POWER OF POWER

Discuss your assigned questions, make notes, and prepare to present your conclusions to the entire group. Be creative in how you present your conclusions.

1. Groups whose power is denied are not powerless. But they are prevented from using at least part of their power. What are some examples of groups with power who are prevented from using at least part of their power?
2. People do not deserve to have their power denied merely because they are members of a particular group that's different from, or disliked or distrusted by, a group with approved power. The power of some groups is denied because the people with power decide that's the way it will be. What are some examples of groups whose power is denied because people with power decide that's the way it will be?
3. We begin to learn which groups' power is approved and which groups' power is denied when we are still very young children. What are some examples of how very young children learn which groups' power is approved and which groups' power is denied?
4. We learn at a young age that one of the easiest ways of dealing with the frustration and pain of the denial of our power is to deny the power of someone else. What are some examples of how young children deal with the frustration and pain of the denial of our power by denying the power of someone else?
5. The denial of a group's power can lead to mistreatment, even violence by those with approved power against those whose power is denied. What are some examples of how members of a group whose power is denied are mistreated by those with approved power?

6. We know that there are different expressions of Hate. This helps us recognize that mistreatment of, and violence on, a group whose power is denied are not always physical. What are some examples of nonphysical mistreatment or violence toward a group whose power is denied?
7. Emotional or social mistreatment or violence can be just as bad as or worse than physical cruelty, especially when we don't see it or deliberately ignore it. It doesn't go away. It can take the forms of confusion, low self-esteem, panic, anger, fear, hopelessness, or numbness. As long as we don't see the pain, or we try to ignore it, it remains. What are some examples of emotional and social mistreatment and violence that is ignored but doesn't go away?
8. The denial of the power of some groups is *institutionalized*. When something is institutionalized it has become part of "the system", and when you ask why it's like that, people answer, "that's just the way it is". When the denial of a group's power is institutionalized, the power is denied by rules, by laws, written or unwritten. What are some examples of groups whose power is denied by rules or laws?
9. The denial of the power of some groups is *institutionalized*. When something is institutionalized it has become part of "the system", and when you ask why it's like that, people answer, "that's just the way it is". When the denial of a group's power is institutionalized, the power is denied by rules, by laws, written or unwritten. When the denial of a group's power is institutionalized, those with approved power are able to perpetrate hate on those whose power is denied. And, the fact that it's institutionalized means the groups whose power is denied have a hard time being able to do something about it. What are some examples of groups who have a hard time doing something about the denial of their power because their power is denied by rules or laws?
10. The denial of the power of some groups is *institutionalized*. When something is institutionalized it has become part of "the system", and when you ask why it's like that, people answer, "that's just the way it is". When the denial of a group's power is institutionalized, the power is denied by rules, by laws, written or unwritten. Groups with power approved by "the system" have *privilege*. In this sense, privilege means an unfair advantage. What are some examples of groups with privilege as an unfair advantage?

adapted from Creighton, Allan, and Paul Kivel. *Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents*. Alameda, CA: Hunter House Inc., Publishers: 1990, 1992

OPPRESSION

Think of a group that you belong to whose power is at least sometimes denied. Write a name for the group. _____

Write down at least three examples of how people in your group have been mistreated. Think about different types of mistreatment, including physical, emotional, mental, verbal, and social. _____

Write down at least three examples of comments people have said about your group, that you don't like but are afraid might be true. _____

adapted from Creighton, Allan, and Paul Kivel. *Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents*. Alameda, CA: Hunter House Inc., Publishers: 1990, 1992

Power Shuffle (or Stand)

Overview Power is a foundational aspect of much of the interaction between individuals and groups. People in Power-holding and/or privileged groups frequently don't acknowledge the relative status of their group. People in Power-denied and/or disenfranchised groups frequently aren't aware of the similarities between their group and others.

Objectives Participants will:
acknowledge many groups whose Power is often denied.
grasp the emotional impact of denied Power.

Plan Lead public acknowledgements of participation in groups whose Power frequently is denied.
Discuss the emotional impact of the experience.

Activity 15 minutes

1. Instruct all participants to stand together at one end of an open space. Facilitator stands to front and side of group/space.
2. Tell participants they will receive instructions and need to follow them silently, giving attention to who is with them and who is separated from them.
3. Also, participants need to give careful attention to their feelings during this activity.
4. When a group is called out, participants may choose not to identify themselves publicly with that group. If they choose this, however, it's important that they give close attention to their feelings about not identifying with a group publicly.
5. For each of the following categories, say, "Please step to the other side of the room if you are [the category]." Pause. Say, "Notice who is standing with you. Notice who is not with you." Pause. Say, "Notice how you feel." Pause. "Go back and join the larger group."
6. If the group is very large, or there is limited space, ask the participants to stand if they identify themselves with each group as it is called out.
7. Example Categories:
 - Female
 - Asian, East-Asian/Indian, or Pacific Islander
 - Latino, Latina, Chicano, Chicana, mestizo, mestiza, Hispanic
 - One or more of your parents or grandparents is at least part Arab descent
 - Native-American Indian, or at least one or both of your parents or grandparents is Native-American Indian
 - African-American, Afro-Caribbean, Black, or of African descent
 - At least part of your family is Jewish
 - You or someone you know well is poor
 - You live in a neighborhood different from most of your friends

You know someone well who is or ever was in foster care
The adults with whom you live did not graduate from college
You know someone who tries hard to do well in school but almost never gets good grades
You know someone well who is really serious about their personal religious faith
You or someone you know well was not born in the United States
The language your family speaks at home most often is not English
You, or someone in your family speaks with a heavy accent that's different from most people
You know someone who has problems with alcohol or drugs
You know someone who has said that she or he is lesbian, gay, bisexual, or transgender
Someone you know well is homeless
You or someone in your family has ever been labeled by a counselor or doctor as mentally ill or crazy
Someone in your family has been or is incarcerated as a juvenile or adult
Someone for whom you care deeply cannot see, cannot hear, or cannot walk
Someone else has ever made fun of you when you didn't think it was funny
You have ever made fun of someone else who didn't think it was funny

8. Instruct participants to walk to the center of the room, without talking, and walk around making eye contact with others in the group.

Discussion 20 minutes

1. Instruct participants to find one partner and talk about their various feelings during this activity: happy, sad, angry, confused, afraid, surprised, encouraged, alone, supported by others.
2. After participants have spoken with a partner, lead the entire group in a discussion of what they have experienced and what they are feeling.

Relationship Maps: Sociograms

Overview Classroom climate and group culture dramatically affect participants' lives on a daily basis. We know that a leader can set the mood of the group, but so can the group members, through the ways they interact with each other. A Sociogram helps participants see their patterns of interaction and offers them opportunities to mix it up.

Objectives Participants will:
know their relationships with each other.
Identify relationships they want to begin or strengthen.

Materials paper, writing instruments, Sociogram handouts, crayons or markers

Plan Create Sociograms of relationships.
Discuss what the Sociograms reveal about the relationships in the group.
Lead participants to decide changes they want to make in their relationships.

Special Note:

A Sociogram is a visual representation of the relationships between and individual and members of a group. This activity uses a Sociogram to help participants understand how they interact — or don't interact — with their peers. The understanding of their interpersonal interactions can create opportunities for participants to cross their routine social boundaries and strengthen their relationships with all peers.

Activity 15 minutes

1. Give each participant a copy of the Sociogram Handout.
2. Tell them that the "Me" in the center represents them.
3. Have them write the names of all their peers on the page (or you could have done this already for them to make the activity go more quickly).
4. Explain to the participants that they are going to visually map out their relationships. No one else needs to see their paper and it can remain private.
5. 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 Jesús as a best friend, spends time with him at Break (or, eats lunch with him), and thinks that he is one of the popular people in the group.

Discussion 20 minutes

1. After participants complete their Sociograms, lead them in a discussion.

2. Following are questions that might be useful in this discussion.

Encourage them not to name names in the discussion.

- 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?

Conclusion

5 minutes

1. Using a green crayon or marker, draw circles around people you don't usually play with or spend time with, but would like to know better.
2. Make an effort to spend time with them today.
3. Do the same thing for people you would like to spend time with tomorrow or the next day, using different colors for each day.

Possible Follow-Up

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

- What did it feel like to intentionally plan whom you would spend time with? Was it easy, or difficult? Why?
- Did you make new friends? Why or why not?
- Do you find yourself spending time with different people more now?
- What did you learn about a new friend that you didn't know before?

Ideas for Leaders to Consider:

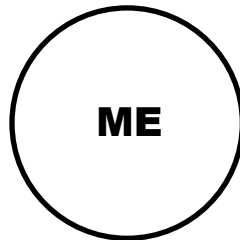
These Sociograms may provide very valuable information to you about the interpersonal dynamics of your group. With the participants' permission, collect them and synthesize your group's relationships. Look for the following dynamics:

- Who was chosen over and over again? Are these the leaders — for better or for worse — in your classroom?
- Which participants consistently had no lines drawn to them? Did you know that these participants were socially isolated? What can you do to help them build healthy friendships in your group?

adapted from material developed and distributed by "Teaching Tolerance", a program of the Southern Poverty Law Center

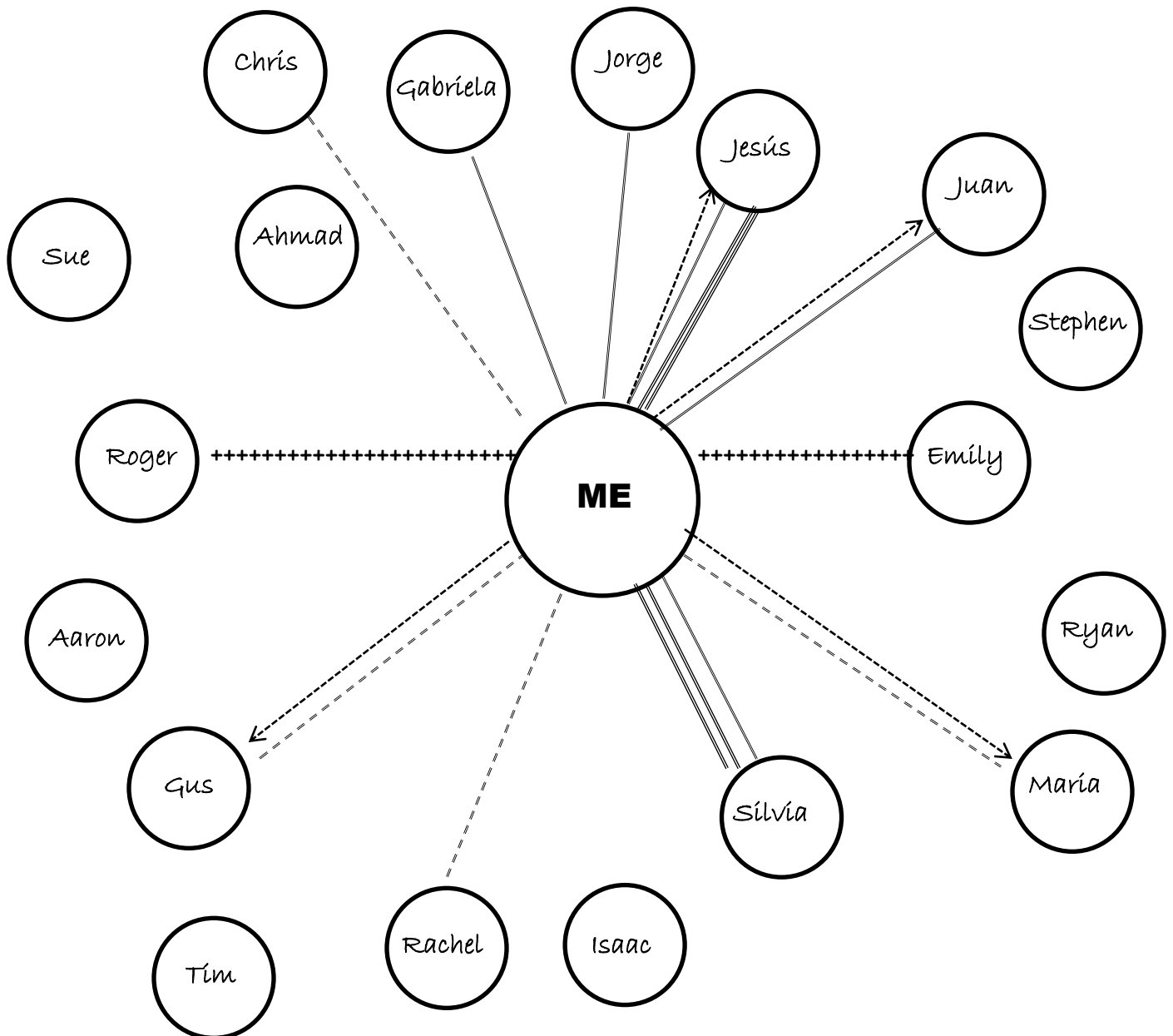
My Sociogram - A Map of My Relationships

- ===== My Best Friends
- _____ People I usually spend time with every day
- - - - - People I would like to be friends with
- - - - -> Most popular people
- +++++ Smartest people



My Sociogram - A Map of My Relationships

- ===== My Best Friends
- People I usually spend time with every day
- - - - - People I would like to be friends with
- - - - -> Most popular people
- +++++ Smartest people



Respect Interviews

Overview Respect is foundational to building positive relations characterized by fairness and mutual affirmation. Respect is something we need to learn about and learn by doing.

Objectives Participants will:
acknowledge the importance of Respect.
recognize different ways that people think about and express
Respect for each other.

Plan Discuss the importance of Respect.
Lead Respect Interviews.
Discuss the experience.

Explanation

1. Explain: Respect is really important in the way we relate to each other. We can talk about it, read about it, and think about it. And all of that is good. But the most important thing about Respect is that we need to do it.
2. State: We will be practicing Respect in interviews that we will have with older adults. We'll be using the Respect Interview Guide to ask them about Respect.

Discussion and Practice

1. Distribute and discuss the Respect Interview Guide.
2. Assign each participant to an associate who will be her or his Interview Partner.
3. Instruct the participants to plan their work. They may decide, for example, that one of them will ask the questions while the other records the responses. Another option is that they divide the work, with one of them asking certain questions, and the other asking the remainder.
4. Lead the participants to conduct some practice, role-play interviews.
5. Be sure the participants know that a respectful interviewer listens carefully and does not interrupt.

Suggestions for Leaders

1. You may arrange with a convalescent home or senior citizen center to conduct the interviews. Or, you may assign the participants to interview older family members or neighbors.
2. It will be particularly helpful if you can arrange to film the interviews or to make an audio recording.

Follow-Up

After the interviews have been completed, review them together and discuss what was learned.

adapted from material developed by Teresa Edwards, Sapulpa Middle School in Sapulpa, Oklahoma

Respect Interview Guide

Intro: Hello, my name is_____. Thank you for giving us some of your time today. We want to learn from your experience. We are gathering information about Respect, and we will report to the rest of our group about our interview with you today.

1. How do you spell your name?
2. How long have you lived in this area?
3. Where did you grow up?
4. When you were growing up, what did people do to teach you Respect?
5. How are things different now in the way people Respect each other from when you were growing up?
6. What should people do now to teach youth about treating each other with Respect?
7. What else would you like to tell us about Respect that I haven't asked you?

Conclusion: Thank you for your time. You have been very helpful to us.

Respect Journaling

Overview Respect is a foundational component of mutually affirming relationships. Respect can be considered intellectually, but it must be experienced to be understood. Journaling can help.

Objectives Participants will:
believe they know what Respect is.
value the importance of Respect in their relationships.

Plan Discuss what Respect is.
Direct participants in regular journaling about Respect.

Description of Procedure

At least once each week lead youth to write brief passages in a Respect Journal. This could be something they do on their own time. However, it may prove more productive to make it an onsite, in-room activity.

Discussion 10 minutes

1. Before the first Respect Journaling session, discuss with the participants what Respect is.
2. An example of a simple definition might be: 'Respect is treating someone as if she or he is important.'
3. Emphasize that treating someone as important does not mean that you are unimportant.
4. List the main points that are shared for all of the participants to see.
5. Be sure to include that Respect means treating others the way you want to be treated, resolving disagreements peacefully, and treating others with courtesy and consideration.

Using the Journals

1. Instruct the participants to record the main points on the first pages of their journals.
2. At the conclusion of each writing session, invite the participants to share what they have written.
3. Following are some writing prompts that can be useful in assisting the participants to get started each time:
When talking with other people, I show respect by . . .
I can be a better listener by . . .
When people make fun of me, I feel . . .
People show their respect for me when . . .
Insulting others is . . .

My parents know I respect them when . . .
My parents respect me by . . .

adapted from suggestions in *How to Handle Bullies, Teasers and Other Meanies* by Kate Cohen-Posey (Highland City, FL: Rainbow Books, 1995)

The Respect Range

Overview Prejudice that leads to hostile bias is an antagonistic attitude toward someone because of a difference that is perceived as a threat or an unwelcome competition. The opposite of Prejudice is not Tolerance, which merely "puts up with" the difference, or "color-blindness" which attempts to pretend that the difference doesn't exist. The opposite of Prejudice against a difference is an eager embrace of it.

Objectives Participants will:
know six common attitudes toward Diversity.
believe that Celebrating Diversity is the preferred attitude.

Materials magazines with pictures, scissors, large sheets of paper, glue sticks

Plan Identify and discuss the six common attitudes toward Diversity.
Lead further exploration of the six common attitudes toward Diversity.
Plan possible ways to Celebrate Diversity.

Discussion

1. Call to the participants' attention the fact that whether we think Diversity is a good thing or a bad thing will determine our attitude about it.
2. Identify the following common attitudes about Diversity: Hating, Discriminating, "Ignor(at)ing", Tolerating, Appreciating, and Celebrating.
3. Ask participants to describe how each of the attitudes might be expressed.
4. Beginning with "Ignor(at)ing" and moving to Hating, then to Celebrating, discuss each attitude.
 - Hating – actively endeavoring to harm or destroy those who are different
 - stage 1: scapegoating¹; stage 2: physical attack²;
 - stage 3: genocide¹/extermination²
 - Discriminating – deliberately working to exclude those who are different from being treated with equity
 - stage 1: stereotyping¹/speech²; stage 2: prejudice¹/avoidance²;
 - stage 3: hostility (acting¹)
 - "Ignor(at)ing" – attempting to act as if the differences do not exist
 - Tolerating – reluctantly accepting limited participation of those who are different
 - Appreciating – voluntarily respecting those who are different and seeking to understand the differences
 - Celebrating – enthusiastically valuing social differences and consistently striving for mutual benefit

Activity and Discussion 15 minutes

1. Assign participants to groups and give one of the 6 attitudes to each group.
2. Instruct participants to prepare a short demonstration skit for the assigned attitude.
3. After the demonstration skits, spend additional time discussing how Appreciating Diversity and Celebrating Diversity look and sound.

Activity 25 minutes

1. In groups, give participants magazines and ask them to prepare collages, each group being assigned one of the attitudes.
2. Point out to the participants that they may need to assemble scenes demonstrating or representing their assigned attitude because there may not be an image in a magazine to display it.

Discussion and Activity 10 minutes

1. Explain that, in order to benefit fully from Diversity, we need to at least Appreciate it, and preferably, to Celebrate it.
2. Divide participants into groups and give each group a sheet for Celebrate and a sheet for Appreciate.
3. Instruct the participants to write on their sheets examples of what each looks like and sounds like.
4. Encourage the participants to think in terms of a specific situation.
5. Then, ask them to list suggestions for things we can do in the school or neighborhood to celebrate our Diversity.
6. As time allows, ask the groups to share their lists.
7. If possible, make plans to implement some of their ideas.

primarily based on Terry Cross' Cultural Competence Continuum, published in the Fall, 1988 issue of "Focal Point", the bulletin of The Research and Training Center on Family Support and Children's Mental Health, Portland State University

some concepts also adapted from the Pyramid of Hate developed and distributed by the Anti-Defamation League
¹Ladder of Hate concepts from Cheryl Duckworth, Assistant Professor of Conflict Resolution, Nova Southeastern University, Fort Lauderdale, FL, teachforpeace.blogspot.com

²Ladder of Prejudice concepts from Stephanie Fox, Kingsway Middle School, Woolwich, NJ, tolerance.org

The Road that Makes the Difference

Overview After a group has chosen something they want to do, they need to decide how they want to do it.

Objective Participants will:
plan and assign the tasks that need to be completed in order to accomplish a chosen project.

Materials large sheets of paper, markers

Plan Discuss Robert Frost's poem, "The Road Not Taken".
Review what the group has decided to work on.
Identify possible ways to accomplish the chosen project.
Choose and assign the tasks, with a completion date for each.

Introduction to the Topic 10 minutes

1. Begin by saying: There's a famous poem by Robert Frost, title "The Road Not Taken". It says:

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence
Two roads diverged in a wood, and I –
I took the one less traveled by,
And that has made all the difference.

(*Mountain Interval*. New York: Henry Holt and Company, 1920.)

2. Lead a brief discussion about the poem.
3. Following are some questions that might be helpful in the discussion:

- What do you think the author was wanting to communicate?
 - Have you ever been in a situation when you had to choose one of two options, and you weren't sure which was better?
 - What do you think the last 3 lines of the 3rd stanza mean ("Oh, I kept the first for another day! Yet knowing how way leads on to way, I doubted if I should ever come back.")?
4. Comment: Of course, often, which road we take doesn't really make much of a difference. But, sometimes, the road we take makes a lot of difference. And, every so often, it makes all the difference.
 5. Continue: That's what we want to talk about today. We've made some decisions about things we might want to do. Now we need to decide how we're going to do them.

Identifying Options 15 minutes

1. Take a moment to review issues, problems, or results the group has already decided to work on. These may have been chosen during "It All Depends on Where We're Going" or "So, What're We Gonna do?" Sessions.
2. Divide the participants into groups of 2 or 3 each.
3. Give each group a large sheet of paper and a marker.
4. Tell them: In your groups, I need you to discuss some possible ways for us to do what we've chosen to do. Think of as many ways as you can to do something about the things we've chosen to do. Then, look at the possibilities you've identified and choose no more than 3 of them as your best suggestions. Your best suggestions will be those ideas about what we might do that we have a good chance of doing well. We also want to work on things that most of those who will help us will easily agree are really important.
5. If necessary, you can provide an example, such as the following:
Issue to receive attention: Students calling each other insulting names during passing periods.
3 things we can do:
 - Raise awareness by publishing interviews of students and teachers in the school paper, and/or putting up posters
 - Enlist support by talking with staff members and influential students
 - Obtain technical assistance by contacting a local expert to come and talk with teachers and students
6. Answer questions. Then, ask the groups to begin.
7. Monitor how they're doing and keep things moving.

Making Decisions 10 minutes

1. When it's time, call the groups together to report.
2. Discuss the suggestions and decide on what will be done.
3. Be sure that each task is assigned to a specific person and has a completion date.

Seeing is Believing (Really?!)

Overview People don't merely believe their stereotypes are true. They "know" they are true. But, of course, most often they're not.

Objectives Participants will:
understand that categorizing is a natural way the brain deals with multiple stimuli.
acknowledge that categorizing can lead to stereotypes that are not accurate.
believe that stereotypes can have many unwanted consequences.

Plan Challenge the belief that "seeing is believing".
Describe Stereotypes as being like optical illusions.
Discuss the possible negative consequences of Stereotypes.
Show a video of ways people respond to the mistreatment of someone with Down's Syndrome.
Discuss possible responses to Stereotypes.

Demonstration and Explanation 20 minutes

1. Say: Today we want to talk about something called Stereotypes. But, first, I'd like you to look at this.
2. Display one or more Optical Illusions and ask participants to describe what they see.
3. The discussion of each Optical Illusion depends on the specific contents of what you are displaying. A PowerPoint is available that displays Blinking Dots (white and black), Shifting Shades (of gray), and Parading Parallelograms.
4. After reviewing the Optical Illusions, say: Do you know why we are confused by these Optical Illusions? We are confused by these Optical Illusions because we don't see with our eyes. We see with our brains.
5. Continue: We take in light with our eyes that is transmitted to the brain by the optic nerve. The optic nerve is just a wire that connects the eyes to the Visual Cortex located in the rear of the brain.
6. Explain: The reason that these Optical Illusions can be confusing is that the brain automatically contextualizes what it sees. That means that the brain compares what it sees with the surroundings. The brain does this to try to make sense of what it sees and to pick out important details.
7. Transition by saying: Another interesting thing the brain does is to categorize what it sees. That means it groups stuff.

Examples of Stereotyping 25 minutes

1. Continue: To illustrate this, I'm going to show you some photos. And, for each one, I want you to call out a one-word description. The best thing for you to call out is the first thing that comes into your mind when you see the photo.

2. Display, one at a time, color photos/pictures of individual people and groups representing different ethnicities in diverse settings in a variety of clothing styles, informal and formal.
3. As you display each picture, call on participants to say one-word descriptions of each.
4. Repeat some of the one-word descriptions and point out: Your descriptions of these photos tell us what your brain is seeing, not what your eyes see. And, though we don't know any of these people, when we see them, our brains categorize them. We group them with each other, or with others we've seen before.
5. Continue: When our brains categorize people we don't know, the categories are called "Stereotypes".
6. Our Stereotypes of other people are expressions of Prejudice.
7. Prejudice just means making a judgment about someone before you have all the information.
8. Some Stereotypes, some prejudice, are positive. Some Stereotypes, some prejudice, are negative. We can be prejudiced in favor of someone. And we can be prejudiced against someone.
9. The thing that makes it prejudice is that we come to a conclusion, we make a judgment, about someone without having all the information.
10. Display a series of photos of someone who is well-known for having become successful. Include in the photos images from before the person was well-known and recognizable.
11. As you display each photo, talk briefly about early experiences of the person that might have led people to believe that the person would not likely become successful.

Note to Leaders

Photos of Earvin "Magic" Johnson are available. Following is an example of how his photos might be used at this point in the session.

Display the childhood photo and say: Here's a picture of someone when he was just a kid. The phrase, 'just a kid', is curious. It suggests that children aren't very important. And, perhaps, when people saw this kid, they easily ignored him.

Display the youth photo and say: When this kid was 16, he had his first job. He worked as a janitor. Many people don't think being a janitor is being successful. And there may have been people who thought this kid would always be a janitor.

Display the basketball star photo and say: Eventually this young man became a basketball star. Perhaps you've heard of him. Many people probably believed that, though he had magnificent basketball skills, he had few other abilities.

Display the business person photo and say: But he didn't stop there. After his basketball career, he became an entrepreneur. An entrepreneur is someone who creates new business opportunities for himself and others.

Display the Dodgers photo and say: In fact, he did so well that he became an investor, and today is part owner of the Los Angeles Dodgers.

Point out: In order for him to do all that he has done, "Magic" Johnson had to decide that other people's negative Stereotypes would not limit him.

12. Lead a discussion, using the following questions:

- What are other examples of negative stereotypes you have seen or heard?
- What negative stereotypes do you see or hear in your place of employment, in your school, in your neighborhood, in your family?
- Have any of you ever been a Target of negative Stereotyping?

Video

10 minutes

1. State: Negative Stereotyping is a form of Prejudice. And Prejudice is Hate. Here's an example of what it can look and sound like.
2. Show the "What Would You Do?" video of a young man with Downs Syndrome being insulted in a grocery store.
www.youtube.com/watch?v=VMnY5578YQ0

Discussion

15 minutes

1. After the video, lead a discussion.
2. Following are questions that may be helpful in the discussion.
 - What happened that surprised you?
 - What happened that didn't surprise you?
 - It seemed that some of the people didn't like the insults, but they didn't say anything. Why do you think that was?
 - Others made sure that the person making the insults knew how they felt. Why do you think they spoke up about what was happening?
 - One of the people in the video said that our silence condones what someone does. What does "condone" mean?

Conclusion

5 minutes

Conclude: It seems that most of you believe that people shouldn't be insulted or mistreated just because they're different. And that's why we're talking about this today. I want you to think about what we might be able to do to make sure that people aren't treated like that here. We'll talk about this again to share our ideas.

Possibility for Follow-Up

In follow-up sessions, pick up this issue again for discussion. If the participants are willing, plan specific ways they can work together to discourage others from engaging in negative Stereotyping.

So, What're We Gonna Do?

Overview Groups need to get specific about what they want to accomplish in order to be attractive to participants and in order to actually get something done.

Objectives Participants will:
recognize the importance of planning what they will do.
choose specific projects they want to work on together.

Plan Introduce the importance of planning by using movie clips.
Review the group's mission or main purpose(s).
Lead the participants in a group decision-making process.

Introduction to the Topic 10 minutes

1. Ask: How many of you remember this scene of the vultures from the animated movie, "The Jungle Book":

Buzzy: Hey, Flaps, what we gonna do?

Flaps: I don't know. What you wanna do?

Ziggy: I got it! Let's flap over to the east side of the jungle!

They've always got a bit of action, a bit of a swinging scene. All right?

Buzzy: Ah, come off it! Things are right dead all over.

Ziggy: You mean you wish they were! [laughs]

Dizzy: Very funny.

Buzzy: Okay, so what we gonna do?

Flaps: I don't know, what you wanna do?

Buzzy: Look, Flaps, first I say, "what we gonna do?" and then you say, "what you wanna do?", then I say, "what we gonna do?", you say "what you wanna do?", "what you gonna do", "what you wanna" – let's do something!

Flaps: Okay. What you wanna do?

Buzzy: Oh, blimey, there you go again. The same once again!

Ziggy: I've got it! This time, I've really got it.

Buzzy: So you got it. So what we gonna do?

2. Continue: You may not know it, but this bit is based on a movie called "Marty" that showed in the theaters in 1955. There's a scene in the movie of two guys in a diner, friends in their early 30s.

One of them turns to his friend and says: What do you feel like doing tonight?

The friend, whose name is Marty answers: I don't know.... What do *you* feel like doing?

His friend insists: We ought to do somethin'. It's Saturday night. I don't want to go bowling like last Saturday.

The friend suggests they go to the movies, but Marty doesn't want to.

So the friend says: Well, then what *do* you feel like doing tonight?

Marty responds: I don't know. What do *you* feel like doing?

The friend complains: We're back to that, huh? I say to you, 'What do you feel like doing tonight?' And you say back to me, 'I dunno. What do you feel like doing tonight?' Then we wind up sitting around your house with a couple of cans of beer watching the *Hit Parade* on television.

3. Point out: When people are just hangin' out, it's OK sometimes when you don't know for sure what you're gonna do. But groups that never get specific about what they're planning to do eventually become boring, and people just stop coming. So, it's important to choose specific activities that the group wants to try and do. That's what we want to talk about today.

Activity **40 minutes**

1. Take some time to review with the participants' decisions that have been made already about the group's mission and/or focus.
2. It can be very helpful if you have completed the "It All Depends on Where We're Going" Session before this one.
3. Divide the participants into four groups, and assign one of the following questions to each group.
4. Each question would be written on a large sheet of paper. These sheets of paper need to be arranged in different places around the room.
What are the Groups we know of that often are in conflict? Usually, they don't get along.
What are the Groups we know of that usually are not being respected?
What are the Groups we know of that often are ignored or treated unfairly?
Where do we see the need and opportunity to build peace between Groups?
5. Instruct each group to brainstorm answers to its question and list their ideas on the large sheet of paper.
6. After 3 minutes, move the groups to different questions. Tell them they do not need to repeat what has already been written by another group.
7. Continue until all 4 groups have had time with each question.
8. Give each participant a small notepad.
9. Tell them that you want them to think of as many different activities as they can to do something about the situations they described in answering the four questions. Write each activity on a separate sheet of note paper.
10. Tell them they will have 3 minutes to complete this activity. After you answer questions, instruct them to begin.
11. After 3 minutes, ask the participants to stop writing.
12. Tell them to take each sheet of notepaper on which they have written an idea and crumple it to make a paper ball.
13. When the participants have crumpled all their note sheets, tell them they

- are going to have a paper storm instead of a brainstorm or a snow storm.
14. Tell them that when you say, "Let 'em fly!" they need to throw their crumpled notes to different parts of the room where other participants are.
 15. They only need to throw their own crumpled notes. They don't need to throw crumpled notes that someone else throws toward them.
 16. Say, "Let 'em fly!"
 17. When the paper storm is over, instruct participants to pick up the crumpled notes that are near them.
 18. Be sure that every crumpled note is picked up by one of the participants.
 19. Be sure, also, that every participant has at least one crumpled note.
 20. Enlist a volunteer Recorder.
 21. Give the Recorder a large sheet of paper and a marker.
 22. Say to the participants: Now I'm going to ask each of you to read the crumpled note sheets that you picked up. As each sheet is read, everybody needs to vote. You have only two choices in voting. If you think that the idea from that crumpled note should be seriously considered by the group as a possible activity, I want you to stand. If you don't think the idea should be seriously considered, remain seated. Everybody needs to vote on every idea. And you only have two choices: stand or sit. And I want you to vote for each idea, immediately. Don't wait to see how others are voting. If I catch you hesitating, you'll have to sit out the vote on the next idea.
 23. Answer questions.
 24. Then lead the participants, one by one, to read aloud each crumpled note they picked up.
 25. Each time an idea is read from a crumpled note sheet, call for the vote.
 26. If at least half the participants stand for an idea, instruct the Recorder to write it on the large sheet of paper.
 27. More than one large sheet of paper may be needed.
 28. Probably there still will be too many ideas for the group to handle at the same time. So, after the list of ideas for which participants stood is completed, you need a way to narrow down the list to one (or maybe two, definitely not more than three) projects. To this end, instruct the participants to be ready to vote on each of the remaining listed ideas.
 29. For each one, participants need to be prepared to vote '3', '2', or '1'. A '3' vote indicates that the participant believes the group **MUST** do something about this idea. A '2' vote indicates that the participant believes it would be **GOOD** for the group to do something about this idea. A '1' vote indicates that the participant believes it would be **OK** for the group to do something about this idea. Review: 3=MUST, 2=GOOD, and 1=OK.
 30. Answer questions.
 31. Say: Remember that you need to vote immediately.
 32. Don't wait to see how others vote. When I point to each idea, hold up your hand to show '3', '2', or '1'. And keep your hand up until I tell you that you can put it down. We need to allow time to count the votes.
 33. Answer questions.

34. Enlist three counters, one to count the '3' votes, one to count the '2' votes, and one to count the '1' votes.
35. One by one, point to each activity listed and call for votes.
36. The counters need to report the numbers of '3's, '2's, and '1's for each activity. Remind the counters to include their own votes for each activity.
37. You can do the multiplication and add the totals so that each activity will have a numerical value.
38. Write the numerical value beside each idea listed.
39. By the time you have finished calculating a numerical value for the listed activities, the participants probably are ready for a decision and will be willing to work together on the activity with the highest value.
40. If there are two or more activities with high values, you can choose to schedule the activities for different times so the group will not be overwhelmed.

Special Note

The last section of the "Planning a Project or Event" Session includes suggestions for the detailed planning needed to conduct an activity successfully.

(Sort of) Glad 2 Meet U

Overview We often are not fully conscious of how we are interacting with others and the impressions we are making with them. Becoming aware of how facial expressions, tone of voice, and actions and help us to establish and maintain positive relationships.

Objectives Participants will:
recognize the importance of making a positive impression in our interactions with others.
identify specific ways to use facial expressions, tone of voice, and actions to enhance our interactions.

Plan Divide the participants into groups.
Role-play conversations in different kinds of situations.

Activity 15 minutes

1. Number participants into groups of 4 members each.
2. Tell the participants they will talk with others for several minutes.
3. They can choose the topics about which they talk.
4. Instruct participants to meet and talk with one of the people in their group as if they have never met the person, and really don't want to.
5. Allow 3 to 4 minutes for the participants to engage in this activity.
6. Instruct participants to meet and talk with a different person in the group as if they are afraid the other person doesn't really want to meet them.
7. Allow 3 to 4 minutes for the participants to engage in this activity.
8. Instruct participants to meet and talk with the remaining person in the group as if they already know the person, but not very well.
9. Allow 3 to 4 minutes for the participants to engage in this activity.

Discussion 20 minutes

1. Lead the participants to discuss their experience.
2. Following are questions that can be helpful for this discussion:
 - How did you feel the first time when you weren't really eager to meet the other person?
 - What is most important to you when you meet someone for the first time?
 - What was most uncomfortable about the first two conversations?
 - In what ways did your facial expressions, tone of voice, and actions not match what you said?
 - In what ways did your facial expressions, tone of voice, and actions match what you said?
 - Based on what you have learned, what are some specific ways you can use your facial expressions, tone of voice, and actions to make your conversations with others better?
3. It may be useful to record the ideas shared in response to the last question and post them in the room in order to refer to them later.

Venn Diagram Exercise

Overview Turning a collection of people into a group involves helping them identify what they have in common. This could include, for example, a similar experience from the past, a shared condition or characteristic, or a common interest or goal.

Objectives Participants will:
get to know each other better.
practice listening skills.

Materials sheets of paper, writing instruments, 3-circle Venn diagrams

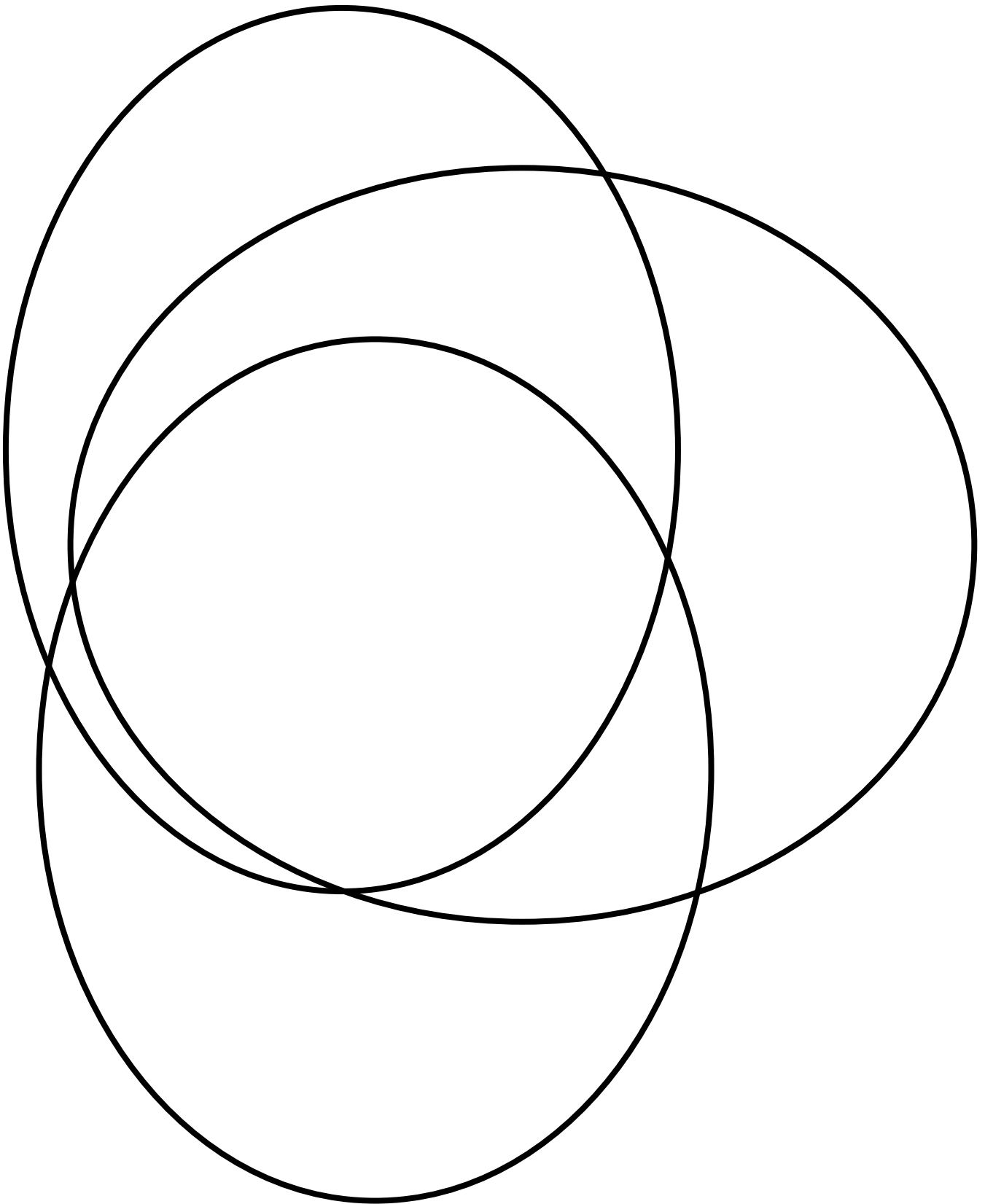
Plan Complete the Venn diagram conversations.
Report the results.

Activity 15 minutes

1. Number the participants into groups of 3.
2. Give each participant a sheet of paper with a 3-circle Venn diagram.
3. Instruct participants to write as many facts about themselves as they can think of in one of the circles outside the overlapping area.
4. Allow 3 minutes for participants to complete this task.
5. Instruct participants to share their personal facts with the other 2 people in the group.
6. Direct participants to record facts about one of the other participants in one circle, and facts about the other student in the third circle.
7. Explain that, as participants listen to the others, they need to record in the overlap areas facts that either 2 of the group members have in common, or all three.
8. You may need to demonstrate an example in order for participants to understand what you're asking them to do.

Discussion 15 minutes

1. After about 10 minutes, ask participants to count how many facts all three group members have in common.
2. Lead groups to report numbers of common facts.
3. If there is time, change groups and repeat the entire activity, with participants joining groups with different people.



We All Like to Belong

Overview Even when we're not conscious of doing it, excluding others can be very hurtful for them.

Objectives Participants will:
identify how it feels to be excluded and how it feels to be included.
recognize that they can choose whom they will exclude and whom they will include.
plan ways to be sure that no one is excluded.

Materials printed slips of paper

Plan Distribute written statements to the participants.
Lead participants in the activity.
Discuss the activity.

Preparation

1. Prepare a short list of statements and make 5 copies of each one.
2. Make another list of different statements, but keep only one copy of each of these.

Activity **15 minutes**

1. Explain that you are going to give each participant a slip of paper with a statement printed on it.
2. Instruct them that they will read the statement they are given and be sure that no one else sees what is written on the paper.
3. State that when you give the signal, they will walk around the room sharing the message on their paper, looking for others with the same message.
4. Instruct them that when they find a person with the same statement, the form a group and continue until their group is complete.
5. Distribute a statement to each participant, being sure that at least a few of the participants have statements that no one else has, so they will not be included in one of the groups. Don't tell the participants that this has been done.
6. Give the signal to begin.

Discussion **25 minutes**

1. After completing the activity, ask each group to share its message.
2. Talk with participants about their experience.
3. Following are some questions that might be helpful:
How did you feel when you found someone with the same statement?
How did it feel not to be included in a group?
Why didn't someone find a way to include the loners in one of the groups?

What are some of the rules we follow that exclude some people from our groups?

What are some ways we can be sure that no one is excluded?

Statements to duplicate:

I love my school!

I really like this group.

Respect is really important!

We don't want to leave anyone out.

Everybody needs somebody.

Statements not duplicated:

Where do I fit?

Can I be in your group?

May I join you?

Are you looking for me?

Whose idea was this?

I love my school!

I really like this group.

Respect is really important!

Everybody needs somebody.

We don't want to leave anyone out.

Where do I fit?

Can I be in your group?

May I join you?

Are you looking for me?

Whose idea was this?

We Are the World

Overview One of the ways to help people Celebrate Diversity is to guide them in sharing each other the various places and cultures that have shaped their families.

Objectives Participants will:
feel positive about learning about different places and cultures.
know some of each other's distinctive family and cultural experiences.

Materials world map, name cards, push pins, string

Plan Participants learn as much as they can about their families' distinctive cultural experiences.
Participants share with each other about their families' distinctive cultural experiences.
A map is used to display some of the distinctives that are shared.

Preparation

1. Prior to this session, ask each participant to learn as much as he or she can about where their family is from.
2. Request that those participants born outside the United States obtain information about their country of birth.
3. Request that those participants who were born in the United States find out where their ancestors came from to settle in this country, and to obtain information about their ancestors' country.
4. Request that those participants who are Native American obtain information about the tribe they are from and the location of the traditional homeland of that tribe.
5. Tell the participants that whose family comes from more than one country can bring information about all the places their family is from.
6. You may want to gather information about the places where the youth are from as well, in order to augment what they will share.
7. Post a large map of the world in the room. Write the name of each youth on a small card and pin the cards beside the map of the world. Be sure to include a card with your name on it.
8. Put a heading on the map: "We Are the World",

Sharing 40 minutes

1. Say: One of the best things about living in the United States is that there are people here from all over the world. It is fun to learn about and from different cultures.
2. Invite participants to share what they learned about where their families are from.
3. As each person shares (perhaps you could go first), add lengths of string to the "We Are The World" display, connecting one end of each length of

string to the name card pin and the other end to a pin at the location on the map where the person's family is from.

4. Remember that some may share about more than one country of origin for their family, so more than one length of string would be connected to the pin on that person's name card.
5. For any participants who share Native American origin, connect the location end of the string to a pin identifying her or his tribe's traditional homeland.

Note to Leader

You can build on this map display activity by arranging various experiences and events during which youth can learn songs, display clothing, eat food, share stories and traditions, and celebrate holidays from their various cultures.

adapted from material included in the "Values Education Handbook" of the Sweet Home Central School District, Erie County, NY

We Can Agree That It's OK to Disagree

Overview Positive relationships do not require that the people involved always agree with each other.

Objectives Participants will:
know some of the ideas of others in the group.
believe that agreement is not always a requirement for maintaining positive relationships.
know ways to express disagreement without being disagreeable.

Plan Participants express their opinions about various issues, first by moving to a different place in the room, and then by briefly sharing their views.

Activity 40 minutes

1. Begin by explaining that you will read a statement about which people have different opinions.
2. After you read the statement, people will move, **WITHOUT TALKING**, to one of three locations in the room:
one location (point to an area beside one of the walls) if they strongly agree with the statement,
another location (point to the opposite side of the room or area) if they strongly disagree,
and the last (point to an area between the other two) if they're not sure.
3. Read a statement. Following are example statements you might use in teaching, practicing, and establishing this activity as a routine for the group.
4. After the participants have moved to their chosen locations, ask for volunteers from each of the three groups to talk about their opinion and any reasons for it that they would like to share.
5. Direct participants to speak only after they have been recognized, speak one at a time, listen while someone else is speaking, and not interrupt.
6. Announce that at any point that a participant changes her or his opinion, they may move to the appropriate location without waiting for the speaker to finish, but that they all need to continue to respect each other during the discussion.
7. Be sure to offer equal opportunity for people from the various groups to speak.
8. Examples of statements that may be useful in this activity:
Students shouldn't be required to do homework.
Students should be allowed to have cell phones in school.
Students should wear uniforms in school.
Students should be allowed to chew gum and eat candy in class.
Children should be limited to one hour of TV a day.
Children should receive an allowance to help them learn how to handle money.

Children should be taught to say, "Yes, Ma'am" and "Yes, Sir" to adults.
People should be required to use reusable shopping bags, even for groceries.

It would be best if the United States started using the metric system like most of the rest of the world.

If we had more bicycle lanes riders would be safer.

Notes to the Leader

This activity is very helpful when there is an issue to be discussed or decided that is or could be divisive. However, its greatest benefit probably comes from establishing it as a routine that the group uses frequently, even when discussing issues or topics for which there is a lot of agreement. In fact, its value in navigating tension and resolving conflict is far greater if it is used routinely for many discussions, regardless of tension.

The object of the activity is to allow all views to be heard. It's not primarily a method for making a group decision, though it can be helpful in doing so. However, as a routine to cultivate respect it's important that most of the time the activity be concluded as complete when all the views have been heard, without pressure to choose one or the other.

adapted from material created by Amy Martin, a teacher in the New York City public schools, and distributed by the Morningside Center

The Wealth and Power Scramble

Overview Much of the way society functions is based on the use of Power by a few to maximize their privilege. Principal ideas being communicated with this session include:

Power in most societies is largely based on wealth.
The individuals who have more, most often have greater opportunity to choose what they do and how they live.
Frequently this includes the way they are treated.

Objectives Participants will:
recognize that Power is frequently based on resources.
recognize that those with Power can choose whether they will use their Power to benefit themselves, or others, or both.

Materials individually wrapped peppermint candies

Plan Introduce Power as based on wealth.
Lead participants in the Wealth and Power Scramble.
Discuss the experience.

Activity 20 minutes

1. Tell participants that they will experiment with dividing the available wealth, represented by individually wrapped peppermint candies (or pennies.).
2. There is just one rule: no physical contact with another participant is allowed. Participants may not touch any part of another participant's person or clothing.
3. The penalty for breaking the rule is that you have to give the person you touched half of the candies you have gathered.
4. Instruct participants stand in a circle and the candies are distributed randomly, somewhat spread, in the middle space of the circle.
5. Keep 3 participants out of this portion of the experience.
6. It also can be helpful to require some participants to wear mittens as a representation of differing abilities. But don't explain this yet.
7. In addition, you can give some of the participants cups to use.
8. Tell the participants that, on the signal to begin, they must gather as many candies as possible without touching another participant.
9. Give the signal to begin.
10. When all the candies have been collected, record the names of each participant and the numbers of candies each has, in 3 categories: Wealthy (6+), Middle (3-5), Poor (<3).
10. Explain to the participants that their candies represent all their wealth, and all their Power.
11. They need to use their Power for their needs (i.e., food, housing, transportation, health care, clothing, education) and wants (i.e., cell phone, ipod, concerts, entertainment, travel, extra clothing).

12. Wealthy Group will be able to afford all their needs and most of their wants. Middle Group will be able to afford all their needs and one or two wants. Poor Group may not survive because of inadequate nutrition, shelter, health care, and education.
13. Inform participants they may give away some of their candies, but it is not a requirement. If they give away any candies, they will be listed on the Givers list.
14. Allow time for participants to give away candies if they choose.
15. If they do, record their names and the amount they gave away on the Givers list.
16. Revise Wealthy, Middle, and Poor lists if there is a change after the donations.
17. Point out the differences in the amount of Wealth and Power different individuals hold.
18. Group participants by what they have: Wealthy, Middle, and Poor.
19. Assign each of the three participants who were kept out of the activity to the groups, one to each. Don't explain why.
20. Assign each group the task of making a plan for the fair distribution of the candies. They must explain: what needs to be done (if anything), why this needs to be done, and how their plan is fair.
21. If they ask how to know what is fair, tell them to decide on their own.
22. Each group chooses a spokesperson to explain their plan to the others.
23. When the plans have been discussed, lead the participants to vote on which plan they will adopt.
24. Just before the vote, assign each member of the Wealthy Group 5 votes, each member of the Middle Group 2 votes, and each member of the Poor Group one-half vote.
25. Take the vote, tabulate the results, and follow the chosen plan.

Discussion **20 minutes**

1. Discuss the experience.
2. Following are some questions that may be helpful:
 - How did you feel?
 - Were you treated fairly?
 - Why did some people give away some of their Wealth and Power?
 - How did you feel about the three participants who were assigned to the groups after they had formed? How is this similar to where people are born in the world?
 - What did the mittens represent?
 - What did the cups represent?
 - Why do some people have more votes than others?
 - If this is how Wealth and Power are distributed in the real world, what would you want to change?

Note to Leader: You might end by giving every participant a candy.

What Do You See?

Overview People need to be conscious of their Stereotypes in order to be able to evaluate them.

Objectives Participants will:

- know that Stereotypes are assumptions we make about people without complete information.
- know that stereotypical assumptions can be negative and can be inaccurate.
- recognize that negative stereotypes can lead to people being harmed.
- decide that they will be Allies when they see someone attacked because of negative Stereotypes.

Materials photo of a group of people apparently from diverse experiences and/or cultures

Plan

- Consider a photo of people representing a variety of groups.
- Discuss assumptions we make based on Prejudice.
- Discuss possible consequences of Prejudice.
- Discuss ways people respond when they witness mistreatment based on Prejudice.

Activity 15 minutes

1. Show participants a photo of a group of people representing a variety of ethnicities. An example of a photograph that works well is one that can be found on the Mix It Up at Lunch Day web site. It was taken by Jim West during a Mix It Up at Lunch Day at Fordson High School in Dearborn, Michigan.
2. Distribute the worksheet and ask participants to complete it in response to the photo.

Discussion 25 minutes

1. After participants have completed the worksheet, lead them in a discussion.
2. Ask them to share the answers to their questions, including the captions for the photo.
3. Notice, particularly, the assumptions they have made from the appearances of the people in the photo in contrast to descriptions of specific features of the appearances.
4. Talk about assumptions that we often make about people, and the degree to which those assumptions are judgments based on prejudice.
5. Use examples of mistaken assumptions that people have made from prejudice. One example is the assumption that many people made regarding the Oklahoma City bomber who destroyed the Murrah Federal Building there April 19, 1995, having assumed it was the work of Muslim

terrorists, when it actually was the work of a young white man, born and raised in the US, who had served in the military. Another example is that, following the shootings in France (March, 2012) of Jewish adults and children and several soldiers, some assumed the perpetrator was a white supremacist. But, in fact, he was an Algerian who had trained with Al Qaeda in Afghanistan.

6. Ask the participants if they have ever known of someone who was hurt or killed because of mistaken assumption based on prejudice.
7. Ask participants if they have ever seen one or more people bullying a lone individual because of prejudice.
8. Ask for examples from school.
9. Ask how many perpetrators were involved, how many targets, and how many witnesses.
10. Talk about the options for witnesses:
 - Silent, passive Observers
 - Direct Confronters who may put themselves in harm's way and still not stop the attack
 - Allies who advocate to obtain needed help from those with sufficient power to intervene
11. Lead participants in a discussion of why Observers frequently don't become Allies.
12. Lead participants to identify what they themselves need in order to be an Ally when they witness someone being mistreated based on prejudice.

WHAT DO YOU SEE?

There are eight individuals in the photograph*. Describe each one. Include as much detail as possible.

Person 1

Person 2

Person 3

Person 4

Person 5

Person 6

Person 7

Person 8

Share your descriptions with the others in your group. Answer the following questions together:

Did all of you describe the people in the photo the same way?

If not, how was your list different?

What can you usually tell about people just by looking at them?

What *can't* you tell about them?

Talk with those in your group about the people in the photo, and answer the following questions together:

What emotions are they feeling?

What can we assume about the individuals?

What can we assume about the group?

This photograph shows a diverse group of young people. What message do you think the photographer is trying to convey?

As a group, write a caption that captures the message. If you need help brainstorming ideas, consider using some of the following sentence starters:

All people want to be _____.

The one thing we all have in common is _____.

We may look different, but _____.

Write down your group's caption:

Share your caption with the entire group. Tell them what the caption is and what it means.

What's Your Favorite...?

Overview The more we learn about each other, the less likely we are to view each other merely as representatives of groups toward which we may hold prejudices.

Objective Participants will:
feel more comfortable and familiar with each other.

Plan Form smaller groups, each of which forms a circle.
Lead participants to share some of their preferences with each other.

Activity **30 minutes**

1. Divide participants into groups of 8 to 10 each.
2. Instruct each group to form a circle.
3. Tell the participants to take turns telling each of the other participants in their circle the answers to each of the following "What's your favorite...?" questions.

What's your favorite...

Color?

Song?

Radio station?

Music performer?

Musical instrument?

Animal?

Movie?

Movie star?

Car?

Flower?

Sport?

Sports star?

TV show?

Food?

Candy?

Dessert?

Flavor of ice cream?

Vegetable?

Fruit?

Class in school?

Thing to do after school?

Thing to do on the weekend?

Video game?

Birthday memory?

Foreign country?

4. You can turn this activity into a contest by asking participants to raise their hand and keep it raised, after they share each of their favorites. Record which group completes sharing each favorite first. The group that completes sharing first the most times "wins".

Who Gets the Coconut?

Overview Though Conflict is a common experience, we usually try to avoid it. Consequently, we don't invest much time in learning about how we and others respond to it, or in thinking about how we experience it.

Objectives Participants will:

- identify different ways people experience and respond to Conflict.
- know four approaches that people use in responding to Conflict.
- recognize that Conflict is a normal part of life.
- know different levels of Conflict.

Plan

- Lead Conflict simulation.
- Discuss simulation.
- Discuss four approaches to Conflict.
- Discuss the nature of Conflict in our everyday lives.
- Review levels of Conflict.

Activity **20 minutes**

1. Say: In order to deal with conflict, you've got to understand what it's all about and how people react to it. Right now, you're going to participate in a role play, called "Upset in Aisle Nine!", and experiment with making peace by trying to deal with a conflict. You'll be assigned a role and I want you to take the role seriously. The more you get into your role, the more learning you'll get out of the experience.
2. Divide the participants into groups of 3. Any remaining participants are observers and reporters.
3. State: You will have 5 minutes for this role play. Afterward, each group will report how they solved the problem or why they weren't able to do so.
4. The rules for this role play are:
 - Stay in your role until the entire group comes back together.
 - Don't show anybody your role sheet or read it to anyone.
 - Don't reveal unnecessary information. Don't give out any information you wouldn't in real life, or give it out more quickly than you would in real life.
 - Don't talk to the other groups about what happened with your group until we debrief.
5. Distribute the "Upset in Aisle Nine!" Role Cards, with each member of the 3member groups receiving a different role.
6. Give each person a few moments to read her or his role card, and then ask if anyone has questions.
7. If there are questions, go over to the questioner and answer questions without letting other participants hear.

8. After addressing questions, send each group to a different part of the room or to an adjoining room and instruct them to complete the role play.
9. During the role play activity, walk around to monitor how the groups are doing. After about 5 minutes, call all the groups back together again.

Discussion **10 minutes**

1. Ask each group to share its solution.
2. Lead a debriefing discussion with the following questions:
Do you feel like you won or lost? Why?
Did you get what you wanted?
How do you feel about what happened?

Explanation **5 minutes**

1. Explain, using examples from what the groups share:
As you can see, there are different ways to deal with this problem, depending on how you approach it.
In some groups, one person might just take the coconut, or convince the other two to give it to her or him. This is an example of the Competitive Approach.
In some groups, one or two people might decide not to resist allowing the other one or two people take the coconut. This is an example of the Accommodating Approach.
Some groups might decide to split the coconut into three equal parts and give each person one of the parts. This is an example of the Compromising Approach.
Some groups might decide that the person who wants the coconut milk will take that, and the person who wants the coconut meat will take that, and the person who wants the coconut shell will take that. This is an example of the Collaborating Approach.
2. State: The Collaborating Approach is special because it gives everyone what they need, but the other approaches can offer satisfying solutions, as well. For example, if the group decides to give the coconut to the person who wants the milk for their ill mother because they feel this person needs it more. Or they may come up with other creative solutions to the problem.

Discussion **10 minutes**

1. Lead a discussion with the participants about experiences they have had that are similar to the coconut dilemma. Ask them to share what happened.
2. Ask the participants to suggest a possible situation they may encounter that is similar to the coconut dilemma.
3. Lead a brainstorming session to apply what has been learned in this session to the suggested situation.

Explanation

10 minutes

1. Explain: What we're talking about is conflict. The word, 'conflict', comes from the combination of two Latin words: 'com', which means 'together', and 'fligere', which means 'to strike or hit'. The opposite of conflict is 'concord', which also comes from two Latin words: 'com' and 'cor', which means 'heart'. When concord is present, there is peace.
2. State: Conflict is a normal and natural part of life. Just because two hearts are together doesn't mean that they never feel like hitting each other. But conflict is not automatically a sign of failure. It does mean that there's a situation that needs attention, because someone has unmet needs, or there are competing goals, or perhaps there was a misunderstanding. But it also means that there is an opportunity to build a stronger relationship by working together to resolve the conflict. This is one of the best things we do to create Peace.
3. Continue: Peace doesn't just happen. If conflict is ignored, it can turn into a problem. It may start out not so intense, but then grow worse. Some people talk about this by describing different levels of conflict.

Discussion

10 minutes

1. Distribute the "Levels of Conflict" handout.
2. Explain: The handout reminds us that people experience and express conflict in different ways. This can be true for a single conflict. For one person it may be a difference while for someone else the same situation may be a battle.
3. Depending on the level of conflict, the person, and the situation, the conflict may produce mild discomfort or severe emotional distress.
4. It may be displayed in verbal and physical ways, and sometimes produces harsh words or acts of violence.
5. Review the handout and then ask:
How did people act in the "Who Gets the Coconut" role play?
What levels of conflict did you observe?
6. Continue: As a conflict occurs, many of the ways people communicate and act end up making it worse.
7. Making demands and judgments, placing blame, and physically hurting one another are actions that cause people to react with retaliation and retribution, which is often even more destructive.
8. The result may be that the conflict spirals out of control. That's why it is so important for us to learn about conflict and to practice making Peace.
9. Ask: In the "Who Gets the Coconut?" role play, how did it end?
Were there any groups where the conflict became an opportunity?

Conclusion

1. Conclude by saying: Conflict lets us know that something needs attention, and we have the opportunity to make things better.
2. It is the way we handle Conflict that makes it positive or negative.

adapted from material prepared and disseminated by the Western Justice Center and material by Speed Leas

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6 - Crusade

Open hostility
Destruction is priority
Opponents are pursued if they withdraw
Continuing the struggle takes precedence over all else
Communication emphasizes universalized generalizations

5 - Campaign

Priority is to get rid of opponent(s)
Personal or subgroup good takes precedence over entire group's good
Communication used to punish, limited interaction, exaggerated reactions

4 - Clash

Winning is the priority
Factions are clearly identified
Distorted communication with opponent and
negative communication about opponent
Uncomfortable tension

3- Dispute

Self-protection is priority because
the real problem is the opponent, not the issue
Actions are planned
General communication, cautious interaction
Information may be withheld

2 - Difference

Focus is on personal point of view
Actions are increasingly deliberate
Communication is to clarify personal point of view

1 - Disappointment

Focus is on personal feelings from something
that didn't go as was wanted or expected
Actions are reactions to feelings
Communication is to express disappointment

[Type text]

"Upset in Aisle Nine!" Role Cards

Situation: You finally figure out that the coconuts are on Aisle Nine in the grocery store. You rush over to find just one coconut, the last coconut in the whole store. At the same time, you see that two other people want the same coconut.

Your Role: Milk for Mom

This coconut is yours. You saw it first, and just because you didn't move as fast as one of the others, doesn't mean you should lose it. Besides, your ill mother's digestive system can't tolerate artificial sweeteners, or honey. And she can't have sugar. But the coconut milk is sweet and is exactly the right thing she needs when she's feeling bad. She uses the milk to make a special dish that her grandmother taught her how to make. And it's just what she needs right now. You should get the coconut, and you're ready to do whatever you have to do to take it.

Situation: You finally figure out that the coconuts are on Aisle Nine in the grocery store. You rush over to find just one coconut, the last coconut in the whole store. At the same time, you see that two other people want the same coconut.

Your Role: A Treat for a Friend

This coconut is yours. You got to it before anyone else and were already putting it in your basket when the others showed up. First come, first served is fair, and you only want what's fair. Besides, your best friend is coming over and you promised this friend that your grandmother would make their favorite fresh coconut macaroons. You're going to have to walk home, and don't have time to go somewhere else to try and find a coconut. You're taking the coconut with you, no matter what.

Situation: You finally figure out that the coconuts are on Aisle Nine in the grocery store. You rush over to find just one coconut, the last coconut in the whole store. At the same time, you see that two other people want the same coconut.

Your Role: Your Cousin's Keeper

This coconut is yours. You need it. Or, actually, your cousin needs it. He just got back from a tour of service in the military, and he hasn't been the same. He's almost like a brother, ever since he came to stay with your family after his parents died. And now, you don't know exactly what happened, but he's doesn't really talk, or say anything, or go anywhere. But, when he was younger, he used to make really cool figures and faces from coconut shells. He carved them, and polished them, and even sold some at craft fairs. You KNOW he'll snap out of it if you bring him a coconut shell to work with! You've GOT to have this coconut. The others can find one somewhere else.

Who's Responsible?

Overview One of the primary tools for resolving Conflict and building Peace is taking responsibility. This can be expressed by a True Apology.

Objectives Participants will:
recognize that what we offer as "apologies" sometimes don't reflect that we have taken responsibility for our behavior.
understand the nature of a True Apology.
know how to give a True Apology.

Plan Discuss apologies.
Describe a True Apology.
Practice using True Apologies.

Discuss 10 minutes

1. Request: Raise your hand if you have ever heard an adult say, "who's responsible for this?" when something they don't like happens.
2. Ask: How many of you who raised your hand are eager to admit if you're the one responsible?
3. Ask: What are some of the things that make it easier for us to take responsibility for something we have done?
4. Ask: What are some of the things that make it harder?
5. State: One of the best things we can do when it's time for us to take responsibility for what we do is to give a True Apology.
6. Ask: When someone gives an Apology, what are they trying to say?

Explanation 5 minutes

1. Point out: Many times our apologies don't actually mean that we're sorry for something we have done.
2. Often what we are saying is that we are sorry that the results of what we did weren't good for some people.
3. Or, we are saying that we are sorry that someone else feels bad about what we did.
4. Or, we are saying that we are sorry we were caught.
5. A True Apology says two things:
I know that what I did was the wrong thing to do, and
I will do my best not to repeat it.

Discussion 20 minutes

1. Ask: What are some words and phrases we can use when we want to give a True Apology?
2. Ask: What are some situations in which you might need to use these True Apology words and phrases today or tomorrow?

Conclusion **5 minutes**

1. Point out: Just because we say we are sorry for something, and even give a True Apology, doesn't guarantee that the person will forgive us.
2. We don't have control over the feelings and actions of another person, but we do have responsibility for what we ourselves do and say.

Note to Leader

If there is time, lead youths to role play situations in which they might give a True Apology.

Why Hate Hate?

Overview Hate at any stage is repulsive. It is best dealt with at the Prejudice Stage, before it escalates to Discrimination, or Violence, or worse.

Objective Participants will:
know what Prejudice and Discrimination are, and how they can lead to Violence.

Plan Discuss various ways that people express Prejudice.
Discuss a case study of Discrimination leading to Violence.
Review the 3 stages of Hate: Prejudice, Discrimination, and Violence.
Illustrate with a description of what occurred in Germany in the rise to Power of the Nazi Party.
Discuss Hate in the local area.

Discussion 10 minutes

1. Lead a discussion using one or more of the following questions.
Why do you think people tell ethnic jokes about other groups, insult others, or exclude them socially? (possible response: because others are different)
Why do you think these differences would cause someone to insult someone else? (possible responses: it makes them feel more important; they are afraid of the other person; they don't understand the other person's culture)
Where do people learn to disrespect people who seem different? (possible responses: home, school, friends, media <i.e., newspapers, television, movies, music>)
'Prejudice' is making a judgment about someone without complete information. What is an example of prejudice that participants your age might learn from media?
2. List participant responses so all can see them.

Case Study 25 minutes

1. Read the following Case Study:

In one school, a group of four boys began whispering and laughing about another boy in their school that they thought was gay. They began making comments when they walked by him in the hall. Soon, they started calling the boy insulting anti-gay slurs. By the end of the month, they had taken their harassment to another level, tripping him when he walked by and pushing him into a locker while they yelled slurs. Sometime during the next month, they increased the seriousness of their conduct – they surrounded him, and two boys held his arms while the others hit and kicked him. Eventually, one of the boys threatened to bring his father's gun into school the next day to kill the boy. At this point another student overheard the threat and the police were notified.¹

2. Lead a discussion about the Case Study.
3. Following are questions that can be useful in the discussion:
 - Could something similar to this happen in this group?
 - How do you think a situation like this could affect the entire organization?
 - What could have been done to stop the situation from escalating?
 - Who should have stopped it?
4. Tell the participants that they have been discussing a situation that started out as "whispering and laughing" and became more intense, escalating to Violence.
5. Lead participants to identify different stages of development, including the bias and Prejudice at the beginning, the Discrimination in the form of insults and physical harassment, to Violence in the form of assault and criminal threat.
6. Briefly review each stage. Ask participants to provide one or two examples to exemplify each stage.
7. Based on the case study, ask participants the following questions:
 - At what stage would you place "whispering and laughing"? (Prejudice)
 - Why do you think that something, which at first seemed harmless, escalated to Violence? (answers might include: nobody stopped it; the perpetrators got more confident that no one would do anything; the Target did not seek help; Hate encourages Hate)
 - Even if it seemed harmless to the perpetrators and bystanders, how do you think the Target felt?
 - At what stage do you think it would be easiest for someone to intervene?
 - What would be some possible ways to intervene?

Discussion **10 minutes**

1. Say that the next stage after Violence is called Genocide.
 2. Explain that Genocide is when a group tries to completely destroy another group.
 3. Ask for examples of Genocide from history. (possibilities include: Native Americans, Aborigines in Australia, enslaved Africans, Rwandans, Armenians, Muslim Bosnians, Jews in Nazi-occupied Europe)
 4. Present the United Nations definition of "Genocide":
 - "any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such: (a) Killing members of the group; (b) Causing serious bodily or mental harm to members of the group; (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; (d) Imposing measures intended to prevent births within the group; (e) Forcibly transferring children of the group to another group."
- (UN Convention on the Prevention and Punishment of the Crime of Genocide)

Case Study **15 minutes**

1. Ask participants what they know about the Holocaust.

2. Be sure they are aware it was deliberate, systematic murder of at least 6 million Jews based on religious or cultural identity, plus the deaths of thousands of political dissidents, Roma, Polish, people with disabilities, homosexuals, and other groups.
3. Inform participants that in the early 1920s, Nazis were a small group that had limited influence in Germany. However, in one part of the nation, called Bavaria, they were welcomed and celebrated. By 1924 they were freely roaming the streets of Bavaria beating anyone who opposed them and anyone who they believed to be Jewish. Adolf Hitler was the leader of the Nazis. In 1933, he was named the leader of Germany. That same year, the first concentration camp, Dachau, was established as a place to incarcerate political prisoners. By 1934 all Jewish shops were marked with the yellow Star of David and the word "Juden" was written on the window. Men representing the government would stand outside the shops to prevent anyone from entering. On buses, trains, and park benches, Jews were required to sit only on seats marked for them. Participants were taught in school that Jews were not acceptable. Jewish school children were openly ridiculed by teachers, and the bullying of Jewish children was not punished. In 1935 laws were passed that removed the right of any Jew to be a German citizen and prohibited marriage between Jews and nonJews. On November 10, 1938 a government-sponsored 10-day campaign began. During this campaign 10,000 shops owned by Jews were destroyed and their contents stolen. Homes and synagogues were set on fire and left to burn. In 1942, the first concentration camps were designated as sites for the killing of Jews in order to implement a specific plan of the government to destroy them all.
4. Discuss with the participants how for many years people who were different were Tolerated in Germany, or the differences were Ignor(at)ed. In the early 1920s, Toleration and Ignorance became open Discrimination. Then, over a 20-year period, the Discrimination deteriorated to Hate, which eventually took the form of Genocide.
5. Hate is no joke. And it's serious.

Activity

15 minutes

1. Divide the participants into smaller Work Groups and ask each to discuss and list examples of Hate Violence they have experienced and/or witnessed recently in their communities or in the group.
2. After they have had time to work in groups, discuss with the larger group the examples listed.
3. Now ask each group to discuss and list examples of Hate Discrimination they have experienced and/or witnessed recently in their communities or in the group.
4. After they have had time to work in groups, discuss with the larger group the examples listed.
5. Now ask each group to discuss and list examples of Hate Prejudice they have experienced and/or witnessed recently in their communities or in the group.

6. After they have had time to work in groups, discuss with the larger group the examples listed.

Notes for Leaders

1. If there is time and interest, you might consider assigning the participants to survey other participants or members of their communities to identify recent examples of Hate Prejudice, Discrimination, and Violence.
2. In the various discussions of the Hate examples, it is very important to lead the participants to recognize the development of Hate from Prejudice to Discrimination and to Violence by identifying connections between the various examples at each level.
3. The results of all these discussions offer possibilities for action by the participants.

based on material produced by the Anti-Defamation League and Survivors of the Shoah Visual History Foundation

¹Description of school incident adapted from "Sticks and Stones" by Stephen L. Wessler. *Educational Leadership*, December 2000/January 2001 (p. 28).

4. Lead a discussion with questions such as the following:
How do we learn words that hurt?
How does it feel when someone says these words to you?
Why do we sometimes use words that hurt when we're talking to people?
What might happen in our group if some of us use these words with each other?

Explanation **5 minutes**

1. State that words that heal help to encourage people so they feel better.
2. Words that heal are kind and friendly. They tell a person he or she is important and included.

Discussion **15 minutes**

1. Ask the participants to share examples of words that heal. These may be single words or phrases. Write the examples on chart paper that you leave posted in the room.
2. Lead a discussion with questions such as the following:
How does it feel when someone says these words to you?
What might happen in our group if some of us use these words with each other?
3. Ask the participants to turn to the person next to them and share a word or phrase that heals.
4. Invite them to share with the entire group any additional words or phrases they identified. If more ideas are generated, add them to the chart.

Alternatives for Follow-Up

Place a "Words that Heal" box in the classroom and show the participants where it is. Leave blank cards beside the box. Instruct the participants to write on the cards what they say or hear others say when using words that heal, along with their names, and then put the cards in the box. If necessary, you can designate certain times of the day for preparing cards for the "Words that Heal" box.

Each day or week, take a card from the box and read it aloud to the group. Recognize the participant who prepared the card. When new words or phrases are identified, add them to the "Words that Heal" chart.

You Call that Dancing?!

Overview People don't often get to know each other better because they are told to do so. Their relationships with each other grow when they learn more about each other, especially what they have in common. Or, their relationships may be enhanced when they work together to accomplish something they value. Or, it can be helpful for them to have fun together.

Objective Participants will:
feel more comfortable in each other's company.

Materials recorded music, music-playing device

Plan Create groups.
Lead participants in the "Dance Circle" activity.

Activity **30 minutes**

1. Divide participants into groups of 8 to 10 each.
2. Ask each group to form a circle.
3. Instruct the participant with the birthday closest to January 1 to get in the middle of the circle.
4. Inform the participants that there is no talking during this activity because they will need to use all their powers of concentration to accomplish the task they will be assigned.
5. Tell the participants that everyone in the circle must watch the person in the middle of the circle and copy exactly the dance moves this person demonstrates.
6. This continues until the whistle is blown (30 seconds).
7. When that happens, the dance leader in the center points to another person in the circle and then joins the circle.
8. The person to whom the dance leader pointed moves to the center of the circle and becomes the next dance leader.
9. After explaining the activity, start the music and commence the dancing.
10. Of course, it helps a lot if there is music playing during this activity, but it is not required.

You'll Know It's Me Because...

Overview Usually stereotypes and bias are characteristics of our relationships with people we do not know well. Getting to know people better as individuals can help to reduce prejudice.

Objectives Participants will:
feel they know each other better.
acknowledge that differences between people are interesting and do not need to be feared.

Materials slips of paper or index cards, writing instruments

Plan Write self-descriptions.
Play a game of discovering which self-descriptions belong to which individuals.
Discuss the experience.

Activity **20 minutes**

1. Distribute slips of paper or index cards, one per person.
2. Ask the participants to imagine they have been chosen to be the one representative at an international peace conference.
3. Continue by saying, "You'll be arriving by plane in a city to which you've never been before. When you arrive, you'll be met by someone who has never seen you before."
4. Tell the participants that, since the conference is several weeks away, they don't know what they'll be wearing. But the person who will meet them wants them to send a description so the person can recognize them at the airport.
5. Since the person lives in another country, and doesn't have a cell phone or internet access, so you aren't able to text them there or send them a photo. So, you'll have to send your description in writing.
6. Ask the participants to write their descriptions on the slips of paper or cards they've been given.
7. Tell the participants to be sure that no one sees what they are writing.
8. Remind them that their descriptions will not include what they're wearing because they don't know yet what they will be wearing on that day.
9. Instruct them to begin their descriptions with: "You'll know it's me because".
10. After the participants have completed their descriptions, collect the descriptions in a bag or some other container.
11. Inform the participants that you will read a description and everyone will guess who wrote it.
12. Instruct them not to reveal their own description until everyone has had a chance to guess.
13. Take one description out and read it. Ask the participants to guess who wrote it. After everyone has had the opportunity to guess, request that the participant who wrote the description acknowledge it.

14. Continue reading one description at a time, allowing participants to guess, and then calling for the author's acknowledgement.

Discussion **10 minutes**

1. Lead a discussion about the Activity.
2. Following are questions that can be useful in the discussion:
 - What were some of the differences?
 - What was similar between the different descriptions?
 - What information did participants choose not to include?
 - What surprised you about this activity?

Session Guides by Title

In the Session Guides Section of this *Guidebook* there are multiple descriptions of specific learning experiences with youth. Some of the learning experiences are designed for children or adolescents. Many of them can be adapted for use with youth of various ages.

The Session Guides are organized in the Session Guides section in alphabetical order. Following is a list of the Session Guides indexed by title. Following the title of each Session, there is an indication in parentheses of the school grades (e.g., K-12) for which that Session might easily be adapted.

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Session Guides by Topic

In the Session Guides Section of this *Guidebook* there are multiple descriptions of specific learning experiences with youth. Some of the learning experiences are designed for children or adolescents. Many of them can be adapted for use with youth of various ages.

The Session Guides are organized in the Session Guides section in alphabetical order. Following is a list of the Session Guides indexed by topic. Following the title of each Session, there is an indication in parentheses of the school grades (e.g., K-12) for which that Session might easily be adapted.

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