

Resilience and Intergroup Solidarity Education

R.I.S.E.

Guidebook



Los Angeles County Commission on Human Relations

www.lahumanrelations.org

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Resilience and Intergroup Solidarity Education

R.I.S.E.

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, and language groups; economic classes; sexual orientations; religions, creeds, and faith expressions; pastimes 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 sense of security and can contribute to chronic trauma. In addition to this impact on health, such an atmosphere can be a major detraction to academic achievement and social interaction.

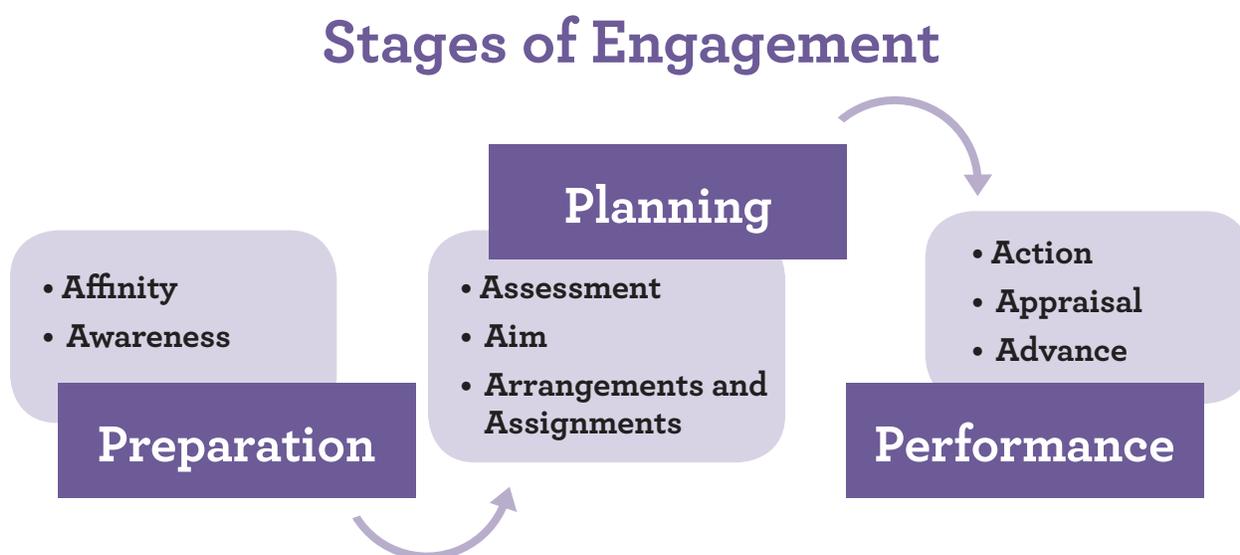
Resilience and Intergroup Solidarity Education (R.I.S.E.) offers schools and youth-serving organizations an additional tool with which to address these conditions. R.I.S.E. also offers ways to help youth learn alternatives for responding to tension and conflict and ways to encourage their appreciation for diversity. Through R.I.S.E., schools and youth-serving organizations foster resilience, promote respect and inclusion, affirm human rights, and mobilize youth to seek justice and actuate peace.

R.I.S.E. is a current expression of a decades-long strategic emphasis of the Los Angeles County Commission on Human Relations to equip and engage youth to make a difference. For over 70 years the Commission has been helping people replace prejudice and fear with respect and trust. The insecurity, bias, and animosity that prejudice and fear produce are morally unacceptable and socially destructive. The Commission works to change these conditions by supporting, informing, training, and mobilizing people of all ages to transform prejudice into acceptance, inequity into justice, and hostility into peace.

This Guidebook is separated into early sections describing Youth Engagement Stages, Sequence and Objectives, Helpful Websites, and a Calendar of Respect & Rights events which helps leaders understand and plan how to implement the program. Those sections are followed by Activity Guides which comprise the bulk of the Guidebook. The Guidebook also contains an activity index by alphabetical order following the Activity Guides.

Youth Engagement Stages

While each setting that uses **Resilience and Intergroup Solidarity Education** is distinct, most of them likely will include efforts to engage youth in doing something about what they learn. In any youth engagement process, common stages can be identified. These include: Affinity, Awareness, Assessment, Aim, Arrangements and Assignments, Action, Appraisal, and Advance. It is not unusual for more than one of the stages to occur simultaneously. In addition, a stage may need to be repeated as conditions and participants change. Nevertheless, each stage includes essential experiences for youth, and needs diligent attention. The stages are grouped into three phases: Preparation, Planning, and Performance. Specific ideas for executing these stages are described below.



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 can be made available to R.I.S.E. 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.

Sequence and Objectives

The activities in this Guidebook are arranged by topic in the order recommended as a sequence for the first year of implementation. Several of these activities touch on multiple topics and also meet various objectives. Nonetheless, the activities are in this order to build on each other and develop the group's knowledge base about the issues while exposing it to various skills. While adult trainers do not have to do every single lesson in each topic area, it is recommended that the adult trainer use as many of them as will benefit the group, with at least a few lessons from each topic area. The Activity Guides have been included in the category where they best fit in order to reach the objectives and support the goals of the program. Many of the later Activity Guides are designed to build on others presented earlier in order to meet the objectives listed below. This Guidebook's major categories and objectives are:

Identity—Youth participants will believe that each person is special and valuable in their own way.

Cultures & Communities—Youth participants will believe cultural and lifestyle differences are marvels to be treasured, not threats to be feared.

Emotions—Youth participants will be able to manage emotions effectively.

Healthier Relationships—Youth participants will be able to initiate contact with someone new and establish and maintain relationships of mutual respect and responsibility.

Conflict—Youth participants will know common sources of conflict and ways to resolve conflict with their peers. Youth will believe peace is the celebration of harmony, not merely the absence of hostility and that what they say or do can lead to hostility or peace.

Trauma and Resilience—Youth participants will know healthier ways of responding to trauma they have experienced.

Prejudice—Youth participants will know what prejudice is and what we can do about it.

Bullying—Youth participants will believe that working together, we can stop bullying and hate.

Human Trafficking—Youth participants will know common methods traffickers use to beguile youth and be able to recognize and respond with strength to encounters with potential traffickers.

Planning & Celebration—Youth participants will formulate a detailed plan for a project or event and recognize the vast scope of social diversity. Youth participants will also recognize how social diversity affects and benefits them personally and engage in a celebration of diversity.

Please use these activities based on the objectives that are outlined in each Activity Guide keeping in mind the level of comfort among the youth that you work with and their familiarity with the issues.

Helpful Websites

Helpful Websites 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
cesarchavezholiday.org
CharacterCounts.org
dayofsilence.org
denimdayusa.org
discoveryeducation.com/teachers/free-lesson-plans
edchange.org/multicultural
equityallianceatasu.org
glsen.org/jumpstart
hrusa.org
journeysinfilm.org
lovingday.org
morningsidecenter.org
nccrest.org
ncjrs.gov/internetsafety/cyber.html
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/development/desa/disabilities/
un.org/en/events/culturaldiversityday
un.org/en/events/racialdiscriminationday
worldaidsday.org
youthoverviolence.org

*These websites were accessed in December of 2017 and may or may not be working when you attempt to use them. It is recommended that you try to access any website or link that is referenced in this Guidebook before you run the sessions so that if a link doesn't work anymore, you can plan accordingly.

Calendar of Respect and Rights Events

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 (3rd week)	NO NAME-CALLING WEEK Annual week of educational activities aimed at ending name-calling and bullying. Sponsored and organized by GLSEN
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	ARMENIAN CULTURAL AWARENESS MONTH

Calendar of Respect and Rights Events (Continued)

April 24th	<p>COMMEMORATION OF THE ARMENIAN GENOCIDE</p> <p>Memorializes the tragedy of the Armenian Genocide where 1.5 million Armenians were killed under the leadership of the Ottoman Empire in 1915.</p>
Late April	<p>DAY OF SILENCE</p> <p>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. Sponsored and organized by GLSEN</p>
4th Wednesday in April	<p>DENIM DAY</p> <p>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.</p>
May	<p>ASIAN AND PACIFIC-AMERICAN HERITAGE MONTH</p> <p>Recognizes the contributions and celebrates the culture of Asians and Pacific Islanders in the United States.</p>
May 1	<p>MAY DAY–INTERNATIONAL WORKERS’ DAY</p>
May 21	<p>WORLD DAY FOR CULTURAL DIVERSITY FOR DIALOGUE AND DEVELOPMENT</p> <p>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.</p>
June	<p>LGBT PRIDE MONTH</p> <p>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. LGBT (lesbian, gay, bisexual and transgender) Pride Day is the last Sunday in June.</p>
June 12	<p>LOVING DAY</p> <p>Observes the anniversary of the 1967 United States Supreme Court decision Loving v. Virginia which struck down the miscegenation laws remaining in 16 states barring interracial marriage.</p>

Calendar of Respect and Rights Events (Continued)

June 19	<p>JUNETEENTH</p> <p>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.</p>
July 4	<p>UNITED STATES INDEPENDENCE DAY</p> <p>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.</p>
August 23	<p>INTERNATIONAL DAY FOR THE REMEMBRANCE OF THE SLAVE TRADE AND ITS ABOLITION</p> <p>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.</p>
September (first Monday)	<p>LABOR DAY</p> <p>Celebrated in recognition of U.S. workers.</p>
September 15–October 15	<p>NATIONAL HISPANIC HERITAGE MONTH</p> <p>Celebrates the contributions, heritage, and culture of Hispanic and Latino Americans.</p>
September (fourth Friday)	<p>NATIVE AMERICAN DAY</p> <p>California state holiday that celebrates Native American history and culture.</p>
October	<p>LGBT HISTORY MONTH</p> <p>Marks and celebrates the lives and achievements of lesbian, gay, bisexual, and transgender people in the United States.</p>
October 11	<p>COMING OUT DAY</p> <p>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.</p>
October 17	<p>INTERNATIONAL DAY FOR THE ERADICATION OF POVERTY</p> <p>Call to action for the eradication of poverty and destitution worldwide.</p>

Calendar of Respect and Rights Events (Continued)

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 (2nd 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.

ACTIVITY GUIDE—IDENTITY

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>.

ACTIVITY GUIDE—IDENTITY

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, 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?

Adapted from material developed and distributed by the Anti-Defamation League.

ACTIVITY GUIDE—IDENTITY

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	<p>Participants will:</p> <ul style="list-style-type: none"> acknowledge many groups whose Power is often denied. grasp the emotional impact of denied Power.
Plan	<p>Lead public acknowledgements of participation in groups whose Power frequently is denied.</p> <p>Discuss the emotional impact of the experience.</p>
Activity	<p>15 minutes</p> <ol style="list-style-type: none"> 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.

Sample Categories:

Female

Asian, East-Asian/Indian, or Pacific Islander

Latina, Latino, Latinx, Chicana, Chicano, mestizo, mestiza, "Hispanic"

One or more of your parents or grandparents is at least part Arab descent

Native-American/American-Indian, or at least one or both of your parents or grandparents is Native-American/American-Indian

African-American, Afro-Caribbean, Black, or of other 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

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

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.

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.

ACTIVITY GUIDE—IDENTITY

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 maybe even terrorists who may take over a 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 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.

ACTIVITY GUIDE—CULTURE & COMMUNITIES

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: <ul style="list-style-type: none">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	<ol style="list-style-type: none">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 <ol style="list-style-type: none">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?

Leaders—remember to make multiple copies of the slips below & distribute them—make sure that at least 1 person gets 1 of each from the bottom category.

I love my school!

I really like this group.

Respect is really important!

Everybody needs somebody.

We don't want to leave anyone out.

Leaders—remember to make only 1 copy of the slips below & make sure that only 1 person gets 1 of each

Where do I fit?

May I be in your group?

May I join you?

Are you looking for me?

Whose idea was this?

ACTIVITY GUIDE—CULTURE & COMMUNITIES

Power Chart

Overview Power is different for various groups in the United States. This exercise helps participants learn and discuss power differences.

Objectives Participants will:

- learn and identify groups with power and groups without power
- discuss power relations as related to hate and violence

Materials Whiteboard or large writing pad and writing utensil.

Plan

- Identify groups with power and groups without power
- Explain how “non-power” does not make groups completely powerless
- Discuss violence committed to groups without power

Activity **15 minutes**

1. Ask the participants to call out examples of groups in American society which have power. In response, ask them to state groups who are denied power in relation to the group mentioned.
2. If any other groups are missing, the facilitator can add to the list.
3. Your list should look similar to this:

Power	Non-power
adult	youth
men	women
white	people of color
rich	poor
heterosexual	lesbian, gay, bisexual
people without disabilities	disabled
“normal”	“crazy”
boss	worker
“fit”	“fat”
teacher	student
cisgender	transgender
young	old

Discussion

15 minutes

1. Tell participants: In each category, one group has more power than the other.
2. Ask: Does that mean groups in the “non-power” column are powerless? Not necessarily, it means that society constructs barriers to giving those with less power more power. Banding together can make “non-power” groups more powerful as well as having “power” groups address power inequity.
3. This chart also represents another dimension of power and non-power group relations. Lack of power is one of the predominant factors power groups target for hate and violence.
4. The group can further discuss what kind of violence is committed against groups in the “non-power” category. For example, violence to children by adults, to women by men, to transgender people by cisgender individuals, and violence to people of color by whites.

ACTIVITY GUIDE—CULTURES & COMMUNITIES

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

1 Ladder of Hate concepts from Cheryl Duckworth, Assistant Professor of Conflict Resolution, Nova Southeastern University, Fort Lauderdale, FL, teachforpeace.blogspot.com

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

The Respect Range

What do we do with difference? Different people respond in different ways to differences among people. Some people respect diversity greatly, welcoming it as something to be valued and celebrated. Others don't respect diversity at all. They hate it and want to destroy it.

We know that respect is required in order for people to be treated equitably. And most of us are likely to say we respect others. Our challenge is that our prejudice and other forms of disrespect toward others are very often blind spots. We see it in others, but not in ourselves.

The Respect Range is a tool to help people and groups see their attitudes toward others more clearly. Taking an honest look at ourselves allows us to identify ways we want to improve. As more and more of us do this, we can change the aim of a just and peaceful society from a distant dream to a real possibility.

What do we do with difference?

CELEBRATE

See the difference.
Eagerly help others to understand and value diversity.

Wow!
That's soo cool!
Now let me tell you about where I come from.

APPRECIATE

See the difference.
commit to understand and value diversity*

I've never met someone like you before. Tell me more!

TOLERATE

See the difference.
respond inappropriately*
for example, "as long as we're stuck together, we should try to get along."

Well they're here. I guess we'll just have to put up with them.

IGNOR(AT)E

See the difference.
pretend you don't*

OK. The past is the past. Now that we're all here, we should just all be the same.

DISCRIMINATE

See the difference.
make it wrong*

I don't understand why they ever came here in the first place.

HATE

See the difference.
stomp it out*

We've GOT to find a way to get RID of those people!

Based on material from Lindsey, Randall B.; Graham, Stephanie; Westphal, R. Chris; and Jew, Cynthia. *Culturally Proficient Inquiry: A Lens for Identifying and Examining Education Gaps*. Thousand Oaks, CA: Corwin Press, 2007, which adapts material first published in Cross, Terry L. "Cultural Competence Continuum," *Focal Point*, Portland, OR: The Research and Training Center on Family Support and Children's Mental Health, Portland State University, Fall, 1998.

ACTIVITY GUIDE—CULTURES & COMMUNITIES

Race is Made Up, But Racism is Real!

Overview	People of color often face hidden and outright racism. While most racism is hidden, sometimes racial slurs and insults inform us that a behavior by another person is clearly because of racist attitudes
Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> define and discuss race and racism, and learn their purpose engage in an exercise that promotes the understanding of the experiences of people of color develop alternative and positive meanings to being a person of color in American society
Materials	Sheet of paper, pencil/pen
Plan	<p>Engage participants in standing when statements apply to them</p> <p>Discuss stereotypes directed at people of color</p> <p>Develop alternative, positive perspectives of people of color</p>
Opening	<p>5 minutes</p> <ol style="list-style-type: none"> 1. Say: Often confusing, Race is defined differently by different people. For example in: <ul style="list-style-type: none"> Anthropology— Anthropologists believe that there is just one human race, which one? The human race. We are all just homo sapiens. Aligned with the biological view of race. Biology/Genetics— What's the genetic difference between me and you? .01 percent. That means we are all 99.99% similar in genetic makeup although we may be classified under different race or ethnicity. Biologically or genetically, there are no differences by race or ethnicity Sociology—sees race and ethnicity as a social construction. What do you think that means?...Wait for responses and then say: It is made up by humans. It is shaped by social & political influences. It is flexible & adaptive.

Race—refers to genetically transmitted characteristics popularly associated with different human groups such as skin color, facial features, hair texture, body type, and so forth.

2. Say: WHY RACE & RACISM?

Why do we need race? Our brains use shortcuts. Our minds use racial categories to help us categorize people and their physical attributes. We make racial categories based on skin color, hair texture, eye shape, perceived physical abilities, and so forth. This is related to how our brain works. We create mental shortcuts as much as possible.

3. Say: Why racism?

As humans, we seek to identify ourselves with those who are most like us and we oftentimes create false differences between us. That is, we decide who we categorize as part of our in group & who becomes part of the out group or “the other.” This better helps us, and largely our brain, understand how we interact with others. Unfortunately racism takes this to the extreme and is the actions based on prejudice because of a person’s different “race.” Racism can also be done by institutions and organizations so it is not just an individual problem.

Activity

20 minutes

Say: We will engage in a short exercise that promotes the understanding of the experiences of people of color. I will be making a series of statements. For each statement that applies to you, you are to stand up and notice any feelings that emerge.

“Please stand up silently if...”

1. Your ancestors were forced to come to this country, or were forced to relocate from where they were living in this country or were restricted from living in certain areas because of their “race” or ethnicity*.
2. You ever heard people saying that “you” or “your people should leave,” “go home,” or “go back to where you came from.”
3. You ever tried to change your physical appearance (e.g., your hair, skin color), mannerisms, speech, or behavior to avoid being judged or ridiculed because of your “race” or “ethnicity.”
4. You ever felt uncomfortable or angry about a remark or joke made about your “race” or ethnicity, but didn’t feel safe enough to confront it.

5. You or your close family or friends were ever a victim of violence because of your “race” or ethnicity.
6. Say “thank for participating in this activity, now I am going to ask you some questions for you to write down on the sheet of paper I handed out and after each question please write a statement to the question”

What it is like to be a person of color?

What is “race” and what’s the purpose of “race?”

Think about your own “race”/ethnicity and how does the world see you?

How do you see yourself?

Discussion

15 minutes

1. Ask participants to explain what it was like for them doing the exercise. Which statements stood out to them?
2. Have them break out in pairs and discuss what it is like to be a “person of color.”
3. Come together as a group and ask participants to develop alternative and positive ways to help end Racism in American society.

Adapted from “Helping Teens Stop Violence” (1990) by Allan Creighton and Paul Kivel.

*According to diffen.com Ethnicity “refers to cultural factors including nationality, regional culture, ancestry and language.” https://www.diffen.com/difference/Ethnicity_vs_Race#What_is_ethnicity.3F

ACTIVITY GUIDE—CULTURES & COMMUNITIES

My Sisters' Voices

Overview	As we grow, we learn how to behave from those around us. Gender roles are based on norms or standards, created by society.
Objectives	<p>Participants will know:</p> <ul style="list-style-type: none"> the attitudes and expectations surrounding gender roles typically based on gender stereotypes. common forms of sexism in modern society. how society determines how females should think, speak, dress and interact with the context of society.
Plan	<p>Engage participants in choosing one of the following quotes from the handout sheet.</p> <p>Discuss the expected gender stereotypes roles of women of color in society.</p> <p>Develop alternative ways to break gender stereotypes.</p>
Materials	Women's Leadership Project: Gender Role Reflection Sheet
Activity	<p>20 minutes</p> <ol style="list-style-type: none"> 1. Say: Today we are going to discuss how our society has a set of attitudes and expectations towards gender roles about men and women, for this particular workshop we will analyze how it affects women particularly women of color 2. Say: To begin lets understand what a gender role is: A gender role is a set of social "rules" dictating the types of behaviors which are generally considered acceptable, appropriate, or desirable for people based on the their actual or perceived sex or sexuality 3. Say: For example society expects women to be fragile, submissive, accommodating, emotional, some people expect that women will take care of the children, cook, and clean the home, some people expect are quick to assume that teachers and nurses are women, some people are

expected to be thin and graceful, women are also expected to dress and groom in ways that are stereotypical to their gender like wearing dresses and make-up

4. Say: How do gender stereotypes affect people? Remember a stereotype is “a widely accepted judgement about a person or group,” when in reality those judgements are not always accurate.
5. Say: Now when you stereotype gender in this case women of color, it can cause unequal and unfair treatment because of a person’s gender. This is called sexism.
6. Pass out Gender Role Reflection Sheet and tell participants to underline any passages or words that they find intriguing, troubling or “right on” about the statement, in the Gender Role Reflection Sheet
7. Give participants 10 minutes to review Gender Role Reflection Sheet

Discussion

15 minutes

1. Ask participants “Do you agree or disagree with the statement? What examples from your life, family, community or culture does the statement relate to?”
2. Have them break out in pairs and discuss these questions
3. Come together as a group and ask participants to develop alternative and positive meanings of what it means to be a woman, particularly a woman of color.

Women’s Leadership Project: Gender Role Reflection Sheet

QUOTE 1:

Girls of color (Asian, Native American, African American, Latinas) have forever been caretakers. That is what we are taught, from baby-sitting our siblings to cooking for our families. Part of being a caretaker means defending men of color—our fathers, uncles, brothers... We have been trained to stand by them... **We as females of color have been told that sexism does not exist for us or is not important...** Yet I cannot even begin to count all the disrespectful and derogatory things I have heard from the mouths of men of color...I know there are many wonderful, respectful men of color, so I have no reason to be angry. Yet still I am. Our men should be outraged...They should not tolerate having their mothers, sisters and daughters subject to such oppression.

—Iris Jacob (18), *My Sisters’ Voices: Teenage Girls of Color Speak Out* (p. 35)

QUOTE 2

Each year thousands of black women are shot, stabbed, stalked, and brutalized in crimes that never make it on the news. Black women experience intimate partner violence at a rate of 35% higher than do white women. Intimate partner violence is a leading cause of death for black women, yet they are seldom viewed as proper victims and are rarely cast as total innocents. This is the backdrop to the tale of a group of white high school students in New York who thought it would be cool to don blackface and reenact the 2009 beating of pop star Rihanna by Chris Brown at a pep rally. A big part of the white audience’s glee came from not seeing Rihanna as a proper victim.

—Sikivu Hutchinson, “Bashing Black Women”

QUOTE 3

In the new drama *Devious Maids*, Latina maids have to cater to whites and follow their orders because the “white families” are giving these women jobs. This goes back to the idea of white superiority: where whites are allowed to have dominance over these maids because they come from a “lower class” and are nonwhites. In the first episode the employers exploit the maids and threaten them with deportation; thus assuming that all Latina maids are undocumented. White society has this preconceived notion that Latinas are meant to do domestic work because that is all they are good for since they do not have an education or documents. The Latina characters are also depicted as seducers who are trying to get these white rich men to fall for them so they can become rich fast. The title of the show conveys that society has the idea that Latina maids are “devious” and cause problems within the white families as they try to break up marriages and move up in society.

—Race and Gender in Media: Stereotypes in *Devious Maids*

ACTIVITY GUIDE—CULTURES & COMMUNITIES

Trash That Stereotype...

Overview	Usually stereotypes are mental images of how a certain group should be without considering the opportunity to getting to know them as individuals
Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> acknowledge that stereotypes are images not facts recognize differences between people despite perceived assumptions challenge negative stereotypes with positive individual experiences
Materials	Trash can, slips of paper or index cards with common stereotypes statements of certain groups
Plan	<p>Prepared common stereotype statements paper or index cards face down ready for each student</p> <p>Play a game of flipping over paper or index with common stereotypes of certain groups and have students explain why the written stereotype statement is true or not true by giving real life experiences following by trashing slip of paper or index card into trash can</p>
Activity	<p>20 minutes</p> <ol style="list-style-type: none"> 1. Distribute slips of paper or index cards face down, one per person. 2. Ask the participants if they know what a stereotype is, if not give definition. "A generalization or judgement about a person based on a group that they belong to..." 3. Continue by saying, "Stereotypes come in different ways such as what type of car a certain person is supposed to drive, colors they like, food they eat, clothes they wear, music they like, etc..." 4. Tell participants to be sure that no one sees what their statement reads. 5. Remind participants to stay quiet while participant explains his/her thoughts 6. Pick participants one at a time and instruct them to read their statement out loud

7. Have participants explain why their statement is not true by giving real life example of their experiences or someone that they know that doesn't fit that stereotype
8. After each participant has finished sharing instruct them to thrash their stereotype statement reinforcing that stereotypes are not true
9. Continue picking one participant at a time, allowing participants to share their experiences after each participant has finished explaining his/her thoughts of the statement.

Discussion **10 minutes**

1. Lead a discussion about the Activity
2. Following are questions that can be useful in the discussion:

Are stereotypes true?

What were some of the differences?

What surprised you about this activity?

How are you going to take the time to know each other better?

Stereotype Statements Suggestions (Please note that this may make some of your participants uncomfortable—It is important to keep teasing to a minimum)

All Mexicans drive Lowriders

All African Americans play basketball

All Asians are great at math

People in wheelchairs cannot do anything

All boys like blue

All girls like pink

All Italians eat spaghetti and meatballs

All boys are messy

All African Americans like rap

All White people like country music

All Asians drive Toyotas or Hondas

ACTIVITY GUIDE—CULTURES & COMMUNITIES

People of Color Stand Up

Overview	People of color often face racial “microaggressions” which are everyday “mini” insults because of race, ethnicity, or heritage. While they may seem harmless, they create real experiences that affect people of color. On top of that, people of color still face blunt racism.
Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> engage in an exercise that promotes the understanding of the experiences of people of color discuss and analyze stereotypes and discriminatory practices against people of color develop alternative and positive meanings to being a person of color in American society
Materials	None.
Plan	<p>Engage participants in standing when statements apply to them</p> <p>Discuss stereotypes directed at people of color</p> <p>Develop alternative, positive perspectives of people of color</p>
Activity	<p>20 minutes</p> <ol style="list-style-type: none"> 1. This exercise works best if the majority of participants are people of color. The facilitator should assess the level of safety in the group. 2. Tell participants that you will be making a series of statements. For each statement that applies to them, they are to stand up and notice any feelings that emerge. 3. Say: Please stand up silently if... <ol style="list-style-type: none"> 1. Your ancestors were forced to come to this country, or were forced to relocate from where they were living in this country—either temporarily or permanently—or were restricted from living in certain areas because of their race or ethnicity.

2. You ever heard people saying that you or your people should leave, go home, or go back to where you came from.
3. In your family, as a child, you were the intermediary between your parent/s and store clerks or public officials (social workers, school officials, etc.) because of language or other differences.
4. You were ever called names or otherwise ridiculed by someone you didn't know because you were African-American, Latino/a, Asian American, Native American, Arab American, or of mixed heritage.
5. You were ever ridiculed by a teacher, employer, or supervisor because of your racial heritage or an accent.
6. You have ever been told by a white person that you are "different" from other people of your racial or ethnic group.
7. You were ever told that you didn't act Black, Latino/a, Asian, Arab/Indian...enough or weren't like other Blacks, Latino/as etc...
8. You were ever told by a white person that you are too sensitive, too emotional, or too angry when talking about racism.
9. You ever received less than full respect, attention, or response from a doctor, police officer, court official, city official, or other professional because of your race or ethnicity.
10. You ever saw your racial/ethnic group portrayed on television or in the movies in a derogatory way.
11. You ever tried to change your physical appearance (e.g., your hair, skin color), mannerisms, speech, or behavior to avoid being judged or ridiculed because of your race or ethnicity.
12. You have ever been told to learn to speak "correct" or "better" English or that you speak it so well for someone from your group.
13. You were ever discouraged or prevented from pursuing academic or work goals, or tracked into a lower vocational level because of your racial or ethnic identity.
14. You were ever mistrusted or accused of stealing, cheating, or lying because of your "race" or ethnicity.
15. You were ever stopped by police on the street because of your racial or ethnic identity.
16. You were ever refused employment because of your "race" or ethnicity.

17. You were ever paid less, treated less fairly, or given harder work than a white person in a similar position.
18. Your religious or cultural holidays were not recognized at your job or school.
19. You ever were refused housing, were discouraged from applying for housing, or had to leave housing because of racial discrimination.
20. You ever felt uncomfortable or alone in a group because you were the only one of your racial or ethnic group.
21. You ever felt uncomfortable or angry about a remark or joke made about your race or ethnicity, but didn't feel safe enough to confront it.
22. You ever felt the threat of violence because of your "race."
23. You or your close family or friends were ever a victim of violence because of your "race" or ethnicity.

Discussion**15 minutes**

1. Ask participants to explain what it was like for them doing the exercise. Which statements stood out to them?
2. Have them break out in pairs and discuss what it is like to be a person of color.
3. Come together as a group and ask participants to develop alternative and positive meanings of what it means to be a person of color in American society.

Adapted from "Helping Teens Stop Violence" (1990) by Allan Creighton and Paul Kivel.

ACTIVITY GUIDE—EMOTIONS

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:



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 participants 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 participants 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?
4. What might have been a better way for her to talk to Suri?
5. 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.

ACTIVITY GUIDE—EMOTIONS

Words that Hurt and Words that Heal

Overview What we say can discourage people and encourage hate, or can encourage people and encourage harmony and peace.

Objectives Participants will:

- acknowledge the powerful impact of what we say on others.
- know differences between words that hurt and words that heal.
- identify specific words and phrases we can use to encourage others.

Materials “Words Hurt” picture

Plan

- Discuss what we might say that discourages others.
- Discuss what we might say that encourages others.
- Discuss specific words and phrases that can encourage others.

Opening Explanation 5 minutes

1. Introduce the difference between things we say that cause people to feel worse and things we say that cause people to feel better.
2. Say: Sometimes when people say words that hurt, we call this a put-down. Words that hurt tell a person she or he is not important, not good, or in some other way less than other people.

Discussion 15 minutes

1. Ask the participants to share examples of words that hurt. These may be single words or phrases. Don’t write down the examples, just repeat them aloud.
2. Ask participants if they have ever heard someone say: “Sticks and stones may break my bones, but words will never harm me.”
3. Show the “Words Hurt” picture and ask participants to describe what the picture is trying to communicate.

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**

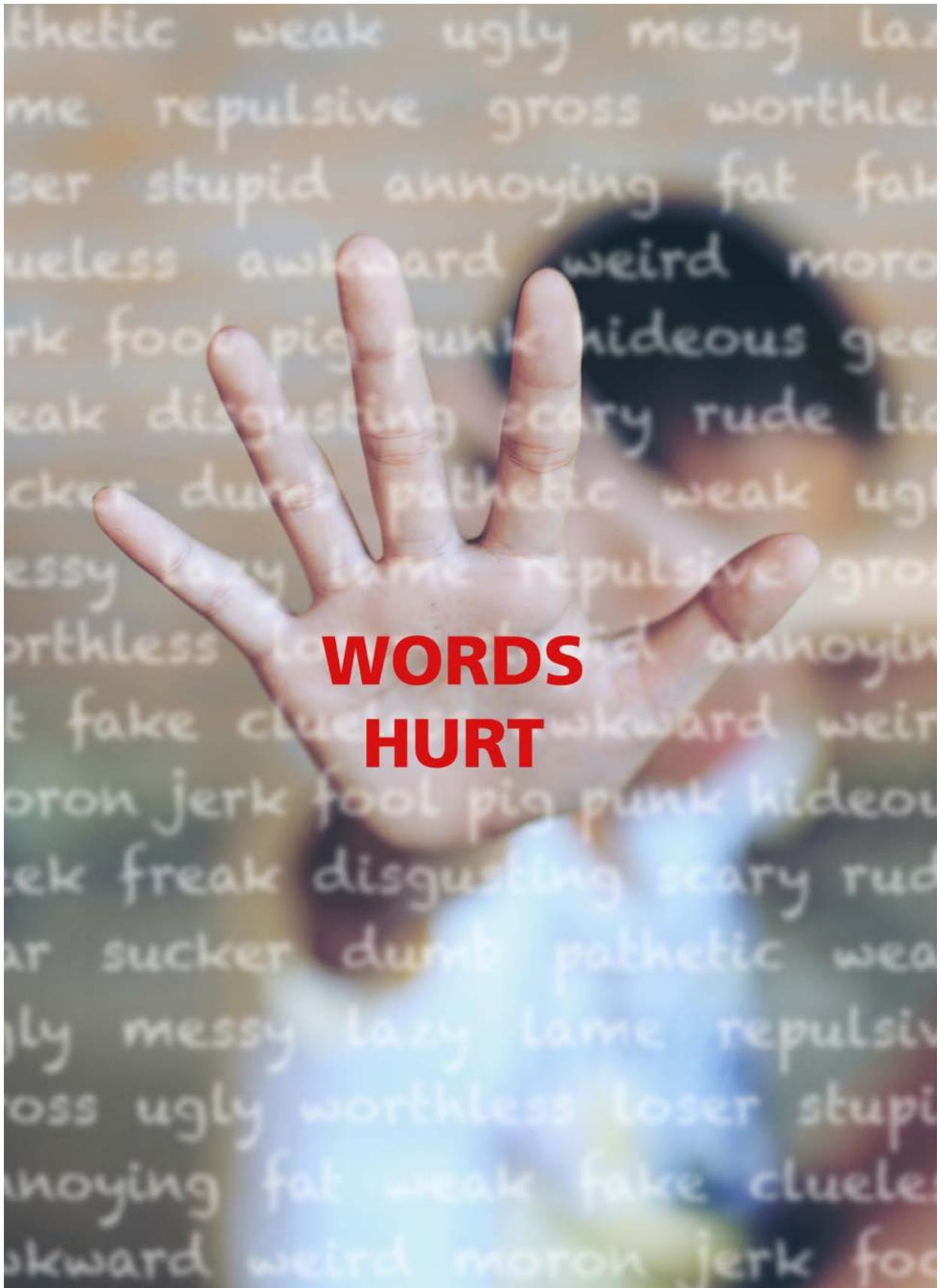
1. Ask the participants to share examples of words that heal. These may be single words or phrases. Write the examples on chart paper that you leave posted in the room.
2. Lead a discussion with questions such as the following:
 - How does it feel when someone says these words to you?
 - What might happen in our group if we 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.

Adapted from material prepared and distributed by the Morningside Center, NY, 212.870.3318.



WORDS HURT

ACTIVITY GUIDE—EMOTIONS

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 encouraged and can lead to fantastic results.
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.

Adapted from material prepared and distributed by Morningside Center, NY, 212.870.3318.

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.*

ACTIVITY GUIDE—HEALTHIER RELATIONSHIPS

Care to Listen

Overview	Listening is essential to positive relationships.
Objectives	Participants will: <ul style="list-style-type: none"> know how to listen actively. practice specific active listening skills
Plan	<p>Demonstrate inattentive listening and active listening.</p> <p>Discuss active listening skills.</p> <p>Establish routine of periodically reviewing and practicing active listening skills</p> <p>Enlist observers to give feedback about the quality of the listening of the participants.</p>
Activity	<p>5 minutes</p> <ol style="list-style-type: none"> 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	<p>5 minutes</p> <ol style="list-style-type: none"> 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	<p>5 minutes</p> <ol style="list-style-type: none"> 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.

ACTIVITY GUIDE—HEALTHIER RELATIONSHIPS

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.

ACTIVITY GUIDE—HEALTHIER RELATIONSHIPS

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. Respect Interview Guide on page 64.

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 with permission from all the participants & parents of minors. You can also only record the adult interviewees to avoid issues with parent/ guardian consent.

Follow-Up

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

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 say and 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?

(Continued on next page)

Respect Interview Guide

(Continued)

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.

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

ACTIVITY GUIDE—HEALTHIER RELATIONSHIPS

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.

Often what we are saying is that we are sorry that the results of what we did weren't good for some people.

Or, we are saying that we are sorry that someone else feels bad about what we did.

Or, we are saying that we are sorry we were caught.

2. 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 participants to role play situations in which they might give a True Apology.

Adapted from Activities that Teach, by Tom Jackson.

ACTIVITY GUIDE—HEALTHIER RELATIONSHIPS

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 door, 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.

ACTIVITY GUIDE—HEALTHIER RELATIONSHIPS

Women Stand Up

Overview	Women in society are surrounded with images and messages of beauty, femininity, fragility, and subordination. Female participants have an opportunity to discuss the limitations of their socialization as women.
Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> engage in an exercise that will help them understand society's expectations of women discuss and analyze how they have been taught to be women develop alternative and positive meanings to being women
Materials	None.
Plan	<p>Engage participants in standing when statements apply to them</p> <p>Discuss the expected roles of women</p> <p>Develop alternative meanings of being a woman</p>
Activity	<p>15 minutes</p> <ol style="list-style-type: none"> 1. This exercise works best if the participants are all female or majority female, depending on the level of safety in the group. 2. Tell participants that you will be making a series of statements. For each statement that applies to them, they are to stand up and notice any feelings that emerge. 3. Say: Please stand up silently if... <ul style="list-style-type: none"> You have ever worn make-up or shaved your legs or underarms. You have ever worn uncomfortable, restrictive clothing—heels, a girdle, clothes that felt too tight or too revealing You have ever been afraid you were not pretty enough You ever felt you were not feminine enough You have or have ever had an eating disorder You have ever changed your diet or exercised to change your body size, body shape, or weight

You ever felt less important than a man

You ever pretended to be less intelligent than you are to protect a man's ego (so that they don't feel bad).

You were afraid to speak or felt ignored because men were doing all the talking

You ever felt limited in what careers were open to you

You ever earned less than a man for doing equal work

You were ever sexually pressured by a man in your workplace or at school

You were ever yelled at, commented upon, whistled at, touched or harassed by a man in a public place

You were ever lied to by a man so he could get something he wanted

You have ever been called a really bad name for girls

You ever limited your activity or changed your plans to go somewhere out of fear for your physical safety

You ever stopped yourself from hugging, kissing, or holding hands with another woman for fear that you might be called a lesbian

You have ever been prescribed medication to control your emotions or spent time in counseling or a mental institution because you were "too" emotional

You have ever been afraid of a man's anger

You have ever said "yes" to a man because you were afraid to say "no"

You have ever been hit by a man

Discussion

15 minutes

1. Ask participants to explain what it was like for them doing the exercise. Which statements stood out to them?
2. Have them break out in pairs and discuss what it means to be a woman.
3. Come together as a group and ask participants to develop alternative and positive meanings of what it means to be a woman.

Adapted from "Helping Teens Stop Violence" (1990) by Allan Creighton and Paul Kivel.

ACTIVITY GUIDE—HEALTHIER RELATIONSHIPS

Men Stand Up

Overview Inter-relationship violence is often connected to the ways men/boys are socialized to be “men”, to reduce their sensitivity, and be “tough.” Male participants have an opportunity to discuss the limitations of their socialization as men.

Objectives Participants will:

- engage in an exercise that will help them understand society’s expectations of men
- discuss and analyze how they have been taught to be men
- develop alternative and positive meanings to being men

Materials None.

Plan Engage participants in standing when statements apply to them

Discuss the expected roles of men

Develop alternative meanings of being a man

Activity **15 minutes**

1. This exercise works best if the participants are all male or majority male, depending on the level of safety in the group.
2. Tell participants that you will be making a series of statements. For each statement that applies to them, they are to stand up and notice any feelings that emerge.
3. Say: Please stand up silently if...
 - You have ever worried you were not tough enough
 - You have ever exercised to make yourself tougher
 - You were ever told not to cry
 - You were ever hit to make you stop crying
 - You have ever been called insults like “wuss”
 - You have ever been told to act like a man

You have ever been hit by an older man

You have ever been forced to fight, or were in a fight because you felt you had to prove you were a man

You ever saw an adult man you looked up to or respected hit or verbally abuse a woman

You have ever been physically injured by another person

You have ever been physically injured and hid the pain, or kept it to yourself

You ever stopped yourself from showing affection, hugging, or touching another man because of how it might look

You plan to be in the military

You ever drank or took drugs to cover your feelings or hide pain

You have ever been wounded by a knife or gun

You ever hurt another person physically

Discussion

15 minutes

1. Ask participants to explain what it was like for them doing the exercise. Which statements stood out to them?
2. Have them break out in pairs and discuss what it means to be a man.
3. Come together as a group and ask participants to develop alternative and positive meanings of what it means to be a man.

Adapted from "Helping Teens Stop Violence" (1990) by Allan Creighton and Paul Kivel.

ACTIVITY GUIDE—HEALTHIER RELATIONSHIPS

“Act Like a Man”

Overview	Boys are often pressured and told to “act like a man.” This often boxes up boys’ emotions and behaviors to conform with ideas of “manliness” equated as insensitive and hurtful.
Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> engage in a role play depicting the demands of boys to act like “men” discuss and analyze what it means to “act like a man” understand the negative implications from expecting boys to act like “men”
Materials	None.
Plan	<p>Role play skit between father and son</p> <p>Discuss what it means to “act like a man”</p> <p>Teach about the drawbacks of “acting like a man”</p>
Activity	<p>10 minutes</p> <ol style="list-style-type: none"> 1. Presenter (P) asks one student to play the Father (F) and a male student to play the role of son (S). 2. Privately prepare both students on the role playing and get agreement on light physical contact beforehand. 3. The son is sitting watching TV and the father enters the room waving a report card. <ul style="list-style-type: none"> F: Turn off the TV! What the hell are you doing? And what the hell is this? (Shows report card.) S: It’s my report card. F: Your report card! If you’re so smart, why were you stupid enough to get a D in Math? S: I did the best I could. F: D is the best you could do? You’re just stupid! S: That’s not fair. (Tries to get up.)

F: (Shoves him down.) Don't you talk back to me! You hear, boy?

S: (Starts to cry.)

F: Oh, you're gonna cry now? Huh? (Shakes son, hits him with report card.) You can't even act like a man! (Stomps out. Son stops in place to end the role play.)

P asks the son: How are you feeling right now about yourself? How do you feel about your father? How do you feel about what just happened?

P asks the class: What's going on here? Why is this fight happening? Who is responsible? Is this really about grades?

P: One thing the father told the son was to "act like a man." Let's talk about this.

Discussion

15 minutes

1. Ask students to pretend to be 10-year-old boys and that there is an adult man—father, stepfather, coach, etc.—who is angrily saying to them, "Act like a man."
2. Ask: What do you think boys learn when someone says that to them? What do you think it means to "act like a man."
3. Make a list on the board with student replies. Make sure to include "tough" and "don't cry."
4. If the word "macho" comes up, take a minute to explain it. It is a Latino/a term that is often misunderstood for its negativity when connected to a dominant male who is tough and insensitive. However, "machismo" also relates to having honor and taking care of one's family.
5. Say: The terms you all listed can be referred to as our "Act-Like-A-Man" box. Most boys will believe this as they grow up. Who are some of the people in society that teaches us to be this way? Parents, friends, significant others, media, coaches, teachers, and family members.
6. Ask: What names do boys get called when they try to step outside this box? List and write replies on the board.
7. Ask: What is the purpose of these names? What are you supposed to do when someone calls you these names?
8. Say: These names are meant to keep boys in check- to conform with ideas from the "Act-Like-A-Man" box. They are emotionally violent, they hurt us, and they make us want to change our behavior so we never get called names again.

Adapted from "Helping Teens Stop Violence" (1990) by Allan Creighton and Paul Kivel.

ACTIVITY GUIDE—CONFLICT

Pecking Order

Overview One of the common forms of conflict among youth is competition for dominance. Sometimes this behavior in animals is called a “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 participants 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

1. Nothing in this experience is meant to suggest that people should just accept disrespect from others and not stand up for themselves.
2. 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

Name

“Chickens in a Box” video

Briefly explain what a “pecking order” is for chickens.

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?

Pecking Order

Name

“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?

ACTIVITY GUIDE—CONFLICT

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.

ACTIVITY GUIDE—CONFLICT

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: <ul style="list-style-type: none"> 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	<p>Review expressions of conflict in popular culture.</p> <p>Discuss the frequency and opportunity of conflict.</p> <p>Discuss sources of conflict.</p> <p>Apply understanding of sources of conflict to personal situations.</p> <p>Discuss how understanding of conflict can help in dealing with it.</p>

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.

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:

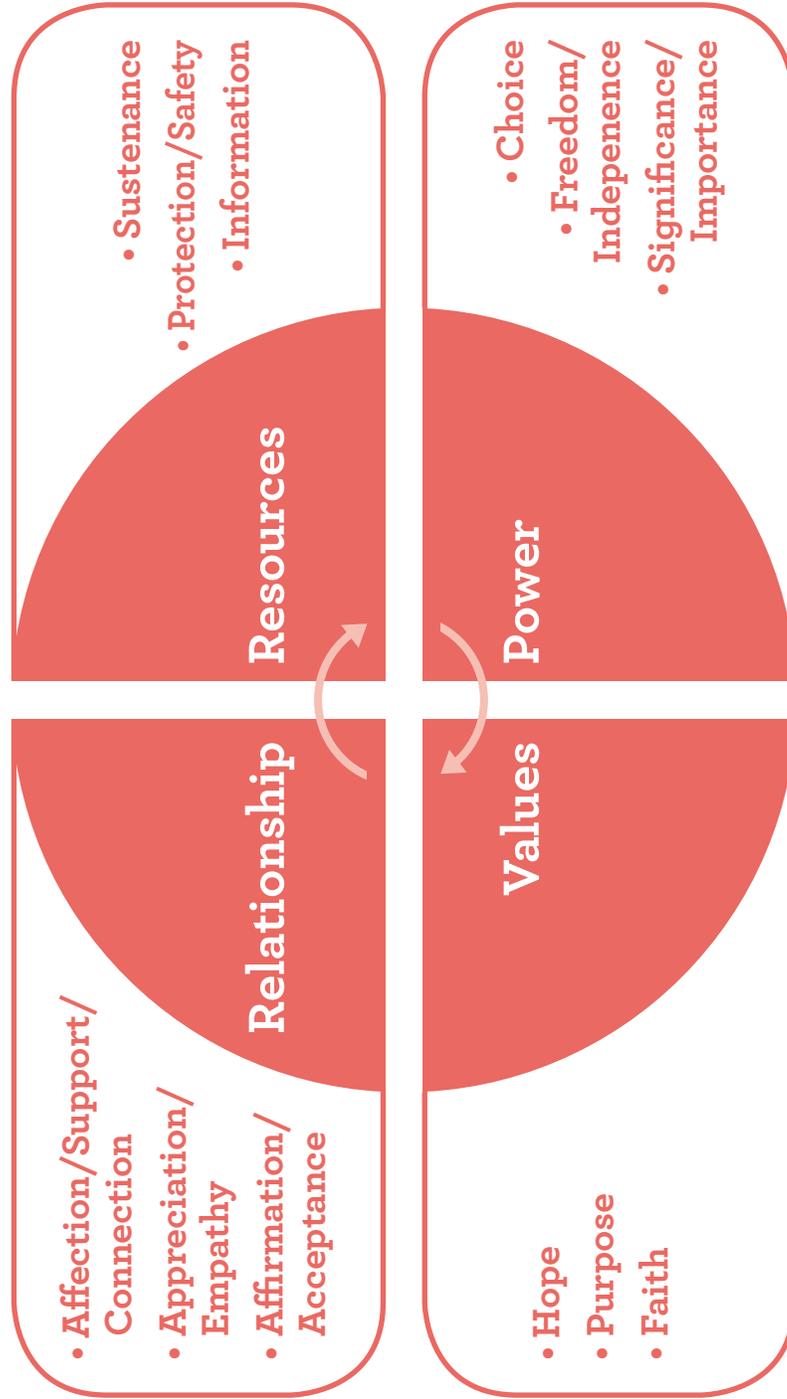
I still wish you the best of luck, baby
And don’t go thinking this was a waste of time
I couldn’t forget you if I tried
You killed what was left of the good in me
I’m tired so let me be broken
Look down at the mess that’s in front of me
No other words need be spoken
And I’ve got nobody else to blame 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

Sources of Conflict

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



SOURCES OF CONFLICT CARDS (PHOTOCOPIY, THEN CUT DOWN THE MIDDLE AND ON HORIZONTAL LINES)

<p>Relationship Affection/Support/Connection Appreciation/Empathy Affirmation/Acceptance</p>	<p>Resources Sustenance Protection/Safety Information</p>
<p>Values Hope Purpose Faith</p>	<p>Power Choice Freedom/Independence Significance/Importance</p>
<p>Relationship Affection/Support/Connection Appreciation/Empathy Affirmation/Acceptance</p>	<p>Relationship Affection/Support/Connection Appreciation/Empathy Affirmation/Acceptance</p>
<p>Values Hope Purpose Faith</p>	<p>Relationship Affection/Support/Connection Appreciation/Empathy Affirmation/Acceptance</p>

ACTIVITY GUIDE—CONFLICT

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 or weeks, 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 a leader 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.

*Bullying is defined as the deliberate & repeated use of real or perceived power to intimidate and/or hurt someone.

Based on information created and distributed by "Teaching Tolerance" of the Southern Poverty Law Center

ACTIVITY GUIDE—CONFLICT

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 participants 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/palamkunnel1.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!

ACTIVITY GUIDE—CONFLICT

"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 when you 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, I feel hurt.
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 (be specific, give examples).
 - 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) _____

ACTIVITY GUIDE—TRAUMA & RESILIENCE

Cycle of Violence

Overview	Interactive Violence Prevention workshop which provides insight into individuals' behaviors in relation to the social, cultural, and institutional environments in which they grow up. This learning experience also can be used to provide insight on environmental causes of persistent trauma, anger, and fear.
Objectives	Participants will: <ul style="list-style-type: none">recognize the root causes of violence.recognize the process by which stereotypes are created.evaluate motivations & biases through the lens of institutional discrimination.know ways to break the cyclical nature of violence.generate own solutions/ideas from personal experience.
Plan	Prepare for discussions Discuss questions and record responses to make charts Discuss implications of responses
Materials	markers 6 sheets of butcher or chart paper tape/adhesive
Preparation	10 minutes <ol style="list-style-type: none">1. Lead participants to pledge that the discussions will be kept confidential, except when staffperson is mandated to report.2. Lead participants in a discussion of other Ground Rules for the session.3. Select a volunteer.4. Ask volunteer to act out the qualities of a baby, as the group brainstorms just what the qualities of a newborn baby are.

Discussion: Basic Human Nature 5 minutes

1. Ask participants Question #1: “What are the qualities of a newborn?”
2. Record these responses on butcher paper to make Chart #1.

Discussion: Health 5 minutes

1. Question #2: “What do babies need to be healthy?”
2. Record on different sheet of butcher paper to make Chart #2.
3. Ask volunteer to continue to act out the issues and situations being discussed.

Discussion: Deficit 5 minutes

1. Question #3: “What happens if they don’t get these things?”
2. Record responses on 3rd sheet of butcher paper to make Chart #3.

Discussion: Survival Behavior 5 minutes

1. Question #4: If these things are difficult to obtain, how will children, growing up, try to get them?
2. Record on 4th sheet to make Chart #4.

Discussion: Labeling 5 minutes

1. Question #5: “Look at the behaviors listed above. When people are involved in these kinds of behaviors, how are they labeled?”
2. Record on 5th sheet to make Chart #5.

Discussion: Societal Response to Survival Behaviors 5 minutes

1. Question #6: “What are the most common ways our society tries to handle people with these labels?”
2. Record on 6th sheet to make Chart #6.

Transition

1. Make a circle with the 6 sheets, starting with #1 at 12 o’clock, and the others, in order, until a circle is formed, with #6 leading back to #1.

Discussion: Implications 20 minutes

1. Lead a discussion comparing responses on Chart #2 to Chart #6.
2. Following are questions for this discussion.
 - If the reasons in Chart #2 are the reasons which ultimately cause violence, does our society's response, as seen in chart #6, answer them?"
 - If people are treated as depicted in chart #5, what do you think their response is going to be? How will they feel?
 - Is this system of response helping or hindering the real causes of violence in our community?
 - What better solutions do you suggest for the needs we see in Chart #2?
 - What would you personally be willing to do to disrupt this cycle of violence now at work in our society?

Writing/Art (Optional)

Use art (writing, music, visual, etc.) to show/ describe your place in this cycle.

Are you caught in it? Do you know people in it?

ACTIVITY GUIDE—TRAUMA & RESILIENCE

7 Breaths

Overview	Most people do not take the time in their day to just focus on their breath. When we take the time to concentrate on our breathing this allows participants to bring calmness and clarity to their thoughts. Breathing deeply and correctly is not only important for living longer but also to have a good mood and keep performing at your best. Being mindful of our breathing centers our mind, body and spirit.
Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> understand the importance and benefits of taking 7 deep breaths to relieve stress and anxiety, before making life-choice decisions and before any group, Healing Circles or Councils begin. understand how to apply a practical breathing tool to use when things feel out of balance or they just need a break.
Plan	Lead group in 7 Breaths exercise. Discuss the importance of breathing. Show the many cultural definitions of breath and spirit.
Materials:	None
Preparation	<ol style="list-style-type: none"> 1. Make sure chairs or tables are cleared 2. Make sure all cell phones are kept in students backpacks or turn off/ringers off. 3. Have group form a circle regardless of the size.
Discussion	<p>5 minutes</p> <ol style="list-style-type: none"> 1. Lead a brief discussion with participants about the importance of learning to be mindful of our breathing. 2. Define mindfulness—a mental state achieved by focusing one’s awareness on the present moment, while calmly acknowledging and accepting one’s feelings, thoughts, and bodily sensations, used as a therapeutic technique.

Activity**5 minutes**

1. Instruct group to close their eyes and relax their abdominals slightly. Say: Pulling them in too tightly or sucking in your stomach will limit how fully you can breathe.
2. Share with group to place both their hands, one on top of the other, lightly on their stomach.
3. Ask the group to close their eyes if they haven't already.
4. Guide the group in breathing deeply 7 times on your count. Instruct the group to breathe deeply enough so that their stomach- not their chest- rises and falls as they inhale and exhale.
5. Breathing Instructions
 1. Say: Inhale through your nose, expanding your belly, then fill your chest. Counting to 5
 2. Say: Hold and Count to 3. Feel all your cells filled with healing and balancing energy.
 3. Exhale fully from slightly parted mouth and feel all your cells releasing waste and emptying all old energy. Counting to 5.
6. Now guide the group to repeat this 7 times "Take a deep breath in and out", that is one, "take a deep breath in and out" that is 2, continue this 7 times.
7. At the conclusion of the 7 Deep Breaths have group slowly open their eyes.

Follow-up**5 minutes**

1. Facilitator can ask group to share how they felt after taking 7 breaths with the group.
2. Share with the group 18 benefits to breathing deeply. Share with the group and have a brief discussion regarding some of the benefits of deep mindful breathing and if they should make it part of their everyday living.

I. Breathing Detoxifies and Releases Toxins

Your body is designed to release 70% of its toxins through breathing. If you are not breathing effectively, you are not properly ridding your body of its toxins i.e. other systems in your body must work overtime which could eventually lead to illness. When you exhale air from your body you release carbon dioxide that has been passed through from your bloodstream into your lungs. Carbon dioxide is a natural waste of your body's metabolism.

II. Breathing Releases Tension

Think how your body feels when you are tense, angry, scared or stressed. It constricts. Your muscles get tight and your breathing becomes shallow. When your breathing is shallow you are not getting the amount of oxygen that your body needs.

III. Breathing Relaxes the Mind/Body and Brings Clarity

Oxygenation of the brain reduces excessive anxiety levels. Paying attention to your breathing. Breathe slowly, deeply and purposefully into your body. Notice any places that are tight and breathe into them. As you relax your body, you may find that the breathing brings clarity and insights to you as well.

IV. Breathing Relieves Emotional Problems

Breathing will help clear uneasy feelings out of your body.

V. Breathing Relieves Pain

You may not realize its connection to how you think, feel and experience life. For example, what happens to your breathing when you anticipate pain? You probably hold your breath. Yet studies show that breathing into your pain helps to ease it.

VI. Breathing Massages Your Organs

The movements of the diaphragm during the deep breathing exercise massages the stomach, small intestine, liver and pancreas. The upper movement of the diaphragm also massages the heart. When you inhale air your diaphragm descends and your abdomen will expand. By this action you massage vital organs and improves circulation in them. Controlled breathing also strengthens and tones your abdominal muscles.

VII. Breathing Increases Muscle

Breathing is the oxygenation process to all of the cells in your body. With the supply of oxygen to the brain this increases the muscles in your body.

VIII. Breathing Strengthens the Immune System

Oxygen travels through your bloodstream by attaching to hemoglobin in your red blood cells. This in turn then enriches your body to metabolize nutrients and vitamins.

IX. Breathing Improves Posture

Good breathing techniques over a sustained period of time will encourage good posture. Bad body posture will result of incorrect breathing so this is such an important process by getting your posture right from early on you will see great benefits.

X. Breathing Improves Quality of the Blood

Deep breathing removes all the carbon-dioxide and increases oxygen in the blood and thus increases blood quality.

XI. Breathing Increases Digestion and Assimilation of Food

Digestive organs such as the stomach receive more oxygen, and hence operate more efficiently. Digestion is further enhanced by the fact that the food is oxygenated more.

XII. Breathing Improves the Nervous System

The brain, spinal cord and nerves receive increased oxygenation and are more nourished. This improves the health of the whole body, since the nervous system communicates to all parts of the body.

XIII. Breathing Strengthens the Lungs

As you breathe deeply the lungs become healthy and powerful, a good insurance against respiratory problems.

XIV. Proper Breathing makes the Heart Stronger

Breathing exercises reduce the workload on the heart in two ways. Firstly, deep breathing leads to more efficient lungs, which means more oxygen, is brought into contact with blood sent to the lungs by the heart. So, the heart doesn't have to work as hard to deliver oxygen to the tissues. Secondly, deep breathing leads to a greater pressure differential in the lungs, which leads to an increase in the circulation, thus resting the heart a little.

XV. Proper Breathing assists in Weight Control

If you are overweight, the extra oxygen burns up the excess fat more efficiently. If you are underweight, the extra oxygen feeds the starving tissues and glands.

XVI. Proper breathing Boosts Energy levels and Improves Stamina**XVII. Proper breathing Improves Cellular Regeneration****XVIII. Proper breathing Elevates Moods****XIX. Proper breathing increases pleasure-inducing neurochemicals in the brain to elevate moods and combat physical pain****Additional Notes to Consider**

1. Facilitator can designate a different student each session to lead 7 Breaths activity at the beginning of the next group session
2. 7 Breaths can be done at the beginning and conclusion of each meeting
3. Lastly, students can implement on their own a daily awareness to take time out of their day to schedule their deep breathing exercise. Set aside a minimum of two 10 minute segments of time everyday although they can begin with two five minutes segments if you prefer.

Honoring yourself enough to schedule time with yourself is the first step in mastering stress. Tend to your relationship with yourself and your relationship with life and with others will be enriched and deepened accordingly. Remember to share with your friends and loved ones so that they too can reap the many benefits of the 7 Breaths.

See more at: [#sthash.AqHau2W6.dpuf](http://www.onepowerfulword.com/2010/10/18-benefits-of-deep-breathing-and-how.html) <http://www.health.harvard.edu/fhg/updates/update1006a.shtml>

ACTIVITY GUIDE—TRAUMA & RESILIENCE

The Trauma Challenge

Overview	People dealing with trauma may face challenges over an extended period of time. It is important that they acknowledge it and respond to it in healthy ways.
Objectives	<p>Participants will know:</p> <ul style="list-style-type: none"> what trauma is. how trauma can affect us. healthy ways to handle challenges from trauma.
Plan	<ol style="list-style-type: none"> 1. Introduce the topic with a description and discussion of Khaled’s experience. 2. Explain what “Trauma” is. 3. Discuss different kinds of Trauma and how Trauma can affect people. 4. Lead a discussion of suggestions for Khaled. 5. Guide creation of a list of healthy ways to respond to Trauma. 6. Encourage the participants to use what they have learned about Trauma.
Materials	<p>a sheet of chart paper or a white board</p> <p>appropriate marker(s)</p>
Opening	<p>10 minutes</p> <ol style="list-style-type: none"> 1. Say: Today we’re going to talk about something that people call, “Trauma”. Have any of you ever heard this word before? 2. After receiving responses to your question, say: To get started, I want to tell you about Khaled. While you’re listening, think about how you believe Khaled might feel after what he has been through. Near the end of June in 2017, when Khaled was 10 years old, he and his family left their home in Raqqa, Syria in a hurry in the middle of the night. <p>They were fleeing because of the war there. For several months in Raqqa they had been in constant fear because of the heavy fighting. This was the fourth time they had to leave home because of the war.</p>

Each time they had to flee with nothing but the clothes they were wearing. During the time they were in Raqqa, it was hard for them to find water. Sometimes they would go to houses that had been abandoned to find anything they could in the water tanks. When they left Raqqa in the dark, they were being very careful to avoid stray bullets and artillery shells. They also were threatened by landmines. Many of these bombs had been placed in the ground by people fighting in the war. A month before they left Raqqa, Khaled's older sister and her baby had been killed when a landmine exploded. The night in June when they were trying to find safety, a landmine explosion injured Khaled's cousin and her husband. Almost immediately there was another explosion. This time Khaled and his sister, Esraa, were injured. The family had to go to hospitals in three different towns before they could get treatment for everyone. Khaled's hands, legs, and head were injured. Esraa's jaw was shattered.

3. Continue: So, tell me how you think Khaled might feel after all he has been through.
4. Facilitate sharing from the participants of their responses to your request.
5. After participants have had opportunity to share, say: Khaled has experienced what can be called "Trauma". Trauma is something that threatens or hurts us so much that it still affects us long after it's over by making it hard for us sometimes to do the regular things that people do every day. What are some of the kinds of trauma that Khaled experienced?
6. After discussing the previous question, ask: What are some regular things that 10 and 11-year-old boys do that you think might be hard for Khaled sometimes because of the trauma he experienced?

Discussion

10 minutes

1. Ask: Have you or someone you know ever experienced trauma?
2. The responses to this question will vary based on the participants' ages and experiences. As you facilitate the discussion of this question, keep in mind the following:
 - How serious traumatic experiences are depends on the one who experiences them.
 - Avoid responding to comments in a way that may be perceived as dismissive.
 - Emphasize the core components of trauma: serious threat or harm, ongoing effects, make it hard sometimes to do regular things that people do.

- Use what is shared to illustrate that people experience trauma in different ways.
3. During the discussion, encourage participants to share how the people who experienced trauma felt after their experience. Emphasize how these experiences are similar and dissimilar to Khaled's experiences.

Activity**15 minutes**

1. Divide the participants into groups of 3 to 5 each.
2. Instruct the groups to take 2 minutes to list suggestions they would offer Khaled for what he can do to handle his challenges from the trauma he has experienced.
3. After a couple of minutes, ask the groups to share their lists.
4. Say: Some people work a lot to help those who have experienced trauma. I want to share with you some things they recommend. As you listen, note suggestions you think might be helpful to people trying to handle challenges from trauma they experience.
5. Share with the participants suggestions from the following list that reinforce or add to the lists of suggestions the groups shared:
 - Trauma often leaves us with strong feelings. As the result of trauma, people may feel confused, anxious, sad, afraid, embarrassed, helpless, hopeless, or angry.
 - Strong feelings need to be expressed. Some ways that we express our feelings help us feel better, and some leave us feeling worse. Examples of ways to express our feelings that can help us feel better include crying when we're sad, and talking and/or drawing about what happened.
 - It is important that we not try to handle our challenges from trauma by ourselves. It's best to find people we trust who care for us with whom we can share our feelings about what happened.
 - We need to be sure that thinking about and talking about what happened doesn't "take over" all our time and attention.
 - Investigating facts about what happened can help people affected by the trauma to identify likely causes and not blame themselves.
 - There may be opportunities to help prevent the trauma from affecting more people.

- It can be helpful to be helpful. Writing notes or offering support for other people who have experienced trauma can help us find something good from something bad. It can be helpful to work on raising the public's awareness of what people who have experienced trauma need and on assisting with getting resources for them.
 - A counselor can suggest ways for people who have experienced trauma to handle their challenges.
6. After sharing suggestions from this list, instruct the groups to look at their lists of suggestions again. Ask them to think about the different kinds of trauma that have been mentioned during this session and make any changes they want to make to improve their lists.
 7. After a few minutes, allow time for the groups to share any changes to their lists.
 8. Instruct the groups to talk about ways they want to use their lists of suggestions to help themselves and others who experience trauma.
 9. After a few minutes, facilitate a discussion of ways the participants can use what they have learned about trauma.

Conclusion **5 minutes**

1. Give participants the following information about Khaled: I want you to know that Khaled is continuing to recover from the trauma he experienced. When he was interviewed about what happened, he said, "I have lost so much in this war, but it will all pass. As long as I am alive." What that tells us is that he still has hope. And hope is one of the most powerful tools for helping people handle challenges from trauma.
2. Continue: Would any of you like to share with the group hope you have about how people can handle challenges from trauma?
3. After some participants have shared, close the session with an encouragement for them to follow through on using what they have learned. Tell them you will look forward to hearing from them about what happens.

Notes to Session Leader:

A discussion about trauma can be difficult. Pay attention to how the participants are responding as the session proceeds. If needed, you may want to be prepared to offer the services of a counselor for those who wish to speak to someone about how they're feeling.

* The information about Khaled's experience comes from a description published by UNICEF. The complete article is available at https://www.unicef.org/infobycountry/syria_96628.html

Following are some resources that might be helpful if you would like more information about trauma and helping young people deal with it:

Flannery, Raymond B., Jr. "Social Support and Psychological Trauma: A Methodological Review." *Journal of Traumatic Stress*, Vol. 3, No. 4, 1990, 593-611.

Mollica, Richard F. *The New H5 Model: Trauma and Recovery - A Summary*. Harvard Program in Refugee Trauma, Harvard Medical School, Massachusetts General Hospital, 2014.

Substance Abuse and Mental Health Services Administration. *Tips for Talking with and Helping Children and Youth Cope after a Disaster or Traumatic Event: A Guide for Parents, Caregivers, and Teachers*. U.S. Department of Health and Human Services, 2012.

ACTIVITY GUIDE—PREJUDICE

Wealth & 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)
11. Explain to the participants that their candies represent all their wealth, and all their Power.
12. 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).
13. 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.
14. 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.
15. Allow time for participants to give away candies if they choose.
16. If they do, record their names and the amount they gave away on the Givers list.
17. Revise Wealthy, Middle, and Poor lists if there is a change after the donations.
18. Point out the differences in the amount of Wealth and Power different individuals hold.
19. Group participants by what they have: Wealthy, Middle, and Poor.
20. Assign each of the three participants who were kept out of the activity to the groups, one to each. Don't explain why.
21. 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.
22. If they ask how to know what is fair, tell them to decide on their own.
23. Each group chooses a spokesperson to explain their plan to the others.

24. When the plans have been discussed, lead the participants to vote on which plan they will adopt.
25. 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.
26. 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.

Adapted from material prepared and distributed by the University of Minnesota Human Rights Resource Center

ACTIVITY GUIDE—PREJUDICE

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 but more often than not stereotypes and prejudice can have negative consequences. Some Stereotypes, some prejudice, are negative. We can be prejudiced in favor of someone but that isn't fair to others we can be prejudiced against someone which isn't fair to them.

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 but you may want to look for someone that they will recognize and has a positive reputation. 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. Also, there’s nothing wrong with being 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 stereotyping.

ACTIVITY GUIDE—PREJUDICE

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 youth who are bullying other youth.
- 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/UJJ7lirJux4> (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 make a generalization and 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, we 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. Discrimination is the actions that comes from prejudice.
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 before and 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 society, 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?

ACTIVITY GUIDE—PREJUDICE

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 (i.e. slavery, officials who oppose gay marriage, women getting paid less than men, etc...)
 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 (You can see “Planning an activity” towards the end of this Guidebook for a way to plan with the participants).

DEFINITIONS

Common expressions of Hate

Ableism—Hatred because of mental and/or physical differences

Ageism—Hatred because of age targeting young people and elders

Anti-Semitism—Hatred targeting Jews

Classism—Hatred because of financial resources targeting poor people

Heterosexism—Hatred because of nonconformity to heterosexuality

Homophobia—Hatred because of gay, lesbian, or bisexual identity

Islamophobia—Hatred targeting Muslims

Racism—Hatred targeting “people of color:” African-Americans, Latina/os, Asian-Americans, Native Americans...

Sexism—Hatred targeting women

Xenophobia—Hatred targeting immigrants

ACTIVITY GUIDE—BULLYING

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**

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.

ACTIVITY GUIDE—BULLYING

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	<p>Participants will:</p> <ul style="list-style-type: none"> recognize various types of Hate. recognize different roles in a Hate incident. identify productive responses in a Hate incident.
Plan	<p>Discuss forms, roles, and types of Hate.</p> <p>Lead a guided viewing of a film incident (simulated or actual) of Hate.</p> <p>Discuss viewed incident.</p> <p>Strategize productive responses.</p>
Review	<p>15 minutes</p> <ol style="list-style-type: none"> 1. Review the four types of Hate: Physical, Verbal, Social, and Threats. 2. Review the four roles in a Hate Incident: Target, Aggressors, Witness, and Ally. 3. Review the many expressions of Hate: <ul style="list-style-type: none"> Ableism – Hatred because of mental and/or physical challenges Ageism – Hatred because of age targeting young people and elders Anti-Semitism – Hatred against Jews Classism – Hatred because of financial resources targeting poor people Heterosexism – Hatred because of nonconformity to heterosexuality Homophobia – Hatred because of gay, lesbian, or bisexual identity Islamophobia – Hatred targeting Muslims Racism – Hatred targeting “people of color:” African-Americans, Latina/os, Asian-Americans, Native Americans...

Sexism – Hatred targeting women

Xenophobia – Hatred targeting immigrants

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 participants 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 Aggressors.
4. Highlight the difference between a Witness and an Ally.
5. Talk about what it takes for a person to move from being a “Bystander” (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?

Title of Video

Name/Description of Targets

Name/Description of Aggressors

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

Physical Verbal Social Threats

Specifically describe what the Aggressor(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?

ACTIVITY GUIDE—BULLYING

Why Hate Hate?

Overview Hate at any stage is repulsive. It is best dealt with at the Prejudice Stage, before it escalates to Discrimination, 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 aggressors and bystanders, how do you think the Target felt when this first started?

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, Aboriginals 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 non-Jews. 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 Ignored. In the early 1920s, Toleration and Ignoring 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...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 elsewhere.
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 elsewhere.
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).

ACTIVITY GUIDE—BULLYING

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.
7. 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 participants 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 Aggressor to take the next step.

Consequences and Contracts 10 minutes

1. Ask the participants to brainstorm consequences for those who choose to engage in early forms of Hate. They may suggest some loss of privilege like 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 participants 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 _____

ACTIVITY GUIDE—BULLYING

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: <ul style="list-style-type: none"> recognize the importance of feeling that you're not alone when you are the target of Hate. demonstrate willingness to ally with people who are targeted for Hate.
Plan	<p>Discuss the importance of feeling that you are not alone when you are targeted for Hate.</p> <p>Review types of differences that lead to expressions of Hate.</p> <p>Discuss personal experiences of witnessing Hate.</p> <p>Discuss some of the reasons people respond in different ways when they witness Hate.</p> <p>Role play possible responses to Hate.</p> <p>Plan what participants might say when they witness Hate.</p>

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 "gay." 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, insults him 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 Aggressor 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 aggressor.

Based on information created by educator and author Mara Sapon-Shevin, and distributed by "Teaching Tolerance" of the Southern Poverty Law Center.

ACTIVITY GUIDE—HUMAN TRAFFICKING

Real-Life True/False Tests

- Overview** Youth are challenged to distinguish between what is true and what is false every day. Being prepared for this challenge is crucial to avoiding the serious threat of trafficking.
- Objectives** Participants will:
- know why distinguishing between what is true and what is not is important.
 - know common tactics used by human traffickers.
 - feel confident that they can recognize and respond with strength to potential traffickers.
- Plan**
- Introduce the topic with and play the Truth is Stranger than Fiction Game.
 - Share Abdullahi Yusuf's experience.
 - Explain human trafficking.
 - Lead examination of how to tell if a promise is true or false.
 - Encourage the participants to use what they have learned.
- Materials**
- a sheet of chart paper or a white board
 - appropriate marker(s)
- Opening** **10 minutes**
1. Ask the participants: Who can tell us what the last True/False Test you took was about?
 2. After receiving responses to your question, say: Today we're going to talk about True/False Tests—not the kind that you take on paper in the classroom, but the kinds you take every day in the streets. First, we're going to play a game, though.
 3. Lead the participants to play the Truth is Stranger than Fiction game (located at the end of this activity), including the discussion of the questions.

Example**10 minutes**

1. Say: Now those statements from the Truth is Stranger than Fiction game may be interesting, but they don't have much to do with what most of us deal with every day.
2. Continue: I want to tell you, though, about someone who ended up with all kinds of problems because he didn't recognize the difference between what was true and what was false. His name is Abdullahi* and he lives in the St. Paul-Minneapolis area. Have any of you ever been to Minnesota? Well, 3 years ago, when Abdullahi was 18, he went to the airport one day with a ticket to fly to Turkey and then travel to Syria to join the terrorist group that some people call ISIS. His parents and younger brother had no idea. Abdullahi's parents are from Somalia. He was born in a refugee camp in Kenya. He and his family came to the US before he started school, and he became a citizen when he was 15. Still, the entire time they have lived here, they have experienced discrimination and other results of bias-motivated hate. One time his father was beaten so severely that he spent time in the hospital. They were treated in these ways because of their color and because of their religion. They follow the Muslim faith. The only people who really seemed interested in friendship with him were other youth whose families were from Somalia. A large group of them live in his community. As part of a school assignment, he began to learn about the war in Syria. Later, he was shown video of how Muslims were being treated there by the government. Then he met other Somalis who showed him video of young men training to fight in Syria. What he didn't know was that these other Somalis were working for ISIS. They had been sent to the area to convince young men that they didn't belong in the US, and that they could get to Syria, be trained as soldiers, and join the fight. They claimed that soldiers for ISIS had big houses, expensive cars, and lots of wives. Over a period of months, Abdullahi came to see these other Somali young men as his true brothers. When they asked him to go to Syria to fight for ISIS, he believed that hesitation in saying yes would mean that he was not truly faithful to his faith. He was convinced that he would prove his religious commitment if he fought for ISIS and that he would receive reward in heaven for his sacrifice after he died. He also believed that it would be a great adventure, and that they would be something like special forces soldiers for ISIS.
3. After sharing this information about Abdullahi Yusuf, ask: What were the things that Abdullahi had to decide were either True or False?
4. Allow participants to share with the group their responses to the question.
5. After a few minutes discussing the question, inform the participants: Abdullahi didn't fly to Turkey that day when he was 18. He didn't even get on the plane. He was arrested by the FBI at the airport. But, he was

not sentenced to jail. Instead, he was sentenced to alternative programs where people gave him materials to read, encouraged him to think, and talked with him about his choices. Today, Abdullahi says that his choice to become a soldier for ISIS was not a good one. And he has begun to share his story so that others can learn from it.

Information **5 minutes**

1. Say: I don't know if anyone has ever tried to convince you to travel to another country and fight as a soldier. But I do know that there are many people who want to try and take advantage of you by telling you things aren't true.
2. Continue: Many people, even youth, for example, are told lies to trick them into something called human trafficking*. Human trafficking is a form of slavery that occurs all over the world and in every state in this country. The two main forms of human trafficking slavery are sex trafficking and labor trafficking. People may be trapped and forced to work as sex workers, farm laborers, domestic workers, agriculture workers, or door-to-door salespeople. Traffickers sometimes kidnap people and force them to work. But, often, they lure people with promises of lots of money, love, security, or exciting adventure. Of course, people who are enslaved don't get any of that. After trapping their targets, traffickers use psychological tactics and sometimes physical abuse to convince people they can't escape.
3. Ask: Do any of you want to share an experience of someone you know that something like this happened to?

Activity **15 minutes**

1. Say: If a trafficker tried to trick us or someone we care about, we'd want to be able to tell the difference between what's true and what's false. What are some suggestions you would offer to help someone do this: tell the difference between what's true and what's false when someone starts making big promises?
2. Record suggestions so that everyone can see them. You may suggest that some of the following ideas be included*:
 - Avoid pressure to quickly make a commitment based on the promise(s).
 - Identify evidence or other information being offered as proof that the promise is true.
 - Decide whether the source or proof is believable.
 - Listen carefully to identify whether the person or group making the promise(s) are exaggerating.

- Think about what the person or group making the promise(s) will gain if you believe the promise(s).
 - Pay attention to whether your emotions or wishes may lead you to want to believe something is true even if it isn't.
 - Ask questions to get more details about what is being promised and the information being offered as proof.
 - Think about possible risks or consequences from believing the promise(s).
 - Explore other options for getting what is being promised with less risk or more probability of success.
 - Check with someone you trust to see what they think about the promise(s).
3. Separate the participants into 2 or more groups, and assign each group the task of creating a role play to show how they could help each other respond to a trafficker trying to trick someone into believing false promises.
 4. After several minutes, call each group up to perform the role play it created.

Conclusion 5 minutes

1. Ask: Would any of you like to share with the group one thing that you want to remember from the time we've spent today talking about Real-Life True/False Tests?
2. After some participants have shared, close the session with an encouragement for them to follow through on using what they have learned. Tell them you will look forward to hearing from them about what happens.

***Special Notes:**

More information about Abdullahi Yusuf is available at <http://nymag.com/daily/intelligencer/2017/11/abdullahi-yusuf-isis-syria.html>

More information about human trafficking is available at <https://humantraffickinghotline.org/state/california>

More information about evaluating claims is available at <http://info.marshall.usc.edu/faculty/critthink/Supplemental%20Material/Evaluating%20Claims%20Evidence%20%20%20Risks.pdf>

ACTIVITY GUIDE—HUMAN TRAFFICKING

Truth is Stranger than Fiction Game

Inform players that you will read 5 sets of 3 statements. One of the 3 statements in each set is true. The other 2 are not. After you read each set of 3 statements, players will be asked to decide which of the statements is the true one. They will have to make their decision based on the statement. No additional information will be provided.

After reading each set of statements, tell the players which statement is true before reading the next set.

Note: If the group is large, you may want to divide it into 2 or more teams that can compete with each other.

Set 1

Statement 1: Last year, someone finally was able to locate Blackbeard the pirate's treasure where he had buried it almost 300 years ago on the land where he lived after he was pardoned by the governor of North Carolina.

Statement 2: Seven years ago, a successful art dealer from New Mexico buried a treasure, worth more than a million dollars, in the Rocky Mountains and published a poem with clues to find it. No one has found it yet. [TRUE]

Statement 3: Earlier this year, Carmen Payton announced that she had buried one hundred thousand dollars, which is part of what she earned as coauthor of many of Beyoncé's songs, somewhere in the city of Houston where they both grew up. Her announcement included the fact that clues for the location of the money will be in the next 3 songs that Beyoncé releases.

Set 2

Statement 1: When marching across a bridge, soldiers are required to march out of step because the rhythm of marching in step could synchronize with the resonance of the bridge and cause the bridge to collapse. [TRUE]

Statement 2: The first recorded use of military uniforms was in ancient Egypt. It was started because Egypt's armies were so big that soldiers didn't know each other and sometimes mistook one another for the enemy in the confusion of battle.

Statement 3: The military practice of saluting an officer comes from the fact that in medieval times soldiers had to shield their eyes from the bright glare of the highly polished armor that knights wore.

Set 3

Statement 1: Contrary to popular belief, bats navigate by smell, not sound.

Statement 2: Unlike other birds, owls produce very little sound when they fly because of special characteristics of their feathers. [TRUE]

Statement 3: Unlike ocean mammals such as dolphins and whales, fish do not make sounds. They can't hear under water.

Set 4

Statement 1: When Stella Harrison passed away she was wealthy, but had no family. In her will, she left a million dollars to be used to care for her beloved pet goldfish, Percival.

Statement 2: You've never heard of Simon Wallace, though he invented the smartphone, because he sold his idea to Apple and used the money to buy a remote, private island where he still lives.

Statement 3: Karen Klein received \$700,000 from a man she had never met who raised the money for her online when he saw a video of her being bullied by 7th-graders on a school bus. [TRUE]

Set 5

Statement 1: A young person in the South Pacific island nation of Kiribati came up with the idea that saved her country from being flooded due to global warming. She figured out how they could dig a trench around the entire island so that the excess water would flow underground, be filtered by stone, and feed a natural fresh water lake in the middle of the island.

Statement 2: A teenager in the African nation of Malawi brought electricity to his remote village when he figured out how to build a windmill from discarded junk by reading books in the library. [TRUE]

Statement 3: A youth group in central India solved 2 problems, food shortages and locust swarms, when they came up with a way to harvest the swarms of locusts for food.

After you announce which statement in Set 5 is true, lead a discussion of the following questions:

1. How did you decide which statements were true and which were false?
2. What surprised you about which statements were true and which were false?
3. Why do you think it's hard sometimes for us to figure out what's true and what's false in what we hear?
4. Can any of you share examples of things you've heard that many people thought were true that turned out to be false?
5. What suggestions can you offer someone who wants to be careful about believing what they hear?

Information about the TRUE statements in the game are available at:

Treasure in the Rocky Mountains <https://www.npr.org/2016/03/13/469852983/seeking-adventure-and-gold-crack-this-poem-and-head-outdoors>

Marching across a bridge <https://www.livescience.com/34608-break-stride-frequency-of-vibration.html>

Owls in flight <https://asknature.org/strategy/wing-feathers-enable-near-silent-flight/#.WiWMOqFe7D4>

Karen Klein <https://www.theglobeandmail.com/news/toronto/bullied-bus-monitor-receives-700000-cheque-from-toronto-man/article4536431/>

Malawi windmills <https://www.wired.com/2009/10/kamwamba-windmill/>

ACTIVITY GUIDE—CLOSING/CELEBRATION

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. This is a good precursor to how they will solve problems related to prejudice, bullying and harassment.
- 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.

ACTIVITY GUIDE—CLOSING/CELEBRATION

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 in afterschool or parks programs. 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.

ACTIVITY GUIDE—CLOSING/CELEBRATION

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	<p>Participants will:</p> <ul style="list-style-type: none"> recognize the vast scope of social diversity. recognize how social diversity affects and benefits them personally. engage in celebration of diversity.
Plan	<p>Define diversity.</p> <p>Discuss various aspects of social diversity.</p> <p>Distinguish aspects of diversity that are personal and those that are characteristics of groups.</p> <p>Discuss negative experiences with diversity.</p> <p>Discuss the benefits of diversity.</p> <p>Plan an event to celebrate diversity.</p>
Activity	<p>15 minutes</p> <ol style="list-style-type: none"> 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, 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.

Activity Guides by Alphabetical Order

In the Activity 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 Activity Guides are organized in the Activity Guides section in alphabetical order. Following is a list of the Activity Guides indexed according to which of the Scope and Sequence they facilitate. Following the title of each Activity, there is an indication in parentheses of the school grades (e.g., K-12) for which that Activity might easily be adapted.

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