



inclusion center
for community and justice

Diversity and Bias Conscious Curriculum

Portions of this packet are adapted from McLaughlin and Brilliant. "Healing the Hate: A National Bias Crime Prevention Curriculum for Middle Schools" 1997

Diversity and Bias Conscious Curriculum

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¹ McLaughlin and Brilliant. "Healing the Hate: A National Bias Crime Prevention Curriculum for Middle Schools" 1997

² Ibid

³ Ibid

⁴ Ibid

⁵ Ibid

Key points for developing diversity and bias conscious curriculum

“Students often express great concern about conflicts that are rooted in issues of diversity (i.e. conflicts in which race, ethnicity, culture, gender, sexual orientation, and individual differences play an important role.) They may express feelings of helplessness, as if human differences can form barriers that are too great to be surmounted. However, students can deal with diversity-based conflicts effectively. They just need the proper tools and experience to do so. The following points are based on research findings on diversity and prejudice prevention: People of any age are less likely to mishandle diversity-based conflicts if they (1) have an understanding and appreciation of their own culture an background; (2) are exposed at an early age to individuals and groups of people from different ethnic, racial, cultural, and social backgrounds from their own; (3) have an understanding of such concepts as stereotyping, discrimination, and scapegoating; and (4) have conflict resolution skills and have practiced those skills in conflicts that have arisen from the interactions of people from different backgrounds.”¹

- 1. Understanding and appreciating their own culture an background**
 - a. It is not uncommon for students of “marginalized” groups to lack an awareness of their own ethnic heritage in addition to having it validated infrequently within the school environment/curriculum.
 - b. The Utah Director of Indian Affairs recently stated “if one’s cultural background is not taught in school in an affirming way, one becomes invisible and can easily be dehumanized”²

- 2. Being exposed at an early age to individuals and groups of people from different ethnic, racial, cultural, and social backgrounds from one’s own**
 - a. It is important to reinforce the idea repeatedly that a diverse student body such as that at Hillside is something to be cherished. Diversity is often associated with *many* negative “side effects,” even from parents. Because of this it is crucial that students understand it as a great opportunity that not everyone has.

- 3. Understanding such concepts as stereotyping, discrimination, and scapegoating**
 - a. It is important to be honest in discussing acts of stereotyping and/or discrimination as students live with in a very real way on a day to day basis.
 - b. It is also important to validate all students in the discrimination they have experienced.
 - c. Sexual Orientation is particularly important yet difficult as teachers themselves often have their own feelings on the issue, as well as Utah law making it ambiguous what teachers can and can’t say on the subject. (For more information on Utah law, contact Val Murdock, director of the “Safe at School Program” - Val.Murdock@ppau.org)

- 4. Having conflict resolution skills and have practiced those skills in conflicts that have arisen from the interactions of people from different backgrounds.**

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² Forrest Cuch, 2009

Making the curriculum your own

All educators have their own styles- unique and interesting way of interpreting and translating knowledge so that participants are actively engaged in the learning process. Realizing that teaching styles and participant groups differ, we strongly encourage you to make this curriculum your own. The curriculum should be considered a teaching guide for structuring lessons while using you own enhancements. There are a number of ways to personalize it:

- First, you may present examples from your own personal experience, local newspapers, or examples you think are more relevant to your participants than the ones we have provided.
- Second, you may embellish the existing curriculum by adding related activities that have worked for you, by altering the existing activities, or by assigning out of class projects related to the topics presented.
- Third, you may refer to and incorporate readings, films, music, or videos you think are relevant to the lesson topics.
- Most important, use your own words to explain concepts to your students.³

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Overview of classroom activities and foundations for diversity curriculum

1. Understanding and appreciating their own culture and background
2. Being exposed at an early age to individuals and groups of people from different ethnic, racial, cultural, and social backgrounds from one's own
 - Cultural Bingo: An introduction to diverse groups and cultures
 - See attached Cultural Bingo directions
 - Strongly integrate various cultural holidays and concepts into advisory curriculum
 - Plan projects around different religious and/or cultural holidays
 - Teach this curriculum in a way that is validating to all students
 - Be honest about historical inequities that pertain to various groups being studied
 - Honor dates/months such as Martin Luther King Jr. day, International Women's day, etc.
3. Understanding such concepts as stereotyping, discrimination, and scapegoating
 - Defining Concepts: match the terms with their definition
 - See attached directions
 - "Hate Crimes": understanding discrimination as a problem in the Present, not only the Past
 - See attached directions from, "Healing the Hate: A National Bias Crime Prevention Curriculum for Middle Schools"
 - UPDATED hate crimes can easily be found by subscribing to a Google News Feed with key words "Hate crimes." Google emails weekly hate crime news stories to you.
 - Seeing the Human First: Understanding there is more to a person than their label
 - See attached directions
 - "If you really knew me, you would know I..."
 - See attached directions
 - Culture walk
 - See attached directions
4. Having conflict resolution skills and have practiced those skills in conflicts that have arisen from the interactions of people from different backgrounds
 - Conflict Web Charts
 - See attached curriculum from, "Healing the Hate: A National Bias Crime Prevention Curriculum for Middle Schools"
 - What's really going on? An in-depth understanding of conflict
 - See attached curriculum from, "Healing the Hate: A National Bias Crime Prevention Curriculum for Middle Schools"
 - Substitute film segment with film segment of your choice
 - What can be done? Resolving conflict
 - Diversity and Conflict
 - See attached curriculum from, "Healing the Hate: A National Bias Crime Prevention Curriculum for Middle Schools"
 - Wagon Wheel
 - Great tool for discussion demonstrated during training
 - Create questions that are *honest* and *address difficult issues* but remain age appropriate

Human Relations Bingo

Human Relations Bingo

Goals:

- An introduction to human relations and social justice topics.
- To cover new terms and concepts in an engaging peer to peer manner, rather than lecture or memorization.
- To “get a group up to speed” on issues/terms/ideas they may not be familiar with, allowing the group to go much deeper in later discussions
- Design your bingo sheet with your group in mind- VALIDATE the diversity you have in your room!

Time:

- Typically with a group of 20, it takes about 15 minutes or so to get the first “blackout”, or Bingo.
- The second portion, the dialogue debrief, can vary for 15 minutes to 30 minutes depending on the group
- The bingo grid can be made smaller if you have less time

Materials:

- Pencils/pens
- Enough “Bingo” sheets for each participant (they are all identical).
- Prize (optional, but encouraged)

Room Set Up:

- None

Directions

- Each participant is given a Bingo sheet and a pen/pencil
- Participants are asked to circulate through the room asking other participants to sign their bingo card based on their knowledge. An example is below. Participant A asks participant B to name 5 American Indian tribes. If participant B can do it, then she or he would sign that square for participant B.

Who in your group can define “prejudice?”	Who in your group can name 5 American Indian tribes?

- Some important points:
 - A participant may sign their own Bingo sheet once, and only ONCE.

- Depending on the size of the group, any given participant can only sign another participant's sheet ONCE. In a small group (under 10) you may allow them to sign it twice.
- Be sure to clarify that they cannot simply exchange signatures, that they must instead *explain* to one another the answer before signing it.
- In addition, if you look at the above two examples, you will see that one of the answers is finite and concrete, while the other is more conceptual and exploratory. *This is important and intentional.* When creating your Bingo sheet, be sure to have about 50% “black and white” answers, and 50% conceptual and exploratory.
 - BE SURE THAT THE PARTICIPANTS KNOW THAT SOME ARE EXPLORATORY AND DO NOT HAVE A RIGHT OR WRONG ANSWER. In these cases, they are to explore the issue together and gain insight from one another.
- The participants are aiming for a full “Blackout,” not simply a one line Bingo.
- Be fairly loose about ending the game, sometimes allowing two or three to get full Blackouts.
- *The most important step comes in the discussion afterwards.*

Debrief

- One of the best aspects of this exercise is that it allows *participants to determine the content* of the conversation during the debrief.
- For example: A teacher can ask, “Among the different squares on your Bingo sheet, which exchanges did you find to be the most thought provoking or engaging?” Often, the most conceptual and possibly difficult questions will come out, allowing the group to dive into a conversation.
- Ask students to “define prejudice” or whatever else might be within a square they have signed.
- During this portion, be sure to have a “key” on hand to be able to answer the finite, black and white questions.
- With this in mind, be sure as a facilitator to be COMFORTABLE with all of the questions and material on the Bingo sheet.

Who in your group...	Who in your group ...	Who in your group ...	Who in your group ...
Who in your group	Who in your group	Who in your group	Who in your group
Who in your group	Who in your group	Who in your group	Who in your group
Who in your group	Who in your group	Who in your group	Who in your group

Who has a relative living in another country?	What does Feliz Navidad mean?	Who has lived on a farm?	What sport did Jackie Robinson play?	Please name five different faiths?
Who has lived in more than five states?	Please name at least five different native American tribes?	Who is wearing clothes made in another country?	Who is Ceasar Chavez?	Who originally created pasta?
Who has traveled out of the United States?	Who is a first generation immigrant to the U.S.?	PUT YOUR NAME HERE!!	Who knows a cultural dance?	Who can show you sign language for "I love you"?
Who speaks more than one language?	Who has participated in a Passover Seder celebration?	What is the sign of the Chinese New Year?	Who helped lead the Lewis and Clark expedition?	Where is the Amazon rain forest?
Who is Dr. Martin Luther King, Jr.?	What culture makes Miso Soup?	What is the most popular sport in the world?	What is the Koran?	Why is the Ethiopian New Year on a different date?

Defining Concepts

Defining Concepts: match the terms with their definition

Goals:

- Gaining a clear understanding of terms and definitions associated with diversity and discrimination
- BE SURE TO READ THROUGH THIS ENTIRE EXERCISE. If you are not comfortable with the content, do not do it in your class.
- If you choose not to do it, use this as an opportunity to reflect.
 - Why are you uncomfortable with the lesson?
 - Do your students deal with these issues on a daily basis?
 - Do they bully/harm each other based on these issues?
 - Why might it be important for teachers to address this in the classroom?

Time:

- 1-2 class periods

Materials:

- Handouts included here
- Scissors
- Glue or tape

Room Set Up:

- None

Directions

- Give students the following handout and ask them to cut along the solid lines at the bottom (between the definitions)
- Have the students mix the definitions up
- Instruct them to do their best matching the terms to their appropriate definitions
- This can be done in pairs/small groups or individually

Debrief

- Allow students to talk about what they learned
- Ask them to share their examples of the different “isms”
- Ask them to be honest about times in their own lives they have witnessed or been the object of any one of these terms
- Discuss the idea that they do not have to *agree* with someone’s religion, appearance, or anything else to understand they are a human and deserve respect.
- Disagreeing with someone does not mean they deserve to be hurt or bullied

Terms

Prejudge

Stereotype

Prejudice

Discrimination

Five Levels of Discrimination – match the correct definition and **place them in order**

8 “isms”- Eight different types of discrimination

- Able-ism

- Faith-ism

- Age-ism

- Sexism

- Heterosexism

- Classism

- Appearance-ism

- Racism

Definitions

- Judging someone before you get to know them.
-

- Generalization based on group identity.
 - An exaggerated belief or distorted truth about a person or group that allows for no individuality, or individual differences.
-

- A fixed attitude or opinion formed without adequate knowledge, thought, or reason.
 - Internalization of *stereotypes / prejudgments*.
-

- Putting one's prejudice into *action*
-

- **Verbal** (Slurs / Name Calling / E Mail Forwards, Online bullying)
-

- **Avoidance** (Self-Separation in school hallways and cafeterias, East Side-West Side Neighborhoods, Social Clicks)
-

- **Access** (Denying a different group entrance or access- for example: when people do not want to live in neighborhoods with people "that are different")
-

- **Violence** (Emotional and Physical)
-

- **Murder / Genocide** (killing based on hatred for a group)
-

- **Person to person-** discrimination of someone else because they are a different RACE than yourself.
 - **Societal level-** people of one RACE have higher paying jobs, succeed in politics, work as administrators, are less likely to go to prison, etc.
 - **Give and example of this ism** _____
-

- **Person to person-** discrimination of someone else because they have a different **ABILITY LEVEL** than yourself.
 - **Societal level-** People with **FULL MENTAL AND PHYSICAL ABILITY** have complete access to buildings, public transportation, professional jobs, etc.
 - **Give and example of this ism** _____
-

- **Person to person-** discrimination of someone else because they are a different **BIOLOGICAL SEX** than yourself.
 - **Societal level-** Men are more likely to succeed in business, politics, and administrative jobs. They are also paid more for equal jobs.
 - **Give and example of this ism** _____
-

- **Person to person-** discrimination of someone else because they **LOOK DIFFERENT** than you do.
 - **Societal level-** People who **LOOK THE "RIGHT WAY"** have higher chances of professional success. People who have alternative dress (including cultural), as well as people that are over or under weight, are not as likely to succeed in a professional environment.
 - **Give and example of this ism** _____
-

- **Person to person-** discrimination of someone else because they are a **DIFFERENT RELIGION** than you.
 - **Societal level-** "Minority religions" are treated with mistrust or hatred. Often people from these religions are misunderstood and mistrusted. In politics, minority religions are deeply suspect with very little access.
 - **Give and example of this ism** _____
-

- **Person to person-** discrimination of someone else because they have **MORE OR LESS MONEY** than you and your family have.
 - **Societal level-** people with more **MONEY AND RESOURCES** have much more access to things like education, career development, politics, and healthcare etc. Those with very little money often remain poor for many generations.
 - **Give and example of this ism** _____
-

- **Person to person-** discrimination of someone else because they are a different **SEXUAL ORIENTATION** than yourself.
 - **Societal level-** people that are **GAY** are the victims of **HATE CRIMES** almost more than any other group. They receive negative slurs and physical threats very often, whether they are teens or adults. They are very frequently physically attacked.
 - **Give and example of this ism** _____
-

- **Person to person-** discrimination of someone else because they **ARE OLDER OR YOUNGER** than you.
 - **Societal level-** In professional careers, **YOUNG PEOPLE AND OLD PEOPLE** are not considered to have the skills or knowledge to be considered for important positions. As people age, they are often considered less valuable.
 - **Give and example of this ism** _____
-

Victims of Hate Crimes in America

Lesson
1

Victims of Hate Crime in America

Purpose

The purpose of this lesson is to help students understand the prevalence and magnitude of hate crimes in our society.

Student Objectives

In this lesson, students will accomplish the following:

- ◆ realize that hate crime victimization is a significant and serious problem in our country
- ◆ understand the range of victims and types of crimes involved
- ◆ empathize with the victims of such crimes

Preparation

- Cut reading strips from Handout 1 along the lines indicated.
- Provide each student with an individual reading strip of a hate crime.
- Provide each student with 3 sheets of paper.

Teacher's Instructions

To introduce the lesson, *review* the definitions of **hate crime** and **hate incident** with students:

A **hate crime** can be defined as a crime motivated by prejudice against a person, property, or group of people. Examples: (1) A Hispanic man beats up an Asian man because he does not like "Orientals"; (2) A group of white people burn a cross on the lawn of an African-American family; (3) Several teenagers draw swastikas on the steps of a Jewish temple.

A **hate incident** can be defined as harmful words or actions motivated by prejudice against a person or property, which do not fall into any criminal category according to United States law. Examples: (1) A white student calls a black student a "nigger"; (2) A group of black teenagers tells a group of white teenagers they don't want "whiteys in their neighborhood"; (3) A group of young men taunt a gay man, calling him "faggot" and "queer."

Teaching Points

Convey the following points to the class as an overview of the lesson:

- ❑ Victims of all types of crime experience losses and difficulties. Victims of hate crime often experience similar losses, but may also have some unique difficulties. For example, being targeted for victimization because of a core and unchangeable aspect of oneself is a devastating experience. Victims of hate crimes may try to distance themselves from their own group and, in doing so, deny a large part of their identity.
- ❑ Many victims experience a personal crisis as a result of their victimization, resulting in difficulties in their work, home life, and friendships.
- ❑ Victims of hate crimes, like victims of other crimes, may suffer (1) physical injury; (2) financial loss; and (3) psychological trauma.

Activity One



The Widespread Victimization in the United States: Examples of Real Cases

Note to Teacher

These statements have been carefully selected to represent a range of actual hate crimes and incidents that have occurred in various parts of the country and have been perpetrated against a variety of different racial, ethnic, religious, sexual orientation, and gender groups. To fully engage the students, more incidents involving adolescents have been included. If you feel that any of the statements would be too disturbing to members of your class, you may delete these cases before beginning the lesson.

- Explain** to students that this activity may be disturbing to them, but it is important for their understanding of the seriousness of the problem of hate crime in America. **Tell** them that they will get a chance to discuss their feelings about the activity after it is completed.
- Ask** students to stand in a circle and **instruct** each student to read their passage aloud, one person at a time. **Ask** students to remain quiet throughout the readings and refrain from any comments. After the last person is finished, **tell** students to think about what they have just heard. **Wait** another minute or two before proceeding with the rest of the activity.

Note to Teacher

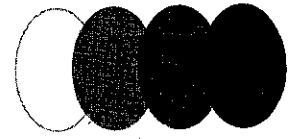
This activity is meant to provide students with an awareness of the many individual victims of hate crimes. The statements may evoke strong emotional reactions among the students, so it is important for them to be able to speak informally about their feelings and thoughts after everyone has read.

Some students may react to their discomfort by giggling or laughing; tell students that although we sometimes try to handle uncomfortable feelings by giggling or laughing, it is not appropriate to do so here. Remind them that they will have a chance to talk about their real thoughts and feelings once the activity is over.

This activity may provoke a few students to make biased or prejudiced comments. Tell students that such comments and behaviors will not be tolerated in the classroom. Ask them to reflect on how they would feel if such crimes had happened to them or members of their families.

- Ask** if anyone needs one of the statements repeated or explained. **Make sure** students understand the incidents they have just communicated.

- Provide** each student with paper. **Tell** students to take a few minutes to write their thoughts and feelings about the activity on the paper. **Explain** to students that what they write is for their eyes only and that they will have the opportunity to share as much or as little of their thoughts and feelings as they wish with the class.
- Help** students process their thoughts and feelings by **asking** the following questions:
 - *How did you feel about what you just heard?*
 - *Think of three words that describe how this makes you feel.*
- List** students' feelings on the board.
 - *Now, imagine that these things happened to a friend or family member you care about. How would you feel?*
- Add** new feelings to the list on the board.
 - *Which incidents bothered you the most? Why?*
 - *Are there any that didn't bother you? Why not?*
- If students were not bothered by the incidents which did not involve physical violence, **explain** that even words can cause a great deal of fear and emotional pain. If the students are not bothered by incidents which target a certain group of people (perhaps students say they do not identify with or know any members of a certain group), **point out** that these people feel the same kind of pain that everyone else feels. **Stress** the point that the victims did nothing to harm others or invite the attack.
 - *Did anyone have a hard time believing the incidents actually occurred? Did anyone wonder if any of the victims did something to cause the crime?*
- Explain** that these are all normal reactions to upsetting events that are outside our control. **Remind** students that in most cases the victims of hate crimes are targeted because of a core aspect of their identity, such as their race or religion, and that victims do nothing to provoke the attack.
- Conclude** the lesson by asking students why they think it is important to study hate crimes. **Tell** students that in upcoming lessons we will be learning more about hate crimes, their perpetrators and victims, and how to prevent them.



HANDOUT 1

HATE CRIMES IN THE UNITED STATES, 1988-1995

These examples are representative of the thousands of violent hate crimes that occurred during 1988-1995.



In 1989, a cross was burned outside the home of a Chinese American, and BB gun pellets were fired at his house, causing \$1,800 in damages.



In 1990, the home of Joe Moore, a black man, and his white wife, Kathy, was severely damaged by an arson fire. The home was sprayed with neo-Nazi graffiti. Moore said he had received threatening phone calls from an anonymous caller who said, "Get out, nigger!"



Candido Galloso Salas, 27, a migrant worker, was dragged to the rear of a store, handcuffed for two hours and hit in the stomach in 1990. Police later found him tied up in a field with a sack over his head, which bore a clown's face and the words, "No más aquí" ("No more here").



In 1990, the home and car of Randolph Brown, a 31-year-old black man, were spray-painted with racial slurs. He had previously received several telephone threats telling him, "Get out of town in 24 hours, or we'll kill your wife and family."

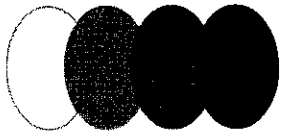


Teenagers painted swastikas on the floor of a Jewish-owned restaurant before they set fire to the building in 1990.



A 1990 battle over Native American fishing rights in Wisconsin led racist whites to adopt the slogan, "Save a Fish, Spear an Indian."





HANDOUT 1, Continued

✂

In 1990, in San Francisco, a gay church was bombed; in New York, a gay man was beaten to death; in Seattle, three members of the hate group Aryan Action planned to blow up a gay bar. On college campuses in Ohio and Utah, gays and lesbians were threatened and harassed.

✂

In 1988, a man in Portland, Maine, smashed the windshield of a car belonging to a lesbian and attempted to set it on fire. Later the victim found the word *dyke* scrawled on the car.

✂

In 1990, Cindy Evans, a white woman, and Millie Thorton, a black woman, moved out of the mobile home they had shared for two months after a series of threatening incidents, including a cross burning, hate mail, racial slurs, vandalism, and the burglary of their home.

✂

Three members of the Ku Klux Klan issued threats against a St. Louis gay/lesbian bookstore in 1991. As they were asked to leave the bookstore, they were overheard saying, "We're watching you; we know where you are."

✂

An openly lesbian candidate for a seat on the city council of Hawaii Island was attacked in her home and left unconscious in 1988.

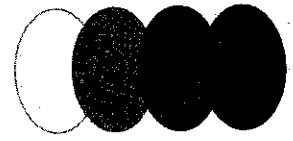
✂

In 1990, Charles Gibson, a 19-year-old black teenager, was beaten to death by white teenagers while driving through a suburb.

✂

In 1990, Henry Kwok Kin Lau, a recent immigrant from Hong Kong, was stabbed to death on a train in Bay Ridge by a man who yelled Asian slurs.

✂



HANDOUT 1, Continued

✂

In 1990, a white man was shot as he tried to aid a black man who was being harassed by two white men.

✂

In 1989, a cross was burned on the lawn of a black woman whose family is one of three black families that live on a street. During the past year, the children of the families have been taunted with racial slurs, their pets have been killed, and the houses have been pelted with eggs.

✂

On June 2, 1991, a gay man in Wisconsin was stabbed to death by a man who told police, "I wanted to kill this fag. My whole life is devoted to killing faggots and child molesters....They spread AIDS."

✂

On June 15, 1991, three teenagers with baseball bats in Pensacola, Florida, went out on a "wilding" spree targeting gays and African Americans. They beat a man to death because they thought he was gay.

✂

On August 15, 1991, bombs exploded outside a lesbian and gay bookstore in Lancaster, Pennsylvania. The explosions damaged the building, shattered windows, and destroyed merchandise.

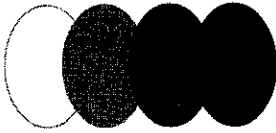
✂

At California State University at Northridge in October 1991, anti-gay flyers were posted across campus. The flyers announced a "gay-bashing night" and included the caption, "Smear the queer."

✂

During the Gulf War, an Arab American activist received a call the day after he took part in a peace rally. The caller threatened, "Stop supporting Saddam or we will blow your house up."

✂



HANDOUT 1, Continued



During the Gulf War, someone called an Arab American community center in Cleveland, Ohio, and said, "If there are any attacks on this country, you people are going to die."



On January 14, 1991, two individuals in Dayton, Ohio threatened to shoot worshipers at a local Islamic center. Later that night, several windows were broken at the mosque.



During 1992, 16 desecrations of Jewish cemeteries took place in the following states: Georgia, Florida, Maryland, Massachusetts, Pennsylvania, Texas, Connecticut, Minnesota, and Virginia.



On March 19, 1992, a number of dead cats stolen from a science lab were dropped in toilets at Queens College in New York City. Written on the wall above the toilets were the words, "We're going to do to Jews what we did to the cats."



In Houston, Texas, on July 4, 1991, a gay man was killed and another was injured when they were attacked by a group of ten young men outside a gay bar. The group was armed with wooden clubs and a knife. The murder victim died several hours later from a knife wound in the abdomen.

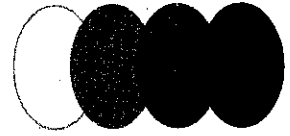


In Bellmore, New York, on December 28, 1991, two men in a car screamed anti-gay slurs at men in a parking lot outside a gay bar, kicked their cars, and tried to run them down. When one of the men tried to flee, the attackers rammed the man's car off the road and into a tree. The victim died as a result of this attack.



In Springfield, Missouri, in May 1991, members of the Ku Klux Klan harassed and threatened a gay couple after one of the men testified in support of a proposed local hate crime law. Robed Klan members regularly paraded outside their home, smashed the windows of their car, threw eggs and tomatoes at their house, and drove trucks through their yard, tearing up the lawn.





HANDOUT 1, Continued

✂

On July 12, 1991, in Canton, Ohio, a teenager entered a house that was to be used as a private residence for people with AIDS, poured gasoline in every room, and set it on fire. Damage as a result of the blaze was estimated at \$22,000.

✂

In Berkeley, California, on July 26, 1992, a black man and a 16-year-old black youth beat two white men outside a nightclub, telling them that they had to pay for their fathers' sins.

✂

On July 27, 1992, in Glendale, California, an Asian woman claimed that she was verbally and physically assaulted by a store clerk who did not want to serve her.

✂

In 1992, in Denver, Colorado a 17 year old who was one of a group of teenagers harassing a Hispanic family shot at the Hispanic family's car, hitting the father in the forehead (1992).

✂

In Hermosa Beach, Florida, on August 24, 1992, two 19-year-old Vietnamese gang members confronted two white men and shot one of them.

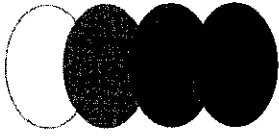
✂

On July 6, 1992, five black women tried to run over a 14-year-old runaway white girl with a truck after robbing and beating her in Largo, Florida.

✂

On July 3, 1992, in Tampa, Florida, a black man said that all whites should be killed, as he struck a white man in the face with a beer bottle.

✂



HANDOUT 1, Continued



On July 25, 1992, in Idaho, a black man was chased and thrown through a store window by about 30 teenagers.



Two 11-year-old boys pointed a toy rifle at a black woman and yelled racial slurs at her in Chicago, Illinois, on August 4, 1992.



In Attleboro, Massachusetts, on June 26, 1992, two skinheads attacked a Hispanic teenager, beating him unconscious.



In Minneapolis on August 8, 1992, a black teenager was shot by white motorcycle gang members. The gang members reportedly shot the first black person they saw after being told that a black person had turned over their motorcycles.



In Greensboro, North Carolina, on July 11, 1992, a crowd of 75 people chanting "Rodney King!" threw rocks and bottles at two police officers. This occurred after the officers arrested the host of a rowdy party for assaulting a fellow police officer.

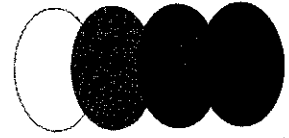


In Willingboro, New Jersey, on June 23, 1992, a group of about 30 black men beat another black man whom they thought was Hispanic.



In Monsey, New York, an elderly Jewish man was thrown to the ground, punched, and kicked by a young white man who screamed anti-Semitic slurs.





HANDOUT 1, Continued

✂

In Princes Bay, New York, on June 26, 1992, a gang of teenagers attacked a youth with high-pressure water guns while yelling anti-Semitic slurs.

✂

In Walnut Hills, Ohio on July 14, 1992, a group of black teenagers attacked a stranded car full of white teenagers. They destroyed the car and injured several of the occupants.

✂

A group of skinheads attacked two black teenagers and a white friend who were walking together in Eugene, Oregon, on August 13, 1992.

✂

In June 1992, in Medford, Oregon, a white woman spit on a Japanese college student and slapped another one after asking them their ancestral origin.

✂

On July 9, 1992, in Akron, Ohio, a cross was burned on the hood of a black man's truck.

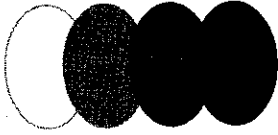
✂

On July 14, 1992, in Arlington, Texas, two teenagers burned a cross in the yard of a black family.

✂

On July 21, 1992, in Dayton, Texas, a cross was burned in a yard to retaliate for the previous night's incident when four black men beat a retarded, disabled white man.

✂



HANDOUT 1, Continued

✂ -----
In December 1992, Luyen Phan Nguyen, a Vietnamese American college student, was beaten to death by a group of teenagers at a party in a Coral Springs, Florida, apartment complex. One of the young partygoers was heard to scream, "I should have killed you in 'Nam, you gook!" Twenty partying teenagers watched the whole event.

✂ -----
In 1989, Patrick Purdy, dressed in military clothing, entered a Stockton, California schoolyard and fired an assault rifle, killing five Asian American children and wounding 29. Purdy told authorities he had picked the school because he felt "particular animosity" toward Southeast Asians.

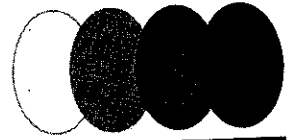
✂ -----
As Hung Truong, a 15-year-old Vietnamese refugee, walked down a Houston street in 1990, two 18-year-old youths jumped from a car shouting, "White power!" and beat him. "God, forgive me for coming to this country," Truong said before dying.

✂ -----
In March 1992, at Northeastern University in Boston, a male student made an anonymous phone call to the campus lesbian and gay organization's office and threatened to blow it up. He also threatened to kill all the group's members. The perpetrator later turned himself in to authorities.

✂ -----
On January 11, 1991, four or five drunken men verbally assaulted a man, calling him a "Filthy Arab! Arab pig!" and shouted obscenities. The man was a Polynesian Jew.

✂ -----
On January 12, 1991, *The Detroit Free Press* reported a bomb threat at Fordson High School where approximately 50 percent of the students are of Arab descent. The Fordson basketball team reported ethnic hostility at games, in which opposing teams and fans said, "Go back to Saudi Arabia. You are not wanted here."

✂ -----
On January 14, 1991, faculty and students harassed Iraqi American children in school. Incidents included mentions of internment camps and statements that the Americans should kill all the Iraqis.



HANDOUT 1, Continued



Someone stoned an Iranian student's windshield. Another driver shouted, "Kill that Iranian." The victim filed a report, but was told that a "reliable" witness (the second driver, a retired police officer) had already testified against him.



The *San Jose Mercury News* reported that someone issued a bomb threat against a local Islamic center and shouted racial epithets at children wearing traditional Arab clothing. This prompted the center to cancel class.



In 1995 and 1996, dozens of churches were burned in the South. Most of these churches had primarily black congregations.



Seeing the Human First

Seeing the Human First

Goals:

- Teaching students the power of labels and how destructive they are
- Understanding why labels separate us
- Contrasting between a label which limits a person to one dimension and a human which allows for many dimensions

Time:

- 2-3 class periods

Materials:

- Two or more photographs of each student
- Poster board
- Markers
- Magazines
- Scissors
- One cardboard box per student- medium in size

Room Set Up:

- None

Directions

1. Labels as a single dimension:
 - Have students bring in a couple of photos of themselves (be prepared to take digital photos of the student and have them printed in case students do not have photos)
 - Paste the picture to a poster board
 - Have them write all of the negative labels they have heard associated with themselves in the photos (see 8 "isms" to explore the possible types of discrimination they may have received).
 - Be sure students refrain from using swear words, but be prepared for powerful emotions.
 - Instruct the students to take the activity seriously, cannot be considered a joking matter
2. Humans as more than a single label and dimension:
 - Have students glue their second picture on to the cardboard box
 - Instruct the students look through the assorted magazines to find images and/or words that describe them and the many different parts of their identity/personality.
 - These should all be *positive*
 - Instruct students to cut out the words/images, and glue them on to their box forming a three dimensional collage
3. Share the complex/multidimensional identities with other students
 - This can be done one by one at the front of the room, or in pairs, having half of the room share, while the other half rotates around the room, then switching.
 - Use your own preferred sharing method

Debrief

- Compare the one dimensional portrayal of their identity to the 3 dimensional portrayal of their identity
- Explain to the students that we are all made up of many more dimensions than simply one, and that labels limit all of us and portray us as incomplete
- Ask students what they learned about each other- or something new they didn't know about a classmate
- Ask for *feelings* around the labels that have been given, and what their reaction is being called names
- Explore how being called names makes us retreat to our "safe" group, and how we begin to form "us and them" mentalities
- "Seeing the Human First" means we must always challenge ourselves to look past a label to understand there are many more components to someone's personality.
- Once you have completed this exercise, complete the "if you really knew me, you would know..." exercise
- Another great follow-up exercise is the "Culture Walk"

If You Really Knew Me,
You Would Know...

If you really knew me, you would know...

Goals:

- This activity will help your group deepen their relationships with each other.
- Students will be able to reflect on the HUMAN inside of their classmates, rather than the simple labels that have given one another

Time:

- One class period

Materials:

- None

Room Set Up:

- Students should be sitting in a circle

Directions

- Explain the activity and allow everyone 2-3 minutes to think about what they would like to say
- Read them the examples below, or create your own
- Begin by sitting in a circle with no distractions and allowing everyone to SEE each other
- Ask students to complete the statement "If you really knew me, you'd know that ... "
- Encourage people to share whatever is on their hearts and ask them to think specifically about their school experience
- THERE IS NO RIGHT OR WRONG WAY TO DO THIS!

An "If you really knew me" may sound like this:

- "My name is Jasmin and if you really knew me, you would know that school has been really hard for me because I don't feel like I fit in."
- Or, "My name is Derek and if you really knew me, you would know that I desperately want to be accepted
- Or, "My name is Sabrina and if you really knew me, you would know that school has taught me that I want to be the kind of person that accepts everyone"
- Or, "My name is Paulo and if you really knew me, you would know that I simultaneously crave both fitting in and standing out. I feel like a failure when I'm different, and I feel like a failure when I blend"

Debrief

- This activity will help your group deepen their relationships with each other.
- Ask students how it felt to be honest in front of their classmates
- Ask students if they learned something new about their classmates
- Ask the students if they feel more connected to others in the room
- Ask students if they can relate to others in the room better
- Ask the students for ideas on how to remember people are humans first, and how can they reject labels in the future

Culture Walk

Culture Walk

Goals

- Look at the different groups to which we identify.
- To look at the similarities and differences between us.
- Move beyond identifying only with our "membership" groups, and beginning to identify with all groups

Time

- 30 minutes

Set up

- Circle of chairs, or
- Students standing along the walls of their classroom with desks moved to center

Directions

- The cultural walk is a completely nonverbal exercise
- All participants should be seated in a circle (or standing around the periphery of the room)
- A number of groups to which they are a member of or identify with will be called out.
- If an individual is a member of, or identifies with a group, they should SILENTLY stand up.
- Once they have stood up, allow them time to look around, and then sit back down
- If your participants are standing, ask them to step forward instead

Debrief

The participants will want to know how the facilitator uses the word, "IDENTIFY." Do not answer the question until several of the participants have answered the question. Remind them during the process stage that identify could be different for every individual and that there are no right or wrong definitions of identify, it is simply how they used it for themselves.

- Ask the students how THEY defined "identify"
- Ask what all of these groups have in common
- Do we need to be a member of someone else's exact group to identify with them?

Instructions

If you are a member of, or identify with, _____ please stand up. Thank you, you may sit down.

Catholics

Muslims

The Elderly

Hindus

Men

Latino/Latina

People W/ Aids

Asians

Jewish people

People that are Homeless

Christians

African-Americans

People with Disabilities

White Americans

Atheist or Agnostics

Biracial people

American Indians

Women

Lesbian/Gay/Bisexual People

Pacific Islanders

Buddhist

Transgender People

Middle Eastern People

Immigrants

Members of the Church of Jesus Christ of Later' Day Saints

Conflict:
It's a Part of Life

Lesson 1

Conflict: It's a Part of Life

Purpose

By creating web charts and through discussion, students learn the various aspects of conflict.

Student Objectives

In this lesson, students will accomplish the following:

- ◆ define **conflict**
- ◆ understand the various types of conflict, both those that are generally perceived as negative and those that are positive

Preparation

- Copy Handout 1 for students.

Teacher's Instructions



VOCABULARY

Provide students with Handout 1, "Vocabulary." **Tell** students to read over the list of vocabulary words and let you know if they have any questions about any of the words or the definitions listed. After students have had a few moments to read over the list, **review** the words with them. **Tell** students they may refer to the vocabulary list whenever they need to during the lesson.

Note to Teacher

When discussing conflict, students may talk about sensitive or inflammatory things. Allow students to relate their stories freely. If students begin to personalize, redirect the conversation away from the specific and to the general. For example, if one student starts talking about how another person in the class is always bothering her and begins to engage in name calling, you might tell the students to refrain from naming others and to describe the conflict in more general terms, such as being "picked on" by "another student."

Many students will see conflict from their perspective as a victim. Try to prompt them so that they name problems coming from their experiences as aggressors or bystanders, as well. It is important for students to see conflict as part of a dynamic, something that involves all three roles—aggressors, victims, and, often, bystanders.

It is important to help students recognize that conflict escalation can lead to physical and verbal aggression. Try to help students see that violence is one outcome of conflict that can be avoided and that ultimately has many negative outcomes, such as injury or death, rejection by peers, and punishment or imprisonment. Other students will have trouble seeing any positive or beneficial aspects of conflict. Point out to these students that conflict is a natural occurrence in life and can enable us to understand one another better, practice negotiating and compromise skills, or "agree to disagree" without harboring negative feelings.

Teaching Point

Explain to students:

- It can be hard to think of positive things about conflict. Most of our lives we learn that conflict is bad. Conflict can be negative, leading to violent and destructive ends. However, conflict also has the potential to be used in a constructive way. Conflict is a normal part of life—everyone has conflicts. They can be handled in ways that are constructive, rather than destructive.

Healing the Hate

Activity One



Creating Conflict Web Charts

This activity has been adapted from William J. Kriedler, *Conflict Resolution in the Middle School: A Curriculum and Teaching Guide*, (Cambridge, MA: Educators for Social Responsibility, 1994), pp. 20–21.

- Tell** students they will have the opportunity to create a “conflict web chart.” **Explain** to students that a web chart is a way of brainstorming that links ideas. **Write** the word **conflict** on a flip chart or large piece of paper. **Ask** for volunteers, one at a time, to write one thing that comes to their mind when they think of the word conflict. **Tell** the first volunteer to place his/her word on the chart connecting it by a line to the word **conflict**. **Tell** subsequent volunteers to connect their words to the word already appearing on the chart that is most related to their ideas. **Show** students by one or two examples how it is done. Based on class time constraints or when students have exhausted their ideas, **facilitate** a discussion on the web chart they have created. **Frame** the discussion around the following questions:
 - *What do you notice about this web chart? (The chart will probably contain very few positive words.)*
 - *From observing the chart, what are the main types of feelings that conflict stirs up?*

- Instruct** students to create another web chart similar to the one they have just created, but **tell** them that this web chart must contain only positive words and ideas associated with conflict. After students have constructed the second web chart, **facilitate** a discussion framed around the following questions:
 - *Which chart was easier to create?*
 - *Why do we tend to think about negative things when we think of conflict?*
 - *Were you surprised by the number of positive ideas associated with conflict that you could come up with when you were asked to think about it?*

VOCABULARY

- Brainstorm** A way of finding many solutions for a problem. When you brainstorm, you try to come up with as many ideas as possible, and let any ideas come to mind without trying to decide how good they are.
- Conflict** A disagreement between individuals or groups of people. It may also mean having different beliefs about one thing at the same time.
- Web Chart** A way of brainstorming in which you link ideas that are related.

What's Really Going On?

Lesson
2

What's Really Going On? An In-Depth Understanding of Conflict

Purpose

Through discussion and interactive exercises, students gain more in-depth understanding and learn how the roles of aggressors, victims, and bystanders serve to escalate or de-escalate conflict.

Student Objectives

In this lesson, students will accomplish the following:

- ◆ define and identify the three main types of conflict
- ◆ identify the roles of aggressors, victims, and bystanders in conflict
- ◆ understand how words and behaviors of individuals in these roles can increase or decrease conflict

Preparation



- Set up the film segment from *A Soldier's Story*. (The segment begins approx. 60 minutes into the film, when one of the characters begins to play a guitar.)

Teaching Points

Explain to students:

- ❑ Conflict is a normal part of life, and people aren't good or bad because they experience conflict. Conflict has three forms: (1) person against person (e.g., one student calls another student a name); (2) person against nature (e.g., a hurricane destroys your home); and (3) person against himself or herself (e.g., you have to choose between going to the movies with your friends or studying for a test you want to do well on).

- ❑ Most often conflicts come from differences in resources, needs, and/or values. **Resources:** Two students want the same book. **Needs:** a student needs to produce a quality report, while the teacher needs the assignment turned in on time. **Values:** two students work together; one student places a high value on competition, while the other student values cooperation more highly.

Healing the Hate

Activity One



Identifying Different Types of Conflicts

- Write** the following questions on the blackboard and **instruct** students to be thinking about these questions as they watch the film segment from *A Soldier's Story*.
 - *Briefly describe the conflict. What type of conflict was it (person vs. person, person vs. nature, person vs. himself or herself)?*
 - *Was the conflict(s) represented in the segment a conflict over needs, resources, or values, or some combination of these things? Explain.*
- Show** the film segment. **Facilitate** a class discussion around student responses to these the questions.

Activity Two



Up and Down the Conflict Escalator: The Roles of Aggressors, Victims, and Bystanders in Conflict

- Tell** students to **review** the definitions of **aggressors**, **victims**, and **bystanders**.

Teaching Points

Distribute Handout 1, "Vocabulary." While **discussing** the following points with the students, **refer** them to their handout and **explain** the definitions of the italicized words.

- In serious conflicts, particularly, but not limited to, violent conflicts, you can usually identify **aggressors**, **victims**, and **bystanders**.
- Each role can either increase or decrease the conflict at hand.
- People sometimes change roles in a conflict and the roles often overlap each other. For example, a person may start out as a bystander, but then enter the conflict becoming an aggressor; or a victim in one conflict may be an aggressor in another.
- Bystanders, by their participation or observation, often influence how long a conflict lasts, or whether the conflict becomes bigger, or is reduced.

- If you are a bystander, there are things you can do to reduce a conflict. You can try to get the opposing parties to see each others' perspectives, or try to calm down hot tempers. Sometimes, merely refusing to observe or walking away from a situation can limit how long a conflict lasts (some people will stop fighting once they do not have an audience). During instances of violent conflicts, it is best to seek the help of an adult, rather than try to intervene yourself, because you may end up getting physically hurt or become the scapegoat for one or both of the people involved in the conflict.
- Tell** students they are now going to review the video segment from *A Soldier's Story*. This time they should try to identify the aggressors, victims, and bystanders in the conflict, and what these various players did either to increase or decrease the conflict.

- Facilitate** a class discussion. **Frame** the discussion around the following questions:

- *Who were the aggressors, victims, and bystanders in the conflict?*

Note to Teacher:

This question may promote debate, since this segment was selected especially because determining the aggressor in this situation is difficult. Encourage students to express their views.

- *What behaviors or words used by the individuals in the roles of aggressors or victims increased or decreased the conflict?*
- *Although it is often obvious what the aggressors and victims do to increase or decrease a conflict, bystanders also play a large role in increasing or decreasing conflict. What behaviors or words used by the bystanders helped increase or decrease this conflict?*
- *What other behaviors or words could the aggressor, victim, and bystanders have used to decrease the conflict? If you were a bystander in this situation what would you have done to decrease the conflict?*

HANDOUT 1

VOCABULARY

- Aggressor** Someone who commits harmful acts or gestures against another person or persons which have a physical, emotional, or psychological impact on the targeted person(s).
- Victim** A person who is mistreated by another person, group of people, condition, or system.
- Bystander** A person who is present to witness an event but does not take part in it; a spectator.
- Brainstorm (review)** A way of finding many solutions for a problem. When you brainstorm, you try to come up with as many ideas as possible, and let any ideas come to mind without trying to decide how good they are.

What Can Be Done?

3 Lesson

What Can Be Done? Resolving Conflict

Purpose

Through an interactive exercise, students learn to de-escalate conflict.

Student Objectives

In this lesson, students will accomplish the following:

- ◆ identify and define techniques that increase or escalate conflict and techniques that decrease or de-escalate conflict
- ◆ identify types of escalating and de-escalating behaviors
- ◆ practice resolving conflict by using good communication and de-escalating techniques in a role play

Preparation

- Copy Handouts 1, 2, and 3 for students.

Activity One



Down the Up Escalator: De-Escalating Conflict: Discussion and Role Play

- Distribute** Handout 1, "Vocabulary" and Handout 2, "Examples of Conflict Escalators and De-Escalators." **Refer** them to Handout 1 and **explain** the definitions of the italicized words as you **discuss** Handout 2.
- Explain** to students that in the previous lesson we learned about some of the words and behaviors individuals use to increase or decrease the conflict. Those words and behaviors that increase conflict can be referred to as "escalating" techniques. Those that decrease conflict are referred to as "de-escalating" techniques. **Briefly go over** the examples of conflict escalators and de-escalators on the handout. **Answer** any questions the students might have.
- Tell** students that they are now going to practice the de-escalating techniques they have learned about. **Explain** to them that in this role play, one individual will play the central character in the conflict. Each person in the class will have one opportunity to de-escalate the conflict. One at a time students will make one or two de-escalating comments to the central person and then sit down when the teacher says, "Next." The central character will try to escalate the conflict, becoming more angry and unmoved by the de-escalating comments. He/she will have a chance to briefly respond to each de-escalator. **Ask** for a volunteer who will agree to role-play the central character. **Tell** the central character he/she, like the rest of the class, may not use swear words, racial/ethnic/cultural slurs, or gestures. **Tell** the participants trying to de-escalate the conflict that they may refer to their handout. **Continue** the role play until each student has had a turn to de-escalate the conflict.
- Thank** the class for their participation. **Give** a special word of thanks to the student playing the central character.

Note to Teacher

This exercise is a particularly effective way to demonstrate to students how de-escalators work in real life; however, it may bring up powerful emotions, particularly for the student role-playing the central character. Remind students that they may not use verbal slurs or any racial gestures or behaviors. If you notice the "central character" or any other students getting extremely angry during the activity, stop the exercise, instruct all the students to take several deep breaths, and use your own best judgment on whether to continue the activity. You may want to inject your own de-escalating comments at this point. Avoid drawing additional attention to the student playing the central character or negatively judging him or her for becoming overly involved in the situation. Use the situation as a "teachable moment" to explain to students how difficult it often is to de-escalate a conflict.

- Facilitate** a class discussion, using the following questions to frame the discussion:
 - *What types of de-escalators did the students use?*
 - *To the student playing the central character: What de-escalators worked best (i.e., made you less angry)? Which one really worked (got you to change or almost change your escalating behavior)? Why? Which had little or no effect on you?*
 - *To the other participants: What would have worked best to cool you down if you had played the central character, and why?*
 - *Had this been an actual conflict, what could bystanders have done to escalate or de-escalate the conflict?*

Activity Two



Conflict Log for Your Journal

- Distribute** Handout 3, "Points to Include in Your Conflict Log." **Ask** students to pull out their journals. **Review** the handout with the students, as necessary. **Allow** them time to make a log in their journals, or give the assignment as homework.

HANDOUT 1

VOCABULARY

Escalate When conflict and tensions between people, or within a person, increase.

De-escalate When conflict and tensions between people, or within a person, decrease.



HANDOUT 2

EXAMPLES OF CONFLICT ESCALATORS AND DE-ESCALATORS

ESCALATORS

- **Bulldozing:** Trying to “run over” and intimidate the other person by accusing, shouting, name calling, swearing, threatening, taunting, and other kinds of aggressive behavior.

Example: “If you don’t shut up, I’m going to have to shut you up!”

- **Bringing up the past:** Bring up past failures or wrongdoings that are not about the current conflict. This keeps people from focusing on the problem at hand.

Example: “This is just like last year when you forgot to return my jacket.”

- **Global, “all-or-nothing” statements:** Using general words like “always,” “never,” and “every time” instead of being specific. Global statements usually start with the word “you.”

Example: “You never think of me.”

- **Personality attack:** Attacking the other person’s personality instead of trying to solve the problem. Might also be thinking of complaints to throw back instead of listening to the other person’s point of view.

Example: “If you weren’t so lazy...”

- **Ignoring, denying, avoiding:** Not listening to the other person, avoiding him or her, or denying that a conflict exists.

Example: “I don’t think there’s a problem.”

- **Certain gestures and behaviors:**

Examples: finger-pointing, standing too close to someone, rolling your eyes, “dirty looks”



HANDOUT 2, Continued

EXAMPLES OF CONFLICT ESCALATORS AND DE-ESCALATORS

DE-ESCALATORS

- **Good communication, using "I" statements:** Tell a person how you feel when he or she does something, rather than accuse or blame them for how you feel.

Example: Say, "Malcolm, I feel hurt when you don't invite me to join you," instead of "Malcolm, you made me upset by not inviting me," or "Malcolm, your inconsiderateness really hurt me".

- **Reframing, perspective-taking:** Looking at a conflict or problem from another angle. Trying to see the problem from the other person's perspective.

Examples: "Maybe Malcolm was tired from studying for his exam and that's why he forgot to call me," or "If I was studying for a big exam, I might forget to call someone, too."

- **De-personalizing:** Not taking someone's behavior personally.

Examples: "Malcolm didn't mean to hurt my feelings, he probably just forgot," or "When he is studying, Malcolm often forgets to contact people, not just me."

- **Certain gestures and behaviors:**

Examples: Neutral facial expression, not stern or angry. Giving someone enough physical space, extending your hand, or when appropriate, putting your arm around someone (note: in intense conflict situations, putting your arm around someone is not recommended and may actually escalate the conflict), relaxation techniques (taking deep breaths, counting to 10 before speaking, calming your body).



HANDOUT 3

POINTS TO INCLUDE IN YOUR CONFLICT LOG

- Briefly describe the conflict, including where it took place and who was involved.
- Describe the type of conflict (person vs. person, person vs. nature, person vs. himself or herself).
- Identify what was involved in the conflict (conflict over needs, resources, or values).
- Identify the aggressors, victims, and bystanders in the conflict.
- Identify the techniques (words or behaviors) each of the players used to escalate the conflict.
- Identify the techniques (words or behaviors) each of the players used to de-escalate the conflict.
- Describe your own feelings about the conflict and what you think the feelings of others involved in the conflict may have been (describe your own feelings even if you were not directly involved).
- Describe how it ended, and how and why you think it could have ended differently (include positive as well as negative results).

Diversity and Conflict

Lesson
4

Diversity and Conflict

Purpose

Through analyzing case studies, students learn to distinguish conflicts based on issues of diversity versus those based on other issues.

Student Objectives

In this lesson, students will accomplish the following:

- ◆ identify aspects of diversity
- ◆ understand why diversity may lead to conflict or make existing conflict seem more intense
- ◆ understand the role of aggressors, victims, and bystanders in diversity-based conflict
- ◆ practice their skills in resolving diversity-based conflict through a role play

Preparation

- Copy Handouts 1 and 2 for students.

Teacher's Instructions**VOCABULARY**

Distribute Handout 1, "Vocabulary." **Tell** students to read over the list of vocabulary words and let you know if they have any questions about any of the words or the definitions listed. After students have had a few moments to read over the list, **review** the words with them. **Tell** students they may refer to the vocabulary list whenever they need to during the lesson.

Teaching Points

Before beginning this activity, **convey** the following point to students:

- Interacting with people and groups from cultures different from your own is generally a very rewarding activity and does not usually lead to conflict.
- In cases in which conflicts arise, differences in individuals' backgrounds or cultures are not always the reason. There may be other issues involved.
- Sometimes cultural, ethnic, religious, or other differences among individuals can lead to conflicts, but these too can be resolved, and may even lead to better understanding and appreciation for people who are different from you.

Activity One



Diversity on the Conflict Escalator

Note to Teacher

Students often express great concern about conflicts that are rooted in issues of diversity (i.e., conflicts in which race, ethnicity, culture, gender, sexual orientation, and individual difference play an important role.) They may express feelings of helplessness, as if human differences can form barriers that are too great to be surmounted. However, students can deal with diversity-based conflicts effectively. They just need the proper tools and experience to do so. The following points are based on research findings on diversity and prejudice prevention: People of any age are less likely to mishandle diversity-based conflicts if they (1) have an understanding and appreciation of their own culture and background; (2) are exposed at an early age to individuals and groups of people from different ethnic, racial, cultural, and social backgrounds from their own; (3) have an understanding of such concepts as stereotyping, discrimination, and scapegoating; and (4) have conflict resolution skills and have practiced those skills in conflicts that have arisen from the interactions of people from different backgrounds.

Instruction to Teacher

Because talking about diversity can be sensitive and threatening for students, it is important to **instruct** students in the following guidelines:

1. Students may not use racial/ethnic/cultural slurs or verbal put-downs.
2. Students must listen respectfully to one another.
3. Discussion in the classroom should remain confidential—students should not discuss other students' comments outside of the classroom.
4. No one is required to speak.
5. Students should feel free to discuss their feelings; other students may not comment on or be disrespectful of another student's feelings.

- **Distribute** Handout 2, "Types of Diversity Conflicts." Briefly **go over** the types of diversity conflicts and **ask** students if they have any questions. **Ask** for student volunteers to read each of the three cases, and **ask** the class to identify the types of diversity conflicts represented in the cases.

Teaching Points

- Experiences with diverse groups of people, include groups of diverse ethnicities, races, genders, cultures, religions, classes, sexual orientations, and disabilities, can affect core aspects of an individual's being and lifestyle. Therefore, issues around diversity often make these conflicts seem more threatening, intense, and unresolvable. However, diversity-based conflicts, like other types of conflicts, *can* be resolved effectively.
- While some conflicts are rooted in issues of diversity, many seemingly diversity-based conflicts are actually ordinary conflicts in which one party or the other escalates the conflict by bringing up diversity issues as a way to provoke someone, usually in the form of racial, ethnic, or cultural slurs.
- Diversity-based conflicts can escalate into hate crimes and hate incidents if they are not resolved effectively.

Activity Two



Role Play of Diversity-Based Conflict

- **Tell** the class they will now have the chance to role-play scenarios of diversity conflicts. **Ask** for four volunteers who are willing to role-play two scenarios. **Divide** these volunteers into two groups of two. **Review** the guidelines for good role plays with the two groups. **Ask** them to select a scenario from Handout 3, "Role-Play Scenarios for Diversity Conflicts." **Give** each group 5 minutes to discuss the role play.

Note to Teacher

Walk around the room as the students are rehearsing and provide "side coaching" as needed when students are rehearsing their role plays. Side coaching is a method for instructing students while they are acting, so as not to disturb the action. To side-coach effectively, you should instruct students in a quiet, monotone voice, whenever it is needed. Situations in which side coaching may be helpful include those times when (1) actors are "stuck" for something to say or do; (2) actors seem to be slipping into stereotyped portrayals; or (3) actors are

Healing the Hate

blatantly stereotyping, or ridiculing the action in some way (in this case, you should definitely provide side coaching and in these instances the side coaching should be done in a louder and firmer voice).

The following are examples of side-coaching remarks:

Spoken in a soft monotone voice (anytime an actor in a role play appears to be "stuck," has lost his or her focus, etc.):

"Think, what would he/she (their character) say to that?"

"How is he/she (their character) feeling now?"

"Watch your stereotyping."

"Let the other actor say something now."

Spoken in a firmer, louder voice (in cases of blatant stereotyping or when the role play has gotten out of hand):

"Stay in character."

"Would he/she really do/say that?"

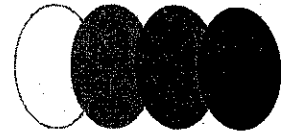
"Stop the action now, we need to regroup."

Occasionally, a student may "act out" blatant and harmful stereotypes. In this case, stop the role play, and process what has taken place with all the students. Allow students to verbalize their feelings, but be firm in maintaining a safe, tolerant classroom environment. You may want to ask the student(s) perpetrating such stereotypes how they would feel, if their race/ethnicity/culture was portrayed in a similar way. Review the definitions for stereotypes and characters, as well as the guidelines for role plays.

- **Ask** the first group to present their role play to the class. **Provide** side coaching where necessary. **Thank** the group. **Ask** the second group to present their role play to the group. **Provide** side coaching where necessary. **Thank** the group. **Debrief** the role plays using the following questions:
 - *What type of diversity conflict was presented in each of the role plays?*
 - *How could the conflict have been resolved or handled differently?*

HANDOUT 1**VOCABULARY****Diversity**

When a group includes people from different ethnicities, races, religious backgrounds, or other categories.



TYPES OF DIVERSITY CONFLICTS

- Provoking** Trying to hurt or anger the other person by attacking the person's race, ethnicity, culture, class, gender, religion, sexual orientation, disability, etc. (Examples include name calling, character put-downs, all-or-nothing statements.)
- Misunderstanding** When diversity-based conflicts occur because you do not understand the other person's actions or motives simply because you are not familiar with their culture.
- Prejudice** Judgments about people based only on the fact that they belong to a particular racial, cultural, or other type of group.

EXAMPLES OF DIFFERENT TYPES OF DIVERSITY CONFLICTS

Case #1

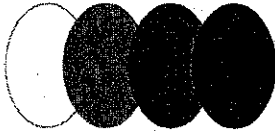
Sondra, who is African American, has just become friends with Sung Quat, a Cambodian classmate. As Sondra gets off the bus one morning, she sees Sung Quat across the school yard. She shouts and waves to her, but to her surprise, Sung Quat folds her arms and turns her back. Sondra is hurt, thinking she has been rejected by her new best friend.

Case #2

Roberto and Steven are two boys taking turns shooting a basketball. Steven thinks it is his turn to shoot the ball, but Roberto won't give it up. They argue for a while and the conflict escalates when Steven says, "You won't give me the ball. You are really gay, Roberto."

Case #3

Jason and Marcus are playing a computer game on the only computer in the class. Alicia comes up and asks if she can play the game too. "I'm really good at it," she says. "I play it at home with my dad." Both boys wave her away. "This is for boys only," says Jason. "Yeah," says Marcus. "Girls are no good at computers."



HANDOUT 3

ROLE-PLAY SCENARIOS FOR DIVERSITY CONFLICTS

Scenarios have been adapted with permission from *Conflict Resolution in the Middle School: A Curriculum and Teaching Guide*, by William J. Kreidler (Cambridge, MA: Educators for Social Responsibility, 1994), pp. 231-32.

1. Ahn and Paolo are working on a report for health class. Somehow the computer file with their report was deleted from the disk. They begin to argue over whose fault it is. "Stupid Cambodian," says Paolo. "I should have known you wouldn't know anything about computers. You probably grew up in a rice paddy!"
2. Shirley and Raquel are planning a slumber party. As they make up a list of classmates they want to invite, Raquel suggests inviting Annie. "Forget it," says Shirley, "I don't want that nerd at my party. She'd probably bring a book and read all the time." "Well, it's supposed to be our party, and I want her to come. I like her. She's nice," said Raquel. "She's a nerd. And stuck up because she's always on the honor roll," said Shirley. "I want people at the party who are fun, not super-intellectuals."
3. Danny Kwong, an Asian American, is kept after class because the teacher, Ms. Rockland, thinks he might be responsible for a pencil-tapping epidemic at the beginning of class. Danny claims he had nothing to do with it. He keeps his head down and avoids looking Ms. Rockland in the eye, because in his culture it is a sign of disrespect to look an authority figure in the eye. Later, Ms. Rockland speaks to the school principal, Ms. Peters, about the incident, "Chinese kids are usually so well behaved, but Danny wouldn't look me in the eye when I was talking to him. I think he has something to hide."
4. At lunch two girlfriends, Urvashi and Kate, talk about what they want to be when they grow up. Urvashi says she would like to own her own dress shop. "Why don't you run a 7-11? That's what most people from India do," Kate says. "Because I want a dress shop," Urvashi says angrily and leaves the lunch table. "Geez, what did I do?" Kate says to herself.
5. One day Kevin is over his friend Pedro's house. Pedro's family insists that he stay for dinner. Kevin stays through dinner at Pedro's house, but barely touches his food. When he goes home that night, his father says, "I hope you didn't eat any of their food. Like I always say, Mexicans' kitchens are filthy." The next day in school Pedro confronts Kevin, "My mother was hurt and insulted because you wouldn't eat her food!"