

**Is My School Racist?**

Ask the right questions

**Planning for Equity**

16 resources for the coming year

**Mental Illness**

Reduce the stigma

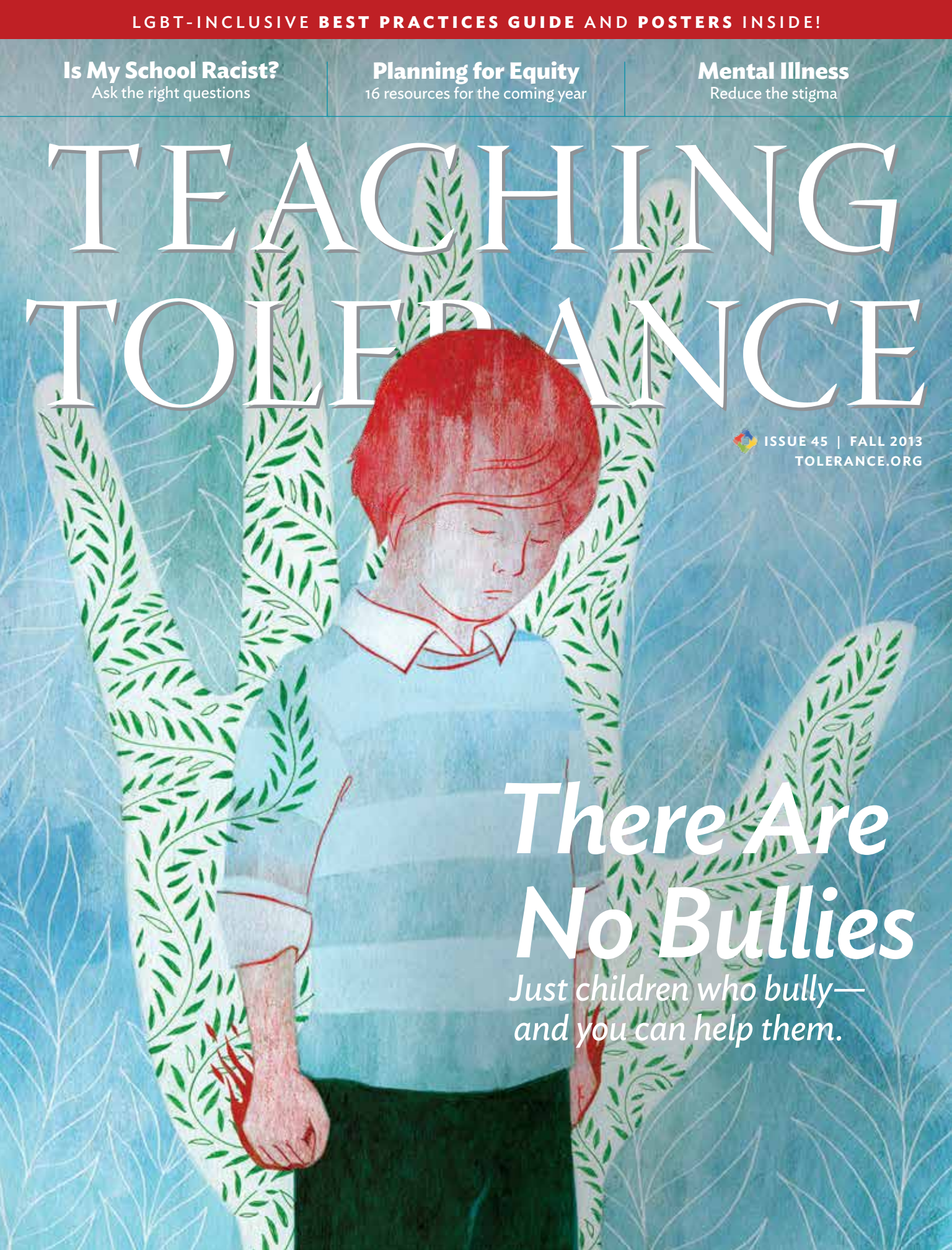
# TEACHING TOLERANCE



ISSUE 45 | FALL 2013  
TOLERANCE.ORG

## *There Are No Bullies*

*Just children who bully—  
and you can help them.*

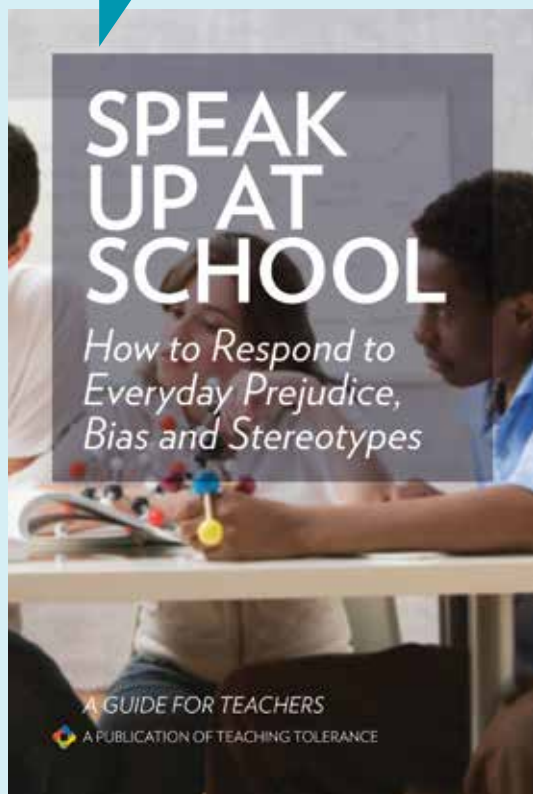


# WHAT ARE YOU DOING TO IMPROVE YOUR SCHOOL'S CLIMATE?

These Teaching Tolerance guides provide a comprehensive view of school-culture issues and direction for educators trying to build an inclusive, nurturing school climate.

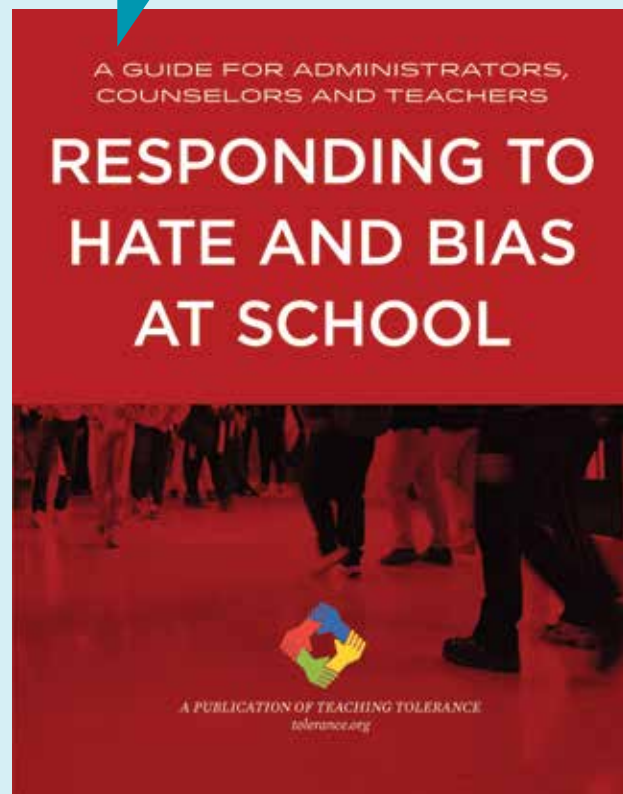
*Speak Up at School* gives educators the tools to help students turn from bystanders to upstanders.

[tolerance.org/speak-up-at-school](http://tolerance.org/speak-up-at-school)



*Responding to Hate and Bias at School* shows educators how to respond to a bias incident in school and guides them through crisis management and post-crisis efforts at improvement.

[tolerance.org/hate-and-bias](http://tolerance.org/hate-and-bias)



# PROVE

*“Many of the questions we receive are from educators seeking advice about how to respond when someone—a student, a colleague, even a parent—uses biased language or stereotypes in school.”*

Maureen Costello,  
Director of Teaching Tolerance



*Best Practices: Creating an LGBT-inclusive School Climate* gives school leaders the knowledge they need to implement the policies and nurturing practices essential to creating an educational environment that is truly welcoming to all students. (poster included)  
[tolerance.org/lgbt-best-practices](http://tolerance.org/lgbt-best-practices)

*Best Practices: Engaging Limited English Proficient Students and Families* points administrators to best practices in the effort to create a supportive learning environment for all students. (poster included)  
[tolerance.org/ELL-best-practices](http://tolerance.org/ELL-best-practices)



**Best Practices**  
*Creating an LGBT-inclusive School Climate*  
A Teaching Tolerance Guide for School Leaders

**Best Practices**  
*Engaging Limited English Proficient Students and Families*  
A Teaching Tolerance Guide





# TEACHING TOLERANCE

ISSUE 45 | FALL 2013

## DEPARTMENTS

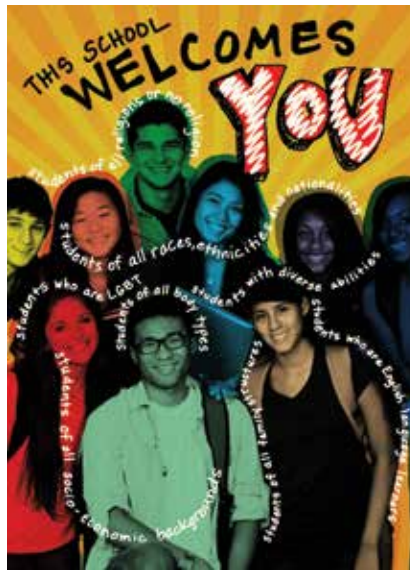
- 5** Perspectives
- 7** Letters to the Editor
- 9** Ask Teaching Tolerance
- 11** Why I Teach  
Jeffrey Farley prizes students who might slip through the system otherwise.
- 13** Down the Hall  
Connecting teachers and families is a high priority for Julia Zigarelli.
- 15** Activity Exchange
- 60** Staff Picks
- 62** Story Corner  
When a neighbor makes a racist comment, Annie and Beth must find the courage to speak up.
- 64** One World



### *on the cover*

*Bullying is a behavior, and it can be changed. In this issue, Teaching Tolerance offers strategies for helping students who bully find a better way.*

ILLUSTRATION BY **SCOTT BAKAL**



## POSTERS

Send an important message with our colorful poster. We've included two in this issue—one for you, and one for a friend.

## FEATURES

- 22 Planning for Equity**  
Busy prepping for your classes? TT has resources for the entire year.
- 24 The Sikh and the Skinhead**  
An unusual duo fights hate in the classroom.
- 28 Twice the Distance**  
Tips for simplifying the college application process for immigrant students.
- 31 This School Welcomes ... You**  
Best practices for creating an LGBT-inclusive school climate.
- 34 Bring It Home**  
Learn how Safe School Coalitions are transforming the South.
- 38 There Are No Bullies**  
Understanding bullying behavior is the first step toward changing it.

- 42 Is My School Racist?**  
Institutional racism can be hard to spot. Try our strategies for sniffing it out.
- 46 You Belong Here**  
Want to recruit and retain a more diverse staff? Start here.
- 49 The Shame Game**  
Dispelling stigma allows young people to get the mental health support they need.
- 53 Lessons of 1964**  
This year's civil rights anniversaries can be a call to action.
- 56 The Incredible True Story**  
The Common Core elevates nonfiction—and that's a good thing!



**ACTIVITY EXCHANGE**  
Challenge your students with these lessons on diversity. (see page 15)

# HOW WILL YOUR STUDENTS LEARN ABOUT THE CIVIL RIGHTS MOVEMENT?



## IN PERSON

The Civil Rights Memorial Center in Montgomery, Ala., honors those who lost their lives for equality. Student group tours are free!



[splcenter.org/civil-rights-memorial](http://splcenter.org/civil-rights-memorial)

## FILM

*A Time for Justice* and *The Children's March* bring the movement to life for students.



[tolerance.org/teaching-kits](http://tolerance.org/teaching-kits)

## ACTIVITIES

The Civil Rights Activity Book uses puzzles, songs and photos to teach children about martyrs and events of the civil rights movement.



[tolerance.org/civil-rights-activity-book](http://tolerance.org/civil-rights-activity-book)

# TEACHING TOLERANCE



A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

**DIRECTOR** Maureen B. Costello

**DESIGN DIRECTOR** Russell Estes

**MANAGING EDITOR** Alice Pettway

**WRITER/ASSOCIATE EDITORS** Adrienne van der Valk, Lisa Ann Williamson, Monita Bell

**NEW MEDIA CONTENT MANAGER** Annah Kelley

**SENIOR MANAGER FOR TEACHING & LEARNING** Sara Wicht

**TEACHING AND LEARNING SPECIALIST** Emily Chiariello

**ADMINISTRATIVE ASSISTANT** Victoria Williams

**PROGRAM ASSOCIATE** Michele Lee

**FELLOW** Steffany Sorensen

## DESIGN

**SENIOR DESIGNER** Valerie Downes

**DESIGNERS** Michelle Leland, Scott Phillips, Kristina Turner

**DESIGN ASSOCIATE** Sunny Paulk

**DESIGN ASSISTANT** Shannon Anderson

## PRODUCTION

**NEW MEDIA MANAGER** Scott Pittinsky

**ACCOUNTING OPERATIONS MANAGER** Regina Collins

**PURCHASING PRODUCTION COORDINATOR** Kimberley Parson

## CONTRIBUTORS

Scott Bakal, Trevor Scott Barton, Brave the Woods, Chris Buzelli, Sophie Casson, Ameka Cruz, Marilyn Elias, Tonya Engel, Jeffrey Farley, Justin Gabbard, Carrie Gaffney, Peter Horvath, Warren Hynes, Roark Johnson, Susan Estelle Kwas, Kekla Magoon, John Micklos, Jr., Sean McCollum, Helen Musselwhite, Martin O'Neill, Paul Rogers, Daniel Ian Rubin, Mary Pennington Ruhter, Jon Shapley, Kathy Stanley, Jordan Stead, Don Terry, Teri Day Walker, Dina Weinstein, Brian Willoughby, Taeun Yoo

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## EDITORIAL OFFICE

400 Washington Avenue, Montgomery, AL 36104

**EMAIL** [Editor@teachingtolerance.org](mailto:Editor@teachingtolerance.org)

**SUBSCRIPTIONS** [tolerance.org/subscribe](http://tolerance.org/subscribe)

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It's August 21. This evening, a service at the Mount Airy Baptist Church in Washington, D.C., will begin a week of events observing the 50th anniversary of the March on Washington for Jobs and Freedom. Around the country, people are Washington-bound, ready to commemorate the 1963 event at the MLK Memorial on Saturday and to join the 2013 March for Jobs and Justice that will end with a rally at the Lincoln Memorial on Wednesday, August 28.

Yes, the march continues. It continues around the Web and in the media. *The Washington Post* is collecting first-person stories and photos from people who marched; John Lewis—the only living speaker from 1963—doesn't have enough hours in the day to be everywhere he's invited. Memoirs, histories, footage and commentary abound. Here in Montgomery, I'm about to be interviewed by the local newspaper. The topic? How to teach about "I Have a Dream," arguably the most famous American speech of the 20th century. It's my own personal contribution to the mountain of march-related information being assembled this week to feed what will surely be a short public attention span.

And I haven't quite figured out how to answer the question, either, except to remind teachers of one thing:

The march continues.

You may remember that Teaching Tolerance issued a report, *The State of Civil Rights Education 2011*, in which we took a close look at state standards. We were prompted, in part, by the fact that what most students seem to know about the civil rights movement can be boiled down to two names (Rosa Parks and Martin Luther King Jr.) and four words—"I have a dream."

How can we get students past those four words, past the idea that change happens simply because a charismatic leader makes a great speech?

In preparation for the interview, I attacked a printout of the speech

with my teacher tools: pen, highlighter and sticky notes. After an hour or so, the paper was a dizzy mess—gorgeous in its scrum of notes and scribbles, evidence of this speech's power to make me think.

What I saw was that reading the entire speech is the best way to dispel the notions that the movement's triumphs were inevitable, that they were easily achieved, or even that the movement is over. King tells us what success looks like—more struggle marked by a willingness "to go to jail together" and "to stand up for freedom together." And he explicitly tells us that the freedom struggle is about more than race—it's for "all of God's children."

This issue tries to make good our collective promise as educators to do well by all the children in our care, especially those whose race, sexual orientation, mental illness or behavioral issues set them apart.

The march continues  
... in your classroom.

—Maureen Costello



- I foster DIVERSITY in my classroom.
- I create an INCLUSIVE SPACE for my students.
- I teach about SOCIAL JUSTICE.
- I believe in EQUITY.

## Sound like you?

Want to meet other educators who feel the same way?

Join the Teaching Tolerance community for thought-provoking news, conversation and support from educators who care about diversity, equal opportunity and respect for differences in schools.

**FREE  
TO TEACHERS**



### TEACHING TOLERANCE MAGAZINE

Read about current social justice issues, see which anti-bias lessons are working best for your peers and get the scoop on books fresh from the publisher.



### FACEBOOK

Add your voice to the conversation—share ideas, comment on breaking news and let us know what you're doing to teach tolerance in your school.



### NEWSLETTER

Stay up-to-date on anti-bias education. Sign up and we'll email you weekly updates on resources, events and news.



### BLOG

Read and discuss other educators' real-world experiences.



# FIRST BELL

LETTERS TO THE EDITOR 7 ASK TEACHING TOLERANCE 9  
FREE STUFF 10 BEST OF THE BLOG 10 & 12 WHY I TEACH 11  
DOWN THE HALL 13 LESSONS LEARNED 14



## Reader Exchange

“Serving Up Food Justice at School” got the online community talking.

Wonderful and relevant! Addressing health as a justice focus, school gardens encourage wellness and (literally) strengthen communities.

—ANONYMOUS VIA TOLERANCE.ORG

We also have to beware of the economic elitism being perpetrated by the food sustainability movement. Who are the ones leading it? Not poor black and brown folks, and poor white folks. Rather, wealthy whites who can dabble in so-called sustainable eating because they have the economic means to do so.

—ANONYMOUS VIA TOLERANCE.ORG

Our first summer issue inspired thoughtful conversations on food justice and advocating for change. Readers told us “I Am Asian American” was a needed reminder to get past the labels and see individuals.

## MY CLASSROOM IS WELL STOCKED

Thank you for your wonderful publications and classroom ideas! I often use the articles as great nonfiction pieces with my ninth-graders, and have just ordered *Viva La Causa* for use within our next unit. I very much enjoyed “A Teacher’s Guide to Rerouting the Pipeline” in a recent edition. Thanks so much!

PAULA AMERICO RUGGIERO

VIA FACEBOOK

## MISLEADING GRAPHICS

Regarding “Religion in the Locker Room,” I understand that the use of graphics in association with an article is a kind of shorthand to get across the main points about to be presented. Unfortunately, your graphic is more misleading than illustrative. I suppose you wanted to capture the idea that many coaches are acting as clergy for their teams. The problem is that by putting a Roman clerical collar on

your coach (with hat and whistle) you identified, by that association, the wrong swath of Christians: Roman Catholics, Episcopalians and Lutherans, for example, are not the ones routinely blurring the line between public school coach and pastor.

MARK SELLS  
SALISBURY, N.C.

## CHILDREN’S MARCH OPENS CANDID TALK

[*Mighty Times: The Children’s March*] is an

awesome movie and an excellent teaching tool! I show it in class every year, and my kids really like it. It opens up lots of rich, meaningful discussions and appreciation for the civil rights movement and the sacrifices and determination that these brave men, women and, especially, children endured. I highly recommend.



TAMMY BUTCHER GREENE  
VIA FACEBOOK

I use [*Mighty Times*:] *The Children's March* every year with my 10th graders when we study the civil rights movement. It's a great video.

BETH KUBIK-MANTEUFFEL  
VIA FACEBOOK

**DISAPPOINTED IN DIALECT APPROACH**

I am feeling confused and saddened by the recent article ["Sound Effects"] regarding language prejudice. I agree with the

author's statements that we all speak a dialect, and that these dialects have a regional, social and ethnic association. However, I am unclear of the meaning of the term "African-American English." Is

this a language that all African Americans speak? How different or similar is it from the Standard American English? Frankly, I am baffled by this comparison and shocked that this publication would print an article that does not have further explanation of the terms used. I hope the goal of your publication is to provide information that may be of benefit to its reading audience. There seemed to be a lot of generalizations and assumptions with very little supportive data. I am disappointed and hope that future articles are informative, clear, concise and balanced.

CATHERINE JACKSON  
MUHAMMED  
Philadelphia, Pa.

**'SURVIVOR' SHOULD BE SHARED**

[*One Survivor Remembers*] is exceptional. I recommend it to all teachers and anyone who needs to learn about the Holocaust. The only thing to improve this film would be to show it to more people. Thank you so very much for doing what you do.

M.S. PATTERSON  
Harlingen, Texas



**CROSS-COUNTRY TT**

This site and publication helped me more than I'd ever thought while teaching in Bronx, NY; now I get to take Teaching Tolerance to Kotzebue, Alaska! What you do is vital. Thank you.

TERISCOVKYA SMITH  
VIA FACEBOOK

**TELL US WHAT YOU THINK!**

Have an opinion about something you see in *Teaching Tolerance* magazine or on our website? Email us at editor@tolerance.org with the subject line "Letter to the Editor." Or mail a letter to 400 Washington Ave., Montgomery, AL 36104.

**LISA JORGENSEN**

["I Am Asian American" is a] great article, and an important reminder to get to know the individual ... not just the label.

**SUSAN ANDERSON MACK**

Teaching Tolerance has been a tremendous resource for a culture and identity class I teach called Teaching for Diversity. I am a changed educator ... far different than when I taught my first class in 1968. Thank you.

**HENRIK EGER**

Congratulations on your willingness to speak up during difficult times in the history of the United States. The times they are a-changing and you, TT, have been contributing greatly to social change that brings us toward a more humane society. I salute you and everyone who supports you.



Lika @8o8lika  
@Tolerance\_org Just watched the teacher copy of *The Children's March*. Can't wait to redo my lesson plan to show students! A million thanks!

**DID YOU KNOW?**

"African-American students are over 3.5 times more likely to be suspended or expelled than their peers who are white."  
—U.S. OFFICE FOR CIVIL RIGHTS

## Ask Teaching Tolerance



**Q.** Our school sponsored a “Redneck Day” during spirit week. An African-American parent complained about a student wearing a T-shirt emblazoned with the Confederate battle flag. It was all in fun. Any advice?

One of the most important principles for school leaders is a version of the doctor’s oath to do no harm. A corollary might be: Don’t poke fun at anyone.

Yet for spirit week, in the hope of promoting unity, schools routinely sponsor events that rely on stereotypes—encouraging students to dress like nerds, rednecks or hillbillies. When school leaders approve such plans, they invite students

to take lightly things that should be taken seriously—stereotypes, slurs and powerful symbols.

Our advice is to consider initiating a dialogue among students about the power of symbols and find ways to bolster school spirit without drawing on divisive stereotypes.

Take a look at page 18.

### **Can empathy be taught?**

Yes. We can teach empathy

by attending to social emotional learning. Many studies point the way.

First, let’s be clear about what we mean.

Empathy, broadly speaking, is recognizing another person’s feelings, thoughts and motivations. Feeling empathy is what we commonly call “walking in another person’s shoes.” Experts like Dr. Daniel Goleman have identified different kinds

of empathy. Emotional empathy is actually feeling what others are feeling. We often experience emotional empathy when we watch sad movies, see other people cry or hear about national tragedies.

Cognitive empathy is the ability to appreciate—without reacting emotionally—how another person sees a situation.

Compassionate empathy or empathetic concern arises when emotional and cognitive empathy team up to produce a desire to do something. This is the concept we want to encourage in students and nurture in ourselves.

The way to teach empathy is to embed social emotional learning into the curriculum. Teach children to listen to others and to ask questions. Talk about how characters in literature or film might experience the world. Bring multiple perspectives and stories into the study of history. Employ lots of cooperative learning and teamwork in class. And help students learn to talk about their roles, challenges and what they need. Always remind students that everybody has different thoughts, feelings and perspectives and that those of others are just as valid as their own.

### **ASK TEACHING TOLERANCE!**

Need the kind of advice and expertise only Teaching Tolerance can provide? Email us at [editor@tolerance.org](mailto:editor@tolerance.org) with “Ask TT” in the subject line.

# Rosa Parks Abused and Misused

It's bad enough that Rosa Parks' decision in 1955, to stay put rather than give up her bus seat for a white man, is so often seen as the reaction of a tired seamstress rather than the purposeful action of a committed civil rights activist. But when a state legislator—one with a degree in political science, no less—invokes Rosa Parks to support states' rights and oppose health care for the disadvantaged, it's downright galling.

Idaho Assistant Majority Leader Brent Crane cited Mrs. Parks when he stood to oppose the creation of a state-run health exchange ...



**... and readers replied:**

"I teach my third graders that Mrs. Parks was not tired from her job. I share a quote I heard was attributed to her, 'Sometimes you just get tired of being kicked around.' I'm not sure if the quote is accurate, but I know the sentiment behind it is. Her decision to take a stand was a deliberate one, brought on by the injustice of the system of Jim Crow laws that had been in place in the south for a hundred years."

"The reason they can get away with twisting the statements by Parks and King is that they know too many of us have a superficial and simplistic understanding of the civil rights movement. If we understood the true history of the movement, they could not get away with those statements."

[GET THE FULL DISCUSSION HERE](#)

[tolerance.org/blog/rosa-parks-abused-and-misused](http://tolerance.org/blog/rosa-parks-abused-and-misused)



**HAVE YOU SEEN OUR BLOG LATELY?**

Check out some of the most talked-about blog posts. Go to [tolerance.org](http://tolerance.org) and search for these headlines.

- ↓  
[In Support of Different Beliefs](#)
- ↓  
[Civil Rights Is All About Fairness](#)
- ↓  
[Cheerios Ad Touches Racial Nerve](#)
- ↓  
[Social Emotional Learning Should Be Seamless](#)

**FREE STUFF!**

These Web resources offer diversity-rich information and materials for teachers.

The **Teaching Channel's** online repository of short videos showcases "innovative and effective teaching practices," and a customizable workspace allows teachers to take notes, map new lesson ideas and connect with other teachers.  
[teachingchannel.org](http://teachingchannel.org)

**Brain Pickings** is a weekly digest of articles on human creativity, innovation and philosophy. The archives are a treasure trove of essays, lists and videos perfect for inspiring teachers and challenging young-adult learners.  
[brainpickings.org](http://brainpickings.org)

**Rock Your World** is a free, project-based curriculum designed to connect classroom learning to real-world issues. Lessons are mapped to the Common Core and emphasize the use of digital media.  
[rock-your-world.org](http://rock-your-world.org)

The **National History Education Clearinghouse** is a one-stop shop for K-12 history teachers. A best practices section includes great ways to bring resistant reading and critical thinking to the use of textbooks.  
[teachinghistory.org](http://teachinghistory.org)

# Serving the Broad Spectrum of Students

**I HAVE WHAT SOME MIGHT** consider a bizarre assignment. Most of my day is spent teaching a class called Reading Improvement. It is our main Tier II intervention for sixth- through eighth-grade students who struggle with reading. My other course is Integrated English Language Arts and Reading Pre-AP. This course contains kids who've been cajoled by their parents into taking on more, kids who just naturally shine very brightly, and kids who are tagged as gifted and talented but lost their spots in the official G/T program.

My classroom is a little like Rankin/Bass' Island of Misfit Toys. I see children all day long who, for most of their education, have in some way felt like a square peg trying desperately to fit into the round hole of academic success. Some of my kids come from homes where English is rarely, if ever, spoken. Others have a specific learning disability or a gift or talent that constitutes a learning difference and requires individualized instruction—or, at least, something different from the “norm.” Still others have simply been left behind by families or teachers who didn't have the resources, schools that didn't have the necessary programs, or a society that didn't have adequate support systems to nurture their potential.



*Farley is an English language arts and reading teacher and seventh-grade Response to Intervention (RTI) coordinator in Texas. He's been teaching more than 12 years.*

My kids come in various shades and represent belief systems that range from Southern Baptist and Buddhist to atheist. They come from affluent households, from homes where families struggle below the established poverty level, and from the very middle of the socioeconomic spectrum. My goal is to teach them all, to bring every one of them from their point of need to the highest pinnacle they can reach.

I teach to give my family, my friends and myself hope for a future surrounded by a community of capable, intelligent neighbors. I teach so that a student who had virtually no reading gains in three years of middle school can achieve a giant 19-point gain in the first half of the fourth year and eventually pass the state test (an achievement other teachers thought was impossible). I teach so that my students will struggle less in life than I



**SHARE YOUR STORY** What motivates you to get up each morning and serve students in our nation's schools? We want to hear from you. Send your submission for the “Why I Teach” column to [editor@teachingtolerance.org](mailto:editor@teachingtolerance.org).

did. I teach because none of the other professions I tried over the course of 15-plus years filled my spirit. Teaching pays well in that particular currency.

I want to teach students who span the broad spectrum of academic achievement. I feel that our public school systems throughout the United States often fail to meet the needs of our nation's most struggling students and our most gifted. Private institutions have been established throughout the country to offer services that meet the needs of these two groups. There's one institution devoted to dyslexic learners. Another caters to the gifted. And another helps with processing and developmental disabilities. Yet another is designed to meet the needs of children who are prodigies in the fine arts. In public school, though, educators are often forced by the demands of time, curriculum, assessment and evaluation to shoot for the middle of the spectrum where volume can guarantee data that represents the desired set of results.

I asked to be an island. I want to provide the environment in which a gifted, dyslexic child can learn to work around his or her learning difference and shine like the sun. My program is designed to make sure that the undiagnosed child gets the services she requires and the fair shake she deserves. I desire to become the stopgap in the poverty-to-prison pipeline that too often results in disproportionate percentages of learning-disabled and gifted children being incarcerated. If we meet their needs early on, we change that outcome.

As educators, we all work hard to live up to our calling, but until we speak out more loudly—and consistently—against a system that rewards mediocrity and places quantity over quality, we risk losing students. We owe it to our students to recognize every child's right to learn, grow and become the best possible version of herself. That, in the end, is why I teach.

—Jeffrey Farley

BLOG 4.25.13//WEALTH AND POVERTY

## Poverty Excludes Qualified Students

Earlier this month, most colleges and universities mailed out acceptance (and rejection) letters to high school seniors eager to decide where to spend the next four years. These admission decisions arrived in the wake of a recent *New York Times* article and Brookings

Institution study revealing that despite meeting and exceeding admissions qualifications, most high-achieving students from families living in poverty do not apply to selective colleges.

Initially, I was surprised. ... Moreover, my own experience contradicted these findings. ...

The article's writer, David Leonhardt, anticipates my surprise by pointing out how major cities including Boston with a high concentration of selective universities are targeted by colleges for high-achieving students from low-income families. It turns out, however, that students from rural areas or smaller cities are not applying to elite colleges.



### ... reader-writer exchange:

My son is very intelligent, hardworking, and, along with us, poor. We have been homeless and without food often in the three years since my husband lost his job. Forget 'top-flight' schools. We cannot afford the ACT or SAT. We cannot afford the application fees.

SAT and ACT test [fees] can be waived, but it will require that you (or your son) connect with the school counselor. Once the test fees are waived, the colleges will also waive the application fees.

Also, all states have resources for homeless student education. I would suggest you find out where your local office is located (at the school district, or the county office).

GET THE FULL DISCUSSION HERE

[tolerance.org/blog/poverty-excludes-qualified-college-students](http://tolerance.org/blog/poverty-excludes-qualified-college-students)

### DID YOU KNOW?

*"[S]tudents who reported bullying other students were about four times as likely to have reported either witnessing or having been the victim of domestic violence ..."*

—CDC



Julia Zigarelli is a school psychologist at Illahee Middle School in Washington state.

## Fight for Every Child

Julia Zigarelli is a neophyte school psychologist but a veteran advocate. She regularly asks what she can do to support students, teachers and families. Zigarelli recently started her second year with Federal Way Public Schools in Washington state and has helped pilot a Dynamic Home Visits program. She also instituted a pilot of Positive Behavioral Interventions and Supports (PBIS). These initiatives are why her colleague, Colleen Allen, thought Zigarelli would make a great candidate for Down the Hall.

### Why is your school's home visit program important?

Dynamic Home Visits, as we call them, are grounded in research, most

*Not all educators stand at the front of a class. In each issue, we interview an outstanding educator who works outside the classroom.*

notably from Dr. Margery Ginsberg. There has been a dramatic shift at our school in the last five years. At one point our student population was 60 percent white and 40 percent students of color. That has flipped, and teachers need support in that shift. Educators participate in a full day of professional development before starting to make home visits. Afterwards, they are asked to debrief with each other, reflect on their practices and plan how to integrate their insights into instruction.

### What are the benefits of Dynamic Home Visits?

These visits allow teachers to step out of their roles and learn about their students outside of the classroom. Our teachers say this makes their instruction more relevant and engaging. After one of our

Spanish-only speaking families who had never come to school or returned a phone call received a visit, the mother started coming to every conference, calling to have us translate when she needs to talk with teachers and communicating with the school when her son will be absent. That barrier was broken down after just 30 minutes of visiting in her home. It's a perfect example of what can happen when families feel like they are part of our community and school culture.

### A colleague called you a "social justice warrior." What does this mean to you?

My first thought is: I'm honored. Every day is an opportunity to stand up for what you believe and fight for every child, every student to be given the chance to be successful. We are given choices every day, and to me being a warrior means continuing to advocate for what you know is right.



**What inspired you to become a school psychologist?**

Growing up I wanted to be a teacher. After graduating from college, I moved to Santiago, Chile, to work with a nonprofit organization. It was there that I uncovered my passion for understanding and supporting learning from a psychological and social emotional perspective. I realized that I could work collaboratively with teachers and students.

**What books would you recommend to other school psychologists and counselors?**

- *Culturally Responsive Teaching: Theory, Research & Practice* by Geneva Gay
- *Transformative Professional Learning: A System to Enhance Teacher and Student Motivation* by Margery B. Ginsberg
- *The Psychology of Multiculturalism in the Schools: A Primer for Practice,*

*Training, and Research* edited by Janine Jones

- *School Psychology and Social Justice: Conceptual Foundations and Tools for Practice* edited by David Shriberg, Samuel Y. Song, Antoinette Halsell Miranda and Kisha M. Radliff

**How has the Positive Behavior Interventions and Supports program worked at your school?**

Our school has only just begun using the program, but other schools in our district that are using PBIS have found it has the ability to create a culture that facilitates learning unlike any other framework out there. From a positive psychology perspective, you can do no harm by noticing and reinforcing the behaviors you would like to see, with students and adults. In fact, it’s as much about adults changing their behavior.

**What was the biggest lesson you’ve learned through your work?**

Patience! Without sacrificing integrity or giving up, you have to find ways to focus on what you can do, rather than what you can’t.

**What are your plans for the next school year?**

Next school year I intend to continue advocating for our students, encouraging colleagues and fellow educators to push their practice to the next level, and asking constantly: Are we doing what’s best for all kids?

**DOWN THE HALL**

Know an excellent administrator, librarian or counselor we should interview? Email us at [editor@tolerance.org](mailto:editor@tolerance.org) and put “Down the Hall” in the subject line.

**Lessons Learned**

Each week, we post classroom resources on [tolerance.org](http://tolerance.org) that address a range of issues. Here are four of the most-visited in recent months.

**I See You, You See Me: Body Image and Social Justice**  
*(Grades Pre-K, 1-2, 3-5)*

Explore health and body image and the broader issues of social justice and stereotypes.

**Dealing with Dilemmas: Upstanders, Bystanders and Whistle-Blowers**  
*(Grades 3-5, 6-8)*

Help students develop strategies to resolve ethical decisions and understand the importance of standing up against injustice.

**Picturing Accessibility: Art, Activism and Physical Disabilities**  
*(Grades Pre-K, 1-2, 3-5)*

Build student vocabulary and facilitate discussions about ableism and stereotypes.

**The Role of Gay Men and Lesbians in the Civil Rights Movement**  
*(Grades 9-12)*

Teach about the contributions of LGBT people (including James Baldwin, Pauli Murray and Bayard Rustin) to the civil rights movement.

**DID YOU KNOW?**

“6 in 10 LGBT students ... reported feeling unsafe at school because of their sexual orientation; and 4 in 10 ... felt unsafe because of their gender expression.”

—GAY, LESBIAN & STRAIGHT EDUCATION NETWORK (GLSEN)



# ACTIVITY EXCHANGE

HAVE YOU CREATED A CLASSROOM ACTIVITY TIED TO A SOCIAL JUSTICE TOPIC? THINK IT WOULD BE PERFECT FOR *TEACHING TOLERANCE*? WE'LL PAY \$250 FOR ACTIVITY EXCHANGE ITEMS WE PUBLISH. TO SEE [SUBMISSION GUIDELINES](#), GO TO [TOLERANCE.ORG/ABOUT](http://TOLERANCE.ORG/ABOUT)

GRADES K-2

## Sustainability

Sustainability is an important social justice issue around the world. *Planting the Trees of Kenya*, by Claire A. Nivola, and *The*

*Lorax*, by Dr. Seuss, offer students chances to explore sustainability through nonfic-

tion and fiction. Before reading the books aloud, ask your students to brainstorm about the meaning of the word sustainability. My students usually come up with something like, "Sustainability means keeping the earth healthy forever."

Read aloud *Planting the Trees of Kenya*, a book about Wangari Maathai (who organized efforts to reforest Kenya). Next, read *The Lorax* to your students. This is a fictional story about the clear-cutting of forests. Discuss how sustainability is represented in each book.

As a class, make a Venn diagram comparing and contrasting the two stories.

Students can then work in pairs using the Venn diagram and their knowledge of the two books to write short sen-

tences or draw pictures explaining the importance of protecting or planting trees.

As an extension activity, have students dramatize the books. Divide your class into two or more groups, and assign one of the books to each group. Ask students to work together to make a story map of their group's book, showing characters and setting as well as problems and the solutions portrayed within the book.

Have students plan and rehearse their dramatizations using the story map as a guide. Students can perform their dramatizations for other classes to explain the importance of sustainability.

*Kathy Stanley*  
SOUTH WHIDBEY ELEMENTARY  
SCHOOL  
LANGLEY, WASH.

Take lessons about sustainability beyond the annual Earth Day. VISIT » [nature.org/about-us/careers/leaf/resources-for-teachers](http://nature.org/about-us/careers/leaf/resources-for-teachers)



# ACTIVITY EXCHANGE

GRADES 3-5

## A Fairy-Tale View of 'Isms'

According to *The Merriam Webster Dictionary*, the suffix “ism” can indicate an “adherence to a system or a class of principles” or a “prejudice or discrimination on the basis of a (specified) attribute.” Some familiar words, such as pacifism, take the first meaning. But when the suffix is applied to root words like age, race, sex and class, the second, uglier meaning comes into play.

In this activity, students will have the opportunity to explore a variety of “isms,” take a social stance and weave their “ism” of choice into a fairy-tale format. Fairy tales are good vehicles for students’ voices because they have a long history in a wide variety of cultures. The “once upon a time in a land far, far away” concept reminds students that oppressive “isms” can become a thing of the past.

To begin this activity, introduce “ism” as a suffix. Then brainstorm “isms” with your students, and create a list

of words. Identify the “isms” that indicate prejudice or discrimination. Then divide students into discussion groups to explore each negative “ism” in greater detail.

After the groups have finished their discussions, share a brief history of fairy tales, and explain how to write a fairy

tale. (Nancy Loewen’s *Once Upon a Time: Writing Your Own Fairy Tale* may be helpful.)

Ask students to form new groups that include one representative from each of the original groups. These representatives will present the “ism” they discussed in their original groups. The new group will choose one “ism” and write a fairy tale incorporating information from the previous group discussions.

In addition to reading or acting out their fairy tales for their classmates, students can present their stories to older grades, families or the broader community (e.g., civic organizations, the public library, an activist gathering).

Teri Day Walker  
CENTRAL WASHINGTON  
UNIVERSITY  
ELLENSBURG, WASH.



Learn how to combat negative “isms” by becoming an ally.  
VISIT >> [tolerance.org/allies-discussion-activity](http://tolerance.org/allies-discussion-activity)

# Peaceful Heroes

This activity helps students discover the tools and the heart they need to build a more peaceful world. For each student, you will need a piece of 12x18-inch manila drawing paper, colored pencils and a black marker or felt-tip pen.

Post and discuss the following essential questions:

What does “the common good” mean, and why does understanding it matter?

Why serve? How far am I willing to go to make a difference?

## Whole-Group Activity

As a class, create a large Frayer diagram for the term “common good.” Write a working definition, characteristics, examples and non-examples for it. Next, using resources in your classroom, choose a “peaceful hero”—someone who stood up against injustice with nonviolence. I usually choose Oscar Romero. Read aloud information about your peaceful hero.

Model the steps below for participating in a “Nonfiction Marathon.”

1. Fold the manila drawing paper in half lengthwise and then in thirds the other way. You should have six square boxes on the paper after the fold.

2. In the first box, have students draw book covers (with their byline) about the peaceful hero you chose.

3. In the second box, have students write a list of questions they have about your peaceful hero.

4. In the third box, ask students to draw an illustration with a caption about your peaceful hero.

5. In the fourth box, have students write any interesting or new vocabulary they encountered while learning about your peaceful hero.

6. In the fifth box, ask students to create a diagram, chart, map, graph or timeline with facts about your peaceful hero.

7. In the sixth box, have students list important facts they learned about your peaceful hero.

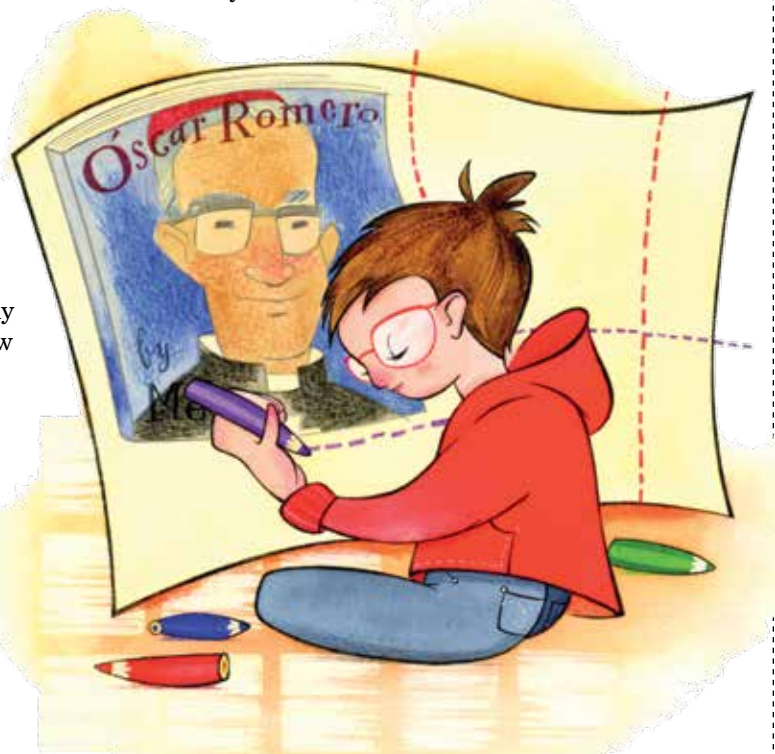
## Small-Group/ Independent Work

Ask students to choose their own peaceful heroes. Set a timer for 10-minute intervals, and direct students to complete each step of the “Nonfiction Marathon.” Walk around the room discussing students’ thoughts with them as they work.

## Author’s Chair

Allow students to share their work with the class. Revisit the essential questions during their presentations. How did the peaceful hero understand the common good? Why did the hero serve? How far was the hero willing to go to make a difference? How can the student become a peaceful hero?

*Trevor Scott Barton*  
BEREA ELEMENTARY SCHOOL  
GREENVILLE, S.C.



Learn about modern-day peaceful heroes.  
VISIT > [tolerance.org/modern-day-heroes](http://tolerance.org/modern-day-heroes)

# ACTIVITY EXCHANGE

GRADES 6-8

## Inclusive Spirit Week

This activity can be used any time of year or for annual campaigns like Mix It Up at Lunch Day or No Name-Calling Week to build school spirit and encourage intergroup relationships.

To help students recognize the effects of self-segregation, name-calling and bullying, the Unity Club and student government at my school organize an

Inclusive Spirit Week. The purpose of this activity is to build school spirit and to inspire students to stop name-calling.

You will need a committee of students to help organize the activity and to develop spirit days that are linked to the goals of increasing intergroup relationships and eliminating name-calling and bullying. At my school, the Unity

Club members and the leaders of the student government meet at least one month before Inclusive Spirit Week to brainstorm ideas for special days that fit the theme. Once a list is generated, the students vote to determine which five themes will be used for Inclusive Spirit Week.

### Sample Spirit Days

**Superhero Day:** Students fight name-calling by dressing as their favorite superhero.

**Everyone Counts Day:** Students wear jerseys or shirts with numbers.

**Pajama Pants Day:** Students put name-calling to bed by wearing pajama pants to school.

**We All Rock Day:** Students wear their favorite concert or music shirts.

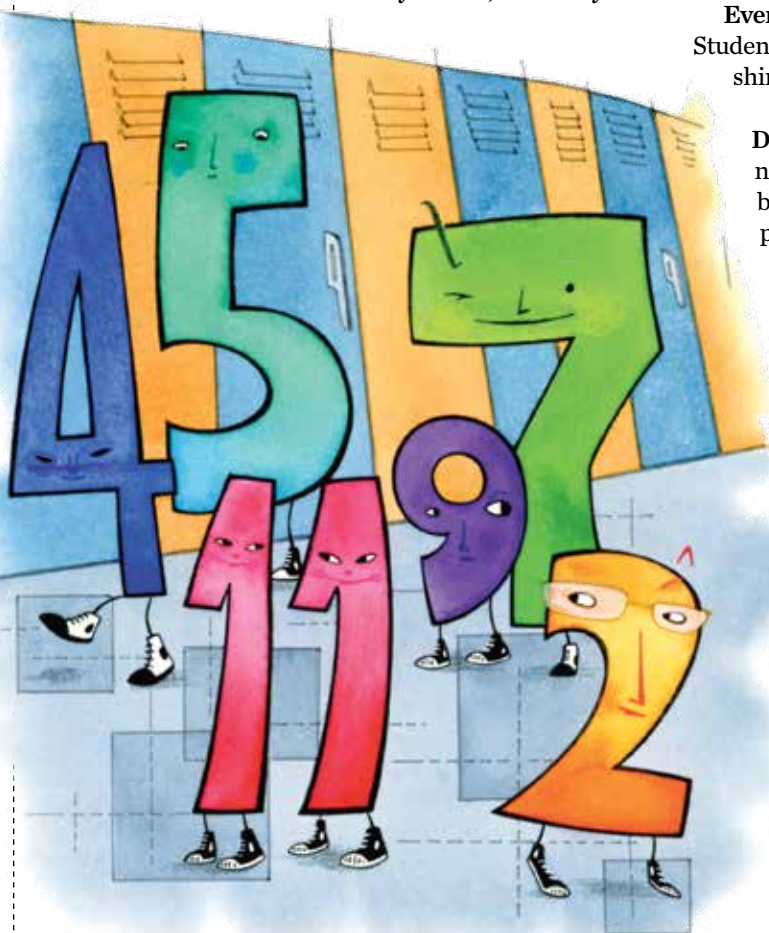
**School Color/Pride Day:** Students show pride in their school by wearing the school colors.

After the days have been selected, student representatives seek administrative approval of the themes, then announce the Inclusive Spirit Week days to the student body. They can make posters to hang around the school, provide flyers to teachers to place in their classrooms and have the Inclusive Spirit Week schedule included in the school announcements. Students enjoy seeing their teachers get involved, so you may want to ask your co-workers to participate at their comfort level.

This activity encourages students to come together to improve the climate of their school. Students will be able to see their roles in the school community and will be more open to discussions with one another about name-calling and bullying.

Ameka Cruz  
J.L. MANN ACADEMY  
GREENVILLE, S.C.

Additional activities dealing with group dynamics and accepting differences are provided as part of Mix It Up at Lunch Day. VISIT » [tolerance.org/mix-it-up/activities](http://tolerance.org/mix-it-up/activities)



GRADES 6-8

# Band-Aids for Bullying

Each year the Gay-Straight Alliance (GSA) at my middle school organizes and facilitates anti-bullying events that are open to all students and staff members. Last year more than 200 students participated in one of our lunchtime activities, Band-Aids for Bullying.

To prepare for the event, GSA members print anti-bullying sayings on colorful Band-Aid-shaped posters: “Think B4 U Talk,” “Stand Up,” “Help a Friend” and “Stop Bullying.” They also publicize the activity with posters and schoolwide announcements.

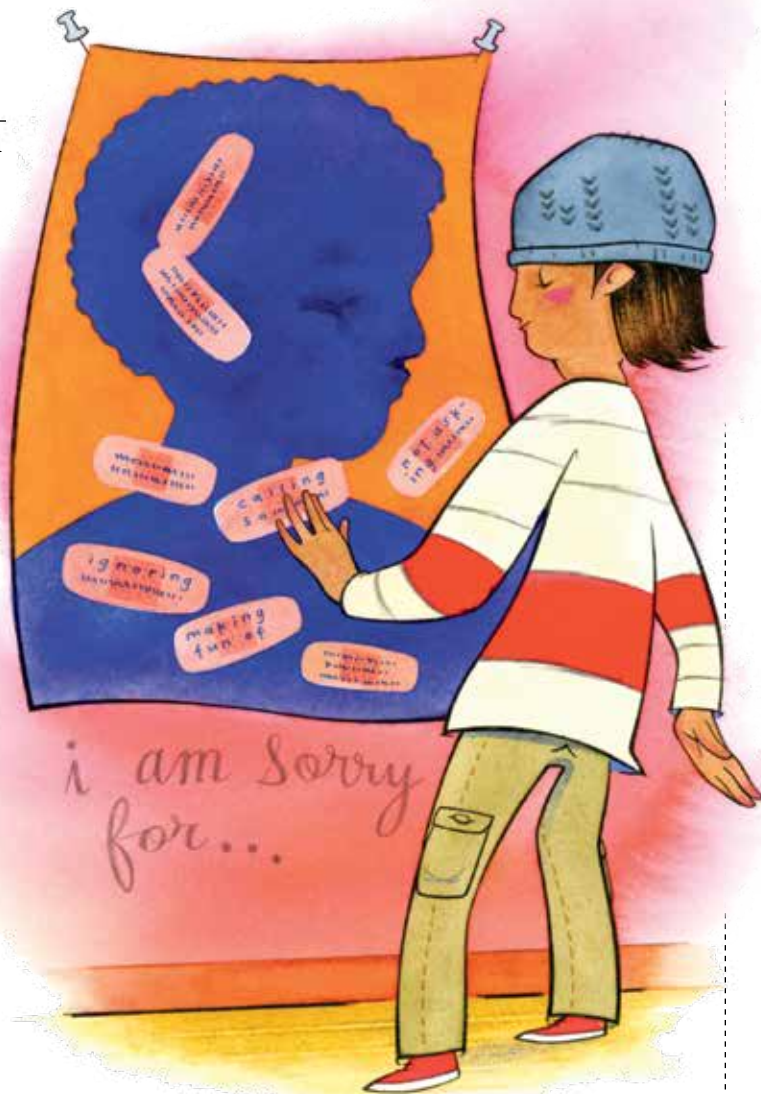
During lunch on the day of the activity, students set up several large posters showing silhouettes of teenagers. To track the number of participants, students are asked to sign in at tables in front of the posters. Then students are given pencils and 2x4-inch labels printed with an image of a bandage along with the statements: “I’m sorry for \_\_\_\_” and “Next time I will \_\_\_\_.”

Students are asked to reflect on a time when they bullied someone or when they were a bystander and explain how they will change their actions in the future. After completing the statements, students stick their labels to the posters. Each student is then given a Band-Aid to wear as a symbol of support and as a reminder that bullying hurts.

After the event, the posters are displayed in our school’s multipurpose room. Students read the anonymous statements during and after the event, empathizing with those who were bullied and with those who admitted to their hurtful actions. Band-Aids for Bullying shines a light on behaviors that hurt oth-

ers and helps students think about how they can change their behaviors.

Mary Pennington Ruhter  
LANDMARK MIDDLE SCHOOL  
MORENO VALLEY, CALIF.



Get 10 tips for starting a Gay-Straight Alliance at your school. VISIT» [tolerance.org/10-tips-GSA](http://tolerance.org/10-tips-GSA)

# ACTIVITY EXCHANGE

GRADES 9-12

## Stereotype Analysis of the Latin Lover

In my Latino/Latina literature class, I encourage students to critically analyze racism and discrimination, especially as portrayed in the mainstream media.

We begin by reading about Charles Ramírez Berg's six media stereotypes of Latinos/Latinas: the bandido, the harlot, the male buffoon, the female clown, the Latin lover and the dark lady.

Next, we watch several Dos Equis "The Most Interesting Man in the World" commercials on youtube.com (e.g., "Dos Equis Sword Fight") and assess how the male protagonist is portrayed, how he interacts with others on screen (especially women) and how this representation matches the Latin lover stereotype.

We replay the videos as often as necessary to observe the subtle nuances that are frequently missed during

the first viewing (e.g., the number of women on screen at one time, the number of romantic glances aimed at the protagonist).

After the students have finished watching the selected videos, their task is to reflect on their observations and answer the following questions:

What do these commercials indicate about the representation of Latinos/Latinas on TV?

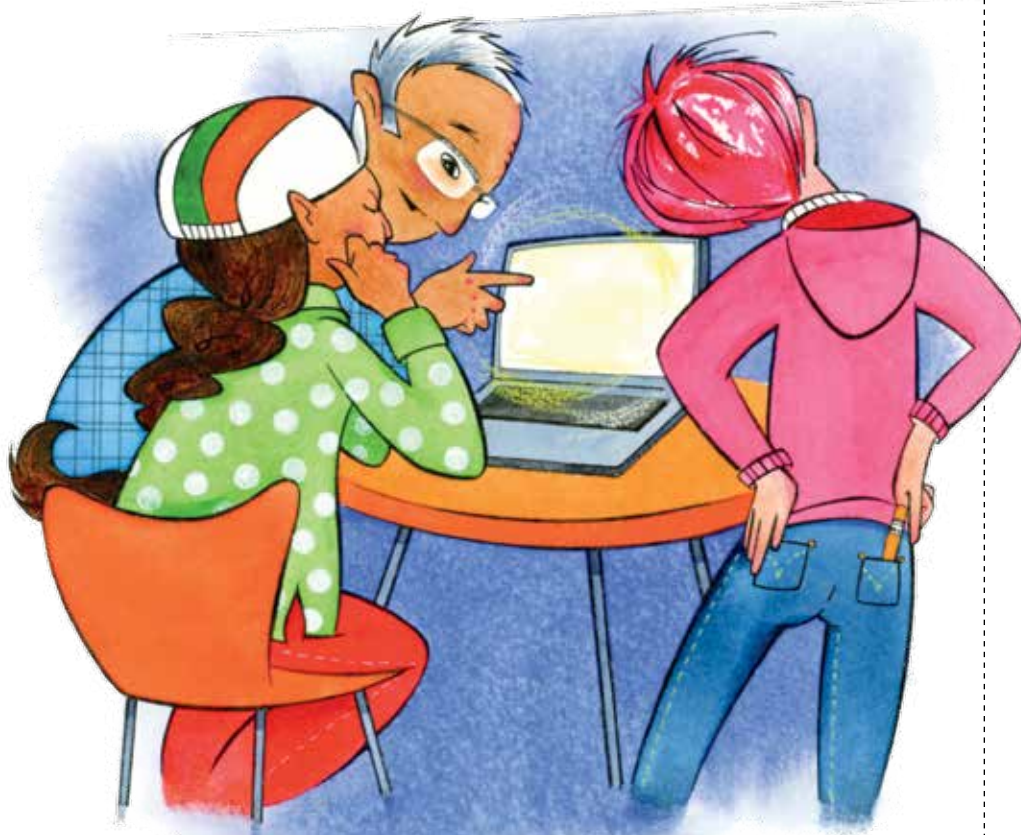
What are your thoughts and feelings about these commercials?

The Latin lover stereotype is often perceived as positive. Does that make it acceptable?

Students address these questions and explain how these particular Dos Equis commercials reinforce the stereotype of the Latin lover. They describe what occurs in the commercials, how these

activities and behaviors are stereotypical and how the stereotypes affect the way Latinos/Latinas are perceived.

*Daniel Ian Rubin*  
ALMA D'ARTE CHARTER HIGH  
SCHOOL  
LAS CRUCES, N.M.



Can you distinguish propaganda from other forms of mass communication?  
VISIT >> [ushmm.org/propaganda/resources](http://ushmm.org/propaganda/resources)

# How can I get Teaching Tolerance's educational resources? Just click.

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# Planning for Equity

Practical Resources to Help You Teach Tolerance All Year Long



## Start the Year Off Right

### Refresh Your Anti-bullying Efforts

We have answers to your tough bullying questions and free resources—including a school climate survey and anti-bullying contract—to help you prevent bullying behavior in your school.

[tolerance.org/bullying-basics](https://tolerance.org/bullying-basics)

### Change the Wallpaper

What do your walls say? Inclusive posters let students know right away your classroom is a welcoming space. Our One World posters are available online to download and print. And don't forget to hang the poster included in this issue!

[tolerance.org/one-world-posters](https://tolerance.org/one-world-posters)

### Build Classroom Community

Nurture an inclusive classroom community early, and reap the benefits all year long.

[tolerance.org/classroom-community-building](https://tolerance.org/classroom-community-building)

### Empower Your Students

Democratic classrooms put responsibility for good behavior in the hands of students; experts say this approach is more effective for both learning and classroom management. Our professional development module will get you started.

[tolerance.org/democratic-classrooms](https://tolerance.org/democratic-classrooms)



## Before the Break ...

### Mix It Up at Lunch

Cliques form quickly—especially in the cafeteria. Start breaking down these social barriers with Mix It Up at Lunch Day. This national program invites students to sit with someone new at lunch—a simple idea with profound results. Registration and materials are free.

[tolerance.org/mix-it-up](https://tolerance.org/mix-it-up)

### Three Cheers for Equity

Athletic events can be opportunities for school community building—but only if they're handled equitably. Help your school get it right.

[tolerance.org/out-of-bounds-article](https://tolerance.org/out-of-bounds-article)

### Dodge the Holiday Balance Traps

Winter is fraught with holiday assumptions that can exclude some students. Try these tips for making sure all students' traditions are equally valued.

[tolerance.org/avoiding-holiday-balance-traps](https://tolerance.org/avoiding-holiday-balance-traps)

[tolerance.org/lesson/school-holiday-calendar](https://tolerance.org/lesson/school-holiday-calendar)





## ... and After

### Reengage Students

Just because you're halfway through the year doesn't mean it's too late to make improvements.

[tolerance.org/exchange/our-groups-friends](https://tolerance.org/exchange/our-groups-friends)

### Plan a Food Justice Garden

As spring unfolds, focus on food justice. Not enough time or resources for a garden? Teaching and learning about food justice can happen in or out of the classroom.

[tolerance.org/serving-food-justice-school-article](https://tolerance.org/serving-food-justice-school-article)

[tolerance.org/lesson/hunger-united-states](https://tolerance.org/lesson/hunger-united-states)

### Balance Testing and Social-Emotional Learning

Spring testing is time consuming, but there's still room for social-emotional learning. Our classroom resources are flexible enough to fit into any curriculum.

[tolerance.org/dealing-dilemmas](https://tolerance.org/dealing-dilemmas)

[tolerance.org/gender-expression](https://tolerance.org/gender-expression)



## Wrap It Up

### Prom Planning

Talk to your school's prom committee to ensure LGBT students and students who do not conform to gender norms are included. While you're at it, assess the rest of your school to make sure all students feel safe and welcome. Our *Guide to Creating an LGBT-inclusive School Climate* can get you started.

[tolerance.org/lgbt-best-practices](https://tolerance.org/lgbt-best-practices)

### Stop the Summer Slump

For some students, summer doesn't mean vacation and summer camps. Students living in poverty are disproportionately affected by the summer learning gap—but there are ways to lessen the disparity.

[tolerance.org/summer-slide](https://tolerance.org/summer-slide)

[tolerance.org/different-vacation](https://tolerance.org/different-vacation)

### Prepare for the Coming Year

You've taken a breather, and now you're ready to ramp up for the coming fall. A great way to start is by using our professional development resources to improve your cultural competency.

[tolerance.org/professional-development](https://tolerance.org/professional-development)

the

# Q&A

and



the

# SWIFT



BY DON TERRY PHOTOGRAPHS BY ROARK JOHNSON

**P**ardeep Kaleka has been teaching social studies for seven years at the Northwest Opportunities Vocational Academy (NOVA), an alternative high school in a tough neighborhood on the north side of Milwaukee. Before that, he spent four years as a police officer patrolling the same neighborhood—a struggling stretch of the city his former colleagues in blue call “Little Beirut.”

“I’ve seen a lot of poverty and gun-play and the suffering it produces,” Kaleka says. “I have the utmost respect for police officers. But I didn’t think [by] being a police officer I was contributing enough to make the world better. I went into teaching because I wanted to help kids on the front end and was sick of handcuffing them on the back end.”

Between the badge and the chalkboard, Kaleka thought he knew all about hardship and heartbreak, tragedy and triumph, good and evil—until a neo-Nazi named Wade Michael Page strode into a Sikh temple in suburban Milwaukee on Sunday, August 5, 2012, and started shooting worshippers with a 9mm pistol. Page killed six people that morning, including Kaleka’s 65-year-old father, Satwant Singh Kaleka, an Indian immigrant who was president of the temple.

“I couldn’t understand how someone could do something like that, just walk into a place of worship and gun people down,” Kaleka says. “I wanted to know—I needed to know—why?”

It’s a question he can never ask Page. As police moved in to stop the rampage, Page killed himself. No note. No reason why.

“People underestimate understanding as far as healing goes,” Kaleka says. “It’s hard to heal when you don’t understand.”

So about eight weeks after the temple massacre, Kaleka went searching for understanding. He traveled to the east side of the city and sat down to dinner at a Thai restaurant with Arno Michaelis, a notorious white supremacist skinhead turned anti-racist activist, speaker and author of a memoir, *My Life After Hate*.

“I tried to get into Page’s head by getting into Arno’s,” Kaleka says.

The dinner was scheduled to last about 90 minutes. It went on for hours.



The men passed a pot of tea back and forth, taking turns pouring for each other. Michaelis told Kaleka that he could have been Page and—with a break or two—Page could have been Michaelis, an escapee from the madness and hate that killed Page and six others.

“When you practice hate and violence you crowd out any room for love and kindness,” Michaelis says. “It’s a really nightmarish way to live. I lived it for seven years. I tried to get Pardeep to understand that. As hard as it is for him to look upon the man who murdered his father with a perspective of compassion and kindness, you’re kind of behooved to once you understand the depths of his misery.”

As the men parted, Michaelis gave Kaleka a copy of *My Life After Hate*. The self-published book is about his seven

years in hate and the acts of compassion, large and small, that chipped away at his racist resolve, like the words of a black woman who regularly served him at a McDonald’s restaurant. One day she noticed a swastika tattoo on his hand. She looked him in the eye and told him he was a better person than that.

Michaelis was the kind of guy on whom Officer Kaleka would have gladly slapped the cuffs. Yet, soon after their first supper, the Sikh and the skinhead formed an unlikely partnership, a tag

Michaelis and Kaleka both participated in Heritage Day, an educational event hosted by Serve 2 Unite, a nonprofit organization formed by the Oak Creek Sikh community after the temple shooting to “link interfaith youth from diverse belief systems while working side by side with communities to build a better world.”

team of tolerance, traveling to speak at schools and churches about the power of love and forgiveness. “We realized that we could honor and use the memories of everyone we lost as inspiration for change, as inspiration to make the world better,” Kaleka says.

They do some of their most intense work on the second floor of NOVA in Room 206. Once a week during the spring semester, the former white supremacist perches on the edge of a

desk in Kaleka's social studies class of mostly African-American and Latino students to discuss reading and writing assignments from Michaelis's book.

"Arno went through a lot of suffering," Kaleka says. "I've gone through my share of suffering. And the kids that we service are going through their suffering. Sometimes it takes the kids seeing somebody else who's gone through that suffering and made it out with the help of compassion and practicing that compassion to basically realize, 'I can do this too.'"



### Recruiters for racist skinhead groups target disenfranchised youth who desire structure, status and an outlet for their anger.

—American Behavioral Scientist

Kaleka uses a teacher's edition of the book as his guide through the thick woods of violence and racist language that dominated so much of Michaelis's life in hate. Michaelis calls this time—seven years in the 1980s and early 1990s—his "days of boots, beer and blood."

The teacher's edition of *My Life After Hate* was the brainchild of Julie Sanders, who teaches in an alternative high school in Beaverton, Ore. "I don't have any neo-Nazi skinheads in my class," Sanders says. "But I do have gang members and kids who have been exposed to violence on a daily basis in one form or another. The message I'm trying to show my students: It doesn't matter what you've been through or what you've done. You can change."

Sanders filled the teacher's edition, also self-published, with class discussion topics and student writing prompts. In addition, she assigns her students memoirs by other men and women haunted and hurt by lives nearly wasted or lost to the streets, including *Autobiography of a Recovering Skinhead: The Frank Meeink Story* and *A Piece of Cake* by Cupcake Brown. "I think a lot of schools would look at the subject

matter and say, 'We can't use this,'" she says. "'Too much violence, too [many] drugs.' I want teachers to understand there's nothing to be afraid of using these books. They don't glorify the violence the author has been through. It's really about the process of change."

Still, the material can be rough. In the teacher's edition of *My Life After Hate*, Sanders warns that some students may not be prepared to hear the more graphic details of Michaelis's long journey of discovery. That's why it's important to col-

laborate with school counselors, to inform parents and to assess your classroom climate.

"Some teachers should not use this material in the classroom," Sanders says. "A teacher that teaches this type of material should have a well-established

classroom environment of trust and safety before the book is introduced. Only a teacher who values his or her students' individuality and has established strong relationships of mutual ... respect can successfully teach this curriculum."

*Autobiography of a Recovering Skinhead: The Frank Meeink Story* co-author Jody M. Roy is a professor of communication and assistant dean of faculty at Ripon College in Wisconsin. She agrees that it is "always advisable to be prepared to provide students with assistance in managing their reactions to new material—whether a life story like Arno's or Frankie's or simply an encounter with a new idea that challenges their way of thinking."

"It's important to remember," Roy adds, "that for some students these sorts of narratives have a powerful and positive impact. Just two months ago I met a 15-year-old boy who told me he'd recently read Frankie's story and, as a result, decided not to join a gang. That's why these books were written. That's the power they have when they reach the right audience."

When Kaleka first told his students

that a former white supremacist was coming to speak to the class, Raquel Anderson, a 17-year-old junior who wants to be a doctor, did not know what to expect. She was nervous. Maybe a little scared. She had never met a Nazi before. But she trusted Mr. K.

"I've learned a lot from Arno," she says. "No matter what you've done, you can change. You can be better. I guess I knew that before, but I didn't really believe it or witness it until I met Arno and read his book."

One morning, Michaelis showed Room 206 a video of his younger, racist self as the lead singer—screamer—for a white-power band.

"Are you fixing to be a little embarrassed by this video?" a student asked before Michaelis turned it on.

"I'm humiliated by this video," he replied.

"Were you drunk in that video?"

"Yeah. I was always drunk."

"Were your parents into that racist stuff?" the student asked.

"No," Michaelis said.

"Your mama should have whipped you good."

Another student raised her hand.

"Do you feel you're going to be racist again?"

"Hell no," Michaelis said. "Being a racist sucks."

Then Kaleka asked the class a question.

"The best way to combat hate is what?"

There was silence.

"Come on," he urged. "The best way to combat hate is?"

"Love," several students said.

"There you go," the former police officer said, beaming.

"Love." ♦



### Toolkit

Meet others who have unlearned hate.  
VISIT » [tolerance.org/  
path-to-forgiveness](http://tolerance.org/path-to-forgiveness)



# Twice the Distance

FIRST-IN-FAMILY IMMIGRANT STUDENTS FACE  
A DOUBLE CHALLENGE WHEN APPLYING TO COLLEGES.

BY WARREN HYNES ILLUSTRATION BY CHRIS BUZZELLI

**DOLMA LHAMO GREW UP IN A NOMADIC** community in Tibet, where her job was to collect cow dung for fuel and look after her little brother and cousin. Her schooling was minimal, due to limited curriculum and frequent relocation.

In 2006, Dolma moved to the United States with her family and settled in Queens, N.Y. She enjoyed school and thrived in her classes. Entering 12th grade, she had a 3.8 gradepoint average. But one question still puzzled Dolma and her parents—What should they do about college?

“I didn’t have any knowledge of college ... and my parents didn’t have any knowledge,” Dolma recalls.

The college application process is hard enough for any student. But for first-generation immigrant students, especially those who are first-in-family college hopefuls, the application process involves a daunting set of challenges. As more schools take creative, proactive steps to help immigrant students attain their college goals and the political environment shifts in favor of supporting immigrant students, solutions are surfacing—and high school educators have a key role to play.

The first step is demystifying the process, says Michelle Knight, an associate professor at Teachers College,

Columbia University and co-author of the book *College-Ready: Preparing Black and Latina/o Youth for Higher Education*. The application process in the United States is unfamiliar to many first-generation immigrant families. This inexperience makes it more difficult to map out a college-ready resume, fill out a college application or pursue much-needed financial aid.

“You don’t have access to social networks of people,” says Tamara Lucas, associate dean of Montclair State University’s College of Education and Human Services. “If you don’t have that, you’re sort of left out of the whole system. There’s not a way to get in the door, and you don’t know the steps to take.”

Educators can help immigrant families through the college application process in a number of ways. Pulling in outside organizations is a simple solution. San Diego-based Advancement Via Individual Determination (AVID), for instance, provides support structures in about 900 school districts across the country, helping middle school and

Each year, approximately 65,000 undocumented students graduate from high school.

—Immigration Policy Center

high school students become more successful and navigate the college application process. Many other organizations do the same on national, regional and local levels.

Some schools set up their own college-readiness programs. The International High School (IHS) at LaGuardia Community College in Queens—from which Dolma graduated—is located on the college campus, and its students take community college courses as part of their schedules. Priority is given to applicants who have lived in the United States for less than four years and whose English proficiency is limited. More than half of all IHS students complete an optional fifth year of study in which they take only college courses and may earn an associate degree. On top of that, the school has a large number of counselors and student teachers, so each student receives one-on-one assistance with the college application process.

“Parents who are working 16 hours a day and don’t read English, they can’t sit with their kids and work with their application in a way that my parents could do,” says John Starkey, the school’s principal.

In addition to full-scale programs, schools can take other, smaller steps

## Never Give Up

In June 2003, Sabina Kozak graduated from high school at the top of her class. But she lacked documentation, a fact she didn't feel safe sharing with everyone. So when friends asked about her college plans, she told them she was taking some time off.

"It's just frustrating and annoying because everyone asks you," Sabina recalls. "You can't really tell the truth because if you tell the wrong person, there could be consequences for that. I was pretty depressed and down about it."

Sabina's story is not uncommon. She is one of many stellar students who have found their college choices limited by documentation status.

Finally, after 18 months, she was informed that an admissions officer at a university in Boston would overlook the citizenship box on her application. She applied to the school and was accepted. Sabina couldn't apply for any scholarships due to her status, but she dove into her studies. Four years later, she graduated with a 3.79 GPA.

Sabina is now an instructor for the Thompson Island Outward Bound Education Center in Boston Harbor. She received her green card just a few months ago and is thinking about a career in education.

Her advice to students who are undocumented is simple: Never give up.

"You've got to stay hopeful and try to do as much as you can," Sabina says. "You can still be making positive decisions. You can try to get unpaid internships, anything you can volunteer for, anything you can do."

to help immigrant families with the college search. Counselors can work with students to discover which colleges are most welcoming to immigrant students. Peer groups, formed either within a single school or across several schools, allow parents and students to learn from one another about the college application process, which makes the task less daunting. And finally, teachers can take an active role in discussing college with students—a great tactic for schools with a shortage of counselors.

All immigrant college applicants must overcome the hurdles of an unfamiliar process, but some immigrant students face an additional challenge—lack of documentation. For students who are undocumented, college may seem an unattainable goal. But some colleges are now going out of their way to welcome undocumented students.

By finding these colleges and building relationships with them, high schools clear the path to college for their undocumented students. Lindblom Math and Science Academy in Chicago has done just this.

"We've built relationships with those colleges and universities that are good about giving money to undocumented students," says Alan Mather, principal at Lindblom. "We've helped those students to see what those possibilities are—to see that there's hope."

In college-planning discussions, cultural values often arise as another key issue. Some immigrant parents may want their children to pursue a specific career path; others may not value a broad liberal arts education. Many want their children to remain close to home while attending college. These are big topics that require serious and respectful conversations.

Knight encourages schools to refrain from assuming that a decision to attend college close to home is the wrong one. "A college an hour and a half away could be the state flagship college," she says. "We have

Nationally, in 2007–08, about 23 percent of all undergraduates were immigrants or second-generation Americans.

—U.S. Department of Education

to understand what judgments we're placing on that cultural value."

Even after the coveted acceptance letter has been received, immigrant students face yet another challenge: navigating another new environment. It's important that educators give these students the tools to seek support once they've arrived at college.

"What we're really trying to do is build self-advocacy," IHS's Starkey says. "How do you find out when the professor's [office] hours are? How do you advocate for yourself when you go and see the professor? How do you set up groups of students with similar challenges to study together?"

As Dolma prepares to begin college at the State University of New York at Potsdam this fall, she's had the chance to develop her self-advocacy skills by taking college-level language courses and by attending a student conference in South Carolina. Now, as she begins this next phase of her journey, Dolma advises fellow immigrant students to study hard while also reaching out for assistance.

"Keeping up the grades is really important," she says. "If you don't get any help, then it will be difficult to apply for college. You don't have the knowledge of what college looks like, so it's really important to get help from everyone." ♦



### Toolkit

Need ideas to help college-bound DREAMERS find financial aid? VISIT » [tolerance.org/financial-aid-ideas](http://tolerance.org/financial-aid-ideas)





**SCHOOLS ARE PLACES OF LEARNING AND** also miniature societies. The climate of a school has a direct impact on both how well students learn and how well they interact with their peers. Teachers and administrators work hard to make their classrooms welcoming places where each student feels included. But despite these efforts, students who are—or who are perceived to be—lesbian, gay, bisexual and/or transgender (LGBT) continue to face a harsh reality.

According to a recent Human Rights Campaign survey, LGBT students report being harassed at school—both verbally and physically—at twice the rate of non-LGBT youth. With heightened stressors like bullying, harassment and a lack of role models, LGBT students are also more likely to experience negative educational outcomes.

Needless to say, LGBT students need allies.

Studies have shown that creating a supportive environment for LGBT students improves educational outcomes for all students, not just those who may identify as LGBT. And remember, it's not about politics—it's about

supporting students. Any educator, regardless of his personal beliefs, can be a resource for LGBT students.

It all starts with awareness. Often educators are unsure how to support their LGBT students in a meaningful way. These best practices were compiled to give school leaders the knowledge they need to create a climate in which their most vulnerable students feel safe and valued. Through inclusive policies and nurturing practices, administrators, counselors and teachers have the power to build an educational environment that is truly welcoming to all students.

### **Build an Inclusive School Climate**

#### **Gay-Straight Alliance Clubs (GSAs)**

GSAs are a great way to educate students about diversity and support LGBT students. They can also be a valuable resource to administrators trying to gauge the temperature of their school climates.

## **A Teaching Tolerance Guide for School Leaders**

Remember that a GSA club is no different from any other student club and cannot be subjected to any extra regulations.

#### **Inclusive Leaders and Allies**

Leaders who promote a safe and inclusive environment are essential in creating a positive school climate, and they should be rewarded accordingly.

Publicly praise staff members who actively promote an inclusive environment. This practice both affirms their positive action and creates a culture in which other staff members are unafraid to be allies to LGBT and gender-nonconforming students.

#### **Clothing and Dress Codes**

Clothing is a key way students express their various identities—and many fashion choices are protected by the First Amendment.

GETTY IMAGES

➔ Enforce dress codes among all students equally. A school cannot constitutionally forbid male students to wear dresses, for instance, if other students are allowed to wear dresses.

➔ Empower students to express themselves. Messages supporting LGBT rights are protected speech, whether they're spoken, worn on a button or printed on a T-shirt.

### Transgender and Intersex Students

Gender (how a person feels) and biological sex (the physical makeup of a person's anatomy) are two different things, and they are not always aligned. For example, a person may be raised as a girl but identify as a boy. Others may have been born with a condition that places their biological sex between male and female; they may still be deciding which gender they will ultimately adopt.

➔ Help students whose gender is incorrectly listed on paperwork to correct the situation and ensure school staff and students address them using their

preferred pronouns.

➔ Designate a gender-neutral restroom. Binary (women/men or boy/girl) restrooms aren't inclusive and can be unsafe spaces for transgender and intersex students. Allow each transgender or intersex student to use the restroom in which that student is most comfortable, whether it's the gender-neutral restroom or the restroom that corresponds with the student's self-identified gender.

### Proms and Other School Events

LGBT students and students who do not conform to gender norms can easily feel excluded from extracurricular events like proms if care is not taken to implement inclusive practices and language.

➔ Use gender-inclusive language on all event communications, including invitations.

➔ Educate event organizers about students' First Amendment right to attend events with a same-sex date and to wear clothing of their choice.

### Privacy

Four of 10 LGBT youths say the community in which they live is not accepting of LGBT people, which makes it absolutely imperative that educators respect students' right to privacy.

Never reveal a student's sexual orientation or gender identity without the student's permission—even to the student's family.

## Preventing and Addressing Problems

### Anti-Bullying Policy

Before a school can be inclusive of all students, it must be safe for all students. Your school's anti-bullying policy or code of conduct is the most public statement of its commitment to student safety. A strong policy protects all students, but many schools need explicit guidance on safeguarding LGBT students.

➔ Include language specifically prohibiting harassment based on nonconformity to gender norms, gender identity and gender expression.

➔ Give examples of harassment based on actual or perceived sexual orientation.

➔ Evaluate the effectiveness of your school's anti-bullying program annually using student and staff surveys. (Find ours at [tolerance.org/equity-audits](http://tolerance.org/equity-audits).)

➔ Designate an anti-bullying coordinator as well as an anti-bullying task force. Staff members specifically trained to prevent and respond to bullying incidents play a pivotal role in developing and maintaining your school's anti-bullying program and are essential if a bullying incident occurs.

➔ Communicate effectively and often with students, parents or guardians, and the community about school climate issues such as bullying. Post the name and contact information for your school's anti-bullying coordinator in the office, on the school website and in the student handbook.

## ADDITIONAL RESOURCES

### **Bullying Basics**

Answers to frequently asked questions about bullying.

[tolerance.org/bullying-basics](http://tolerance.org/bullying-basics)

### **Responding to Hate and Bias at School**

A Teaching Tolerance guide that shows educators how to respond to a hate-related incident in their school or community and guides them through crisis management and post-crisis efforts at improvement.

[tolerance.org/hate-and-bias](http://tolerance.org/hate-and-bias)

### **Speak Up at School**

A Teaching Tolerance guide that gives educators the tools to help students and themselves turn from bystanders to upstanders and explains how to respond

to biased remarks from peers, parents or even administrators.

[tolerance.org/speak-up-at-school](http://tolerance.org/speak-up-at-school)

### **Examining Your School's Climate**

A questionnaire to begin the process of assessing your school climate.

[tolerance.org/activity/examining-your-schools-climate](http://tolerance.org/activity/examining-your-schools-climate)

### **Glossary of Terms**

A quick-guide to improve your LGBT vocabulary.

[tolerance.org/LGBT-best-practices-terms](http://tolerance.org/LGBT-best-practices-terms)

### **Ten Tips for Starting a GSA**

These 10 simple steps can help make a GSA's launch successful.

[tolerance.org/10-tips-GSA](http://tolerance.org/10-tips-GSA)

- Ensure that reactions to reports of harassment do not further stigmatize students who were targeted for their real or perceived LGBT identities.
- Educate teachers and administrators about common bullying myths, such as the idea that LGBT students are “asking for it,” by expressing their sexual orientations or dressing in their preferred manners.

### Bullying Hot Spots

Bullying often occurs when adults aren't present. Identifying areas where bullying takes place and taking action to make those places safer is an important step in the school climate improvement process.

Identify “hot spots” where bullying often occurs (inside or outside) and take immediate corrective actions to eliminate them, such as training and assigning students or staff to monitor these locations or adding cameras.

### Training

From students to district administrators, everyone has a role to play in creating an inclusive school climate. Proper training gives all school community members a thorough understanding of the part they play in making their school an environment that welcomes all students.

- Conduct student training once a year, including age-appropriate discussion of the following:
  - The importance of diversity (including nonconformity with gender norms) in the student body;
  - Behaviors that constitute bullying;
  - The negative impact of bullying;
  - How students should respond to bullying;
  - How teachers should respond to bullying;
  - Disciplinary consequences for students who bully their peers; and
  - The process for reporting bullying.
- Conduct teacher and administrator training once a year, including the following topics in addition to those above:
  - Root causes of bullying;
  - Steps to foster an inclusive education

environment for all students—specifically students who don't conform to gender norms or who might be perceived to be lesbian, gay, bisexual or transgender;

- Review of the school's bullying policy, emphasizing staff's responsibility to respond to all bullying; and
- Disciplinary consequences for school staff who engage in or ignore bullying.

### Religion

Religion can be a hot topic when discussing LGBT issues. All students are entitled to their religious viewpoints, but those viewpoints may not intrude on the rights of others.

Harassment based on religious beliefs is unacceptable and should be addressed according to your school's anti-bullying policy.

### Conversion Therapy

Also known as reparative or sexual reorientation therapy, this pseudo-scientific “therapy” has been denounced by all major medical and psychological associations and may cause a student great psychological harm.

- Educate school staff about myths perpetrated by those who conduct conversion therapy. It is impossible to “turn” an individual from gay to straight.
- Prepare counselors and teachers to support students who are coping with the emotional side effects of conversion therapy. Students who have undergone this so-called therapy have reported increased anxiety, depression and, in some cases, increased thoughts about suicide

## Get Started

### Easy-to-implement tips for making your school more LGBT-inclusive

- Empower GSA members to educate their peers by providing venues for communication (e.g., airtime during the daily announcements, a wall on which to hang posters or a school assembly).

➤ At end-of-the-year award ceremonies, present special “Diversity Leader” certificates to educators who actively promoted an inclusive school environment throughout the year.

➤ Check your dress code today. Are there rules that apply only to some students? If so, take immediate steps to remove them from your student handbook.

➤ Evaluate your administrative forms and communications. Do they use gender-neutral language or provide an opportunity for students to communicate their gender identity? If not, make the needed updates.

➤ Designate one member of your prom committee as the “Inclusivity Planner” to ensure that every student feels welcome.

➤ Include language in school privacy policies that explicitly states the confidentiality of information pertaining to students' sexual orientations and gender identities.

➤ Review your current anti-bullying policy. Don't forget to get input from students, parents, guardians, educators and the community.

➤ Teaching Tolerance's mapping exercise helps you begin identifying your school's “hot spots.” Download it at [tolerance.org/map-it-out](http://tolerance.org/map-it-out).

➤ Teaching Tolerance's guide, *Speak Up at School*, gives both educators and students practical strategies for speaking up against biased speech.

➤ Include faith groups in your school's multicultural club as an opportunity for cross-cultural understanding.

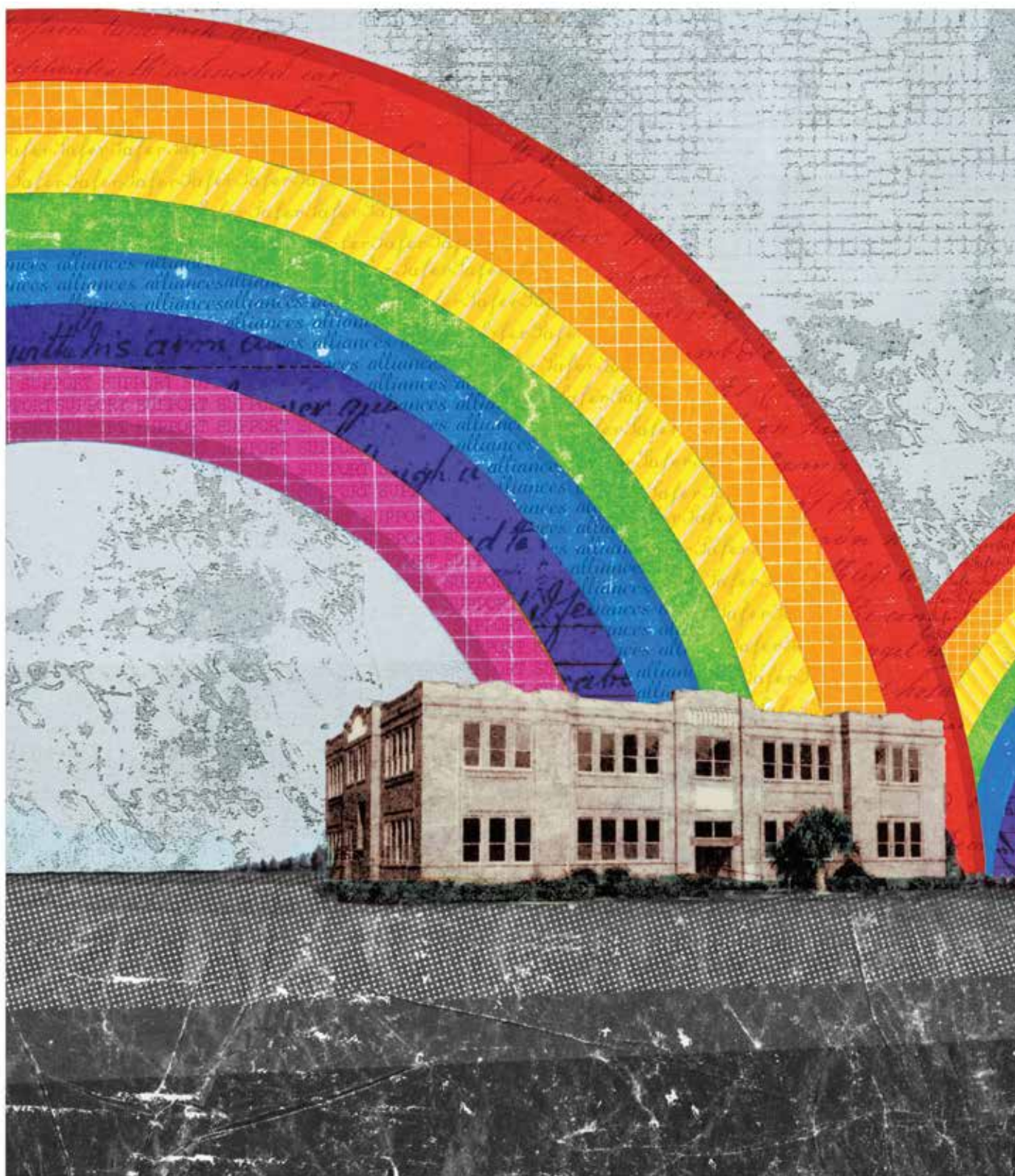
➤ Our article, “Therapy of Lies,” is a great resource for educating school staff about conversion therapy. Find it at [tolerance.org/therapy-of-lies](http://tolerance.org/therapy-of-lies). ♦



### Toolkit

Understand the daily challenges faced by LGBT students.

VISIT » [tolerance.org/LGBT-challenges](http://tolerance.org/LGBT-challenges)





# Bring it Home

Building Support for LGBT Students in the South

BY SEAN MCCOLLUM

ILLUSTRATION BY MARTIN O'NEILL

**DURING HER 26 YEARS AS AN AWARD-WINNING ELEMENTARY SCHOOL TEACHER,** Rhonda Thomason took seriously issues of social justice. She confronted racism, gender bias and class issues and stood up for students with special needs. But dealing with matters surrounding perceived sexual orientation and gender identity as it related to students—and the ugly attitudes surrounding these issues—was outside her comfort zone. And the fears of peers and leaders in her Alabama school and community helped keep it that way.

“We didn’t have the experience, resources, tools or policies to help us understand the unique needs of LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning) students or their families,” she says. “I didn’t know how much I didn’t know.”

That began to change for Thomason during a mission trip to Mississippi. A mother told Thomason the story of the persecution her son had endured when he came out. “She was asking me to look at the issue through a social justice lens,” Thomason remembers. “My window of awareness opened, shall we say.”

That window kept opening until Thomason joined others in creating the Alabama Safe Schools Coalition in 2007. Its mission? Supporting LGBT and questioning students in the state and helping schools recognize the

value of explicitly including them in anti-bullying policies.

## What ARE Safe Schools Coalitions?

Safe schools coalitions (SSCs) exist in many forms across the United States. Some are small, localized and may be focused on a single issue or incident. Others are statewide and even international in scope, like the original Safe Schools Coalition established in Seattle in the late 1980s. All share an essential goal, concisely stated by Safe Schools South Florida: “to create safer schools where all students can learn and thrive, regardless of real or perceived sexual orientation, gender identity or gender expression.”

SSCs attempt to address a span of needs by:

- Supporting LGBT youth in crisis or

navigating a dispute with their schools.

- Offering print and online resources about LGBT youth and related issues to educators and school counselors.

- Providing free or low-cost trainings and workshops on youth sexuality, gender identity and expression, safe spaces and anti-LGBT bullying.

- Advising school districts on the development of effective, enumerated policies that address the needs of LGBT students.

Most SSCs are powered almost wholly by dedicated volunteers—LGBT youth activists and advocates, family members, educators, counselors, scholars and lawyers—who devote hours and days of their time. Coalitions may have vastly different organizational structures depending on their size and goals, but many SSCs link with other groups to bring the necessary resources to bear on a pressing situation or issue.

“This is why the coalition works,” says Anneliese Singh, a professor at The University of Georgia and one of the founders of the Georgia Safe Schools Coalition. “We have the flexibility to get people the specific help they need. This child needs legal help. This parent needs a support group. This counselor needs training. And we do it on something shorter than a shoestring,” she says, commenting on the GSSC’s limited funding.

### A Southern Perspective

SSCs in southern states face political, cultural and social challenges idiosyncratic to their region. At the heart of resistance are often conservative social mores and heartfelt Christian values. A lack of experience and contact with out LGBT people also play roles in anti-LGBT sentiment, suggests Thomason.

Activists with the Mississippi, Georgia and many other SSCs recognize the power of personal stories to circumvent this individual and social defensiveness in school communities. As part of their programming, both the MSSC and GSSC organize panels of students that allow educators and school officials to hear firsthand about the hateful speech, bullying and harassment faced daily by LGBT students and those perceived as LGBT.

“Ultimately, our students are the experts,” says Georgia native Maru Gonzalez, another founding member of the GSSC and a former high school counselor in Cobb County, Georgia. “It’s really important to enlist their voices in this conversation. Austin proved this to me.”

Austin is Austin Laufersweiler, who sought

*Rhonda Thompson is currently a Welcoming Schools regional consultant.*



## Building Alliances

1. Reach out to students to find out what young people need and want. They know what is happening out of sight of adult eyes.
2. Identify potential allies among regional civil rights, social justice and anti-bullying groups—locally and nationally.
3. Collect and assemble respected research on subjects related to LGBT youth, and make it available to the counseling staff.
4. Stick a Safe Zone sticker on your office or classroom door to assure LGBT youth they’re not alone and to alert all students that anti-LGBT language and harassment won’t be tolerated.



Out of all 50 states, Mississippi has the highest percentage of same-sex couples raising children.

—Williams Institute at the UCLA School of Law

For educators in conservative districts, confronting anti-LGBT behaviors and attitudes requires courage. Some states offer little to no job protection, and fears of disapproving parents, colleagues and administrators can impose a code of silence that reinforces the isolation felt by intimidated, ostracized students.

Backed by their coalitions, though, safe-schools activists like Gonzalez are now less willing to cave to implicit community pressure. “I think a lot of educators don’t know their rights,” she says. “Schools are legally required to protect all students, and as a counselor I have a responsibility to students’ well-being.”

A school that is safer for LGBT students is a safer school for everyone, and that’s what safe schools coalitions are fighting for. It’s an objective every educator can rally to—wherever they teach, whatever their personal attitudes and beliefs. ♦



### Toolkit

Start a Gay Straight Alliance (GSA) at your school.

VISIT » [tolerance.org/GSA-tips](http://tolerance.org/GSA-tips)

out Gonzalez after seeing a Safe Zone sticker in the counseling office. “I was the only out person in my grade of about 500 students,” Laferweiler says about his junior year. With trepidation, he, Gonzalez and another counselor organized a safe-space training for school staff. When Laferweiler personally invited a favorite teacher from his freshman year, she pointedly told him that she opposed gay marriage and did not think advocating for gay rights had a place in schools.

“I said, ‘Slow down. Hold on. I’m not talking about any of that,’” Laferweiler recalls. “We’re not trying to convert anyone. This is about school safety; making the school safer for all kids.’ I explained how this would benefit the school attendance and academic performance, objectives she was concerned with.”

She and some 60 other teachers and staff attended the training. They heard

presentations from university professors about research that indicated LGBT-inclusive anti-bullying policies improve overall school safety. Whether or not a targeted student identifies as LGBT, anti-gay language and harassment torments individuals, detracts from their ability to concentrate on academics, triggers fights and poisons school climate.

Laferweiler’s personal stories of name-calling and emotional and physical intimidation starting in fifth grade helped translate the theoretical to the real and ugly experiences faced by students. They disarmed his former teacher as well. “She came up to me afterward, crying,” Laferweiler says. “And she says, ‘I had no idea what you and other students go through.’” Attendees walked out with some 40 Safe Zone stickers for their classroom doors, and organizers had to order more.

# there are no bullies

*JUST CHILDREN WHO BULLY—AND YOU CAN HELP THEM*

BY ADRIENNE VAN DER VALK ILLUSTRATION BY SCOTT BAKAL

BULLYING IS A HOT-BUTTON ISSUE. High-profile lawsuits and suicides have thrust bullying into the national spotlight. More schools are implementing policies designed to protect victims and crack down on perpetrators. In some schools, however, these efforts are outpacing education about bullying and the conditions that compel youth to engage in it. For the sake of all students, the time has come to look closely at two questions: Why do kids bully? How can we help them stop?

## **Why do kids bully?**

Bullying is a behavior, not an identity.

For behavior to qualify as bullying, two conditions must exist:

- The aggressor must intend to hurt or intimidate someone less powerful.
- The behavior must be repeated.

A young person's behavior may meet these conditions in some situations but not others, which leaves schools, parents and researchers searching for underlying motives.

Jaana Juvonen, a professor of developmental psychology at the University of California, Los Angeles, explores the motives of power and control in her research on bullying. "We're talking about strategic behavior that is there

for a particular purpose ... to fill a need. And the need is being able to control others," says Juvonen. "These are kids who are very deliberately, intentionally trying to hurt another kid. They want to dominate and feel powerful ... Then the question in terms of how to help [a child who] bullies is to ask, 'Why do they have this need for control and power?'"

While attempting to answer this question, Juvonen has noticed that bullying behavior spikes during transition years, particularly the transition from elementary to middle school.

"It is during these times of social uncertainty where some kids resort





to ... primitive means to establish a social hierarchy,” she says. “When you get into a new social environment you really don’t have a sense of where you fit in, where you rank, who are your friends versus foes. It is helpful to have this dominance hierarchy.”

Why some kids take this path and others don’t isn’t well established. What is clear is that aggressive kids often perceive ambiguous interactions—and even facial expressions—as negative or threatening. Kara Penniman, a school-based social worker in Columbus, Ohio, notes that students who bully often think their behavior is justified because others are “out to get them,” and this belief touches off a cycle of negative interactions.

“Many kids who exhibit bullying behavior ... don’t see themselves often as being particularly powerful,” Penniman explains. “Sometimes they themselves are experiencing intimidation, threats, power and control

*Youth who bully are at significantly increased risk for anti-social personality disorder as adults ... one of the most untreated and difficult-to-treat personality disorders.*

—DSM V and US National Library of Medicine

problems with other people, so it can be really common for them to see themselves as the victim.”

Ultimately, though, all youth who exhibit bullying behavior—victims of aggression or not—are using bullying as a tool to meet a strong need, says Juvonen.

“[There are] these incredibly powerful cyclical pathways,” she says. “Kids learn that there’s this unmet need to feel powerful, to be able to control others, then you act in certain ways and you get rewarded for it.”

These rewards, however, exist in the short term only.

According to bullying experts Dan Olweus, Sue Limber and Sharon F. Mahalic, 60 percent of boys who bullied others in middle school had at least one criminal conviction by the age of 24; 40 percent had three or more convictions. A recent study published in the *Journal of the American Medical Association* reported that youth who bully are at increased risk for depression, conduct disorders, substance abuse and suicide.

## Cyberbullying

Bullying and technology overlap to such a degree that addressing one necessitates addressing the other. Schools are increasingly being asked to respond to cyberbullying incidents that don’t occur on school property, but bleed into the culture.

Youth and media expert Alissa Sklar recommends that educators take a proactive leadership role in educating students—especially students who exhibit aggressive behaviors—about digital citizenship and the unique dynamics of technology-based bullying.

### THE BASICS

- Phone and computer screens lead many people to behave in ways they would not in person. Screens do not, however, decrease the painful impact of insulting or hurtful language and images.
- Targeting another person online can magnify hurtful consequences for the victim because of the public nature of the aggression. Bullying others online can also potentially magnify the consequences for perpetrators.
- Anything communicated digitally is infinitely replicable and impossible to delete. No one can truly “take back” anything posted to the Internet.
- The proliferation of technology (particularly smartphones) means that students targeted by bullying can no longer find safety at home, among friends or even by changing schools.



## How can we help?

The painful effects of bullying lead many educators to focus on justice and safety for students who are targeted and to feel contempt for those responsible for the pain—an approach that often results in harsh disciplinary measures, such as suspensions and expulsions from school.

These zero-tolerance measures may appear responsive, but Juvonen and most experts who study school discipline warn against policies that make school a threatening, uncertain place. Juvonen notes that in addition to not addressing the root causes of bullying, such harsh tactics fuel the perception that youth have no choice but to fight for themselves.

The most effective bullying interventions don't focus on only one category of kids, but rather acknowledge that all students benefit when schools empower youth and teach them about healthy relationships.

### Support students at risk.

Adopting comprehensive programming designed to promote social and emotional competencies is a great way to support students at risk of bullying. Judy Kerner, a special education teacher and behavioral support specialist, teaches one such class and works closely with youth who bully. She teaches skills that shift her students' thinking patterns—not only about others, but also about themselves.

Penniman, like Kerner, finds that individual conversations between skilled teachers or counselors and youth can be effective. She likes to ask kids what behavioral role models they're emulating when they act out aggressively and if the strategies they use are working. This approach opens up a conversation in which the youth's perspective is central to the dialogue.

"I also do psychoeducation about some of the long-term consequences of bullying," Penniman says. "So, providing information ... on what the impact is for bullies, what some of the long-term

## Restorative Justice

Restorative justice can be an important tool in bullying prevention, but bullying experts caution that these interventions, particularly mediation, should always be facilitated by trained staff members. If your school doesn't have access to professionally trained mediators, consider other interventions.

consequences are for them occupationally and educationally." She doesn't deliver this information as a threat, but as a tool to empower students to take control of their choices and future.

### Target transition years.

For students predisposed to aggression, changing schools can be the catalyst that leads them to bullying.

Mentorship or buddy programs can help transitioning students feel less fearful. First-year bridge or tutorial programs provide an excellent opportunity for students to develop relationships and talk about school culture within a small home-team group that promotes student input. For youth at particular risk, educators can implement a formal or informal transition plan. This might include regular check-ins or school-based visits with siblings, coaches, clergy, former teachers or anyone the youth identifies as a positive source of support.

### Change the language of bullying.

Many educators think that the term bully has become an ill-defined buzzword that contributes to binary thinking (bullies are evil, victims are innocent) and feeds zero-tolerance approaches. Penniman says that she rarely, if ever, uses the word with her clients.

"It's kind of inflammatory for most kids because oftentimes schools have a zero-tolerance policy toward bullying," she explains. "So if kids acknowledge

that as a common cultural behavior within their peer group ... they are kind of admitting something that is completely not tolerated in schools, so there is not very much room for them to talk about change or growth or doing something different."

Experts recommend talking instead about healthy relationships, behavior, rights and choices. Ideally, schools should train the entire staff to align the way they talk about these expectations so students hear consistent messages. Talking about empathy and relationship choices also dismantles the perception that being a "bully" is a fixed identity.

### Look to the future.

Empathy is key, not just for addressing bullying behavior, but for educators as well. It's important to remember that these tough kids are still young people—and the window of opportunity to work with them is small.

School is a social arena in which students try on roles, says blogger and cultural studies expert Alissa Sklar. Without guidance and alternatives, aggressive students may find that the role of "bully" becomes increasingly rigid, an outcome with potentially devastating consequences for them and others.

"A lot of the rhetoric of bullying ... paints the kids who are bullies as ogres or monsters," Sklar says. "But by doing this, we're really doing everyone a great disservice. We're missing a golden opportunity to teach them. We need to remember that kids and teens who [bully] ... are still growing up. When we help them, we're also helping those they target—and those who might have been bullied by them in the future. ♦



### Toolkit

Help those who bully develop healthy relationships.

VISIT » [tolerance.org/](https://tolerance.org/)

[build-healthy-relationships](https://tolerance.org/build-healthy-relationships)





# Is my school Racist?

*Identifying institutional racism is  
the first step toward ending it.*

BY BRIAN WILLOUGHBY ILLUSTRATION BY PETER HORVATH

**SOMETIMES IT'S OBVIOUS.** In Wilcox County, Ga.—where proms historically have been privately funded and casually labeled “black prom” and “white prom”—efforts to bring black and white students together for the biggest dance of their high school career raised both awareness and long-simmering tensions. Some 30 years after desegregation, Georgia Gov. Nathan Deal, in an email sent to the media by his spokesperson, labeled these efforts toward integration a “silly publicity stunt.”

And sometimes it's less obvious, more insidious.

Long-standing and long-accepted patterns mean harsher discipline for students of color compared with their white counterparts—in every region of the United States. Expectations are lowered for students on the bottom of the achievement gap.

Institutional racism exists throughout society and our schools—public, private, small, large, mono- or multicultural. None is immune to it.

“It can happen at the classroom level, the administrative level or the

district level,” says Matthew Lynch, chair and assistant professor of education at Langston University in Langston, Okla. “It involves academic achievement, patterns of discipline, professional development—or the lack of it. Really, it can affect almost any aspect of the K-12 experience.”

**So the question arises:  
Is my school racist?**

There's no one-size-fits-all response to that question, no magic checklist or formula to answer it or, more important, to bring about needed change. But some

approaches to identifying and mounting a response to institutional racism in schools are increasingly accepted as best practices.

Mica Pollock, editor of *Everyday Antiracism: Getting Real About Race in*

*School*, calls on educators to develop an “everyday consciousness” about the relevance of race in schools. Be aware, ask questions and “keep inquiring,” says Pollock, who is the director of the Center for Research on Educational Equity,

Assessment and Teaching Excellence at the University of California, San Diego.

Pollock offers four questions as a starting point for assessing and addressing institutional racism in a school setting:

- Am I seeing, understanding and addressing the ways the world treats me and my students as members of racial groups?
- Am I seeing, understanding and addressing communities and individuals in their full complexity?
- Am I seeing, understanding and addressing the ways opportunities to learn or thrive are unequally distributed to racial groups?
- What actions offer necessary opportunities to students in such a world?
- And then, when considering such actions, Pollock urges educators to ask the following:

Is this action moving students closer to educational opportunity or farther away from it? Why? What is our evidence?

Lynch, who spent seven years himself as a K-12 educator, seizes on that final word: evidence. In an increasingly data-driven world, evidence is essential.

“People jump the gun,” he says. “They say discrimination is happening based on ‘a feeling I have.’ Well, that doesn’t cut it in the modern world.”

Gut feelings may be right, but they also may be wrong.

“I’d need a thousand hands to count the number of times my *feeling* has been wrong,” Lynch says. “If you *feel* it, start working to *prove* it.”

How do you do that? Lynch offers three vital steps:

- Look at the issue from all angles.
- Gather as much data as you can.
- Sit down and have meaningful conversations without being accusatory.

“Don’t start by saying someone or something is racist; that’s too loaded, a powder keg waiting to explode,” he says. “Start by saying, ‘Maybe there’s a problem here. Let’s look into it.’”

## Saving Babies—and Moving Upstream

In trying to balance the need to address both individual and institutional racism, Paul Marcus of Community Change Inc. in Boston offers an oft-told story:

*Someone notices a baby floating in a river. Then another. And another. The person calls for help, jumps into the river and starts pulling babies to safety. More and more babies flow downstream, and people continue to pull them from the river—except one person who takes off at a run, heading upstream to see who or what is throwing babies into the river in the first place and what might be done about that.*

“We focus on saving the babies, on individuals rather than on systems,” Marcus says.

With that story in mind, here are dual strategies to address both the racism that is in front of you and the racism that is imbedded in the structures of your school and our society.

### Saving the Babies with “Try Tomorrows”

Mica Pollock, editor of *Everyday Antiracism*, uses strategies that make change happen quickly while working in conjunction with larger “upstream” efforts.

She calls them “try tomorrows”—ideas, classroom practices or new approaches that are small enough to “try tomorrow” in the classroom or at the next staff meeting or during the

next student counseling session.

Consider discipline. Tomorrow, if you are disciplining a student, ask yourself whether the disciplinary method you are choosing moves the child closer to educational opportunities or farther away from such opportunities. Ask yourself what that means for the student, then adjust your choice of discipline so that it continues to encourage learning rather than pushing the student out of the classroom.

Look critically at the posters hanging in your classroom tomorrow. Who is represented, and who isn’t? What messages might you inadvertently be sending? What posters might you add or remove?

The “try tomorrow” phrase also can be used to help focus the efforts of others. If a colleague comes to you voicing frustration about some issue tied to structural racism, help bring it down to a manageable level by saying, “It feels overwhelming, doesn’t it? We can’t do everything, but we can do something. What can you try tomorrow?”

### Moving Upstream with Equity Audits

The process of developing a broad-based equity framework for school reform starts with assessment. Teaching Tolerance’s “Social Justice Equity Audits” presentation gets you started with a school survey and includes strategies school leaders can use to create a more equitable school environment.

[tolerance.org/equity-audits](http://tolerance.org/equity-audits)

## Black students are suspended more often and punished more harshly for similar offenses than their white peers—which feeds the school-to-prison pipeline.

READ MORE AT  
[tolerance.org/school-to-prison-pipeline](http://tolerance.org/school-to-prison-pipeline)

### Beyond Institutional

Paul Marcus doesn't like the term institutional racism. He finds it too narrow, as if racial oppression exists in a single institution—or in a single place within that institution.

Marcus is the executive director of Community Change Inc. in Boston, a group that has been working on racial equity issues for 45 years. He prefers the terms structural racism and systemic racism, which reflect layers of historical oppression. Before we can effectively tackle structural racism in schools, Marcus says, we need to take a step back to get a broader view.

He identifies four overlapping dimensions of racism that need to be examined in an effort to challenge and eventually eliminate structural racism:

- Internal
- Interpersonal
- Institutional
- Cultural

“The vast majority of people understand racism only on the first two levels,” Marcus says. “Internal: who we are, what we think and believe, how and where we were raised. And interpersonal: how we interact or don't interact.”

Marcus believes that's why we embrace stories of individual heroes—the daring and dedicated educator



battling racism to make a dramatic change for a student or classroom or athletic team. Such heroism matters, Marcus says, but if that's the only view we take, we will miss the larger issue—the final two dimensions in his list: institutional and cultural.

First turn to history. Between 1933 and 1964, Marcus says, 98.6 percent of the \$120 billion available in FHA loans for homebuyers went to white people. What is the impact and legacy of that one inequity? How would the next generation of a family of color have been changed if the parents could have purchased a house using that money? And the next? What opportunities might have been gained?

“It's a whole list of things like that,” Marcus says.

The list includes special education, to which a disproportionate number of students of color and non-English-speaking students are assigned. How are students placed into special education classes, and how does that process favor white students and disadvantage students of color?

The same phenomenon, but in reverse, often happens with advanced placement classes. Standardized tests consistently result in race-based score

discrepancies, and those same tests are a significant criterion used to place students in advanced classes. What does that mean for students' academic success—and for their futures?

Or examine how schools are funded—which areas have perennially underfunded schools and which don't—and what that means for student outcomes and lives.

Or consider schools within schools. Does a predominantly white internal baccalaureate program exist within a school where students of color are the majority? What message does that send? How does it change how even well-meaning members of the community view educational abilities?

All of this didn't just happen. We, as a society, created it, Marcus says.

“Whiteness and blackness aren't important unless someone has said they are,” he says. “Race isn't any more real than blond hair or red hair. The meaning comes out of history, out of what we have done with race.”

Marcus acknowledges that such a view can be daunting and can make the task of responding to school-based systemic or structural racism seem impossible. The power, he says, is when more and more people work to dismantle the system of oppression.

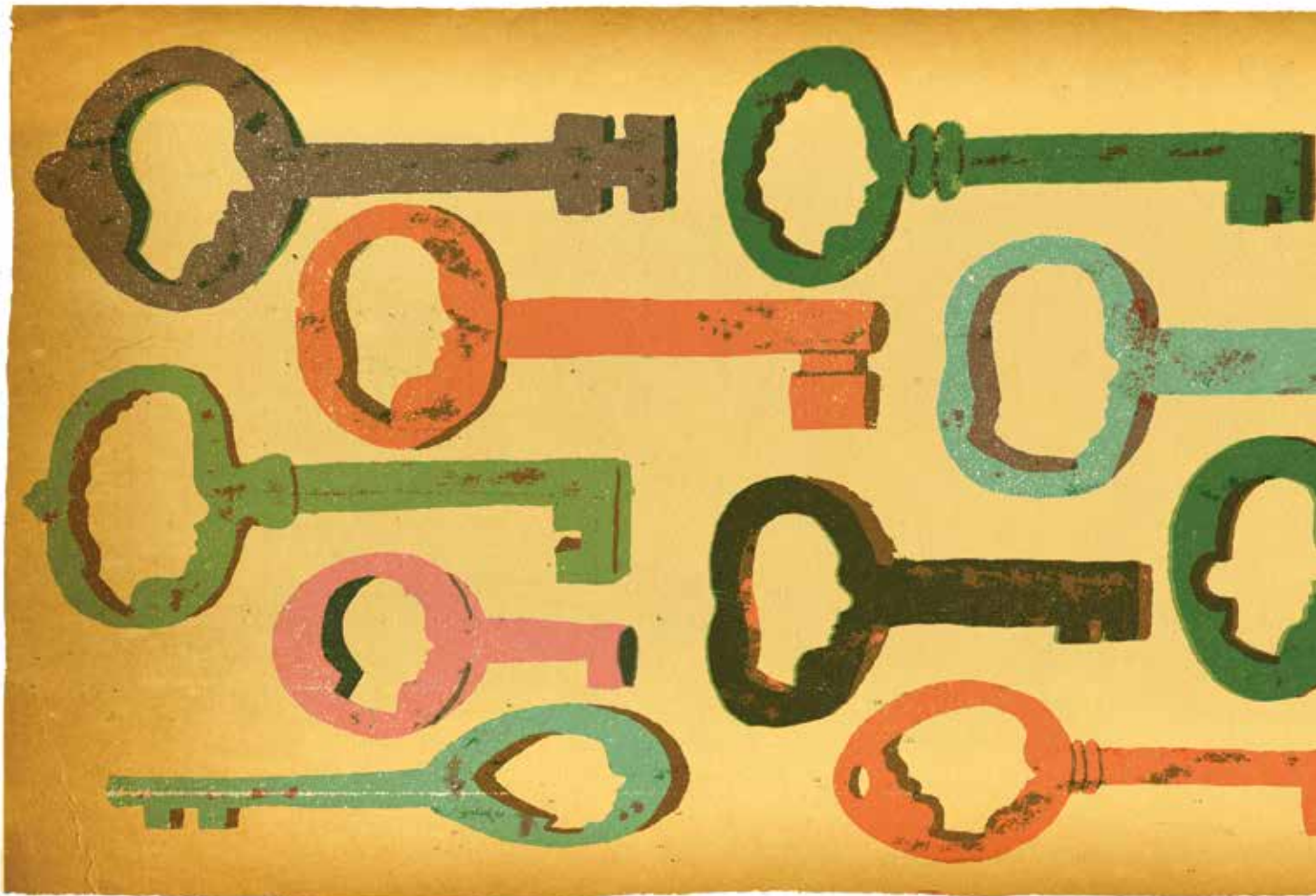
He recalls a conversation he had with an educator in South Africa during the apartheid period. “I asked her how she kept from getting overwhelmed, and she asked me if I was familiar with the game of pick-up sticks,” Marcus says. “‘Well,’ she told me, ‘you just grab one stick and shake it as hard as you can.’” ♦



### Toolkit

Assess your school climate with these “try tomorrows.”

VISIT » [tolerance.org/try-tomorrows](http://tolerance.org/try-tomorrows)



# YOU BELONG HERE

Creating a welcoming environment for teachers of color is key to narrowing the student-teacher diversity gap.

BY JOHN MICKLOS, JR. ILLUSTRATION BY SOPHIE CASSON

**HOW DID TAWANA GRAHAM-DOUGLAS** end up in a second-grade classroom? “By accident,” she laughs. Earning her master’s degree and teacher certification was meant to be a moneymaking step on the way to law school at Harvard or Georgetown.

Then she walked into her first job at Frank T. Wheeler Elementary in Plainville, Conn. “There was something about the environment—the sounds of the kids, the general feeling, even the

smell. And the principal and staff made me feel so welcome. I was floating on air. After that, there was no looking back.”

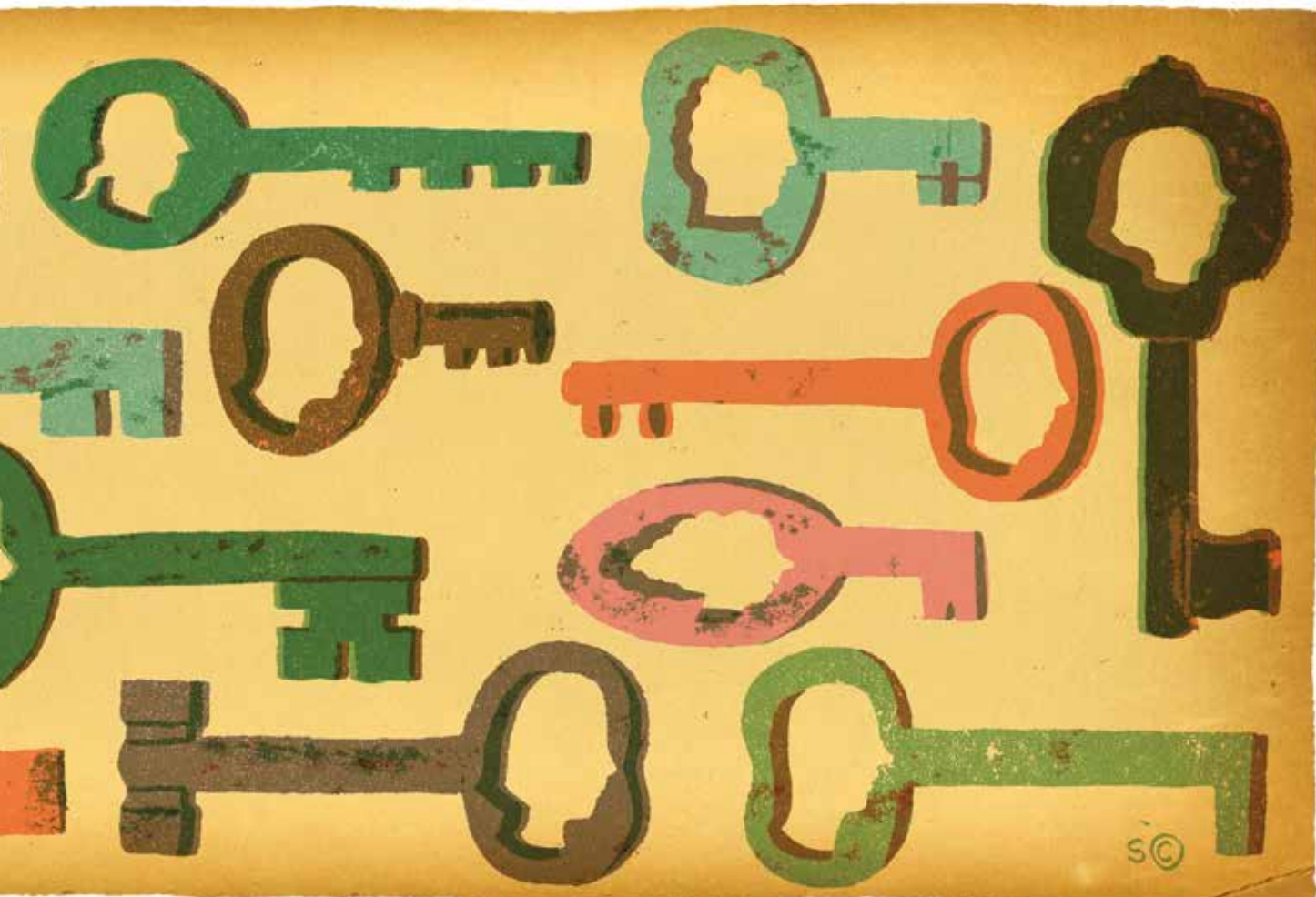
Graham-Douglas was the only African-American educator in her new school, but her principal was committed to cultivating more diversity in his staff to help students engage the greater diversity of the wide world. “He was very, very supportive and bridged the way,” Graham-Douglas recalls. “He knew exactly what a new teacher would

need to succeed.” That included regular contact and communication, teaming her with nurturing mentors, and soliciting her input on curriculum and other school matters.

Last year, Graham-Douglas—now a 13-year classroom veteran—was named Plainville Community Schools’ Teacher of the Year. The legal system’s loss was education’s gain.

Many leaders in education have been making concerted efforts to





increase the diversity of K-12 faculties. By some measures there have been improvements, especially in areas of recruitment. More than 35 states now have programs to boost the ranks of teachers of color, and the rate at which new teachers of color are joining the profession has outpaced that of new white teachers.

Recruitment figures, though, tell only part of the story. For every Graham-Douglas, there is another teacher—or teachers—of color leaving the profession, according to a 2011 study, *Recruitment, Retention and the Minority Teacher Shortage*. This report was co-authored by Richard M. Ingersoll and Henry May, education professors at the University of Pennsylvania.

“There’s been a victory for recruitment but not a victory for retention,” Ingersoll told the *Pacific Standard* in

2010. “If we want to solve this minority teaching shortage that’s been long discussed, then there’s going to have to be more focus on retention. We’re hiring more minority teachers but also losing more of them. It’s like a leaky bucket.”

*At some point over the next 10 to 12 years, the nation’s public school student body will have no one clear racial or ethnic majority.*

—Center for American Progress

#### **Recruit**

Decision-makers at local, state and national levels are increasingly looking at current students of color as future teacher recruits, and many districts are following their lead.

Take, for instance, Albemarle County Public Schools in Virginia, where district administrators collaborate with high school guidance counselors to identify potential teaching candidates. They then maintain contact with these students as they pursue college degrees. “If we see any jewels, we can be proactive in inviting them to do their student teaching in an Albemarle school,” says Mitsuko Clemmons-Nazeer, the district’s human resource manager.

Woodridge School District in Illinois builds relationships with nearby universities by communicating with former district teachers who now teach at local universities. They also have connected with universities formerly attended by district educators.

Patrick Broncato, assistant superintendent for personnel at Woodridge, says the value of recruiting teachers of

color reaches beyond the classroom walls. “If we have diversity in our workforce,” he says, “we show our community that we value all races and the values they bring to our school district.”

On a national level, such recruiting efforts have seen some success. Between 1988 and 2008, the number of teachers of color nearly doubled from 327,000 to 642,000, according to the Penn study—a growth rate twice that of white teachers. Still, the ratio of teachers and students of color has remained largely unchanged on a national scale; the same is true of the ratio of teachers of color to white teachers.

Why? In part, due to the rapidly rising percentage of students of color in the country’s schools. But studies also indicate teachers of color are leaving the profession faster than they are joining—and not for reasons one might expect.

### Retain

At the beginning of the 2003–2004 school year, 47,600 teachers of color entered the profession, according to the Penn study. A year later, 56,000 left—30,000 of those to other careers.

For teachers of color, the usual suspects were not the main causes for the turnover, according to Ingersoll and May: “Salary levels, the provision of useful professional development, and the availability of classroom resources all had little impact on whether they were likely to leave,” their study reported. “The strongest factors by far for minority teachers were the level of collective faculty decision-making influence in the school and the degree of individual instructional autonomy held by teachers in their classrooms.”

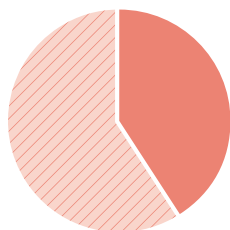
In other words, these teachers felt frustrated that school leaders did not value their individual insights, experiences and talents. Attempts to bring in texts or other content they felt would resonate with students of color—but were from outside the approved curriculum—were rejected. Teacher input about cross-cultural understanding and school climate may have been viewed as rocking the boat. In short, the color of these teachers was welcome, but many found their cultural backgrounds and experiences were not.

“Teachers are told, ‘You’ve got to teach to state-mandated standards and in accord with the pacing guides,’” Rodney Ogawa, an education professor at the University of California, Santa Cruz, told the *Pacific Standard*. Ogawa and another researcher conducted a five-year study of 18 new teachers of color, published in their book *Change(d) Agents: New Teachers of Color in Urban Schools*. “It eliminates a lot of opportunities. The teachers, like the kids, have to check their culture at the door.”

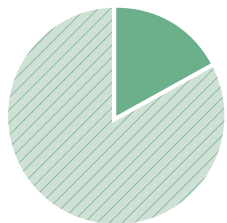
The solution? School leaders—administrators and top teachers—must examine their own assumptions and biases,

take steps to expand their own cultural understandings, proactively solicit the input of teachers of color (all teachers, for that matter), and value their colleagues’ abilities and insights.

Graham-Douglas found this willingness and energy waiting for her when she walked through the door of her first school, and it changed the course of her career.



K-12 STUDENT POPULATION  
41 percent students of color



K-12 TEACHER POPULATION  
17 percent teachers of color

SOURCE  
Center for American Progress

## Tips for School Leaders:

*Creating a Climate That Sustains Teachers of Color*

Relationship building and communication are keys to welcoming and retaining teachers of diverse backgrounds.

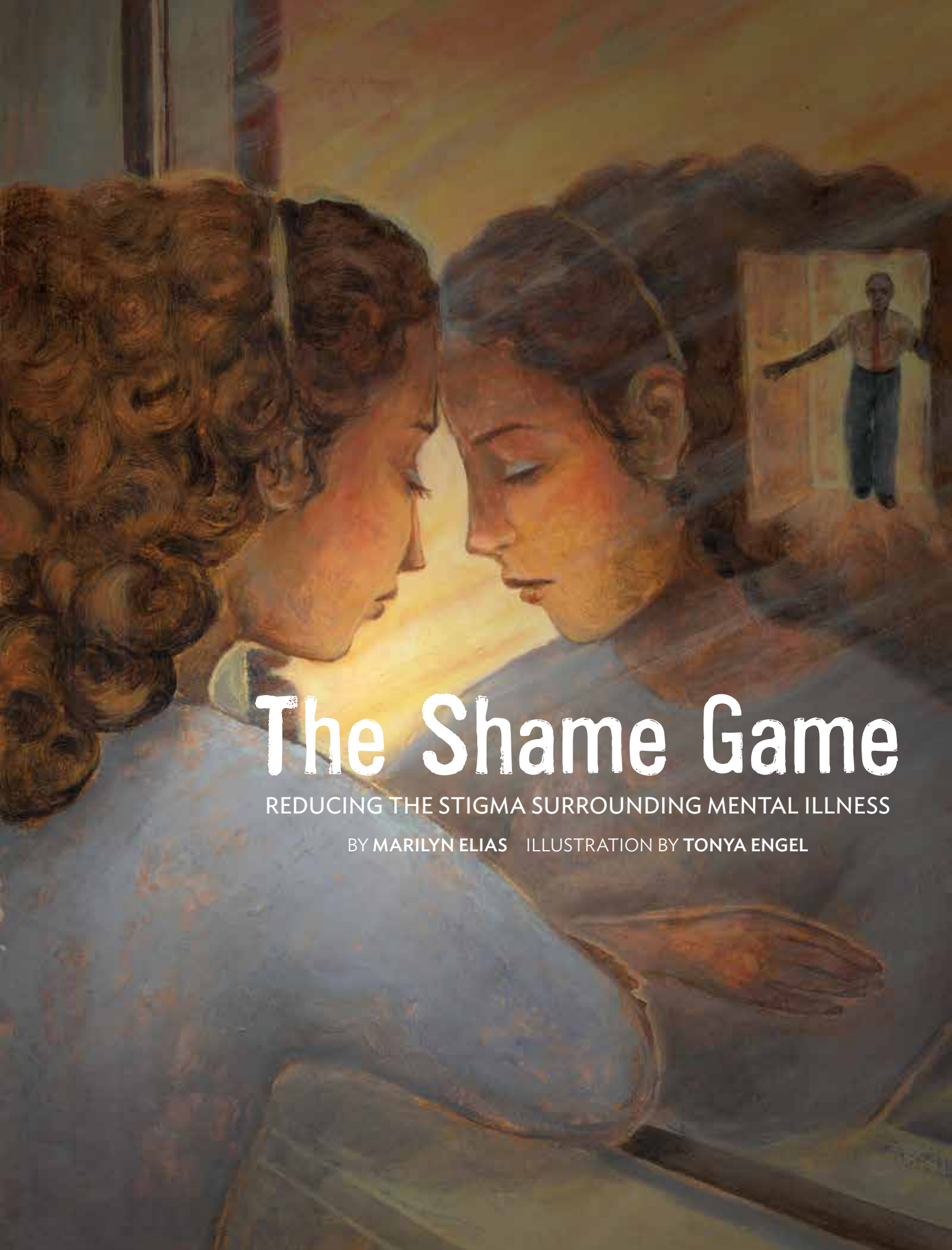
- ☞ Conduct a detailed survey of students, staff and teachers to get a better sense of how they perceive your school climate.
- ☞ Promote cultural competency as a value among all teachers through in-service programs and professional development opportunities.
- ☞ Invite teacher input on school operations through formal and informal avenues.
- ☞ Team new teachers of color with positive, nurturing mentors to reduce isolation and help them navigate their new setting. Seek ways to formalize this relationship and make time for it during school hours.
- ☞ Encourage teachers to think outside the curriculum if they make sound arguments that a different approach will help students learn.
- ☞ Be open to new ideas and content while upholding sound pedagogical practices.

It is possible to narrow and eventually bridge the student-teacher diversity gap. If schools value and validate teachers of color and trust the perspectives they bring, students will finally have the opportunity to learn in an environment that reflects the growing diversity of our society. ♦



### Toolkit

Get state-by-state stats on the teacher diversity gap.  
VISIT » [tolerance.org/diversity-gap](http://tolerance.org/diversity-gap)



# The Shame Game

REDUCING THE STIGMA SURROUNDING MENTAL ILLNESS

BY MARILYN ELIAS ILLUSTRATION BY TONYA ENGEL

**ERIN, A SUBURBAN MINNEAPOLIS TEENAGER,** began to grapple with serious depression and anxiety in the seventh grade. By ninth grade she was cutting herself dangerously, and she spent several weeks in residential treatment. But facing hostility at school proved to be the hardest part of her struggle.

After word of her illness spread, “I lost friends rapidly,” Erin says. A barrage of verbal attacks marred her days. “I was called crazy, and kids said, ‘Why did you come back anyway? Nobody likes you. Why don’t you kill yourself? You’d be better off dead.’”

“It made me feel a lot worse and made me not want to go to school,” Erin recalls. When teachers heard the taunts, “they turned around and acted like nothing was said.” Her mother sought help from school staff but says she was rebuffed. The taunts prompted a downward spiral in Erin’s life that ended with her return to residential care. Rather than attempt to return to her school, Erin finished high school online.

Erin’s experience of social rejection at school is quite common, suggests research on teenagers with mental health problems. In one study, nearly two-thirds of teens coping with mental illness reported stigma from their peers. In another study at four middle schools, just half of students said they’d be willing to sit next to a classmate with mental illness. Although hurtful stigma is only one of myriad challenges faced by teens with mental health issues, it is an area where classroom teachers can provide immediate assistance.

Adolescence is a uniquely painful time to confront mental health challenges, experts say. “There’s a great push toward peer conformity, and being different in any way is perceived

as a negative; it carries a stigma,” says Joseph Allen, director of the Virginia Adolescent Research Group at the University of Virginia.

“Normalizing” challenges with mental health is the key to reducing stigma among teens, Allen says. “If they see that ‘Whoa, this is not so uncommon,’ they can feel better about dealing with their own problems and others that have them.”

A study conducted by the Adolescent Communication Institute at The Annenberg Public Policy Center showed that discovering that people can be successfully treated for mental

disorders also curbed negative stereotypes. “You have to give kids facts that counter their stereotypes, and then many are open to change,” says the study’s leader, Dan Romer.

Wendy Sunderlin, who teaches life skills classes at St. Paul’s School for Girls in Brooklandville, Md., hands out a needs-assessment survey at the start of the year to find out what students would like to learn about improving mental well-being. She uses this survey to steer her teaching. And she gently evokes personal disclosure. “I have them sit in a circle, and I ask something like, ‘How many of you have been affected by depression?’ A surprising number seem to raise their hands, and right away it takes away the ‘I am alone’ shame that kids feel.”

Sunderlin also assigns students a final project about a health topic of their choice—they often select a mental health issue. Her students have built informative websites on mental illness topics that remain live after the end of the school year to continue

*‘All of us have problems, none of us are perfect, so leave your masks at the door.’*

# WHAT IS DEPRESSION?

- Sadness
- Hopelessness
- Difficulty Concentrating
- can last for weeks..
- Weight Loss or Weight gain



educating the entire school community. Students have created posters and paintings titled, “This Is What Anxiety Looks Like,” and they’ve written poems about mental illness. “Their number one concern is how they’re viewed by their peers, and their number one influence is their peers. So I have them use what they’ve learned in my class to educate one another,” Sunderlin says.

At Commack High School on Long Island, N.Y., teachers decide on a schoolwide theme around a social or emotional issue every year. Often it has been a mental illness topic, such as depression, says school psychologist John Kelly. That theme is then carried out across the curriculum. English and

social studies teachers incorporate the topic into their curriculum. There are plays, dance concerts and spoken-word performances. Photography students take pictures keyed to the theme. Physical education teachers may discuss athletes with mental health issues.

“Whole classes are working on this; we’re talking about it a lot. And we find it gives kids permission to express their own struggles. It breaks down the shame and fear,” says Kelly.

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## Start a Discussion

Jumpstart class conversations about stigma by discussing Senate Bill 195: Mental Health in Schools Act of 2013. [govtrack.us/congress/bills/113/s195](http://govtrack.us/congress/bills/113/s195)

The credibility of slightly older classmates has proven a powerful stigma-fighting tool for Kelly Iacobucci, who teaches a ninth-grade health class at Bishop O’Connell High School in Arlington, Va. Once, an 11th-grader who was a survivor of sexual abuse volunteered to visit Iacobucci’s class.

The volunteer discussed her challenges with body image and self-esteem. “It was amazing to see how [the students] opened up and shared after she came in,” says Iacobucci. One girl disclosed that she was receiving therapy for an anxiety disorder that impels her to pull out her hair. “Suddenly, another girl across the room said, ‘Oh my goodness, I have the same thing!’ It

## MYTHS vs. FACTS ON MENTAL ILLNESS

### MYTH

*Mental health problems are rare in childhood and adolescence.*

### FACT

**About one out of five U.S. children has a diagnosable mental disorder in any given year. Half of all lifetime cases of mental illness begin by age 14.**

### MYTH

*Very few students become so troubled that they think about committing suicide.*

### FACT

**About one out of six high school students say they have seriously thought about attempting suicide.**

### MYTH

*Males and females are about equally likely to become depressed.*

### FACT

**Before adolescence, rates are the same. From midadolescence through adulthood, depression is about twice as common in females as in males.**

### MYTH

*People with mental illness are often violent.*

### FACT

**Many people with mental disorders are not violent, and most violent acts are not committed by people who are mentally ill. Overall, they're responsible for just 5 percent of violent crimes. Those with serious mental disorders are, however, far more likely than others to be victims of assault and rape.**

*Sources: National Alliance on Mental Illness, Centers for Disease Control and Prevention, Institute of Medicine of the National Academies, MentalIllnessPolicy.org*

was mind-boggling, and I said, 'See, if we shared more often we could support each other,' and I think they got it. I tell them, 'All of us have problems, none of us are perfect, so leave your masks at the door.'"

Alex Winninghoff, formerly an English teacher at Federal Way High school in Federal Way, Wash., posts colorful infographics on her walls to show that illnesses such as depression and anxiety are common in young people. "That communicates I'm available to discuss these issues with them—and they do come to me," says Winninghoff.

Like Sunderlin, Winninghoff distributes an interest survey as the semester starts to help her get to know students better and develop personal relationships with them. If a student looks down, she'll put a sticky note on his desk that says "I'd like to chat with you after class," and then she gently asks about what's going on. Self-stigma around mental health problems can prevent kids from getting care, she says. "I've had them burst into tears and tell me about something they need help with and have been too ashamed to tell anyone."

Monitoring strategies also can help educators identify any stigma at

their school before it can cause students harm. For example, at Bishop O'Connell, students deemed to be at risk are matched with compatible teacher-mentors who frequently check in to make sure the students are faring OK. Among those mentored are students returning from residential care for mental illness, says Erin O'Malley, the dean of faculty. When harassment is identified early on, it can be dealt with before it escalates.

Kids with mental illness often long for help; they want to overcome their own shame and to not be teased about their problems, teachers say. "But they don't want you to label them or point to this as a terrible deficiency," adds Winninghoff.

### Even one teacher can make a huge difference.

Katie Williams, 21, knows that for sure. She had fought serious obsessive-compulsive disorder and depression since age 10, and by 11th grade was hiding her condition to avoid rejection. But Williams' history teacher talked to Williams about her strengths.

"Nobody had ever done that before," says Williams. "She

told me I was so compassionate because I'd experienced so much stigma. I could help others. She asked me to become a tutor for kids who were the first in their family to try for college, and I did it. She kept saying, 'Your illness is not you, it's just a part of you.' ... Really, she helped me to stop stigmatizing myself, and that made all the difference."

Her history teacher's support prompted Williams to disclose her illness to classmates, who were mostly accepting, "and those that weren't, they just dropped out of the picture for me," says Williams. Her grades shot up, and now Williams is a senior at California State University, Sacramento, where she speaks to college-level classes to reduce stigma around mental illness.

"That teacher changed the course of my life," Williams says. "She's the reason I made it to college and am doing so well now." ♦



### Toolkit

Discover resources for students coping with mental health issues.

VISIT » [tolerance.org/mental-health-resources](https://tolerance.org/mental-health-resources)

# 1964

LESSONS OF

## THE MOVEMENT CONTINUES

by DINA WEINSTEIN

**THIS SCHOOL YEAR BRINGS ANOTHER SET OF CIVIL RIGHTS 50TH ANNIVERSARIES** that deserve respect and recollection. From Freedom Summer to the passage of the Civil Rights Act, 1964 is thought of by many people as the final climb toward passage of the Voting Rights Act of 1965, but that's an oversimplification that doesn't do justice to the year's complexity. The most important lesson your students can learn from 1964? That the quest for racial equality and justice continues. Victories should be celebrated, yes, but never should we lose sight of the need to keep moving forward.

### Voting Rights

As 1963 ended and a new year began, it was clear to civil rights activists that securing the vote, and thus the power to create change, was essential. On January 23, 1964—almost 100 years after the 15th Amendment extended voting rights to African Americans—the 24th Amendment was ratified. It

eliminated poll taxes, a common tactic used to prevent black citizens from participating in elections. But on the ground, little changed for African Americans living in communities in which literacy tests, employer pressure and outright intimidation continued unabated.

Civil rights activists knew it would

take more than legislation to truly open the polls to black citizens. An impressive cross-racial push for education, voter registration and participation in the upcoming presidential election was launched—the 1964 Mississippi Freedom Summer project. Nearly 1,000 mostly white, mostly Northern college students volunteered and were trained in techniques of nonviolent resistance.

Under the direction of the Student Nonviolent Coordinating Committee (SNCC) and other civil rights organizations, the volunteers ran health clinics, established Freedom Schools to educate and empower African Americans and sponsored voter-registration drives. Volunteers also worked

to establish the inclusive Mississippi Freedom Democratic Party (MFDP) to challenge the all-white Mississippi Democratic Party delegation.

On June 21, 1964, the day after the first Freedom Summer volunteers arrived, three volunteers went missing after driving to check on a black church that had been destroyed by arson. James Chaney was a local activist from Mississippi; Andrew Goodman and Michael Schwerner were white college students from New York City. Their mutilated bodies were found weeks later in Philadelphia, Miss. The mob of Ku Klux Klan members that killed them included local officials.

The nation was outraged. The horrific death of white college students finally drew the country’s full attention to the daily brutality and terror tactics used in the South to prevent black people from registering to vote.

That attention remained focused on the civil rights movement in August as the MFDP delegates arrived at the nationally televised Democratic National Convention—where they were prohibited from taking their seats.

Delegate and sharecropper Fannie Lou Hamer protested the DNC’s discrimination from the convention’s floor. “All of this is on account of we want to register, to become first-class citizens,” she said. “And if the Freedom Democratic Party is not seated now, I question America. Is this America, the land of the free and the home of the brave, where we have to sleep with our telephones off the hooks because our lives be threatened daily, because we want to live as decent human beings, in America?”

Her impassioned speech didn’t win the MFDP all its seats, but it struck a

powerful blow against the false perception that the 24th Amendment had ended voter suppression in the South.

### De Jure Segregation

Despite some victories, businesses and public spaces in most of the South remained segregated by law and custom. In St. Augustine, Fla., local activists had been fighting to end segregation and discrimination for several years. They appealed to Martin Luther King Jr. and the Southern Christian Leadership Conference (SCLC) for assistance and, in the spring, the SCLC responded by launching a campaign. King hoped to support ongoing local efforts and to garner national support for the proposed Civil Rights Act, which had been stalled for months by filibustering and other tactics.

Confrontations took place at segregated hotels, restaurants and beaches. Black and white activists from all over the country faced violent opposition in St. Augustine throughout the spring and summer. Many were jailed, including a group of clergy invited to the city by King. Sixteen jailed rabbis wrote a letter expressing solidarity with the quest for justice: “We came as Jews who remember the millions of faceless people who stood quietly, watching the smoke rise from Hitler’s crematoria. We came because we know that, second only to silence, the greatest danger to man is loss of faith in man’s capacity to act.”

The rabbis’ sentiments echoed across the rest of the country, blending with the public outcry over the violence in Florida and the atrocities committed



against Freedom Summer volunteers in Mississippi. This heightened awareness helped secure the support that led to passage of the Civil Rights Act of 1964 on July 2. Segregation in businesses and public places and discriminatory employment practices were finally outlawed. But, it would take many years of litigation and social action before real change was seen in communities.

### White Supremacy in the North

The civil rights movement and the South are inextricably linked in most people’s minds, but in 1964, activists were realizing that white supremacy could manifest as systems of inequity in the North that were far less visible than the Jim Crow laws of the South.

On the surface, life in the North seemed freer, but discrimination was just as prevalent. As upwardly mobile white families moved to suburbs, many African Americans were trapped in crumbling inner-city neighborhoods. Poverty, along with housing policies such as red-lining and restrictive covenants, kept black families living in urban neighborhoods from which the white middle class had fled. Following the residential patterns, schools in those

The legacy of the Mississippi Freedom Schools lives on today.  
VISIT » [tolerance.org/no-school-like-freedom-school](http://tolerance.org/no-school-like-freedom-school)

#### **JANUARY 23**

Ratification of 24th Amendment

#### **FEBRUARY 3**

NYC school boycott

#### **MARCH**

Southern Christian Leadership Conference campaign in St. Augustine, Fla.

#### **JUNE**

Mississippi Freedom Summer Launch

1964





(Far left) Civil rights activists protest the murders of Andrew Goodman, James Chaney and Michael Schwerner; (top center) President Lyndon Johnson signs the 24th Amendment; (top right) applicants in Clinton, La., wait to register to vote; (bottom center) Martin Luther King Jr. receives the Nobel Peace Prize; (bottom right) Fannie Lou Hamer addresses the Democratic National Convention

BOB ADELMAN/CORBIS (ACTIVISTS); AP/CORBIS (LYNDON JOHNSON); BOB ADELMAN/CORBIS (VOTING LINE); BETTMANN/CORBIS (MARTIN LUTHER KING JR.); WARREN K. LEFFLER, U.S. NEWS & WORLD MAGAZINE



acceptance speech, King questioned the honor. He described the vicious opposition that nonviolent protesters continued to face as well as a persistent lack of opportunity and poverty.

“I am mindful that only yesterday in Philadelphia, Mississippi, young people seeking to secure the right to vote were brutalized and murdered. And only yesterday more than 40 houses of worship in the State of Mississippi alone were bombed or burned because they offered a sanctuary to those who would not accept segregation.”

His message is an essential one, even 50 years later. When justice is the goal, celebration is secondary. The focus must always be forward—toward a day when small victories will finally converge and, in the words of King, “Let justice roll down like waters and righteousness like a mighty stream.” ♦

neighborhoods suffered from de facto segregation, the kind that *Brown v. Board of Education* hadn’t addressed. All-white police forces in the North didn’t resort to fire hoses as Bull Connor had done in Birmingham, but they often used brutal methods to deal with black residents.

In February 1964, parents and schoolchildren in New York City participated in a citywide boycott of the public school system to demand integration. In a handful of other Northern cities, rioters expressed outrage at police brutality and discrimination.

Impatience for real change was growing, and new voices in the movement called for black power and black pride. This new group of activists questioned King’s approach, especially

Malcolm X set aside King’s tactics and proposed his own, saying, “Tactics based solely on morality can only succeed when you are dealing with people who are moral or a system that is moral. A man or system which oppresses a man because of his color is not moral. It is the duty of every Afro-American person and every Afro-American community throughout this country to protect its people against mass murderers, against bombers, against lynchers, against floggers, against brutalizers and against exploiters.”

### Never Rest

As 1964 came to a close, King was awarded the Nobel Peace Prize. In his



### Toolkit

Explore the civil rights milestones of 1964. VISIT » [tolerance.org/1964-milestones](http://tolerance.org/1964-milestones)

#### **JUNE 21**

Murder of Chaney, Goodman and Schwerner

#### **JUNE 28**

Malcolm X speech at founding rally of the Organization of Afro-American Unity

#### **JULY 2**

Passage of Civil Rights Act of 1964

#### **AUGUST 24-27**

Democratic National Convention

#### **DECEMBER 10**

King’s Nobel Peace Prize acceptance speech

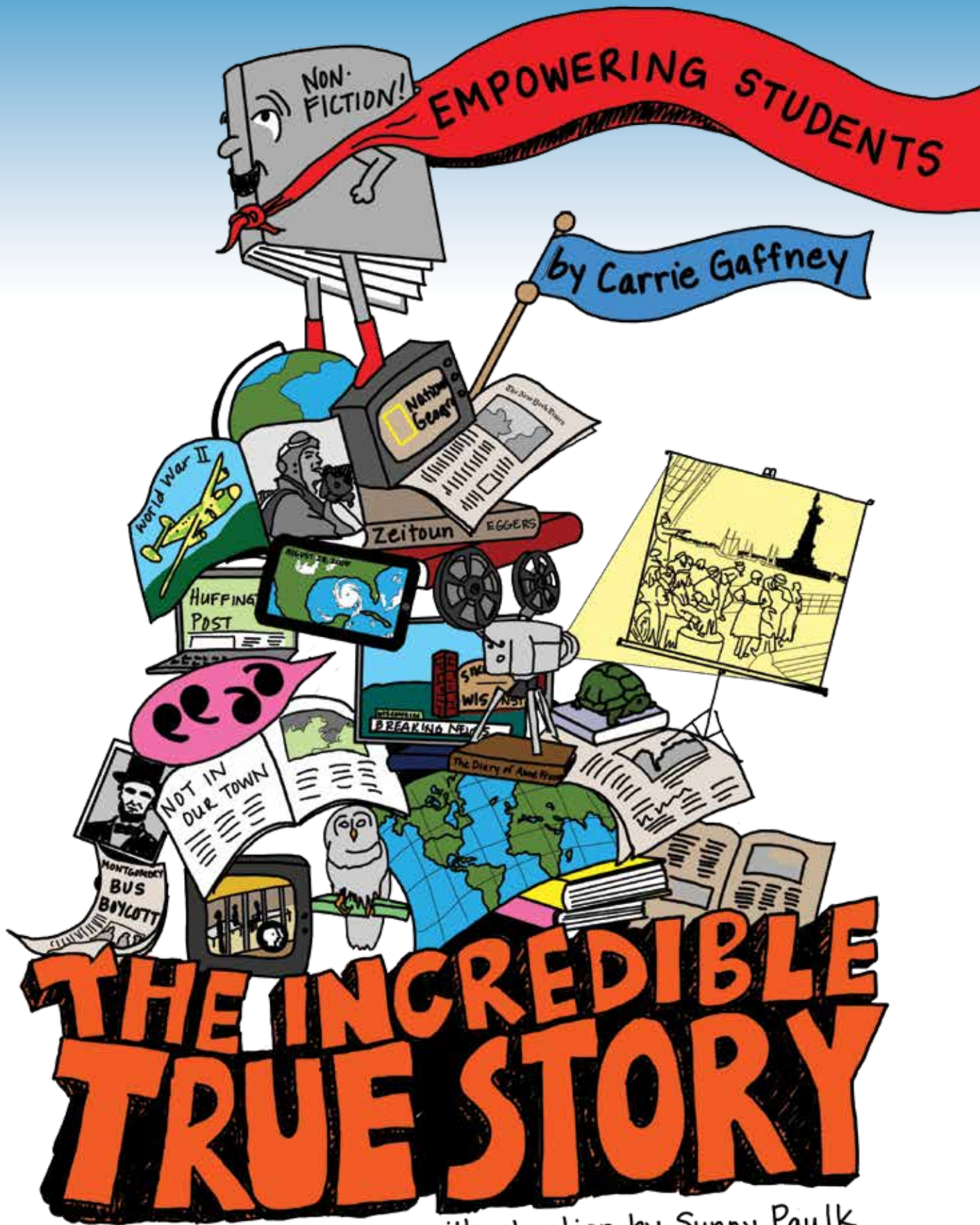


illustration by Sunny Paulk



**JAMIE HIGHFILL, AN EIGHTH-GRADE** English teacher in Fayetteville, Ark., recently got the message from her administration: Make room for more informational texts. Highfill dropped her beloved poetry unit—and she wasn’t happy about it. “With informational text, there isn’t that human connection that you get with literature,” she told *The Washington Post*.

She’s not alone, either. As the majority of school districts in the United States ramp up to implement the Common Core State Standards fully by 2014, some teachers are reluctant to make the shift toward more informational reading. But nonfiction isn’t just government documents and textbooks. It’s an opportunity for teachers to explore texts that mirror their students’ experiences, as well as those that offer a window into other people’s lives and perspectives.

#### **Textbooks Are Just the Beginning**

Many teachers are unfamiliar with the variety of nonfiction texts available. Kristin Patrick, an elementary media specialist for Hamilton Southeastern Schools in Indiana, feels one of her primary roles during the transition to CCSS will be to work with teachers to broaden their perception of nonfiction and help them stretch beyond the factual writing found in textbooks.

The CCSS includes everything from picture books to government documents in its suggested reading list, and these exemplar texts are just that—examples. Educators have complete freedom to explore further. Patrick says teachers, administrators and even students have a lot of opportunity to discover what’s out there.

Literary nonfiction is a great example, says Patrick. “Think about how much more engaging that type of book will be than the textbook is for students. Plus, they’ll be learning so much more than just ‘what happened.’ I think once teachers start getting into this new way of thinking, they’ll begin to get a better understanding of the potential out there.”

The trick, she says, is for teachers and students to be thoughtful in their text selections and to understand that informational reading takes many different forms, all of which can contribute to a more flexible and authentic curriculum.

#### **Culturally Responsive Nonfiction**

Molly Vasich, a high school English

## Sample Informational Texts from the Perspectives Library

Grades K-2

*Families*

by Ann Morris

This book’s photos of families living and working around the world will get students thinking about their own families and those of children on the other side of the globe.

Grades 3-5

*Zack’s Story*

by Keith Elliot Greenberg

*Zack’s Story*—another book told in real-life photographs—is narrated by 11-year-old Zack, who tells readers about living with his mother and his “second” mother while maintaining a relationship with his father.

Grades 6-8

“Not in Our Town”

by Claire Safran

Originally printed in *Redbook* in 1994, “Not in Our Town” documents a series of hate crimes that occurred in the early 1990s in Billings, Mont., and the city’s efforts to build a community through mutual respect.

Grades 9-12

*Covering: The Hidden Assault on Our Civil Rights* by Kenji Yoshino

Excerpts from this memoir detail the author’s struggles to downplay his Asian heritage and homosexuality to gain acceptance in the dominant society.

teacher from Minneapolis, Minn., learned firsthand how infusing various types of nonfiction into her class can bring cultural relevance to assignments.

“There’s a lot of room in nonfiction to talk about where we are in terms of culture and what our society values,” Vasich says. For instance, one of her learning units focuses on the biography *Zeitoun* by Dave Eggers. *Zeitoun* recounts the story of Abdulrahman Zeitoun, a Syrian resident of New Orleans who spent 23 days in jail after being arrested on his own property in the days following Hurricane Katrina. During his imprisonment, Zeitoun was denied medical care and the right to notify his wife of his whereabouts.

Vasich helps students expose the layers of the text—the experience of Muslims in the post-9/11 United States, incarceration inequalities, immigration and the realities of being a minority in New Orleans. She says, “We read articles and watch segments

of documentaries and news stories about the prison system in New Orleans and the lives of perceived ‘outsiders’ during Hurricane Katrina, which always lead to discussions on race and media.”

Students watch video segments about the hurricane from *Frontline* and *National Geographic*, as well as excerpts from Katrina-themed documentaries. They read texts from various news sources, including the *Huffington Post*, *PBS NewsHour* and *National Guard* magazine.

Using everyday mediums to support student learning about Katrina’s after-

math allows students to begin making connections between what occurred then and what

is important in their own lives. Such personal connections to the text, says Vasich, often lead to discussions about social justice and, ultimately, to new levels of understanding about what it means to be culturally aware.

## TEXT+ TOUCH

Consider using realia in conjunction with nonfiction reading. ELL students in particular may benefit from the tactile experience of handling objects related to reading.

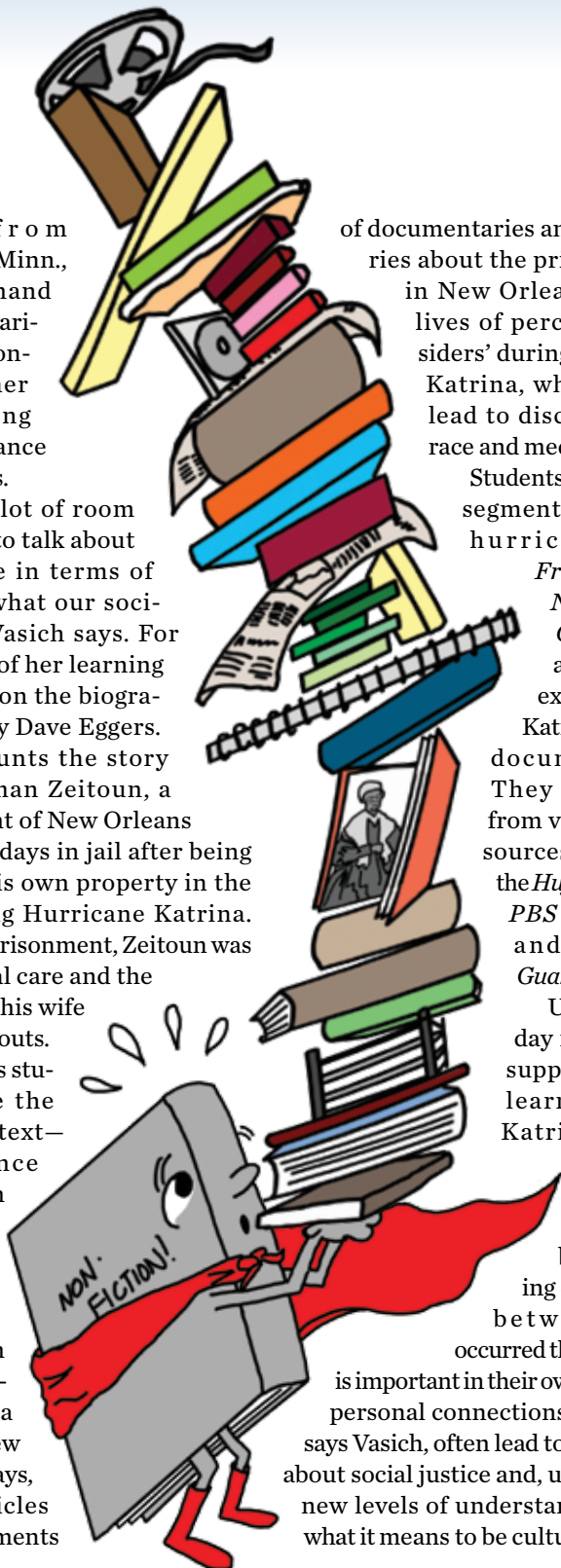
—*A Guide to Teaching Nonfiction Writing*

Vasich adds that an additional perk to using culturally responsive nonfiction texts in her classroom is that her students develop a new appreciation for personal narratives. “Reading nonfiction texts gives voice to people who might not be heard otherwise, and I think it reminds my students that they, too, have stories to tell.”

Kristin Patrick agrees. “When [students] are reading nonfiction, especially online, I see engagement go way up. And especially when we’re reading about other people’s lives, the students are always with me, making connections or wanting to know more.” The push for increased nonfiction also allows students to read about protagonists who look and act like them, she says. It’s an opportunity for students to examine their own lives. “I believe every kid deserves the chance to see his or her own face in the pages of a book and think: ‘Who am I going to be?’”

### Opportunities for Collaboration

From an interdisciplinary standpoint, Patrick believes the push for nonfiction will provide exciting opportunities for



## CCSS and Implementation: True or False?

**1. Informational texts are only textbook selections or other dry, factual reading material.**

**FALSE.** Informational texts, as defined by the CCSS guidelines, include literary nonfiction as well as a wealth of expository, argumentative, persuasive and procedural texts.

**2. I already teach a lot of nonfiction, so I can just continue to deliver content the way I always have.**

**FALSE.** Teachers need to re-examine what they are already teaching through the lens of the CCSS guidelines for complexity, quality and range to ascertain whether their current course offerings are appropriate.

**3. CCSS exemplar texts are required.**

**FALSE.** Teachers are encouraged to select custom texts to fit their curricula based on their interpretations of the CCSS guidelines for complexity, quality and range. The *Perspectives for a Diverse America* anthology is a great place to start—all included texts meet CCSS complexity requirements.

**4. I am committed to teaching social justice and inquiry, but after CCSS implementation, I won't have time for culturally responsive teaching.**

**FALSE.** The broad CCSS definition of informational texts gives teachers the opportunity to introduce even more culturally relevant texts into their curricula.

teachers to collaborate across grade levels and subject areas.

“Right now, I feel like teachers are getting mixed messages from administrators,” says Patrick. “On one hand, they are hearing, ‘collaborate, collaborate, collaborate.’ On the other hand, there is so much pressure to be [in] lock step with your school and district mandates. How are teachers supposed to navigate those two forces?”

The CCSS may be the key to resolving that tension, says Patrick. “Teachers in all subject areas are going to have to engage students on new levels, especially when it comes to reading and research skills, which means we’re going to have to get past ‘what’s going [on] in the social studies hallway’ and work together.”

### Shifting Perspectives

As teachers begin to select informational texts for use in their classrooms, they have an opportunity to embed more culturally responsive materials into their lessons. Teaching Tolerance wants to help teachers take advantage of that opportunity, which is why they’ve created *Perspectives for a Diverse America: A K-12 Literacy-based Anti-bias Curriculum*.

Designed using the CCSS guidelines for informational text length and complexity and developed through the lens of the Teaching Tolerance Standards for Anti-bias Education, *Perspectives for a Diverse America* includes informational and literary nonfiction texts, as well as visual and multimedia/performed texts that complement curricula across subject areas and grade levels.

“The Common Core is a potential entry point for equity across diverse classrooms,” says Emily Chiariello, teaching and learning specialist for Teaching Tolerance. “But for that potential to become real, teachers must take an inclusive and culturally responsive approach toward implementation and instruction.” ♦



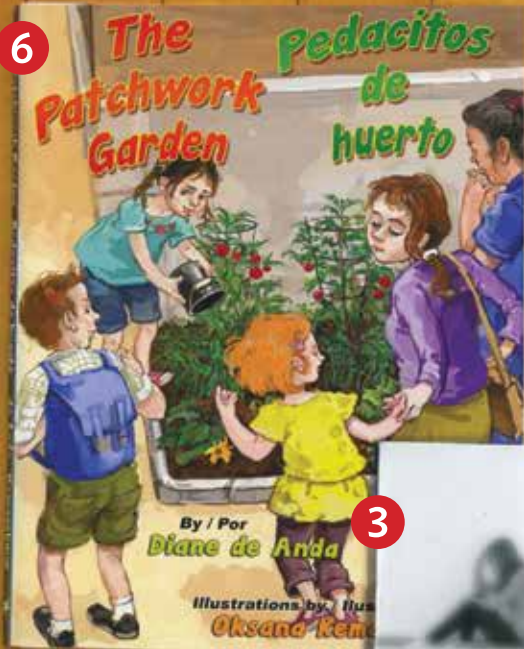
### Toolkit

Searching for literacy strategies to bring nonfiction into your classroom?

VISIT » [tolerance.org/PDA-toolkit](http://tolerance.org/PDA-toolkit)

# What We're Reading

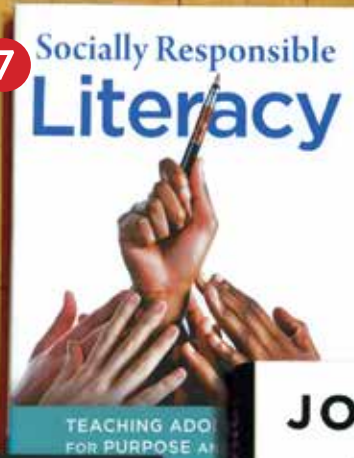
The Teaching Tolerance staff reviews the latest in culturally aware literature and resources, offering the best picks for professional development and teachers of all grades.



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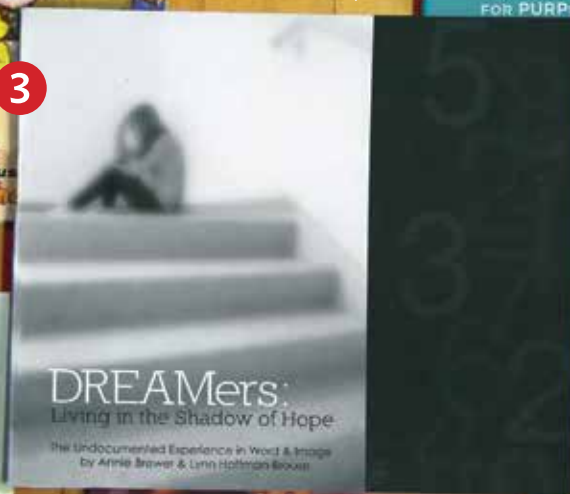
*"Deliciously inspiring!"*  
—Lisa Ann Williamson

*"Equally heart-wrenching and hopeful."*  
—Alice Pettway



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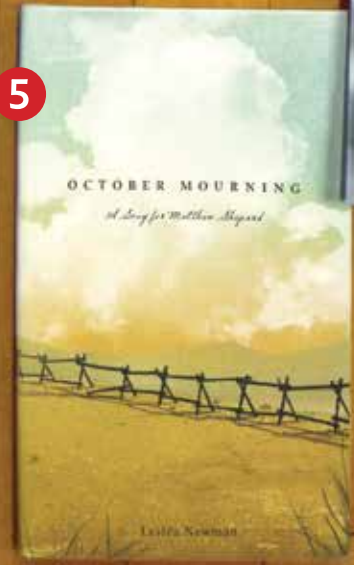
*"A valuable resource for teachers"*  
—Sara Wicht



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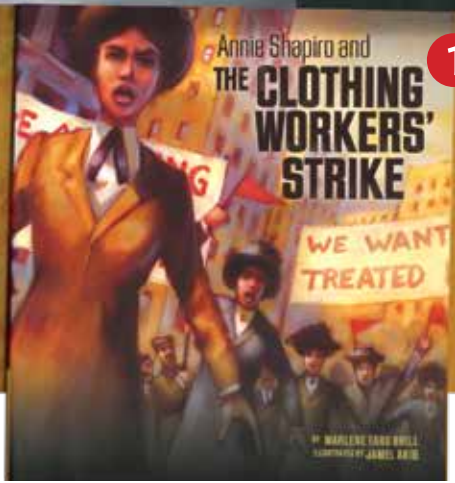


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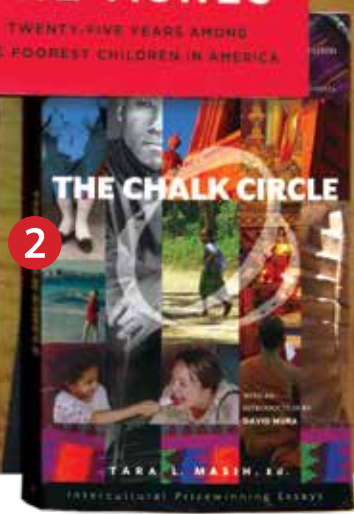
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*"Powerful—painfully necessary."*  
—Thom Ronk



1

*"Gives you the courage to stand up."*  
—Michele Lee



2

**1** *Annie Shapiro and the Clothing Workers' Strike*, written by Marlene Targ Brill and illustrated by Jamel Akib, is the true story of a young woman's determination to change the treatment of women in the workforce.

In 1910, Annie walked out of the clothing company that employed her. Within a month, 40,000 other workers joined in the citywide strike. Annie's actions contributed to the founding of Workers United.  
*elementary school*

**2** In *The Chalk Circle: Intercultural Prizewinning Essays*, Tara L. Masih assembles a resonant collection of writing by authors hailing from worlds as diverse as San Francisco's Chinatown; Hamburg, Germany; and a hilltribe village in Thailand. These essays will enrich the reading lives of young adults grappling with intercultural issues of their own.  
*middle and high school*

**3** *DREAMers: Living in the Shadow of Hope*, by Annie Brewer and Lynn Hoffman-Brouse, combines photography and biography to illuminate the experiences of young people whose lives are directly affected by the immigration debate. The book also debunks common immigration myths and offers a brief overview of the DREAM Act.  
*middle and high school*

**4** Jonathan Kozol has been writing for decades about educational inequality in the United States. In *Fire in the Ashes: Twenty-Five Years Among the Poorest Children in America*, he revisits the children, now adults,

whose stories filled his earlier books. In this culminating work, Kozol touches on the loving instinct of all teachers who wonder what became of their students.  
*professional development*

**5** In *October Mourning: A Song for Matthew Shepard*, Lesléa Newman shares her personal interpretations of Matthew Shepard's murder and its aftermath through poetry. One of her hopes for writing *October Mourning* is to "honor [Shepard's] legacy by erasing hate and replacing it with compassion, understanding, and love." Indeed! Teacher's and discussion guides available.  
*middle and high school*

**6** *The Patchwork Garden / Pedacitos de huerto*, a bilingual story book, tells the story of Tonia, a little girl who learns to love gardening from her abuela. Tonia becomes an advocate for transforming small patches of dirt in her community into garden spaces and inspires other children to get involved. The community benefits from using the fresh vegetables for healthy meals.  
*elementary school*

**7** *Socially Responsible Literacy: Teaching Adolescents for Purpose and Power* engages the voices of both young people and literacy experts in an innovative discussion about the intersection of literacy and power. This professional development resource breaks down social justice education into the spirit, science and art of socially responsible pedagogy.  
*professional development*

## PROFESSIONAL DEVELOPMENT

***Brave New Teachers: Doing Social Justice Work in Neo-liberal Times*** by R. Patrick Solomon, Jordan Singer, Arlene Campbell and Andrew Allen with the assistance of John P. Portelli

***College Ready: Preparing Black and Latina/o Youth for Higher Education: A Culturally Relevant Approach*** by Michelle G. Knight and Joanne E. Marciano

***Innovative Voices in Education: Engaging Diverse Communities*** edited by Eileen Gale Kugler

## MIDDLE & HIGH SCHOOL

***Crossing Borders: Personal Essays*** by Sergio Troncoso

***I'm Just Anneke and The Family Journey*** directed by Jonathan Skurnik

***Surviving the Angel of Death: The True Story of a Mengele Twin in Auschwitz*** by Eva Mozes Kor and Lisa Rojany Buccieri

***You Don't Have a Clue: Latino Mystery Stories for Teens*** edited by Sarah Cortez

## ELEMENTARY

***My Big Sister / Mi hermana mayor*** by/por Samuel Caraballo, illustrated by/ilustraciones de Thelma Muraida

***Peace*** by Wendy Anderson Halperin

***Show Way*** written and narrated by Jacqueline Woodson, illustrated by Hudson Talbott, music by Toshi Reagon



### Questions for Readers

**RIGHT THERE:**

What time of year does this story take place? Provide evidence from the story to defend your answer.

**THINK AND SEARCH:**

Underline two very important parts of the story: the biased comment made by Mrs. Collins and the brave response given by Beth.

*Prepare your students to speak up against bias and bigotry.*  
VISIT >> [tolerance.org/prepare-to-speak-up](http://tolerance.org/prepare-to-speak-up)

**AUTHOR AND YOU:**

Mrs. Collins's age comes up a couple of times in this story. Explain how age matters in this story.

**ON MY OWN:**

Have you ever wanted to speak up to someone who said something biased or hurtful? Did you? Explain what happened and what influenced your decision.





# The Leaf Rakers

BY KEKLA MAGOON

**I**t's a big backyard, but somebody's got to rake it," Annie joked. She and her best friend, Beth, stood in the driveway as Mrs. Collins's garage door slowly creaked open.

They had their hair pulled up in matching brown ponytails to keep it out of their faces while they worked. Annie's ponytail was straight, and Beth's was curly. They both wore school-spirit sweatshirts, old jeans and sneakers. The air held a slight chill, but the sunshine made it a perfectly nice day to do yard work.

Mrs. Collins, their elderly neighbor, came into the garage. She held out two pairs of work gloves in one hand, and said, "Here you go, girls."

The three of them walked out into Mrs. Collins's yard. The girls slipped on the gloves and grabbed a couple of rakes. They had a job to do.

Across the street, a neighbor came out into her yard with a brightly-colored campaign sign. It read, "Re-elect Our Mayor!" Mrs. Collins muttered something under her breath. Annie and Beth smiled at each other. It was funny when she did that.

"Oh, for Pete's sake," Mrs. Collins said, speaking louder. "How did we end up with a black man for mayor? He doesn't know the first thing about running a city." Her voice trailed off as she headed to the front porch.

Annie and Beth dragged the rakes and some huge paper trash bags into the yard. The bags were almost as tall as they were.

"Annie?" Beth whispered as they started to rake. "Did you hear what Mrs. Collins just said?"

"Yes," Annie answered. "It made me feel uncomfortable." She glanced at Mrs. Collins, sitting on her porch.

"I didn't think anyone we knew would act that way," Beth said. "Everyone knows that you shouldn't judge

people by their skin color. Don't they?"

"Maybe not," Annie said. "Mrs. Collins is older and things were different when she was growing up."

"But those days are over," Beth said.

"What do we do?" Annie asked.

"Maybe we should say something," Beth suggested.

"I don't know," Annie said. "She's so much older than us. It would feel strange."

The girls finished raking the yard. Mrs. Collins rocked on the front porch. She spoke occasionally, but the girls could not make out what she was saying.

The girls dragged the leaf bags to the curb. "If we ignore it, we won't feel right later," Beth said.

So they marched up to the porch.

"Mrs. Collins?" Annie spoke hesitantly. She felt nervous.

"Yes, dear?"

"We wanted to ask you about what you said before. About the mayor."

Beth stepped forward. Annie had been brave; she could be, too. "Yes," Beth said. "We think a black person can be just as good a leader as a white person."

Mrs. Collins sighed and looked down at her shoes. She raised her head after a moment.

"I'm sorry I said that," she said. "I grew up hearing racist language all the time, but that was a long time ago. I know better now, and I shouldn't have said it whether I disagree with the mayor's politics or not."

Beth and Annie breathed sighs of relief. "Thanks, Mrs. Collins," Beth said.

Mrs. Collins paid them for their work. "Now, you girls go have some fun."

"Bye, Mrs. Collins," Annie said. "We'll see you in a couple of weeks." A leaf raker's job was never really done. At least, not until winter! ♦



Teaching Tolerance and participating artists encourage educators to clip the One World page to hang on a classroom wall. It is created with just that purpose in mind. Enjoy!

# ENGAGE YOUR STUDENTS—IT'S FREE!

## Teaching Tolerance's film kits bring social justice issues to life in your classroom.

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AMERICA'S CIVIL RIGHTS MOVEMENT  
Follow the civil rights movement from Emmett Till to the passing of the Voting Rights Act. *Grades 6-12*

### MIGHTY TIMES

**THE CHILDREN'S MARCH**  
The heroic story of the young people in Birmingham, Ala., who brought segregation to its knees. *Grades 6-12*



### VIVA LA CAUSA

An introduction to lessons about struggles for workers' rights—both past and present. *Grades 6-12*

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A tool for early-grades educators creating classrooms in which peace, equity and justice are guiding themes. *Professional Development*

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CHRISTINA ARGIANAS, teacher

"You saved my curriculum in my Social Activism class and helped enhance my unit on immigration in U.S. History!"

LYNNE KENNEY, teacher

"My students have been profoundly affected by [your] movies over the years."

ISABELLE SPOHN, teacher

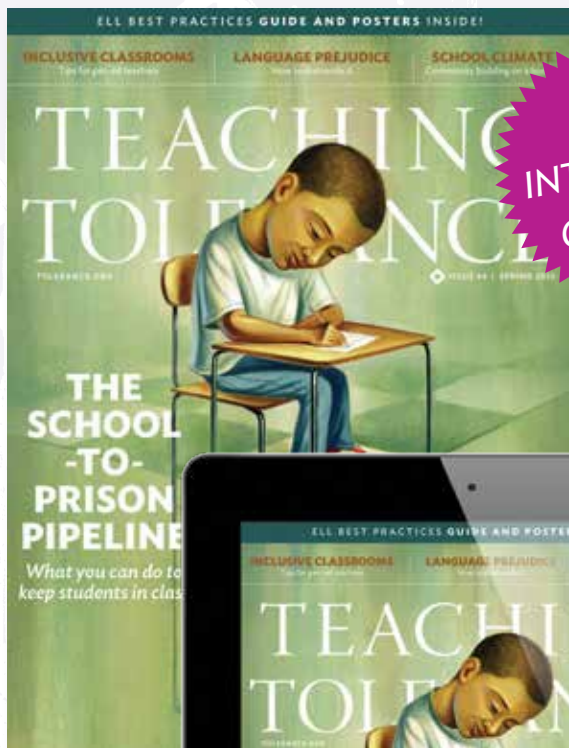
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