



PEER TRAINING

Student Manual



PEER TRAINING STUDENT MANUAL

A publication of ADL Education for Peer Training
Program delivery



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A Message from ADL

Congratulations! We applaud you for stepping up to be a leader in your school. As a Peer Trainer, you join thousands of other young people across the U.S. and all over the world who are actively challenging bias and promoting social justice in their communities through ADL's A World of Difference® Institute's Peer Training Program.

Becoming a Peer Trainer requires an ongoing commitment of time and energy. As with most important commitments, the rewards can be great. We are confident that you will find your involvement in this program to be fun, challenging and inspiring.

As a Peer Trainer, you will gain knowledge and skills to become a leader to promote a respectful, inclusive and equitable school and community. To prepare you for this role, you will participate in a process that includes initial training from ADL's A World of Difference Institute and regular meetings with your Peer Training Program team and Program Advisor(s). Once trained, your school's team will lead training sessions for other students, facilitating discussions about issues of bias and bullying and motivating peers to take actions to stop these behaviors when they happen in your school and community.

This manual provides the following:

- Information and resources to assist you in developing skills as a Peer Trainer.
- Information to plan and lead programs for other students at your school.
- Interactive activities that you can use as part of a training session.

ADL's A World of Difference Institute team values your contribution to advancing the democratic ideals of justice and equity. Thank you for using your voice to promote positive social change. In the words of Martin Luther King, Jr., "The time is always right to do the right thing." So, let's get started!

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About ADL

ADL is a leading anti-hate organization. Founded in 1913 in response to an escalating climate of antisemitism and bigotry, its timeless mission is to stop the defamation of the Jewish people and to secure justice and fair treatment to all. Today, ADL continues to fight all forms of hate with the same vigor and passion. ADL is the first call when acts of antisemitism occur. A global leader in exposing extremism, delivering anti-bias education and fighting hate online, ADL's ultimate goal is a world in which no group or individual suffers from bias, discrimination or hate.

A leader in the development of materials, programs and services, ADL builds bridges of communication, understanding and respect among diverse groups, carrying out its mission through a network of 26 regional offices in the United States and abroad.

ADL's Education Department provides educational programs, training and resources. Our anti-bias and bullying prevention programs for grades PreK-12 (A World of Difference® Institute and No Place for Hate®) assist educators and students in understanding and challenging bias and building ally behaviors. Our work in confronting antisemitism (Words to Action™) empowers middle school, high school and college students with constructive responses to combat antisemitism. We also have programs to help students explore and critically reflect on the lessons of the Holocaust, including Echoes & Reflections and others.

About ADL's Peer Training Program

Following the unrest in Crown Heights, NY, in 1991, ADL staff worked with students from Clara Barton High School in Crown Heights, Brooklyn, who were concerned about the events in their community and their personal experiences with bias and discrimination. The thoughtful ideas and motivation of these young people to take action against social injustice led to the creation of ADL's Peer Training Program. The program now operates in schools across the U.S., impacting thousands of young people each year.

The Peer Training Program trains middle and high school students to understand and challenge bias and bullying; learn and practice anti-bias facilitation skills; and take on a leadership role to build understanding, respect and equity among members of a school community.

Outcomes for Peer Trainers

Students who fully participate in the Peer Training Program will gain knowledge and skills to serve as leaders in their school and beyond, as the following chart shows.

KNOWLEDGE / SKILLS / BEHAVIORS	OUTCOMES
<p>LEADERSHIP</p> <p>Peer Trainers develop the skills and motivation to become catalysts for positive change in their schools and communities.</p>	<ul style="list-style-type: none"> ■ Peer Trainers will model social inclusion, use anti-bias language, engage in ally behavior, challenge bias, report incidents. ■ Peer Trainers will develop the ability to disseminate knowledge and skills throughout the school community to promote respect and inclusion. ■ Peer Trainers will develop and put into practice skills to plan and lead programs that contribute to a respectful and equitable school culture.
<p>EMPATHY</p> <p>Peer Trainers demonstrate increased empathy and understanding of others, including when responding to incidents of bias. Peer Trainers engage in increased ally behaviors.</p>	<ul style="list-style-type: none"> ■ Peer Trainers will increase their interest in and concern for their school community. ■ Peer Trainers will understand the impacts of bias and bullying and actively address them.
<p>UNDERSTANDING IDENTITY</p> <p>Peer Trainers will increase their understanding of identity and its relationship to bias and identity-based bullying.</p>	<ul style="list-style-type: none"> ■ Peer Trainers will increase their understanding of their own identity and how it impacts their thinking and behaviors. ■ Peer Trainers will engage in discussions with peers to increase their understanding of identity. ■ Peer Trainers will understand identity-based bullying and reflect on its impact on individuals and communities.
<p>UNDERSTANDING LANGUAGE OF BIAS</p> <p>Peer Trainers develop an understanding of basic terms and concepts relating to bias and discrimination and apply this understanding to their interactions with others.</p>	<ul style="list-style-type: none"> ■ Peer Trainers will understand definitions related to bias and discrimination. ■ Peer Trainers will increase their understanding and use of current and respectful terminology for describing people and groups. ■ Peer Trainers will increase their awareness of the power of language to perpetuate bias.

KNOWLEDGE / SKILLS / BEHAVIORS	OUTCOMES
<p>UNDERSTANDING BIAS AND BULLYING</p> <p>Peer Trainers increase their capacity to recognize and acknowledge bias in themselves, others and institutions. Peer Trainers gain knowledge about the nature and impact of bullying and cyberbullying.</p>	<ul style="list-style-type: none"> ■ Peer Trainers will increase their understanding of how bias is learned and the variety of ways it manifests. ■ Peer Trainers will increase their awareness of bias and bullying/cyberbullying in their environment and its impact on others and on the community and society as a whole. ■ Peer Trainers will increase their understanding of the importance of ally behaviors to address bias and bullying incidents.
<p>CHALLENGING BIAS AND BULLYING/USE OF ALLY BEHAVIORS</p> <p>Peer Trainers develop and put into practice skills to challenge bias and discriminatory behaviors in themselves, others and institutions.</p>	<ul style="list-style-type: none"> ■ Peer Trainers will increase their abilities to assess bias incidents and to select safe and appropriate responses. ■ Peer Trainers will develop and use a variety of ally behaviors to address bias and bullying incidents in their schools and communities. ■ Peer Trainers will be better equipped to model ally behavior and encourage ally behavior in others.
<p>COMMUNICATION AND FACILITATION SKILLS</p> <p>Peer Trainers develop effective communication skills and apply them to their interactions with others and while leading discussions with peers.</p>	<ul style="list-style-type: none"> ■ Peer Trainers will develop skills to facilitate challenging discussions, including listening, asking questions and creating a safe and respectful environment for dialogue. ■ Peer Trainers will develop effective public speaking skills.

Expectations of Peer Trainers

Participation in the Peer Training Program is a significant commitment. You are part of a team, and you have a responsibility to your fellow Peer Trainers, to the Program Advisor and to the school community. Review the expectations below, and contact your Peer Training Program Advisor(s) if you have questions or concerns.

As a Peer Trainer, you are expected to:

- Actively participate in all initial training sessions led by ADL.
- Attend all scheduled team meetings with fellow Peer Trainers and Program Advisor(s).
- Communicate openly and proactively with Program Advisors regarding issues or challenges related to your involvement in the Peer Training Program.
- Prepare carefully with your co-trainer prior to leading workshops.
- Understand the material you are presenting and consult with your Program Advisors for additional support, as needed.
- Be willing to provide honest feedback to other Peer Trainers and be open to receiving feedback from them. Giving and receiving feedback helps improve everyone's skills.
- Work collaboratively with fellow Peer Trainers and students to plan workshops and other programs that promote a school culture in which diversity is respected and valued.
- Practice ally behaviors when experiencing or witnessing bias and bullying, provided you feel it is safe to intervene.
- Lead by example and, in doing so, serve as a positive role model for others to follow.

Peer Trainers as Role Models

As a Peer Trainer, you demonstrate the capacity and commitment to be a role model for your peers in the effort to create positive social change. Peer Trainers have a responsibility to set the tone and positively impact school culture. Change can only occur when people become aware of their own behaviors and are motivated to change when necessary; therefore, your success in helping others challenge bias and bullying depends on your own willingness to engage in the same process yourself. During the initial and ongoing training process, you will have opportunities to develop and practice skills and behaviors to act as an ally. Acting as an ally when encountering bias and bullying in hallways, classrooms and digital spaces takes effort and courage, but it can have a meaningful impact on others.

What is Anti-Bias Education?

Overview

Anti-bias education is an approach to teaching and learning that increases understanding of differences and their value to a respectful and civil society. It also helps people challenge biased language and behaviors in schools, communities and society.

One primary idea of anti-bias education is that bias is learned. From our earliest days of life, we get messages about our own and others' identities. These messages are often subtle and learned unconsciously—from family, friends, school and the media—and they can have a lasting impact. When diversity (differences based on race, religion, gender, gender identity, sexual orientation, language, culture, learning style, socioeconomic class, body type, ability, etc.) is not valued or respected, harmful behaviors like name-calling, bullying, social exclusion and discrimination can happen.

Anti-Bias Skills

Anti-bias education develops knowledge and skills in the following areas: personal and cultural identity; basic vocabulary relating to bias and discrimination; cultural influences on communication; and recognizing and challenging bias and discrimination in oneself, others and within institutions (schools, companies, organizations, etc.).

Why Anti-Bias Education?

Anti-bias education provides opportunities for people to learn from and about one another and to explore ways to address bias through awareness and action. An anti-bias approach builds positive relationships and an inclusive, welcoming and equitable community for everyone.

The benefits of creating a positive school culture go beyond social connection. Research has shown that a positive school climate can have a direct impact on students' academic performance. In other words, students who feel they belong to a school community tend to do better in their schoolwork.

Finally, anti-bias education supports schools in their important role of teaching about our country's democratic ideals and in preparing young people to be successful in today's world.



2

LEARNING HOW TO FACILITATE

About this Unit

Think about a time when you participated in a group discussion about a really important, controversial or difficult topic (at home, in class, at your house of worship, in a group chat, etc.). Did you feel comfortable sharing your ideas? Did only one or a few voices dominate the conversation? Were everyone's opinions heard and respected? Did conflicts emerge? These are real possibilities that can come up when discussing topics like bias and bullying.

The word "facilitate" means "to make an action or process easy or easier," but facilitating itself is not always easy. The role of a facilitator is to "ease" the process of understanding new ideas, which requires presentation, communication and observation skills in addition to patience and empathy. This unit provides information about and strategies for practicing these skills.

PREP! Steps

Taking time to prepare in advance is critical to leading successful sessions. The acronym P.R.E.P! as explained below is to help you remember the steps necessary for preparations.

P

Preview: Read through the activities you are presenting several times. Make sure you understand the content, the directions, issues to keep in mind, etc. If you are not clear on directions or content, consult with your Program Advisor(s). Assemble all necessary materials.

R

Rehearse: Meet in advance with the Peer Trainers with whom you are presenting. Divide up the responsibilities by deciding who will do what. Practice the activity together at least once, if not several times.

E

Evaluate: Take time at the end of your practice session to talk about what worked well and what you can do to improve.

P

Present: After you and your co-trainers have practiced and made necessary improvements, present your activity at one of your ongoing Peer Training Program team meetings before doing it "in real life" for students.

!

Expect the Unexpected: No matter how carefully you plan, things do not always work out as you envisioned. Prior to a session, think through some possible "Plan Bs." While it is impossible to plan for every unexpected scenario, some common things to consider are:

- What if the internet or audiovisual equipment does not work?
- How will we modify the activity if we start late or end earlier than expected?
- How can we adjust an activity to accommodate students with disabilities?
- How will we handle a conflict or challenging situation?

Present with Confidence

Now that you've prepared using the PREP! steps, you are ready to facilitate! A big part of facilitating workshops is public speaking or presentation skills. Below are some tips for presenting with confidence.

Be Prepared

- Arrive early so you can check the audiovisual equipment, arrange the chairs, prepare and post chart paper, organize materials, etc.
- Check in with your co-trainer(s) to make sure everyone is clear on who is doing what.
- Smile and greet participants as they enter the room.

Practice Communication Skills

- Avoid reading directly from this manual or your notes.
- Listen attentively and openly to everyone.
- Do not interrupt your co-trainer while they are presenting. Ahead of time, come up with a signal to indicate that you want to speak.
- Always face participants when speaking. When the directions require you to write responses on chart paper or the board/smart board, ask a co-trainer to write while you interact with participants, calling on people to speak.
- When recording participants' responses on chart paper, summarize what they say but be mindful to use their own words as much as possible. Record all responses and ask for clarification if you are unsure about what a participant has said.
- Do not give instructions while you are passing out papers/handouts, and avoid talking while participants are reading or writing.

Minimize Distractions

- Acknowledge distractions, such as the room being too warm or noises outside of the room. Ask an adult to help minimize these distractions whenever possible.
- Avoid filler words like “um” and “like.”
- Pay close attention to participants and adjust according to their needs (e.g., if they look tired, do a quick energizer; if they look confused, stop and clarify, etc.)

Provide Clear Instructions

- The directions are designed to be clear and easy to follow. Always follow the steps as they are presented, using your own words to explain things.
- Check that the group understands what you have said, especially after explaining more detailed directions.

Model What You Expect

The training activity directions in this manual sometimes suggest that you “model” aspects of an activity for participants. This means that you show them how to do something by doing it yourself. It is important to think about how you will do this because participants tend to take their cues from you. Modeling is less about you and more about demonstrating the way you would like participants to perform a task. If more than one trainer is modeling a task, it is best to discuss your ideas together beforehand. For example, if you are modeling an activity about identity, try to include as many different elements of identity as possible. If you share about your religion, gender and family, then your co-trainer could talk about their age, race and language. This ensures that a variety of responses are demonstrated.

Practice Neutrality

During group discussions, your goal is to create a safe and “brave” space where participants feel free to share their experiences, feelings and ideas. Your role as a facilitator could be jeopardized if you favor some opinions over others, so it is important to practice skills for staying neutral. If participants think that you are only looking for certain responses, or that there are “right” and “wrong” answers, they will be less motivated to participate and you will lose credibility.

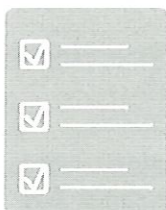
Staying neutral is difficult because you will always have opinions about what participants say (we all have opinions and biases!), but you can learn and practice certain techniques that acknowledge and validate all points of view. Here are some suggestions.

Not Neutral	Neutral
<i>That’s an excellent point, Jose.</i>	<i>Jose has made a point. What do others think about what he said?</i>
<i>Sounds good to me. How about the rest of you?</i>	<i>I would love to hear what other people think...</i>
<i>I don’t agree with your point, Brittney.</i>	<i>Does anyone want to add anything to what Brittney said?</i>
<i>You are right about that...</i>	<i>Thank you for sharing your perspective. Are there other possibilities we can also consider?</i>
<i>I don’t think that is a realistic solution to the problem.</i>	<i>What do you think about this suggestion?</i>
<i>I really like your idea. Say more...</i>	<i>Please say more about that...</i>
<i>What you just said is racist and offensive!</i>	<i>I see some strong reactions to what was said. Can I ask someone to share their thoughts right now?</i>
<i>Really? I’m sorry but I find that hard to believe.</i>	<i>Thank you for sharing that. Can you say more about it so we can understand where you are coming from?</i>

KEEP IT CONFIDENTIAL

Establish a Safe Environment

An important element of a successful program is creating a safe environment where participants feel they can freely share their feelings and personal experiences about bias and discrimination. Participants need to feel confident that what they share will not be repeated by Peer Trainers or other participants outside of the workshop session. In order to achieve this, Peer Trainers need to take steps that promote understanding of the importance of confidentiality, which means keeping private what people say or do during workshops.



Confidentiality is introduced during the creation of Ground Rules at the beginning of every session. In the R.E.S.P.E.C.T. activity, Peer Trainers should include **confidentiality** under the letter “C” and **safe** under the letter “S” (if participants do not mention them on their own). Explain that **confidentiality** means that what is said in this room stays in this room and a **safe space** is one where we can share our ideas, feelings and personal experiences with the confidence that they will not be repeated to anyone outside of the room.

Create Ground Rules

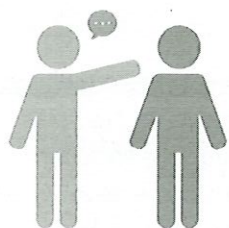
Maintain Anonymity

Anonymity means one is not identified by name. During training sessions, this means that names or other identifying information about real people should not be included when personal experiences or incidents at school are discussed. In other words, you must make every effort to protect the identities of students, teachers and other members of the school community.

Here are some specific guidelines to follow:

- During small and large group discussions, share only your own feelings and experiences—not those of other people.

- When sharing small group work with the large group, reporters should include general comments and ideas without associating specific stories or ideas to individuals in their group.
- When developing role plays, never base them on real situations that have happened at your school. You can take parts of situations you know of or have heard about and embellish those so specific people and situations are not identified or obvious.
- Consult with a Program Advisor if you have questions about confidentiality.



If you break the confidentiality rule, then others will do the same. During and after workshop sessions, it is your responsibility to model respect for the confidentiality of your peers. Do not share specific names or details about what is shared during sessions. We encourage you to talk generally (and with excitement) about the Peer Training Program and the activities and topics that are included, but avoid mentioning names and real stories that are shared during programs.

Model It

Exceptions to the Confidentiality Rule

Adults (including Program Advisors, teachers, counselors and other school employees) are legally required to report information about situations in which a student or students may be in danger. In cases where information like this emerges during a session, the adults in the room will take appropriate steps. Alternatively, if you hear something during a session that you think may require reporting (including threats or evidence of physical violence or other forms of abuse), please tell an adult in the school setting immediately (for example: Principal, teacher, counselor, coach); they will decide if and what further action is required.



Manage Group Dialogue

An important part of facilitating the training activities in this manual is managing group discussions. Discussion enables participants to make connections to their own lives and reflect on and share their own experiences, perspectives and feelings about the topics. Effectively managing group discussions about bias requires skill and practice. Below are some things to consider.

Remember Your Role. You are *facilitating* group dialogue; you are not a “teacher” or “anti-bias expert” who is expected to have all of the answers. During the opening/introductory part of a training session, clearly explain this distinction to participants. You could say something like, “The wisdom and experiences of this group is greater than the wisdom and experiences of one or two Peer Trainers. We need everyone to participate, and we are here to help you feel comfortable talking about some important topics.”

Plan for Conflict. These are difficult, sensitive issues for which there are no easy solutions or answers. Always establish ground rules for discussion and refer back to them if participants are not respecting them.

Listen Carefully. How well you are able to facilitate discussion depends largely on how well you listen to what people are saying (with verbal and nonverbal/body language). Pay close attention to the group dynamics and what is being said.

Demonstrate Ally Behavior. Do not allow biased remarks to go unaddressed. If a participant makes a biased or insensitive statement, ask the group, “How do people feel about what was said?” or “Does everyone agree with the last statement?” If no one responds, you might say something like, “I found the last statement to be hurtful.”

Be Comfortable with Silence. There will be times when you pose a question and no one responds. For facilitators, this can feel awkward, but try to be comfortable with silence. A pause in the discussion does not have to be filled immediately with another question. Give participants time to think; soon enough, someone will fill the space. In cases where silence indicates that participants did not understand a question you asked, try to find another way of asking it.

Manage Conflict

The topics you will learn about and help others learn about during trainings can bring up many different feelings and perspectives. Many people have strong feelings about these issues; some have never thought about them before. In addition to different levels of awareness, participants will have different experiences with and understandings of bias and bullying. Through the dialogue process, conflicts can emerge as these various perspectives come to light. Below are some strategies Peer Trainers can use to manage conflict during a session. **Seek help from the adult in the room if you are unable to handle a conflict that comes up while you are facilitating.**

Stay Calm. Keeping some distance from the tension can help you manage different emotions and perspectives. Try to avoid getting angry, upset or defensive. If you find yourself getting argumentative, ask your co-trainer to step in to defuse the situation.

Refer to Ground Rules. If participants engage in disrespectful behaviors during a conflict, such as yelling, interrupting, not listening, etc., refer to the Ground Rules that were created at the beginning. Remind participants that they agreed to follow them and ask, “How are we doing with the ground rules right now?” This is a very effective way to get the conversation back on track.

Listen for and Acknowledge Feelings. Listen to both the content of what speakers say and the feelings behind their words. Pay attention to tone, body language and facial expressions to get clues to feelings. You could say something like, “Lucinda, you seem angry about this. Can you tell us what upsets you the most?” Asking participants how they feel can get to the roots and harmful impacts of bias and bullying and build understanding and empathy.

Freeze the Moment. By freezing the moment, the group can step back and reflect on what is happening. Stop the action and ask everyone to take a deep breath and then share observations about what is happening. You can say, “Freeze. What is happening here? How are people feeling? What different perspectives have we heard? How can we move forward in our discussion? How can we find common ground?”

Take a Break. Sometimes the best approach is to take a short break so everyone can cool down (and you can check in with your co-trainer). Have a Peer Trainer or Program Advisor meet individually with the participants who are in conflict to determine how they can work through it.

What If? FAQs

Below are some FAQs and suggestions for handling difficult situations that may occur during a session.

1. What if people aren't participating?

Give people time to think. If participants still do not respond, ask them if they understand the question, or model a response by providing an example to “break the ice.”

Have participants record their responses on 3"×5" note cards. This method allows participants to share without having to do so verbally. You can collect the cards and read the responses aloud anonymously.

Do a “pair share.” Ask participants to find a partner and respond to questions in pairs. It is much easier for some people to say something to one person than to a large group. Encourage people to team up with someone they do not know well in order to expand their comfort zones slightly.

Break into small groups. Smaller groups allow more opportunity for people to share and interact. In addition, some individuals will feel more comfortable sharing in this setting.

2. What if one person is doing all of the talking?

Refer to the ground rules. If there is not one that connects directly to this behavior, you can add a ground rule during the workshop by saying, “We want to make sure that everyone's voice is heard so I am going to add the ground rule of *share space*.”

Speak to the person in private at a break. Tell them how you appreciate their contributions, and ask them to allow time and space for others to have an opportunity to participate as well.

Interrupt—as a last resort. You may say something like, “Thank you. I am going to stop you here so we have time for other responses.”

3. What if only one point of view is being shared?

Ask, "What do others think about this issue?"

Provide an alternative point of view by saying, "Let me present another perspective to get your reactions..."

4. What if someone shares misinformation?

Don't let misinformation stand unchallenged, because that may imply that you agree with it. Present accurate information to counter falsehoods or wrong information. If you don't know the correct information, say so, and try to find it out to share with the group.

5. What if the group seems confused or doesn't understand a response?

Summarize or restate what was said previously, and ask the speaker to confirm that you accurately communicated their idea.

If you are unable to restate a complicated point, ask "Did everyone understand that?" If others seem confused, you can ask the speaker to repeat it or ask if someone else in the group would be willing to try restating the idea.

6. What if you need to move on to another topic or wrap up the session but some people want to continue discussing the current topic?

Set a clear expectation at the beginning by saying that there may be times when you want to keep discussing something, but we will have to move on. "Leaving good discussions is hard to do sometimes, but then we'll have a reason to come back to them again."

Create a "parking lot" where participants can place unanswered questions or important topics they want to continue. Provide time at the end of the session to talk about these issues.

Give a two-minute warning or announce that you will take two more comments before wrapping up.



3

ORGANIZING TRAINING PROGRAMS

About this Unit

This unit includes an overview of the “behind the scenes” preparation, coordination and follow-up steps that are necessary for implementing a successful peer-to-peer training program. Your Program Advisor will take the lead on most of the planning and logistics and communicate exactly what is expected of you in this process.

Planning Steps

- 1. Identify and understand participants.** Working with the Program Advisor(s), you will determine which classes you will be working with. Think about specific needs and interests of the participants, considering their age, issues they are facing, learning needs, etc.
- 2. Figure out logistics.** Your Program Advisor(s) will work with other teachers and school leaders to set the dates, times, locations and materials for training programs. They will also make sure you are excused from class to facilitate training sessions, as necessary. Workshops may be held in a classroom, the library or some other setting. The ideal space is private, quiet and with enough room for participants to sit in a circle and/or work in small groups. Other considerations include how much time is available and what audiovisual and internet access is required for the session.
- 3. Identify the training team.** Peer Trainers work together in teams of 2–4 to facilitate sessions. There are many things to consider when pulling together training teams:
 - Grade level—whenever possible, Peer Trainers should be in the same grade or a higher grade than workshop participants. For example, if you are working with an eighth grade class, the Peer Trainers should be in eighth grade or above.
 - Diversity—strive for a balanced and diverse set of identities on each training team, in terms of race, gender/gender identity, religion, sexual orientation, ability, language, etc.
 - Strengths, skills and personalities—think about the best ways to balance individual Peer Trainers’ strengths, skills and personalities so each team member’s strengths can be highlighted and the team as a whole is well-rounded.
- 4. Design the agenda.** Find out the participants’ ages and specific needs and interests by asking your Program Advisor and/or the teacher whose class you are visiting. Next, identify the topic and goals for the session. Finally, work with your Program Advisor(s) and co-trainers to identify which training activities you will do and in what order. See “Creating an Agenda” on page 28 for more details about designing an agenda.
- 5. Assign tasks.** Though all members of the team are responsible for leading a program, the smaller parts should be divided up, so you need to figure out together who is going to do what. Some tasks are: introducing the activity, giving directions, modeling, distributing handouts, recording responses, leading a group discussion, wrapping up and transitioning to the next activity.
- 6. Practice.** Take time on your own and as a group to become familiar with all elements of the activities you selected. Practice informally, and then do a more formal practice run with the other Peer Trainers in the program before you present to actual peers.
- 7. Lead the session.** Arrive early, get organized, smile, be positive and have fun! Always return classrooms to their original condition by putting chairs/desks back in their original locations, throwing away trash, erasing items you added to board/smart board, etc.

8. **Share feedback.** It is important that Peer Trainers take time following a workshop or program to discuss their training experiences together (either immediately after a session or at the next team meeting). Team members should provide feedback to one another about the flow and content of the agenda, facilitation skills and other things that came up. As a peer training team, use this feedback process during practice sessions and following actual workshops:

Step 1 Self-feedback from Peer Trainer presenters

What did I/we do well?

What could I/we have done differently?

Step 2 Feedback from other Peer Trainer participants

What did the presenters do well?

What could they have done differently?

Step 3 Feedback from Program Advisor(s)

What did the presenters do well?

What could they have done differently?

Creating an Agenda

As you work with the Peer Training Advisor(s) to design agendas for specific programs, there are several things to think about.

Session or workshop goals: What goals do you hope to accomplish? How will students benefit from these goals? How do these goals address the issues in the school?

Audience: Who will you be working with? What activities might work best for this group? What knowledge/skills do they already have? Have participants participated in previous anti-bias workshops? If so, how can this session build on previous ones?

Time: How much time will you have? What activities can be done in this timeframe? Can you make minor adjustments to activities so they fit into shorter timeframes (e.g., ask fewer discussion questions, eliminate a pair share, etc.)? Will there be other opportunities to work with this group?

Activity Sequence: ADL's training approach involves a process that moves participants through anti-bias themes/topics in a specific order. The purpose of this order is to build participants' trust, understanding and knowledge as the program progresses. The sequence for the Peer Training Program is as follows:

- I. Opening (Welcome, Introductions)
- II. Ground Rules for Discussion
- III. Get to Know You/Warm Up
- IV. Understanding Identity
- V. Language and Communication
- VI. Understanding Bias and Bullying
- VII. Challenging Bias and Bullying
- VIII. Steps Toward Change/Action-Planning
- IX. Closing and Evaluation

The training activities in this manual are organized in this order, and it is important to follow this sequence as closely as possible. For example, it would not be effective to do an activity about responding to bias if participants have not yet learned what bias is and why it is important to challenge it. Your Program Advisor will work closely with you to develop agendas.

About this Unit: Why Is It So Important?

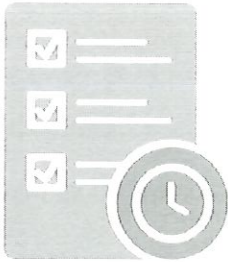
This unit provides information about how to kick off a training session, including how to:

- **Create a positive tone**—get participants excited and interested in the workshop at the start so they will be more likely to stay involved throughout.
- **Do an introduction**—answer the two questions on everyone’s mind: “Who are these Peer Trainers, and why am I here?”
- **Provide a road map**—let participants know what they will be doing during the workshop.

Keep in Mind...

How you start the workshop will affect how the rest of the workshop will go. To make sure the start of the workshop is strong, be organized, relaxed, prepared and positive!

Setting the Stage: How to Open the Workshop



Before you start the activities, it is important to set the stage so that everyone understands

- who you and the ADL are,
- why they are at the workshop and
- what they will be doing.

Plan Ahead

- Read through “Opening the Workshop” and prepare with your co-trainer.
- Post the agenda on chart paper, board or prepare as a presentation slide. Don’t write in the times or lengths of activities because they can change based on how the workshop is going.
- Introduce Yourself and the Program* (for Peer Trainers only)
- Complete the *Hello, My Name Is...: Planning Your Own Introduction* and *My Personal Introduction* prior to conducting the workshop as preparation for you and your co-trainer to introduce yourselves.

Opening the Workshop

1. Briefly introduce yourself. (See “Hello, My Name Is...: Planning Your Own Introductions” for advice on what to say.)
2. Present basic information about the program, including a very brief description of ADL and A World of Difference® Institute.
3. State the goals of the workshop.
4. Point to the agenda and state:
Today we will begin with an activity called Ground Rules to establish some guidelines or rules about how we should talk to and treat each other during the workshop. After that, we’ll do _____ (give name of activity). This will _____ (give them the purpose of the activity).
5. Lead the Ground Rules activity.
6. Have participants introduce themselves (choose one):
 - State their name and their favorite ____ (movie, book, weekend activity, cereal, etc.).
 - Use one of the “Get To Know You” activities in unit 5.
7. Continue with the rest of the agenda.

Introduce Yourself and the Program

As an A World of Difference® Institute Peer Trainer, you represent both your school district and ADL (Anti-Defamation League). Become familiar with the background of ADL and A World of Difference® Institute and include it in your introductions. Below is a sample introduction.

Hi, my name is Rachel.

I'm a junior here at South Shore High School. I am a huge fan of bake sales and I make the best chocolate chip cookies ever! But I'm not here to talk about my baking skills. I'm here to talk about serious stuff that I see and hear at this school. I see and hear a lot of discrimination, name-calling and bullying, and I believe that this stems from ignorance. Ignorance itself is not bad. It is the hate that results from it that is the problem. I want to try to solve that problem, so, I became a Peer Trainer. I'm trained to work with other students to make our school a more respectful place to be. That's why I'm here today.

This is my co-trainer Jake, who will introduce himself to you now. (Jake gives a brief introduction of himself.)

Today's workshop is from ADL's A World of Difference® Institute. ADL is a leading anti-hate organization. Founded in 1913 in response to an escalating climate of antisemitism and bigotry, its timeless mission is to stop the defamation of the Jewish people and to secure justice and fair treatment to all. ADL's A World of Difference Institute builds bridges of communication, understanding and respect among diverse groups of people.

Jake and I are going to lead you in some interactive activities that will help us to talk about these serious issues.



Hello, My Name Is...: Planning Your Own Introduction

NOTE: You should be able to say your personal introduction in 45 seconds or less.

1. Fill in your responses below.

a. Name: _____

b. School: _____

c. Age: _____ Grade: _____

d. Favorite extracurricular activities (identify 1–2 activities):

e. Favorite _____ (choose your topic, such as cereal, afterschool snack, book, movie):

f. Other interesting things about you (identify 1–2):

g. Personal connection to bias and discrimination (Answer any or all of these questions):

- Why did you become a Peer Trainer?
- Share a story that made you think about bias and discrimination.
- Why do you think A World of Difference Institute workshops are important?
- Why does the school have Peer Training? What's the connection between the Peer Training program and the school's efforts to create a safe and respectful school?

2. Use your answers to formulate a great personal introduction that you can use in all of your workshops. Use the first paragraph in the sample introduction (Rachel's) on the previous page as an example.

3. Make sure to include in your personal introductions your

- Name (answer a),
- School (answer b),
- Grade and age (answer c),
- One thing about you (one item from e or f) and
- One of the responses about your personal connection to bias and discrimination (answer g; choose just one)—NOTE: Make sure your response is very short, about 2–3 sentences.

Ground Rules: Establishing an Environment of Respect



About this Activity

Setting the ground rules is a very important part of creating a safe environment where we can talk about important and difficult topics. Creating ground rules as a group gets everyone involved in and supportive of following the rules.

Plan Ahead

Think About Your Group

Number of participants: Any

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 10 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Chart paper, markers, masking tape
- If you have a large group and want to make the activity a more engaging small group activity, consider conducting the Large Group Variation provided at the end of the activity.



Lead this Activity

1. Tape chart paper on the wall where everyone can see it.
2. Tell participants that before any discussion can start, it's a good idea to set some ground rules to help participants feel safe to learn and talk.
3. Write "Ground Rules" across the top of a sheet of chart paper. Write the letters R-E-S-P-E-C-T-! down the left-hand side of the sheet.
4. Explain that rather than you giving them the ground rules, they will suggest some ground rules that they would like to have for the workshop. These ground rules will be written on the chart paper.
5. Ask participants for words beginning with the letter R that represent good ground rules. Explain that these are ideas for behavior and ways of thinking so everyone can feel safe talking openly during the workshop. When participants suggest a word, ask them to explain why they suggested it ("Why do you think 'real' is a good ground rule?"). Write the word on the chart paper next to the letter R. Solicit no more than three words for R or spend only one minute on this letter, whichever comes first.
6. Repeat step #5 for the other letters (E-S-P-E-C-T). Ask for no more than three words per letter and spend no more than one minute per letter. Because "E" is in the word RESPECT twice, only ask for two words per E, for a total of four "E" words.
7. After the group has responded to all letters, have them add words that begin with any letter for the exclamation point. Consider adding and explaining "ouch" and "oops" here (as explained below). You can also add 1-2 more words to the list if something is missing.
8. Ask everyone if they agree to follow these group rules by asking them to make a "thumbs up" sign or say yes if they agree. Make sure everyone has said yes or given the "thumbs up" to indicate their agreement. If a participant does not agree, ask them to explain their reason(s). Listen attentively and try to address their concerns so that the session can continue.
9. Tell participants that if anyone feels that the ground rules have been broken during the workshop, they should say "Ground Rules" to remind everyone about them.
10. Thank them for their participation and post the chart paper on the wall where everyone can see it.

Large Group Variation

1. After step #3, divide the participants into seven groups.
2. Assign each group one of the letters (there will be only one "E" group and one "!" group).



Tips & Tidbits

Step 4

Have your co-trainer write the words or phrases while you lead the discussion.

Steps 5-6

Instead of RESPECT!, use RESPETO¡ (which is "respect" in Spanish) in workshops with participants whose first language is Spanish.

Don't let the activity drag on. People will get bored if it's longer than 10 minutes.

Step 7

Saying *oops* is a simple way to admit or acknowledge a mistake or a statement you've made that has impacted someone in a hurtful, perhaps offensive way. Alternately, saying *ouch* is a simple way to state that you were hurt or offended by something that was said. In case of either an *oops* or *ouch*, the person stating the word is invited (but not required) to say more about why they said it.

3. Tell them to think of (a) 2–3 words that begin with their letter, as described in step #5 above and (b) a way to physically represent their letter (or !) by forming the shape of the letter or creating another artistic rendition, with all group members participating. Give them five minutes to do both tasks.
4. Ask each group in order of the spelling of the word to write their 2–3 words on the chart paper and demonstrate their physical representation.
5. Continue with steps #8–10 above.

Wrap Up and Transition to the Next Activity

Tell participants that they will start using these ground rules as you and your co-trainer lead them into the next activity.

Examples of Ground Rule Words

- R** responsibility (for one's learning), respect others' opinions
- E** empathy, "escuchar" (Spanish) or "écouter" (French) (which means to listen)
- S** sensitive (to others' needs and privacy), (take it) seriously
- P** participate (with the understanding that it's also okay to "pass")
- E** explore (new ideas and methods), energy
- C** confidentiality (to agree not to repeat what is shared in the room or use real names when telling stories about others), cooperate
- T** trust (with the understanding that trust is earned over time), thoughtfulness, time (to let others talk)
- !** oops and ouch (see description above)

Ground Rules: Short Version

About this Activity

Setting ground rules is very important for creating a safe environment to talk about serious issues. Creating ground rules as a group gets everyone involved in and supportive of following these rules.

This is a quick activity. If you have some more time in your workshop and would like something more structured, use “Ground Rules: Establishing an Environment of Respect” instead.

Plan Ahead

Think About Your Group

Number of participants: Any

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 5 minutes

Get Ready

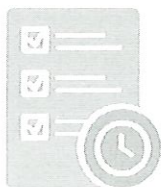
- Read through the activity and make sure you understand it.
- Chart paper, markers, masking tape

Lead this Activity

1. Tape chart paper on the wall where everyone can see it.
2. Tell participants that before any discussion can start, it's a good idea to set some ground rules to help participants feel safe to learn and talk.
3. Write “Ground Rules” across the top of a sheet of chart paper.

Ground Rules

4. Explain that rather than you giving them the ground rules, they will suggest some ground rules that they would like to have for the workshop. These ground rules will be written on the chart paper.





Step 5

Tips & Tidbits

Have your co-trainer write the words or phrases while you lead the discussion. If you are unsure whether the word or phrase works as a ground rule, ask the participant who suggested it to explain. If the participant can make a good case to include it, add it to the list.

5. Ask participants for words or phrases that will help them feel safe in the workshop and that will allow for good, respectful discussion. When participants suggest a word or a phrase, write it on the paper. Allow three minutes for participants to offer suggestions.
6. If, after three minutes, participants do not offer the ground rules listed below, you can share them with the group and add them to the list on the chart paper:
 - Respect others.
 - Use “I statements” and speak from your own personal experience.
 - Be open to new ideas.
 - Ask questions respectfully.
 - Respect confidentiality.
 - Share “air time” (make sure everyone can speak, not just a handful of people).
7. Ask everyone if they agree to follow these group rules by asking them to make a “thumbs up” sign or say yes if they agree. Make sure everyone has said yes or given the “thumbs up” to indicate their agreement. If a participant does not agree, ask them to explain their reason(s). Listen attentively and try to address their concerns so that the session can continue.
8. Let it be known that if anyone feels that the ground rules have been broken during the workshop, they should say “Ground Rules” to remind everyone about them.
9. Thank them for their participation and post the chart paper on the wall where everyone can see it.

Wrap Up and Transition to the Next Activity

Tell participants that they will start to use these ground rules as you and your co-trainer lead them into the next activity.



5

GET TO KNOW YOU ACTIVITIES

About this Unit

This unit includes activities that:

- **Help break the ice**—make time for people to introduce themselves and use their voices early in the session.
- **Set expectations**—participants realize that sharing personal information is an important element of the training.

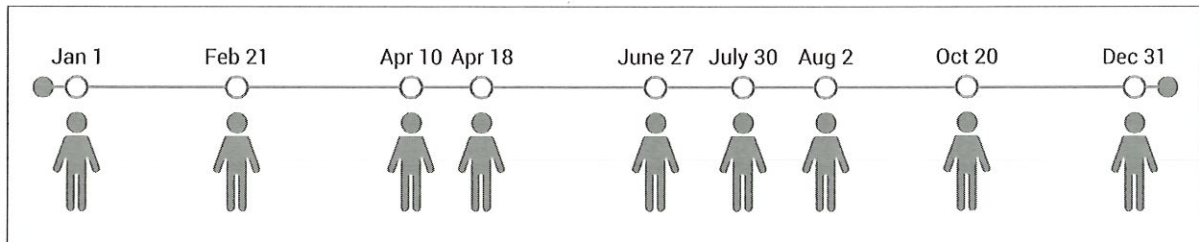
Keep in Mind...

Whether participants have known each other for a long time or this is the first time they meet one another, it is good to carve out time for them to share some basic personal information about themselves at the beginning of a workshop.

If a training session is short and you do not think there is enough time for one of the activities in this section, consider doing a very quick go-around in which everyone says their name and one bit of personal information, like their grade or their favorite subject in school.

For training programs that include multiple sessions, it is not necessary to do a “Get to Know You” activity at the start of every session unless new participants have joined the group.

Birthday Timeline



About this Activity

This icebreaker activity helps to create connection in the group because it gives people a chance to introduce themselves and explore ways to communicate with each other. Birthday Timeline also introduces the idea that varied methods of communication can be useful and shows that there are different ways to accomplish a task. It also highlights the importance of being able to communicate in more ways than one to facilitate greater interpersonal and intergroup understanding.

Plan Ahead



Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Open space where participants can move around freely

Time: 15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Timer
- If there are students in the group with limited mobility, speak with the classroom teacher or Program Advisor about accommodations.

Lead this Activity

1. Introduce this activity by explaining to participants that they are going to accomplish a task together, but it comes with a twist. After this task, everyone is going to introduce themselves.

2. Tell participants that their task is to line up shoulder-to-shoulder based on the month and date (not year) of their birthday. Move to one side of the room to show where January 1 will be and then move to the other side of the room to show where December 31 will be. If the room is too small for one long line, participants can line up in the shape of a circle.
3. Explain that there is an added challenge—they have to do this in three minutes and without any talking. Give them a moment to think about how they will nonverbally communicate their birth month and day, and then tell them there is another challenge—they must throw out this idea and come up with another way that is different than their first idea. Explain that they cannot mouth any words or numbers. Allow a few moments for them to think about another nonverbal method.
4. Make sure everyone understands what they have to do before you begin by asking if there are any questions.
5. Start the timer and tell participants to begin lining up. If you notice that people are whispering, remind them of the “no talking” rule. Give a 30-second warning after two and a half minutes so everyone can quickly find their place in line.
6. After three minutes or once everyone has lined up (whichever comes first), ask people to say their name and birthday aloud, starting with the person closest to January 1. If people are in the wrong place, let them move to the right place.
7. *(Optional)* If the chairs are arranged in a circle, ask participants to be seated in this new order. In other words, they will sit in this current order instead of where they were sitting before doing this activity.



Tips & Tidbits

Step 3

If the group is smaller—say 15 or fewer students—consider giving the group only 90 seconds or two minutes to make the activity more challenging.

Step 4

If people are confused about how to line up, use yourself as an example and stand where your birthday is: “My birthday is May 14, so I would stand at around the middle part of the line, depending on how many people are ahead of me” (and stand around the middle of the imaginary line).

Reflect and Discuss

Lead a five-minute discussion using the questions below:

- a. How did you know where to find your place in line?
- b. How did you communicate your birth month and date?
- c. How difficult or easy was it for you to find your place without talking?
- d. How did you work together or help each other to accomplish the task?
- e. Did you use your own method of communication or adopt another participants’ method? Why?
- f. What methods of communication were not used? Why?
- g. Why is it important in your school to be able to communicate in more than one way?

Wrap Up

Say in your own words:

Face-to-face communication can include a combination of verbal and nonverbal cues or messages. Sometimes when we're having a conversation with someone, our nonverbal communication—such as body language and facial expressions—can communicate as much as our words. As we communicate with each other, we should prepare ourselves to acknowledge differences in communication style and experiment with switching from our own default methods of communication, especially as we communicate across different groups.

Transition to the Next Activity

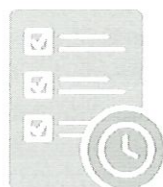
If your next activity is about *Identity*, say in your own words:

This activity shows that there is more than one way to do or understand something. In this case, that was solving the challenge of lining up by birthday in silence. That is what diversity is about—recognizing that there are many different ways of being and interacting with other people. In the next activity, we'll look at our identity and how we are both similar and different from each other in a variety of ways.

If you are doing a different activity, prepare your own transition.

Dominoes

10-15 minutes



About this Activity

This introductory icebreaker activity helps participants get to know each other. Participants will feel more comfortable with others in the group as they begin to make connections with one another.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Open space where participants can form a large circle

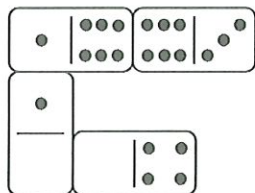
Time: 15–20 minutes, depending on group size

Get Ready

Read through the activity and prepare with your co-trainer.

Lead this Activity

1. Ask someone to briefly explain what dominoes are and what you do with them. (See below for description of Dominoes.)
2. Explain that the activity you are about to begin is also called Dominoes, but in this case, the participants will serve as the tiles and will create a circle that is connected by aspects of identity/characteristics shared with others.



Dominoes is a matching game that uses tiles; each tile has two different sets of dots on either end. Players have to link the tiles by matching up two tiles with the same number of dots on their ends.



Tips & Tidbits

Step 3

When you and your peer co-trainer demonstrate the activity, make sure that one side is based on different aspects of personal identity, such as race, ethnicity, gender, age, sexual orientation, family relationships and abilities, and the other side is based on personal talents, skills, hobbies, etc. This approach models different ways to share aspects of identity.

Step 5

If someone names an aspect of identity/characteristics that is not shared by anyone waiting to join the circle, ask the person to think of a different characteristic until a commonality or "match" can be found.

3. Show how the activity goes, first by stating your name and then sharing what your two sides represent. Next, your peer co-trainer will state their name and share their two sides, matching up one side with one of your sides.

For example:

- Peer Trainer A says: "My name is Pedro. On my left, I'm Puerto Rican and on my right, I play the piano."
 - Peer Trainer B moves to the right side of Peer Trainer A and says, "My name is Samantha. On my left I play the piano; on my right, I am 14 years old."
4. Ask for a volunteer to start the circle by stating their name and announcing their two sides. For example, "My name is [name]. On my left, I am [characteristic A], and on my right, I am [characteristic B]."

If participants are seated in a circle at the beginning of this activity, make sure that you don't form the domino chain inside the circle of chairs. This approach can feel exclusionary to those not yet part of the domino circle because everyone's back is to them, especially when the circle gets large and there are only a few people on the outside of the circle.
 5. Ask for a second volunteer who shares one of the aspects of identity/characteristics with the first volunteer to stand beside the first volunteer, on the side representing the identity/characteristic they both share. The second volunteer should restate the identity/characteristic they share and add a different one on the other side. For example, "My name is [name]. On my right, I am [identity/characteristic A], and on my left, I am [identity/characteristic C]."
 6. Continue this process until everyone is linked in a large circle, making sure that the first and last person have something in common to close the circle.
 7. Once the circle is closed, ask the group to be seated in this new order.

Reflect and Discuss

Lead a five-minute discussion using the questions below.

- a. Did you find anything surprising or interesting as you did this activity? Explain.
- b. What are some of the common aspects of identity or characteristics that were shared?
- c. Are there any aspects of identity/characteristics that weren't included? If so, what are they? Why do you think no one mentioned these?

Wrap Up

Say in your own words:

This activity is a fun way to learn a little bit more about each other and how we are all connected. Think about this: We are all connected in ways that might not be obvious or direct. We may not know each other, but we may have a friend in common or play the same online games. Connections like this can help to create a sense of community and belonging.

Transition to the Next Activity

If your next activity is about Identity, say in your own words:

In the next activity, we'll continue to learn about who we are and how we are similar and different from each other.

If you are doing a different activity, prepare your own transition.

Flash Mob!



About this Activity

This icebreaker activity helps participants get to know each other in a fun, high-energy way. The activity highlights what we have in common and what makes us unique, and it explores what it feels like when we are included.

Plan Ahead

Think About Your Group

Number of participants: Any

Ages: Middle to high school students

Consider Time and Space

Space: Open space where participants can move around freely

Time: 15–20 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Timer
- (Optional) WiFi, internet, computer, screen or LCD projector, speakers

Lead this Activity

1. Tell participants that they will get to know a little bit about each other in a fun way. Ask them if they know what a flash mob is. (A group of people who get together suddenly, perform an unusual or silly act for a brief time, then quickly disperse. Flash mobs are done for fun, entertainment or artistic expression.)

If participants are not familiar with a flash mob and you have internet access, consider playing a short clip (under three minutes) of a real flash mob. See some examples at <https://spinditty.com/genres/Top-ten-flash-mobs>.

2. Explain that people will form flash mobs based on their answer to a question, and then each flash mob will work together to come up with a physical representation of the answer.
3. Explain the following steps for this activity:
 - a. A Peer Trainer asks a question like, *Which do you like most as a pet—cat, dog, bird or fish?* and says “go.”
 - b. Participants shout “flash mob” followed by their answer to the question, like “flash mob cat!” and wave over people who share the same answer (in this case, cat) to form a group.

- c. Once everyone is in a group, a Peer Trainer starts the timer for one minute.
 - d. Participants share their names (if they don't already know one another), then work together for one minute to develop a physical representation of the answer their group chose (a cat, in the example above). They can act it out or create a physical representation; all members should participate.
 - e. After one minute, a Peer Trainer says "stop" and asks each group to present their representation.
4. Do a practice round with the question, *Which do you like most as a pet—cat, dog, bird or fish?*
 5. After all groups have done their flash mob during the practice round, do four "real" rounds by repeating steps 3a–e using these questions:
 - *How many siblings do you have?*
 - *Are you a morning, afternoon, evening or night person?*
 - *Do you most prefer to communicate in person, on the phone, on social media or by text message?*
 - *Do you prefer candy, chocolate, salty or healthy food?*
 6. Ask everyone to go back to their seats.



Step 3

Tips & Tidbits

To get people's attention during Steps 3c and 3e use a bell or sound from a cell phone to indicate "go" and "stop." It will save your voice from going hoarse!

Reflect and Discuss

Lead a five-minute discussion using the questions below.

- a. What is one thing that you found out about yourself or about others that you didn't know before?
- b. How was it to work in your flash mob group? To what extent did you use teamwork?
- c. How did it feel to be part of a larger group, in which a lot of people chose your answer? How about a smaller group, in which only a few people chose your answer?

Wrap Up

Say in your own words:

This activity allowed everyone to learn a little bit about one another—not only each other's names, but also about each other's identities and interests. The activity also illustrates how it feels to be part of a large group or small group.

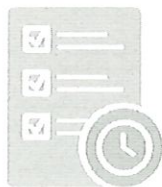
Transition to the Next Activity

If your next activity is about *Identity*, say in your own words:

We learned a few small details about each other, and in the next activity we will further explore our identities, including how we identify ourselves, how others see us and what groups we belong to.

If you are doing a different activity, prepare your own transition.

In Order Of...



About this Activity

This icebreaker gets participants working together early in the program and helps to create connections among people. In small groups, participants come up with ways that they could line up according to different characteristics or aspects of their identity. Through this process, participants also discover their similarities and differences.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Enough room for several small groups to line up

Time: 15–20 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.

Lead this Activity

1. Explain to the group that they are going to work together in small groups to think of different ways that they could line up—or get in order—according to a shared characteristic/aspect of identity. Explain that when they come up with their idea, they will line up in order based on this characteristic and the other people will guess what the characteristic is.

Tell participants to use caution when selecting a characteristic so that group members feel safe and included. They can think of obvious or observable characteristics (like hair color from darkest to lightest, height from shortest to tallest, etc.) or less obvious things (like number of letters in their names). If some groups are having difficulty, give them some suggestions, such as: birthdays from January to December, number of letters in their first name, number of siblings, etc.

2. Demonstrate with five or six volunteers. Tell them privately (by whispering or briefly leaving the room) to get in order based on their hair length—from shortest to longest. After they have lined up according to hair length, ask the other participants to guess why they are lined up as they are.

3. Divide participants into groups by counting off so that there are five or six people in each group. For example, if there are 20 people, they will count one, two, three, four so that there are four groups of five. Ask them to quickly come up with one way that they could line up in order. Give groups up to two minutes to decide on a characteristic.
4. Once they have their ideas, ask each group, one at a time, to demonstrate their lineup in front of the larger group. Ask the other participants to guess why they are lined up as they are. If participants are unable to guess the characteristic after five guesses, ask the small group to reveal it.
5. Continue until all small groups have demonstrated their lineups.

Reflect and Discuss

Lead a brief discussion using some of these questions:

- a. What did you learn that you didn't know before?
- b. What was it like to work together in your small group?
- c. How might an activity like this relate to reducing bias and bullying in school?

Wrap Up

Say in your own words:

The way we see one another can separate us or bring us together. If we judge people based on our differences, then we create an environment that makes bias and bullying more acceptable. Talking about our differences is a good thing, and we will do that, but considering things we have in common is a good thing too. When people get to know one another as individuals and find common ground, it is one way to feel more connected and included.

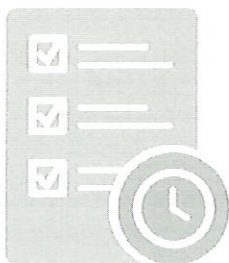
Transition to the Next Activity

If your next activity is about *Identity*, say in your own words:

This activity has given us a little taste of what makes up who we are. Of course, there are many other factors that go into our identities beyond the characteristics or features that you came up with for this guessing game. In the next activity, we are going to take a closer look at our identities and why we highlight identity in this training.

If you are doing a different activity, prepare your own transition.

Things in Common



About this Activity

An important part of anti-bias training is learning about and better understanding our differences. It is also important to recognize that people share similarities as well, and these similarities can help to build relationships. This icebreaker is designed for participants to explore their commonalities and deepen their connections with one another.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: pace for small groups to sit together

Time: 15–20 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Blank paper and pens or pencils
- Timer or stopwatch

Lead this Activity

1. Explain the purpose of this activity in your own words.
2. Divide participants into small groups by having them count off (one, two, three, four, five, etc.) so there are groups consisting of five to six participants. For example, if there are 30 participants, they will count off one through six, resulting in six groups of five participants each. Distribute to each group blank paper and a pen or pencil.
3. Explain that groups will have five minutes to identify as many things as possible that they have in common with all the other people in their group, including interests, talents, identity, experiences, etc. Ask each group to identify one person—the recorder—to take notes and to later read aloud their list of commonalities after the allotted five minutes.

Tell the group that obvious similarities such as we all go to Central High School, we all live in Ohio, we all have ears or we all wear shoes are not valid.

4. Once groups have chosen their recorders, set the timer for five minutes and signal the groups to begin.
5. After five minutes, yell stop. One by one, ask each group's recorder to read aloud the items on their list and the total number of things in common. As each group reports, keep track of how many commonalities each group identifies. After all groups have shared, congratulate the one with the highest number or provide its members with a small prize.

Reflect and Discuss

Lead a short discussion using these questions:

- a. How easy or difficult was it for your group to come up with things you shared in common?
- b. What new or surprising information did you learn about each other?
- c. Why do you think it is important to establish commonalities and connections with other people in your school?

Wrap Up

Say in your own words:

This activity has revealed some things we have in common and some connections that we might not have realized existed. By taking the time to find out about our commonalities, we can help to build bridges of understanding so that we can also find out about our differences.

Transition to the Next Activity

If your next activity is about *Identity*, say in your own words:

Moving ahead to the next activity, we are going to think about how the characteristics on your lists fit into a bigger picture of who you are—your identity.

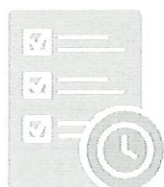
If you are doing a different activity, prepare your own transition.

Triple Introductions

About this Activity

This introductory activity works well when people don't know each other very well. It helps participants to learn everyone's names and a little information about each other. This process helps to "break the ice" so that people will feel more relaxed and open to sharing personal information as the session gets more in-depth.

Plan Ahead



Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Index cards (one per participant)
- Pens or pencils
- A bag or small box

Lead this Activity

1. Tell participants that this activity will give them a chance to get to know each other by using a three-word phrase. The phrase should follow this pattern:
 - a. The first word is an adjective that describes them and begins with the same letter as the first letter in their **first name**. For example, if your first name is Sam, the first word could be "silly."
 - b. The second word is another adjective that describes them and begins with the same letter as the first letter in their **last name**. For example, if your last name is Delgado, the second word could be "daring."
 - c. The third word is a noun that describes what they enjoy doing in their spare time. For example, "guitarist" could be the third word if you enjoy playing guitar.
 - d. So in this example, Sam Delgado would be "Silly Daring Guitarist."



Tips & Tidbits

Keep the pace moving (but not too fast). That will help make it energetic, fun and light.

There isn't a need to respond to everyone's three-word phrase unless you think it's really necessary. For example, if someone uses a negative adjective like "stupid," you could say something like, "Aw, c'mon, I hope you're not totally serious about 'stupid' because I know you've got a lot to add to our conversations today."

2. Make sure everyone understands the directions. Then distribute one index card and a pen or pencil to each participant and ask them to write the three words that come to mind to describe themselves, using the structure in steps #1 a–c. Give them one minute to do this.
3. Collect the cards and put them in a box or a bag.
4. Explain that one person will pick a card out of the box or bag and read the three-word phrase written on it. The person will have two attempts to guess who the person is. After two tries, if the person isn't able to guess correctly, the person on the card reveals their identity by saying the card is theirs and then stating their first and last name. This person whose card was selected then picks out and reads a new card and guesses who is being described. This process is repeated until all the cards have been picked.
5. Ask for a volunteer to draw the first card and continue as quickly as possible until all cards have been read.

Reflect and Discuss

Lead a five-minute discussion, using these questions:

- a. Did you have difficulty coming up with your three words? Why or why not?
- b. Do you think this activity will help you remember the other people's names in this group?
- c. Why do you think it is important to remember people's names?

Wrap Up

Say in your own words:

This activity was a fun and fast way to learn a little about people's names, personalities and interests.

Transition to the Next Activity

If your next activity is about *Identity*, say in your own words:

Let's continue this process of getting to know each other by taking a closer look at our own identities.

If you are doing a different activity, prepare your own transition.

Two Truths and a Wish



About this Activity

People introduce themselves by sharing unique and sometimes surprising things about themselves. The activity also highlights our ability to move out of our comfort zones to meet new people and make new connections.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

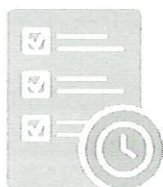
Consider Time and Space

Space: Any

Time: 15–20 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Index cards (one for each participant)
- Pens or pencils





Tips & Tidbits

Step 1

If the group is especially small, divide participants up into pairs and have them share their two truths and a wish within the pair. An alternate engagement strategy would be to use concentric circles to allow participants to share their two truths and a wish with multiple partners.

Step 4

Make sure the guessing part of the activity goes quickly so that you have enough time for everyone to introduce themselves.

Lead this Activity

1. Ask participants if they have ever played a game called *Two Truths and a Lie*. Explain that the group is going to play a version of this game called *Two Truths and a Wish* to get to know one another. Explain that they will form groups of three or four; within the group, each person will say their name and then state two things about themselves that are true and one thing that is a wish, a dream, or a goal they have for themselves. Remind participants to state their wish as though it were true. After everyone is done, the whole group will come back together and each participant will introduce another member of their group to the rest of the participants along with one of the facts or wishes they shared.
2. Ask if there are any questions and, if necessary, explain further using you and your co-trainer as an example: *If [your partner's name] and I are in a group, we will both have a turn to share two truths and one wish about ourselves in our small group. Then I will introduce [your partner's name] and they will introduce me or another member of the group to everyone, along with either one fact or the wish.* Co-trainers may also want to model this process with their own truths and a wish. For example, you might say, "I play the saxophone; I have taken dance for 12 years; I traveled to Greece with my family" and allow participants to guess which one is the wish.
3. Divide participants into groups of three or four; instruct groups to sit together.
4. When all groups are formed, remind participants to state their names and share their truths and wish with their group. Explain that they will have five minutes to do this.
5. After five minutes, signal for the whole group to come back together, with group members seated next to each other.
6. Ask for a volunteer group to introduce one another, allowing each member of the group to introduce another member of the group along with either one fact or the wish until every member of the group has spoken and been introduced.
7. Repeat step #6 until every group has had an opportunity to introduce themselves.

Reflect and Discuss

Lead a three-minute discussion using the questions below:

- a. What did you learn from this activity?
- b. Was it more difficult to think of the wish or the truths about yourself? Why?
- c. How did you decide what truths and wish to share about yourself?
- d. Did anything surprise you? Why or why not?
- e. What, if any, assumptions did you make in guessing your partner's or group members' wishes?

Wrap Up

In your own words, tell participants:

This activity allowed us to get to know each other a little better. Some of the information shared was different and unique, and some of it revealed commonalities among people. Some information was surprising because it was totally unexpected or didn't seem to "match up" to what you already may have known or assumed about the person.

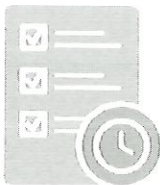
Transition to the Next Activity

If your next activity is about *Identity*, say in your own words:

Let's continue this process of learning more about ourselves and other people with an activity that gets into the idea of identity.

If you are doing a different activity, prepare your own transition.

What's Your Adjective?



About this Activity

This activity gets participants up and moving and interacting with each other using adjective cards to reveal similarities and differences in personality traits.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Open space to move around

Time: 30 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Timer
- Scissors
- Create sets of *Adjective Cards* as follows: Make several copies of the *Adjectives Cards Template* and cut them into separate cards. Prepare enough cards so that each participant in your workshop receives three adjectives. For example, if the workshop has 20 participants, make 60 cards (20 participants \times 3 cards/participant = 60 cards).
- Make sure you know the meaning of all the words on the *Adjective Cards*.

Lead this Activity

1. Start by telling participants that they will get to know each other a little better by learning about some parts of everyone's personalities.
2. Randomly pass out three adjective cards to each participant. Let them know that it's okay if some participants get the same cards.
3. Explain the directions as follows:
 - a. Take a minute to read your three adjectives and think about which adjectives describe you and which ones do not.
 - b. After I say "start," you will mingle around the room and trade adjective cards with other people by swapping out cards that do not describe you and collecting cards that do describe you. At the end, you should have a

- set of three adjective cards that reflect your personality as closely as possible.
- c. You can only trade one card at a time. As you trade cards, briefly explain to each other why the card you are taking matches your personality.
 - d. Once you have three adjectives that you are satisfied with, take a seat.
 - e. You will have seven minutes to mingle and trade cards.
4. Make sure that everyone understands the directions. Say “start” to begin, and set the timer for seven minutes.
 5. When time is up, ask participants who are still walking around to take their seats with the rest of the group.
 6. Ask each person to share *one* adjective and a sentence about why it reflects their personality. If the group is large, have participants share in small groups.
 7. Collect the cards from participants.



Step 5

Tips & Tidbits

Because participants are talking and moving around, they may not hear you when you tell them to stop and take a seat. Instead of shouting, use something to get their attention, such as flashing the lights in the room, whistling or ringing a bell.

Reflect and Discuss

Lead a five-minute discussion using some of these questions:

- a. How did it feel to think about yourself and your personality in this way?
- b. How easy or hard was it to find adjective cards that accurately describe your personality?
- c. How is your personality the same or different when you are online? Would you have chosen different adjectives if we asked you to describe your online personality? Why or why not?
- d. Why do you think people present themselves or act differently when they are on social media?

Wrap Up

Say in your own words:

This activity was meant to introduce our personalities to each other. Personality is a very important part of who we are, but it's not the only thing about us. Sometimes people make snap judgments about others based on personality. For example, if someone is very shy, some may think that person is snobby, uninterested or weak (which may be totally untrue), and then treat them based on these quick judgments. Do you think it is fair to judge a person simply because you notice one personality trait?

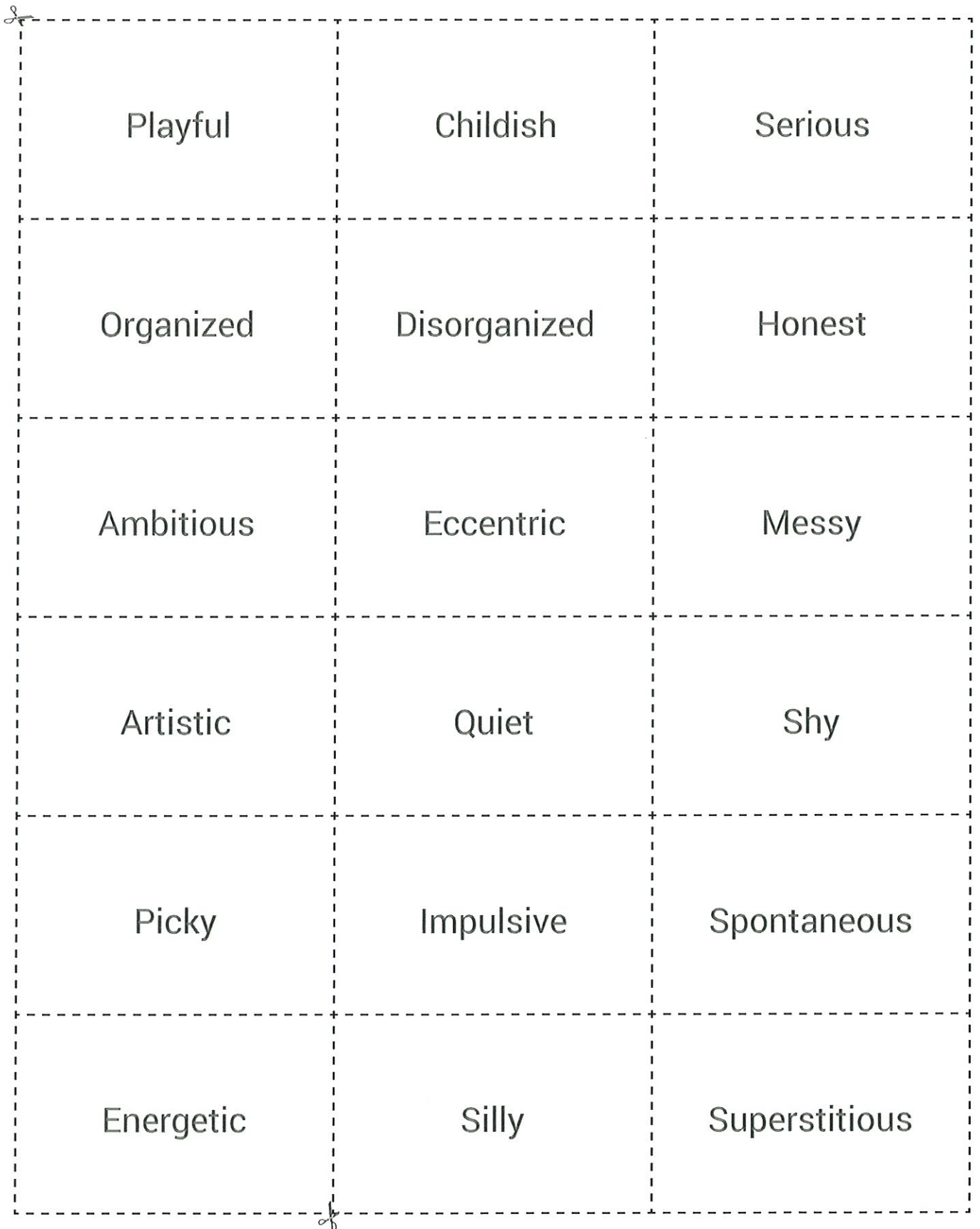
Transition to the Next Activity

If your next activity is about *Understanding Bias and Bullying*, say in your own words:

The next activity will give you a chance to think more about what happens when people or groups are judged for just one dimension of their identity, whether it is their personality or other factors such as race, ethnicity, gender, sexual orientation, religion, ability and more.

If you are doing a different activity, prepare your own transition.

Adjective Cards Template



Playful	Childish	Serious
Organized	Disorganized	Honest
Ambitious	Eccentric	Messy
Artistic	Quiet	Shy
Picky	Impulsive	Spontaneous
Energetic	Silly	Superstitious



Talkative	Assertive	Driven
Friendly	Dramatic	Charming
Active	Easygoing	Competitive
Intellectual	Happy	Clever
Funny	Thoughtful	Patient
Generous	Loud	Optimistic



Sensitive	Polite	Curious
Strong	Outgoing	Realistic
Cooperative	Open	Mischievous
Aggressive	Morning person	Night owl
Musical	Short-tempered	



About this Unit

This unit includes activities that:

- **Introduce basic concepts**—ease participants into the topics with lighter activities.
- **Recharge and focus attention**—bring the energy level up or re-gain participants' focus.

Keep in Mind...

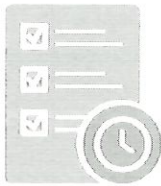
It takes time for a new group of people to feel comfortable with one another, so these activities can help with that process.

The topics of bias, bullying and name-calling can be intimidating for many people to discuss, so it is important to begin workshop topics with activities that get people thinking about issues in a less personal or direct way.

It is natural for participants of any age to lose attention during a session from time to time, so it is necessary to refocus their attention. Short energizers are useful to do when:

- It is early in the day, late in the day or after lunch.
- It is Monday morning or Friday afternoon.
- The room is too hot or too cold.
- The previous activity involved a lot of sitting, talking, writing or self-reflection.
- There was a conflict that the group worked through and it is time to bring the group together.
- You notice a lot of side conversations.
- A disruption has just occurred (e.g., a fire drill) and the group needs to refocus attention.

Action Freeze



About this Activity

This activity asks participants to share some of their favorite activities and allows the group to engage in active fun.

Plan Ahead

Think About Your Group

Number of participants: Any

Ages: Middle school students

Consider Time and Space

Space: Open space to move around

Time: 10–15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Ask yourself if the room is big enough for participants to move around easily. If the answer is no, find a more appropriate space or choose another energizer.
- If possible, determine ahead of time whether all participants will be able to physically participate in the activity. If not, choose another energizer that is inclusive.

Lead this Activity

1. Start the activity by asking participants to stand up.
2. Explain the instructions:
 - a. You will name a favorite activity (e.g., snowboarding, swimming, dancing, etc.)
 - b. Everyone will move around the room acting out that activity until you yell “Freeze!”
 - c. When you yell “Freeze!” everyone must freeze in their current position.
 - d. You will call out someone else’s name (or point to someone if you do not know their name) and they must say a favorite activity that everyone will act out.

- e. The person who called out the activity must yell “Freeze!” and choose a new person (who hasn’t had a turn yet) to name an activity.
3. Make sure everyone understands, and begin the activity by calling out a favorite activity.
4. Encourage people to move around the room as they act out the activity.
5. Continue until everyone has had an opportunity to call out an activity, or after 7–8 rounds, depending on time and the size of the group.



Step 2

Tips & Tidbits

Sometimes people forget to say “freeze” after they’ve called out the activity. If that happens, make sure to prompt them so that participants aren’t acting out one particular activity for too long.

Wrap Up

Say in your own words:

Besides getting us to move around and have fun, this activity showed us that people have many different interests and hobbies and that we acted them out differently. Different people can have many different ways of doing the same thing.

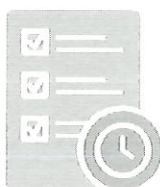
Transition to the Next Activity

If your next activity is about *Identity*, say in your own words:

Hobbies and activities can be very important to people and how they think of themselves. Yet that is just one part of them; their identity is made up of many parts. The next activity will let you share other aspects that make up your identity.

If you are doing a different activity, prepare your own transition.

Cross the Line



About this Activity

This energizer activity encourages participants to think creatively and collaboratively when faced with a task. It is a great way to get the group moving after completing a more passive activity.

Plan Ahead

Think About Your Group

Number of participants: Up to 30

Ages: Middle to high school students

Consider Time and Space

Space: A large open room

Time: 15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Masking tape or long piece of rope
- Cell phone and Bluetooth speaker to play music
- Get some fun, upbeat music ready to play so everyone can hear it.
- Use masking tape or rope to mark a straight line on the floor, about 10–12 feet long, in an open part of the room.
- Ask yourself if the room is big enough to do this activity and/or if the chairs and tables can be pushed to the side. If the answer is no, find another space to do this activity in or choose another energizer.
- If possible, determine ahead of time whether all participants will be able to physically participate in the activity. If there are mobility issues, choose another energizer that is inclusive.

Lead this Activity

1. Tell participants the name of the activity. Explain that they have to cross the line one by one and that each person has to think of a way that is different from the previous ways. In other words, no repeats, e.g., if the first person skips, the next person should not skip, but do something like hop.
2. Make sure everyone understands, and then instruct them to get up and gather on one side of the line, approximately six to eight feet from the line. Start the music and have participants cross the line one by one.

3. Once all participants have crossed, stop the music. Explain that they will cross the line again, but in pairs, and each pair has to cross the line together in the same way. They can do what was already done in the first round, but just like last time, they can't repeat what another pair has already done this round. The pairs are not assigned, so they should quickly find someone and determine how they are going to cross the line together.
4. Make sure everyone understands, start the music and begin.
5. Repeat this process over and over, but in each new round, double the number of people per group crossing the line. For each round, people should quickly form their groups and identify a way to cross together. The groups cross as follows:
 - **Third Round:** Four people cross the line together
 - **Fourth Round:** Eight people cross the line together
 - **Fifth Round:** Sixteen people cross the line together
6. Continue until you reach the final round where everyone crosses the line together.



Tips & Tidbits

During the line-crossing, play a variety of music such as Afro-Cuban, Middle Eastern, hip hop, country western, jazz, pop, etc. Make sure that the lyrics are respectful of different cultures and groups of people. For example, the lyrics shouldn't disrespect women and girls or contain cursing.

Reflect and Discuss

Lead a five-minute discussion using some of these questions:

- a. How was this activity?
- b. What were some methods used to cross the line?
- c. How did you decide how you would cross the line when you were alone? As a pair? As a larger group?
- d. What did you learn about working together?

Wrap Up

Say in your own words:

As we saw here, working together can be fun, but also challenging because everyone approaches tasks in different ways.

Transition to the Next Activity

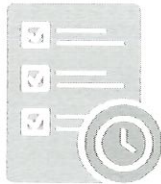
If you are doing an activity about *Challenging Bias and Bullying*, say in your own words:

There are many ways to overcome challenges. The next activity will ask you to think of different ways to respond to bias and bullying and give you an opportunity to practice your responses.

If you are doing a different activity, prepare your own transition.

Activity adapted with permission from Sharon Chappelle and Lisa Bigman, *Diversity in Action* (Hamilton: Project Adventure, Inc., 1998).

Freedom Dreaming



About this Activity

Freedom Dreaming¹ is the process of imagining a future world that does not yet exist. This practice was created by Black radical thinkers as a tool to visualize and create a better and brighter future. This activity invites participants to dream of a world in which justice exists. Practicing Freedom Dreaming helps participants look towards the future, building a connection between anti-bias learning and a transformed world.

Plan Ahead

Think About Your Group

Number of participants: Any

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 15–20 minutes

Get Ready

- Read through the activity and prepare with your co-trainer. Prepare your Freedom Dreams to be shared in Step 3.
- Scrap paper or notebooks and writing utensils for participants to brainstorm.
- (Optional)* Chart paper or virtual collaborative space to display Freedom Dreams.

Lead this Activity

1. Introduce the activity by relating the “About this Activity” description in your own words.
2. Elaborate on the concept of Freedom Dreaming by stating the following:
Freedom Dreaming is the process of imagining a future world that we’ve never seen before—a world in which people with historically marginalized identities have full access to opportunity, resources, justice and joy. The process of Freedom Dreaming was created by Black thinkers as a tool to build better and brighter futures by brainstorming how free we could be if everyone had what they needed. We are going to engage in Freedom Dreaming together.
3. Explain to participants how you envision a world with justice. Include what that world looks like, what it feels like, what it sounds like and what people are

Social Justice

A set of conditions and principles that ensure every person has equitable economic, political and social rights, access and opportunities.

Justice is fairness or equity, which is different from equality or sameness.

able to do or experience. Use the sentence starters:

A world with justice.... or *In a just world....*

For example:

- In a just world, everyone could know they are safe when they go outside.
 - A world with justice sounds like people sharing their own identities with others confidently.
 - A world with justice looks like everyone doing jobs they love and for which they are well compensated.
4. Allow participants 2–3 minutes to think about the prompt and jot down or even doodle their ideas.
 5. Reconvene the group. Invite participants to share one of their Freedom Dreams with the whole group one at a time.

Reflect and Discuss

Lead a whole-group discussion, using some or all of the questions below.

- a. What do you think it means to Freedom Dream? Why is this an important practice?
- b. What common ideas did you hear as you all shared your Freedom Dreams? Upon reflection, are there any ideas missing that you think should be added?
- c. In what ways is it challenging to imagine a world with justice? In what ways is it motivating?
- d. What more would you like to know about Freedom Dreaming?

Virtual Learning Variation

If conducting this activity in a video conference, for Step 4 above, use a digital collaborative space, such as Google Jamboard or Mentimeter, to record or post Freedom Dreams. Consider using breakout rooms to allow partners to share their Freedom Dreams with each other.

Wrap Up

Say in your own words:

As we discussed, Freedom Dreaming comes from radical thought--radical referring to a fundamental transformation of something. It can be challenging to imagine a world that has not yet existed; a world where people of all identities experience justice and security. Visualizing and articulating these dreams helps us keep that world in the forefront of our minds as we engage in anti-bias learning.



Step 4

Tips & Tidbits

As an optional variation, you can do one of the following:

- Invite participants to write their Freedom Dream on a Post-it and add it to a chart paper as they share.
- Use Concentric Circles or Mingle-Pair-Share to share their Freedom Dream with one person at a time and listen to their partner's response. If using Concentric Circles or Mingle-Pair-Share, be sure to use a timer to limit conversations to 1–2 minutes.

Transition to the Next Activity

If your next activity is about *Understanding Bias & Bullying*, say in your own words:

The next activity will give us a chance to think more about how bias and oppression operate in our current society, in which people or groups do not experience fair treatment or equal opportunity. Let's keep our Freedom Dreams in mind as we unpack these complicated topics.

If you are doing a different activity, prepare your own transition.

Endnote

¹Freedom Dreaming is a concept developed and practiced by Black radical thinkers. Robin D. G. Kelley, a professor of history and Africana studies and award-winning writer, is one of the proponents of this practice. Dr. Kelley centers the impulses of love and imagination as tools to visualize freedom dreams and bring them to fruition. This practice asks thinkers to expand their dreams beyond the confines of reality and existing theories. For more, see Dr. Kelley's book *Freedom Dreams: The Black Radical Imagination* (2002) and visit the City University of New York's project "Freedom Dreaming: A Call to Imagine" at <https://freedomdreaming.commonscuny.edu/>.

A Great Wind Blows

About this Activity

This activity provides an interactive format for participants to discover some of the differences and similarities they share with other members of the group. A Great Wind Blows provides an active way to re-energize and refocus the group, and is especially useful to break up a longer program, reset after lunch or at other times when group energy seems low.

Plan Ahead

Think About Your Group

Number of participants: Any

Ages: Middle school students

Consider Time and Space

Space: Room for chairs in a circle

Time: 10–15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Arrange chairs for each participant in a circle, eliminating any extra chairs.
- If there are students in the group with limited mobility, speak with the classroom teacher or Program Advisor about accommodations.

Lead this Activity

1. Have participants sit in chairs in a circle.
2. Explain the following game rules to participants:
 - a. One person will stand in the center of the circle and will call out a sentence that begins, "A great wind blows for everyone who _____." The person will finish the sentence with a descriptor about themselves that also fits some or many of the other people in the circle, such as "A great wind blows for everyone who wears glasses."
 - b. After the sentence is called out, all people who fit the descriptor must leave their seat and find another seat in the circle that has been vacated. The person in the center will also take one of the seats, leaving a new person without a seat.
 - c. The new person without a seat will now stand in the middle and call out a new descriptor. While in the center, people are free to think up their own descriptors to finish the phrase.



3. Ask for a volunteer to start the activity by standing in the center of the circle. Remove this participant's chair from the circle before beginning the game.
4. If needed, provide a participant with suggested descriptors, such as:
 - A great wind blows for everyone who...
 - Is wearing white socks.
 - Is wearing jeans.
 - Is left-handed.
 - Is an only child.
5. Continue this process until the group is re-energized and ready to begin the next activity.

Reflect and Discuss

If there's time, lead a brief discussion, using some or all of the following questions::

- a. What, if anything, did you learn from this activity?
- b. If you had the chance to stand in the center of the circle, how did that feel?
- c. For which statements did a large number of people get up? How did it feel to be a part of that group?
- d. For which statements did only you and a few others get up? How did it feel to be a part of that group?

Wrap Up

Say in your own words:

This activity shows us some of the little things that we have in common with each other, and some of the ways in which we are different. Similarities and differences are a theme we will continue to explore.

Transition to the Next Activity

If your next activity is about *Identity*, say in your own words:

This game helped us see some little ways in which we are similar and different from each other. We are going to dive deeper into exploring the many aspects that make up our identity—including those that are on the surface as well as those that are most central to who we are.

If you are doing a different activity, prepare your own transition.

Group Juggle



About this Activity

This energizer shows how practicing and thinking about situations ahead of time can help prepare people to handle them better. It also shows the value of listening and focusing, which are important skills when discussing difficult issues.

Plan Ahead

Think About Your Group

Number of participants: Any, depending on the size of the space

Ages: Middle to high school students

Consider Time and Space

Space: open area with space for participants to form a large circle (or multiple circles for larger groups)

Time: 15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Small, soft objects that can be easily caught, such as small stuffed animals, lightweight plastic balls, Koosh balls or Hacky Sack® footbags
- Figure out how many people will be participating. Calculate how many objects you will need based on a ratio of 2 objects per 5 people. For example, if there are 30 people, you will need 12 objects ($30 \text{ people} \div 5 = 6$; $6 \times 2 \text{ objects} = 12 \text{ objects}$).
- Make sure the room is big enough for this activity and that the chairs/tables can be moved without too much hassle. If not, find another space to do this activity or choose another energizer.
- If possible, determine ahead of time whether all participants will be able to physically participate in the activity. If not, choose another energizer that is inclusive.

Lead this Activity

1. Ask participants to form a circle large enough for people to freely move their arms. If the group has over 15 people, have participants form smaller circles of 8 (minimum) to 15 (maximum) participants per circle.
2. Explain how the energizer works:
 - a. Participants will toss small objects to one another so that everyone in the



Tips & Tidbits

Step 2

If participants don't know each other very well, ask them to go around the circle and say their names again. That will help people call out names when they toss the objects.

Step 7

If the group is very good at the group juggle, consider adding a new challenge or goal, such as **Reverse Toss** or **Speed Round** (see "Variation" below for details.)

circle has a turn to catch and toss the object to another participant. The goal is to juggle as a group by keeping the objects moving around the circle without dropping them.

- b. When you toss the object to someone, say their name so they have a "heads-up" that it's coming their way.
 - c. Juggle objects **in the same order** every time. Remember who tossed the object to you and to whom you tossed it. If possible, do not toss the object to a person standing directly beside you.
 - d. Do not stop juggling—the objects should be in constant motion. When the last person receives the object, they should toss it to the first person who started the juggling.
3. Let them know that the first round is a practice round, using only one object. You (and your co-trainer, if there are multiple circles) will start this process with one object and will add objects as the group becomes comfortable with the process.
4. In the practice round, toss the object to a participant and instruct them to first call out the name of someone else in the circle and then toss the object to that person. Have the group toss/catch the object until everyone has received the object once.
5. Following the practice round, lead a brief large group discussion using the following questions:
 - a. What caused the object to drop? (If the object didn't drop, ask why and what skills they used to be successful.)
 - b. What can we do to prevent the object from dropping next time?
 - c. How can the throwers and catchers communicate with each other to avoid dropping the object?
6. Tell the participants that they will now have an opportunity to practice the skill of "group juggling." Explain that once the first object is caught by the fourth or fifth person, you will introduce additional objects into the circle. Tell participants the total number of objects that will be tossed (e.g., if there are 15 people in a group, six objects will be tossed). Explain that they need to be aware of the new objects being introduced while maintaining the same pattern of catching and throwing.
7. Start the group juggle with one object. When the first object has reached the fourth or fifth person, gradually introduce an additional object. Continue this process for several minutes, one object at a time.
8. Once all objects have been juggled through the circle, tell participants to stop juggling, thank them for their good effort, and ask them to take their seats.

Reflect and Discuss

Lead a three-minute discussion using the questions below:

- a. What was it like when the group had just one object to juggle?
- b. What was it like when there were two or more objects? What happened to the group dynamics and individual behaviors as more objects were added?
- c. To what extent did the practice round and discussion help you prepare for the more complicated juggle? How so? In what ways are practice and preparation for challenging experiences helpful in real life?

Variation

If the group is very good at the group juggle, consider adding a new challenge or goal, such as:

- **Reverse Toss:** When you say “reverse,” everyone should switch the direction they throw the object. So, if Person A threw the object to Person B, who threw it to Person C, then in Reverse Toss, Person B will throw it to Person A, not Person C. Have a brief discussion about the challenges of adjusting to new situations or changing plans unexpectedly, as well as recognizing how practice (experience) can get them back on track.
- **Speed Round:** This works well if there are multiple circles. Challenge participants to toss as fast as they can without dropping the objects. Have a brief discussion about what happened when you added the element of speed. Because it was harder, people had to focus more. This same idea applies to discussions that are deeper, more personal or more complicated

Wrap Up

Say in your own words:

Most people know the saying, “Practice makes perfect,” but have you ever heard the expression “Practice makes better?” Because nobody is perfect, we prefer to use this variation of the saying. The practice round and the discussion about what we can do to prevent the objects from falling helped us do better in the next round. Hearing other people’s suggestions and thinking about them may have improved your ability to toss and catch the objects. The more we practice and prepare for situations such as being an ally in a bullying situation or confronting bias, the better and more effective we can be.

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

Our next activity will give us a chance to practice ways to respond to bias, name-calling and bullying. The benefit of considering ways to respond before something happens is that we feel better prepared and more confident when it does occur.

If you are doing a different activity, prepare your own transition.

Have You Ever?

About this Activity

This activity is active and engaging, so it is effective as an energizer or warm-up at the beginning of a session. It also uncovers what we have in common and what makes us unique, and it explores what it feels like when someone is standing alone.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Open space where participants can form a standing circle

Time: 15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Read through the "Have You Ever? Questions" list (for Peer Trainers only) and circle 15 of your favorite questions, making sure that the ones you select cover a variety of topics. Questions about more serious topics (e.g., cyberbullying) should only be asked if there is a level of trust established in the group.
- If possible, find out if there are participants who cannot move around very well. If this is the case, change the activity so that participants raise their hands or stand up instead of moving to a different place in the circle.

Lead this Activity

1. Ask participants, "How many times have you thought that you were the only one who's ever done something or felt a certain way? Well, this is your chance to find out if you're alone or not!"
2. Have participants form a circle with a little space between them. Explain the process:
 - a. You will read a question about an experience that they may have had. If their response is "yes," they are to leave their place in the circle and exchange places with another person who also answered yes. If only one



- person can answer “yes,” he or she should go back to his or her space.
- b. Once everyone has found a new place, you will read another question and have participants respond by moving if their response is “yes” or staying in their place if their response is “no.”
 - c. This process will be repeated for several questions.
3. Begin by reading one of your selected 15 “Have You Ever? Questions” and providing time for participants to move.
 4. Repeat this process for five minutes or until all of your questions have been read, whichever happens first.



Step 3

Tips & Tidbits

As an optional step, for questions that have a follow-up question (such as “Left a movie in the middle?”), ask the follow-up question (“What movie?”) after participants find their new places in the circle.

Instead of asking questions for the entire process, consider the “Participant Switch Variation” at the end of the directions.

Reflect and Discuss

Lead a five-minute discussion using the questions below.

- a. What did you learn by doing this activity?
- b. What did it feel like to realize that other people had done the same things as you?
- c. What did it feel like when you were the only person or one of a very few who moved?
- d. Can anyone think of any situations in school that relate to the experience of being “the only one?”

Participant Switch Variation

Instead of asking questions for the entire “Have You Ever?” question process, let the participants ask questions. Follow these steps:

1. After the third question, ask the last person who was able to find a new place in the circle to move into the center of the circle, instead of going to the empty space.
2. Ask the participants on either side of that empty space to move closer to each other to close the gap. (There will be one less space than the number of people.)
3. Invite the participant in the center of the circle to ask their own question. Tell them to “keep it light” and appropriate for school.
4. Repeat this process for the remainder of the activity.

Wrap Up

Say in your own words:

Being the only one can sometimes be a great thing that makes you proud of who you are or of something you've accomplished. Sometimes, being the only one can

be difficult. We can feel isolated and unsure of what others think of us. Sometimes, people target a person's unique qualities to engage in negative behaviors like name-calling or bullying.

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

This activity shows how we are connected to each other because of our common experiences. This kind of connection is important because it can help build trust and a sense of community so we are more likely to look out for each other. The next activity is going to go into more detail about how we might do this.

If you are doing a different activity, prepare your own transition.

Have You Ever? Questions

1. Left a movie in the middle? What movie?
2. Laughed out loud in a movie theater when no one else did?
3. Received an autograph from a famous person? Who?
4. Broken a bone in your body? What bone?
5. Had stitches? Where?
6. Hiked a mountain?
7. Been out of your town or city?
8. Been out of your state?
9. Been out of the country?
10. Been on a rollercoaster?
11. Eaten a whole pizza (or cake) by yourself?
12. Gotten your hair cut and were embarrassed to go to school because of it?
13. Been on TV?
14. Been to a concert? What band or artist did you see?
15. Known anyone who can speak two languages? Three? Four?
16. Broken a window in your home? How did it happen?
17. Known someone who won the lottery?
18. Had your stomach growl in the middle of a quiet class?
19. Not been able to find the door handle when you were trying to get out of a car?
20. Posted a picture of someone on social media which made them mad at you?
21. Wanted something for a long time but didn't like it when you got it? What was it?
22. Walked into a glass door because you didn't see it?
23. Fallen asleep during a class?
24. Sneezed and hiccupped at the same time?
25. Broken an established school athletic record?
26. Helped an animal give birth?
27. Posted something on social media that wasn't true?
28. Given blood?
29. Done well on a test even though you didn't think you would?
30. Played an online game for more than three hours without stopping?
31. Received a belt in Karate or another martial art?
32. Stayed up all night?
33. Slept past noon?
34. Done something so ridiculous that you laughed out loud at yourself?
35. Taken someone off a group chat because they annoyed you?

- 36. Done something you later regretted?
- 37. Achieved a goal that you worked really hard to achieve?
- 38. Texted a friend, but thought you were texting someone else?
- 39. Gotten so nervous before a presentation or performance that you couldn't eat?
- 40. Stood by while someone was being bullied and didn't intervene?
- 41. Posted something hurtful about someone on Instagram or a similar app and regretted it later?
- 42. Posted something anonymously?
- 43. Laughed out loud at something that wasn't supposed to be funny?
- 44. Played *Have You Ever* before today?

Made You Smile



About this Activity

This energizer activity is ideal for that point in a workshop when you need to get the group's energy level up or engage them in some lighthearted fun after a more serious topic or intense discussion.

Plan Ahead

Think About Your Group

Number of participants: Any

Ages: Middle to high school students

Consider Time and Space

Space: Open space to move around

Time: 10–15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Ask yourself if the room is big enough to make two long lines and for people to move around easily. If the answer is no, find a more appropriate space or choose another energizer.
- If possible, determine ahead of time whether all participants are able to physically participate in the activity. If not, choose another energizer.

Lead this Activity

1. Start the activity by asking participants to form two parallel lines of equal length. Have them count off by twos (1, 2, 1, 2), and then ask the 1s to form one line and the 2s to form a parallel line facing the 1s.
2. Once everyone is in place, get their attention and explain that the goal of the activity is to make someone from the opposite line crack a smile. Explain how it works:
 - a. One person from the end of line 1 and one person from the opposite end of line 2 will make their way through the center toward each other while trying to make the other person crack a smile. They can move in a silly way, make funny faces, dance, etc., but **they are not allowed to talk or make any noise.**
 - b. Other people standing in the lines can help their teammate by trying to make the person from the other line smile. **They can make as much noise as they want.**

- c. The first one to crack a smile joins the other team's line. If neither person cracks a smile, they return to their own line.
 - d. This process continues with the next two people in line (e.g., one person from one end of the 1 line and one person from the opposite end of the 2 line).
3. Make sure everyone understands, and begin the activity.
 4. Continue the activity for several minutes, watching to make sure that everyone is following the directions. When finished, ask participants to return to their seats.

Reflect and Discuss

Lead a brief discussion using the questions below:

- a. What did you think about that activity?
- b. Which techniques worked better for getting people to smile?
- c. What did you do to keep from cracking a smile? Was it easy or difficult?

Wrap Up

Say in your own words:

This activity was meant to get our energy level up and have some fun.

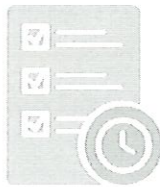
Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

Now that we've got our blood flowing again, let's try to refocus our attention on the topic of what to do when we experience bias-motivated behavior in school or online.

If you are doing a different activity, prepare your own transition.

Paper Activity



About this Activity

This activity works well for a shorter session because it has a dual function: it serves as a “warm up” exercise to get participants engaged and it also introduces the topic of differences versus conformity. It illustrates that people often determine what is right and wrong based on what they see people doing around them. Additionally, it explores how there is not just one way to complete a task.

Plan Ahead

Think About Your Group

Number of participants: Any

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- 8½ × 11" blank paper, one sheet for each participant

Lead this Activity

1. Distribute one sheet of paper to each participant and explain that you will read a series of instructions that they have to listen to and follow.
2. Tell participants to hold the paper in their hands and close their eyes as they listen and follow the directions. If participants do not feel safe closing their eyes, they can cast them down and focus on the floor; they should not look around.
3. Read the following instructions, one at a time, allowing enough time for participants to complete each instruction. Repeat each direction once, but do not expand on them. If people have questions, simply repeat the instruction.
 - a. Fold the paper in half.
 - b. Fold the paper in half again.
 - c. Tear off the bottom right corner of the paper.



Step 3

Tips & Tidbits

Do not tell the group ahead of time that people's interpretations of the directions will vary so their pieces of paper will look different. Let them be surprised when they open their eyes.

- d. Turn the paper upside-down and tear off the other bottom right corner.
 - e. Open the paper up. Hold it out in front of you and open your eyes.
4. Look around the room. Provide a few moments for participants to look around the room.

Reflect and Discuss

Lead a ten-minute discussion using the questions below.

- a. What did you notice when you opened your eyes and looked around?
- b. Raise your hand if you were looking around to see if anyone else's paper looked like yours. If so, why?
- c. Raise your hand if you wanted to hide your paper because it was different from most everyone else's. If so, why?
- d. Why do think there were so many variations, even though everyone heard the same set of directions?
- e. Is there a "right" or "wrong" way to complete this task? Why or why not?
- f. What lessons can you take from this activity?

Wrap Up

Say in your own words:

This activity shows that there doesn't have to be a right or wrong way to accomplish a goal or complete a task. Yet many of us have experiences in school that leave us feeling like there is an acceptable or unacceptable way to act, dress, think, etc. It's easy during this paper activity to see how many of us followed the same directions, and yet ended up with different results. It can be much more challenging in other situations to say or do something that is different from what we think we are supposed to say or do. Often, it's because we want to do the "right" thing or the same thing as others. It's important to promote a culture—in this space and in our school community—where students aren't afraid to do or say something that is different because being the same as the group doesn't always mean being "right" or "good".

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

In the next activity, we're going to start thinking about all the different ways to respond to bias/discrimination/name-calling/bullying, and we will consider actions that seem most effective for you in particular situations.

If you are doing a different activity, prepare your own transition.

Team Machine



About this Activity

This activity is an energizer that is similar to charades. It highlights the benefits and challenges of working together in a team.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Open space where people can move around

Time: 15–20 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Small pieces of paper
- Pen or marker
- Bag or basket
- Write 10 (or more) different machines, each on a slip of paper, that have different parts and would make for a good group charade. Some examples: dishwasher, cell phone, television, lawnmower, cash register, blender, washing machine. Put the slips of paper in a bag or basket.
- Find out ahead of time whether all participants will be able to physically participate in the activity. If someone is unable to participate, choose another energizer.

Lead this Activity

1. Share that this activity is a group version of charades called Team Machine and that the idea is to work together as a team and have some fun. Make sure participants know what the game charades is (an acting game where one player acts out a word or phrase, and the other players guess the word or phrase).



Step 4

Tips & Tidbits

One option is to let groups choose a machine instead of preparing the slips with predetermined ideas.

2. Explain the process:
 - a. You will divide participants into small groups and assign each group a machine.
 - b. Participants in each small group will work together to develop a charade that demonstrates the qualities and functions of their assigned machine. They can talk during this part, but the charade must be done without any sounds or talking. All members of the small group must have a role in the group's charade.
 - c. The group will have five minutes to prepare.
3. Ensure that participants understand the directions.
4. Divide participants into small groups of five or six people. Go around to each group with the bag/basket of paper slips and ask one person from each group to pick a slip of paper. The machine on their slip is what they have to act out silently.
5. Allow 5–10 minutes for groups to prepare their charades.
6. Bring the whole group back together and have each group perform its charade. When each group finishes, ask the other participants to guess the machine. After three incorrect guesses, let the performing group reveal their machine.

Reflect and Discuss

Lead a five-minute discussion using these questions:

- a. How was it to work together as a team?
- b. What, if anything, worked well about working together as a team?
- c. What, if anything, was hard about working together as a team? What could be done differently next time to overcome these challenges?

Wrap Up

Say in your own words:

Besides being fun, this activity shows the benefits and challenges of working together. The benefits show us how great it can be to work together to accomplish a task, and often, when different people contribute, it makes the outcome better. On the other hand, working together can be challenging because people have different ways of approaching tasks and different ideas of how to do things. Instead of ignoring the challenges, we should try to overcome them—an important part of making sure that everyone feels respected and included.

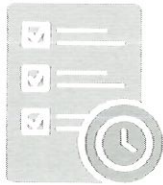
Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

Unlike the original game of charades where only one person does the acting, this activity involved a group effort. This is also the case with creating a respectful school and responding to bias and bullying. Even though one person can make a difference, a whole team of people working together can make an even bigger difference. Now we are going to look at some ways of doing that.

If you are doing a different activity, prepare your own transition.

Text Speak Charades



About this Activity

This is a good activity when you need to reenergize a group, lighten the tone or help participants feel more comfortable with one another. It also touches upon the potential communication challenges of nonverbal communication, including text messages.

Plan Ahead

Think About Your Group

Number of participants: Up to 30

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- 4–5 bags or large envelopes
- Scissors
- Timer
- Make enough photocopies (at least 4–5) of *Text Speak Abbreviations* so that each team has one full set of all abbreviations. Cut the *Text Speak Abbreviations* into strips and keep each set together. Fold strips and put them into the bags/envelopes so that each team has a bag containing one set of folded strips.
- (*Optional*) Add some of your own texting abbreviations to the *Text Speak Abbreviations* provided or write up a complete set of your own texting abbreviations, being careful not to include vulgar or inappropriate examples, like swear words.

Lead this Activity

1. Ask participants if they know what the game “charades” is (an acting game where one player acts out a word or phrase and the other players guess the word or phrase). Explain that this activity is called “Text Speak Charades,” a variation on charades using abbreviations that people use to text others, such as LOL (laugh out loud).

2. Divide participants into teams so that each team has five or six players.
3. Explain the process and rules:
 - a. You will set the timer for three minutes and start the game.
 - b. One person on each team will start by taking out a slip from the bag/envelope and silently acting out the text speak abbreviation (the behavior or feeling) while their team members guess the letters or numbers. For example, if the slip says “LOL (laugh out loud)” the person will silently act out “laugh out loud” and the correct answer is the abbreviation “LOL,” not the words “laugh out loud.”
 - c. Once the team members correctly guess the text speak abbreviation, another person on the team draws a slip of paper and silently acts it out, and so on, for three minutes.
 - d. After three minutes, you will say “stop” and all teams have to stop playing.
 - e. Each group will count how many they guessed correctly, and the team with the most correct guesses wins.
4. Make sure that everyone understands the rules, and tell them to get ready.
5. Distribute one bag/envelope to each team and instruct them to not look inside until you say “go.”
6. Start the timer and call out “go.”
7. After three minutes, call out “stop” and make sure everyone stops playing. Ask the teams to count and call out their correct guesses. Congratulate the winning team.



Tips & Tidbits

Step 2

If there is enough time, give each group one minute to come up with a name for their team.

Step 3b

Acting out the letters in the abbreviation is not allowed. In other words, for “LOL” the person should not make the letters “L” and “O” with their fingers or in any other way, such as by writing or mouthing the letters.

Reflect and Discuss

Lead a five-minute discussion using these questions:

- a. What did you think about this activity?
- b. Why do we use abbreviations when texting? (It’s easier and faster, can fit more words, conveys emotions/feelings, it’s a special language that parents and other adults sometimes can’t understand.)
- c. What are some challenges or issues that come up when communicating by text message?
- d. Have you ever had someone misunderstand what you were trying to communicate in a text? What happened?

Wrap Up

Say in your own words:

This activity shows that nonverbal communication can be fun—and it can also

lead to challenges and misunderstandings. For example, the charades game makes communicating more difficult by having you act without words. If we had allowed you to use words, it would have been easy and you would have gotten more correct guesses. A similar situation can happen with texting [if participants shared examples in Question D], as we heard in the stories that people shared about misunderstandings that arose from texts. This happens because we tend to put our thoughts down fast, using abbreviations and shortened phrases. Also, the person receiving the text can't see our facial expressions or body language or hear the tone of the message.

Transition to the Next Activity

If your next activity is about *Language & Communication*, say in your own words:

Now we are going to talk more about communication by learning about some of the words and concepts related to bias.

If you are doing a different activity, prepare your own transition.

Text Speak Abbreviations

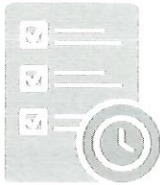
BF = boyfriend	LMK = let me know
BRB = be right back	OMG = oh my gosh/god
GF = girlfriend	OMW = on my way
GM = good morning	RN = right now
GTG = got to go	TB = throwback
HMU = hit me up	TTYL = talk to you later
IDC = I don't care	TY = thank you
IDK = I don't know	WYD = what you doing?
ILY = I love you	YW = you're welcome
JK = just kidding	

What Makes a Group?

About this Activity

People belong to many formal and informal groups based on common interests, experiences, identities and characteristics. This activity provides an opportunity for participants to explore what makes a group and to identify some similarities and differences that they share with other participants.

Plan Ahead



Think About Your Group

Number of participants: Up to 50

Ages: Middle to high school students

Consider Time and Space

Space: Open space where participants can easily move around

Time: 15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Read through the Category List in step 4 of "Lead this Activity" and circle six or seven of your favorite questions. Include a variety of topics and consider the identities in the group, being mindful not to single out one or only a few students of one race or religion, for example.

Lead this Activity

1. Introduce the activity by relating the "About this Activity" description in your own words.
2. Ask participants to form a circle in the center of the room. Explain that you will call out several different categories. After you name each category, participants will quickly form a group with others who share the same characteristic by calling out their answers and gathering together.

If there are participants with limited mobility, modify the activity as follows: Without drawing attention to them or making a big deal about it, invite these individuals to remain in their place and ask them to call out their characteristic for each category so that the other participants can move toward them.

3. Do a practice round. Explain that when you call out favorite flavor of ice cream, they will quickly form a new group with others who share the same favorite flavor. Say "favorite flavor of ice cream" and observe as groups form.

Remind participants that each person should self-identify (i.e., *If I say my favorite ice cream flavor is cookies & cream, [your co-facilitator's name] shouldn't tell me that I need to go to the vanilla group because they have seen me order vanilla ice cream in the past.*)

4. Call out six or seven categories from the "Category List" below, one at a time, providing enough time for participants to form their groupings. Encourage participants to take some time to look around and observe the new groupings that form for each category.

Category List

Age	Favorite video game
Eye color	Favorite app
Favorite flavor of ice cream	Kind of family pet
Favorite kind of music	Least favorite subject in school
Favorite pizza topping	Month of your birth
Favorite season of the year	Number of languages you speak
Favorite subject in school	Number of siblings
Favorite TV series	

5. Ask participants to be seated.

Reflect and Discuss

Lead a whole-group discussion, using some or all of the questions below.

- a. Which categories were easy for you to find your group? Which were more difficult?
- b. What did it feel like when you were the only person or one of very few in a group?
- c. What did it feel like when you were in a group with many people?
- d. Are some group memberships more important to people than others? Why?
- e. How does this activity connect to your experiences with the different social groups or cliques at your school?
- f. Based on your experience in this activity, what do you think makes a group?

Wrap Up

Say in your own words:

For many people, it can feel important to belong to a group, and as we just saw, groups form based on many different factors. At school, students come together based on common classes, interests, identity groups or what elementary



Step 4

Tips & Tidbits

More than seven categories will usually make this activity too long.

(or middle) school they attended. As we go through the activities today, we want you to think about what groups have formed at your school, what benefits there are to belonging to a group, what groups in your school have more advantages than others and what it might be like for students who want to belong to a group but are unable to.

Transition to the Next Activity

If your next activity is about *Language & Communication*, say in your own words:

It was fun getting to know each other a little better and learning about some of the ways we are similar. The next activity will give us a better understanding of the basic terms and concepts related to bias and discrimination.

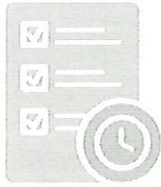
If you are doing a different activity, prepare your own transition.

Who's the Leader?

About this Activity

This short activity brings the group together to focus on one another and the topic of leadership in a lighthearted and fun way.

Plan Ahead



Think About Your Group

Number of participants: Up to 45

Ages: Middle to high school students

Consider Time and Space

Space: Open space where participants can form a circle or multiple circles

Time: 10–20 minutes

Get Ready

Read through the activity and prepare with your co-trainer.

Lead this Activity

1. Have participants form a large circle. If there are more than 30 participants, have them count off by 1 and 2 and then have the 1s and 2s form two separate, smaller circles.
2. Choose one volunteer from each circle, and ask them to leave the room. One Peer Trainer will go with them and explain the activity: the volunteer's objective is to return to their circle, stand in the middle and observe, in order to identify the "leader" of the circle. For the purposes of this activity, the "leader" is the person who is leading the actions of the group.
3. While the trainer is out of the room with the first volunteer(s), choose another volunteer from each circle to be the "leader." Explain that the leader's job is to start a creative motion (e.g., snapping fingers, patting head, clapping, rubbing stomach, etc.) and have the others follow along as quickly as possible. The leader starts the motion and the others must copy it. Then the leader changes to a different motion and again the others catch on and follow the leader, but without drawing too much attention to the leader. To ensure understanding, give them a practice round before the first volunteer(s) return to the room.
4. Once the group understands and is doing the motions, have the first volunteer(s) come back into the room. Ask them to go into the center of their respective circle and observe carefully to determine who the leader is. Tell them that they have three guesses. After an accurate guess or three

inaccurate guesses (whichever occurs first), the round ends and a new set of volunteers is selected. Continue this process for a few more rounds.

Reflect and Discuss

Lead a short discussion with these questions:

- a. What was this experience like for those trying to guess? For the leaders? The “followers?”
- b. What cues were you searching for to determine who was the leader?
- c. Thinking more generally about being a leader, what skills and strengths do students need to have in order to lead efforts in addressing bias and bullying at this school?
- d. What are some obstacles to taking on a leadership role when it comes to addressing bias and bullying? What can we do to overcome those obstacles?

Wrap Up

Say in your own words:

Besides helping us refocus, this activity was meant to get us thinking about leadership in the context of creating a school in which everyone can feel respected. We all can take a leadership role in our own ways, whether it is supporting targets of bullying, speaking with an adult when you see it happening or confronting someone who is engaging in bullying behavior.

Transition to the Next Activity

If your next activity is about *Language & Communication*, say in your own words:

The next activity will explore more concepts related to diversity and how these play out in our school community.

If you are doing a different activity, prepare your own transition.

About this Unit

This unit includes activities that:

- **Explore who we are**—give participants a chance to think about their own identities and how they relate to their experiences and viewpoints.
- **Highlight ways that we are similar to and different from one another**—build participants' understanding of others' identities.
- **Explain how identity and bias are connected**—explore how our perceptions are influenced by bias and prejudice.

Keep in Mind...

Encourage participants to share, but don't force people to reveal information if they don't want to. It's their decision if and how to be part of the discussion. Remember that people can learn just by thinking about the concepts and hearing from others.

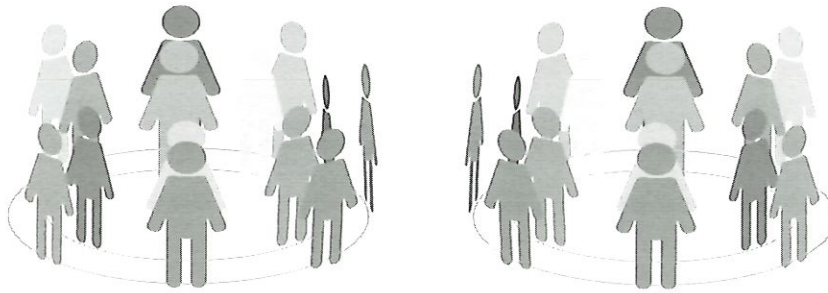
How we feel about our identity is shaped by experiences that we have control over (for example, participating in a cultural tradition with family members) and those that we don't (for example, experiencing discrimination because of our ethnicity). These experiences can be positive, negative or both.

Parts of our identity may make us feel proud or happy and other parts may make us feel embarrassed or insecure. The question we should ask is why we feel the way we do about certain aspects of our identity.

Sharing about our identity can be hard for some people for a variety of reasons, such as:

- Some parts of their identity may feel personal and private.
- They have never thought about it so they may have little to say about it.
- They may have never shared about a particular aspect of their identity.
- They may not feel safe to share a particular aspect of their identity.
- They are embarrassed or have bad feelings associated with their identity because they have received negative messages from others about it.
- They don't want to be singled out if they are the only one who belongs to an identity group.

Concentric Circles



About this Activity

This activity gives participants the opportunity to think about parts of their identity as well as their experiences with and perspectives on important anti-bias topics. The structure of changing pairs allows people to make one-on-one connections with several others in the group, which can lead to greater understanding and trust. It is also an effective method to engage more introverted or quiet participants.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Open space

Time: 30 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Timer
- Concentric Circles Questions* (for Peer Trainers only)
- Read through the *Concentric Circles Questions*. Select eight questions to use that cover a variety of topics, including at least four from the "About Yourself" list.
- Consider the space. Is the room big enough? Can the chairs, desks or tables be pushed to the side? If the answer to both questions is "no," see if you can do the activity in a different room or use the parallel lines format (see "Parallel Lines Variation").
- Determine whether there are participants who would not be physically able to stand during this activity. If there are, arrange for everyone to be seated.



Lead this Activity

1. Say the name of the activity. Ask for a volunteer to explain what concentric circles are (at least two circles, with one circle inside the other). Explain that they will arrange themselves in two concentric circles to create partners, and they will answer a series of questions about themselves in this format.
2. Instruct participants to count off by twos (1, 2, 1, 2, etc.). Ask participants who are 1s to form a large circle in the center of the room, facing out. Ask participants who are 2s to form a second circle around the first circle. Have each participant face one person from the opposite circle, to make pairs. If the total number of participants is uneven, have a Peer Trainer or an adult fill in.
3. Explain the process:
 - a. You will read a statement or question.
 - b. When you say “Go,” the 1s (inside circle) share their answer for one minute. Their partners only listen (no talking).
 - c. When you say “Stop and switch,” they will switch roles. The 1s (inside circle) become the listeners, and the 2s (outside circle) become the speakers. The 2s share their responses to the same statement or question for one minute. Their partners do not talk.
 - d. When you say “Stop and move,” the 2s (outside circle) will move one space to their left, resulting in new partners.
 - e. This process is repeated several times, using a new statement or question each time.
4. Ask if there are any questions. Remind participants that the phrase “stop and switch” means to switch roles (speaker vs. listener), while “stop and move” means to change partners.
5. Begin the process, starting with the “About Yourself” questions that you selected ahead of time. If the listeners are talking, remind them to remain quiet until it is their turn to speak.
6. After you finish asking all eight questions/statements, instruct participants to return to their seats.

Reflect and Discuss

Lead a 10–15-minute discussion using the questions below. If you are running out of time, make sure to ask the questions in **bold**.

- a. **Which statements or questions were easy to answer? Why?**
- b. **Which statements or questions were hard to answer? Why?**
- c. **Without naming names, what did you learn about some people’s thoughts on unfair generalizations or mean behavior?**



Tips & Tidbits

Step 1

If you are doing the parallel lines version, ask what parallel lines are (like railroad tracks).

Step 5

If you don’t have time to present eight questions, present at least five questions, with three of the five from the “About Yourself” list.

- d. How did it feel to share information about yourself with different people?
- e. Why do you think we asked you not to talk while your partner was talking?
- f. What did you learn from this activity in general?

Parallel Lines Variation

If the room isn't big enough for concentric circles, use parallel lines. The process is the same, but instead of having the 1s and 2s face each other in two circles, they will face each other in two parallel lines. When it's time to "stop and move," ask all of the 2s to move over one person to the left to find a new partner; the person at the end of the line should move to the other end of the same line (where there is now a 1 without a partner).

Wrap Up

Say in your own words:

We did this activity so that you could interact with many different people and share information about yourselves with them. Learning new information about people can challenge our stereotypes and is thus one way to break down the stereotypes we may have learned.

Transition to the Next Activity

If your next activity is about *Understanding Bias and Bullying*, say in your own words: *We are going to talk more about these topics in the next activity.*

If you are doing a different activity, prepare your own transition.

Concentric Circles Questions

About Yourself (Pick 4–5 from this list)

1. Share a story about your first, middle or last name, or about the origin of your name as best you know.
2. If you could visit any place in the world, where would you go? Why?
3. If a teacher asked you to suggest a new class that isn't offered at school, what would it be and why?
4. Describe a skill, talent or interest that you have.
5. How would someone who knows you well describe you?
6. If you could donate \$1 million, what organization or societal issue would you give it to and why?
7. What is something that most people would be surprised to learn about you?
8. Share something about your family's culture, traditions or history.
9. Describe a time when you successfully handled a conflict. What did you do that made it successful?
10. What is one thing that you would like to change about society and why?

Experiences with Bias (Pick 2–3 from this list)

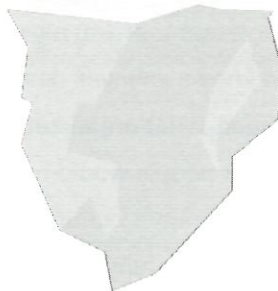
1. Describe a time when someone made an assumption about you or misjudged you based on a part of your identity.
2. Describe a time when you made an assumption about or misjudged someone else based on a part of their identity.
3. What hurtful words or expressions do you see online or hear at school that you wish people didn't use?
4. Share a time when you were not allowed to or were discouraged from doing something because of a part of your identity (for example, because of your gender, race, language, ability, etc.).
5. Describe a situation when you felt like an outsider or like you didn't belong in a group, event or place.
6. How do you think people feel when they are the targets of biased words and actions?
7. Share an experience when you witnessed bullying, either online or in person, and wanted to say or do something but didn't.
8. Why are stereotypes and bias harmful?

Taking Action (Pick 2–3 from this list)

1. Do you find yourself usually, often, rarely or never able to challenge biased comments and behaviors? Explain why.
2. Do you find it difficult or easy to challenge bias and bullying? Why?
3. What are some of the obstacles to being able to challenge biased comments and behaviors?
4. What qualities or skills do you have that are or could be useful when supporting targets of bias, hate and bullying?
5. What could you say or do if you knew that someone was being bullied by other students online?
6. Share an experience when you witnessed bullying, either online or in person, and you intervened or acted as an ally to support the target.
7. What is one thing you could do to create a more welcoming school for all students?
8. What is one thing that the teachers and/or administrators could do to create a more welcoming school for all students?

Identity Iceberg

The "Identity Iceberg" is an analogy used to expand people's understanding of identity.



About this Activity

The word "identity" can mean different things to different people. This activity helps participants better understand what we mean when we talk about identity. The iceberg model also provides a clearer picture of the many aspects of identity that make up a person.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 15 minutes

Get Ready

- Carefully read through the activity, the *Identity Iceberg Facilitation Notes* and *Identity Group Definitions* and make sure you and your co-trainer understand everything.
- Chart paper or board/smart board, markers and tape
- Identity Group Definitions* handout (*optional*, one for each participant)



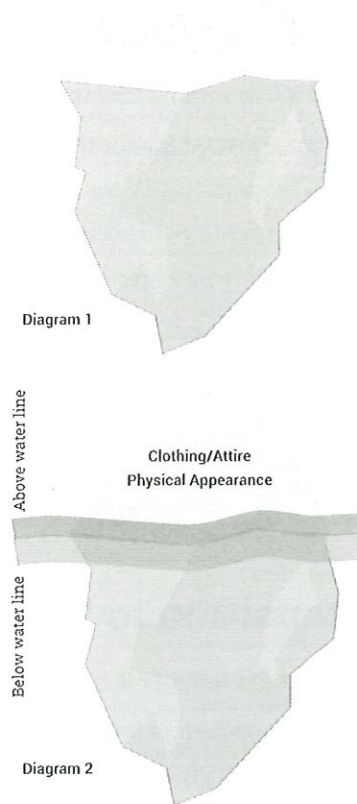
Lead this Activity

1. Draw an iceberg similar to Diagram 1 (or a triangle) on the board/smart board. As illustrated in Diagram 2, draw a few curved lines near the top of the iceberg to indicate the **waterline** adding the words "Above water line" and "Below water line" as shown. Post it for everyone to see.
2. Ask participants to imagine this situation:

You were called out of this session while the trainers were still setting up and you were not able to come back. You only saw us (the Peer Trainers); you didn't even get a chance to hear us speak. Later on, a friend asks you about the Peer Trainers.
3. Now ask the participants:

How would you describe us to your friend? Before knowing anything about us, what would you know just by looking at us?
4. Ask for volunteers to describe how they might respond to the question. As participants share their responses, write the categories that best represent the specific descriptors where they best fit on the iceberg. For example, if a student says "short hair" or "tall," write "physical appearance" in the area of the iceberg above the waterline.
5. As participants share descriptors or categories that are better suited at or below the waterline (Diagram 3), write them in the appropriate places on the iceberg. You will explain their placement as you draw the rest of the iceberg. For example, if someone says "girl" or "Asian-American," write the words "gender" or "Race" on the waterline and explain that while these categories seem clear and identifiable, you don't always know for certain that a person is a woman or Asian-American just from seeing or meeting them.
6. Share that this diagram (or triangle) represents an iceberg, which serves as an analogy of our limited understanding of identity. Explain that only a very small portion of an iceberg—about one eighth (or 13%)—is visible above the water. Like the iceberg, our understanding of a person's identity is limited and stops at the surface characteristics that we can see—until we get to know them better as a unique individual. You could use your own identity as an example by saying something about yourself, like "I am very tall so some people look at me and might assume that I play basketball. But really, I don't play. You wouldn't know that about me unless we had a conversation about it."
7. If necessary, prompt participants to continue to describe the Peer Trainer by identifying what they might be able to determine based on physical identifiers like symbols (e.g., necklace with Star of David, expensive shoes, tattoos, hijab, etc.). Write these categories at the waterline (Diagram 3). Alternatively, say, "What might you guess about me if you could see I was wearing or I had _____."
8. Ask about other characteristics and categories that are not necessarily observable but are often used to describe people's identities, such as sexual orientation, ethnicity, interests/hobbies, socioeconomic status,

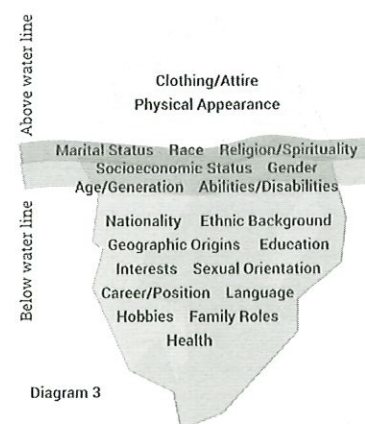
Iceberg



Step 6

Tips & Tidbits

If participants need definitions of different identity groups, distribute the *Identity Group Definitions* handout to each participant.



educational level achieved, etc. Write these categories under the waterline (Diagram 3). Add other categories under the waterline that are not mentioned.

Reflect and Discuss

Lead a five-minute discussion using the following questions:

- a. How was your thinking about identity impacted by doing this?
- b. While doing the activity, did you find yourself changing your mind about where a characteristic or identity category would fall on the identity iceberg?
- c. Why do you think it is important “to go below the waterline”?
- d. What did you learn from this activity?

Wrap Up

In your own words, summarize some of the Key Learning Points in the *Identity Iceberg Facilitation Notes*.

Transition to the Next Activity

If your next activity is about *Understanding Bias and Bullying*, say in your own words:

Now let's go further into what can happen when people don't take time to get to know each other and instead judge people based on their biases or ideas about other people. We are going to look at the biases that people can have about one another based on identity and what it feels like to be targeted by identity-based name-calling, teasing or bullying.

If you are doing a different activity, prepare your own transition.

Identity Iceberg Facilitation Notes

The “Identity Iceberg” is an analogy used to expand people’s understanding of identity. Only a small portion of an actual iceberg, about one eighth (or 13%), is above the waterline. Like the iceberg, our observable understanding of a person’s identity is limited and stops at the surface, i.e., with characteristics that are readily observable.

Above the Waterline: The categories *above the waterline* are parts of a person’s identity that are readily observable, such as physical appearance (e.g., hair color, skin complexion, height, clothing). Some elements that you may think go above the waterline, like race and gender, are often more complicated than we think, and lead us to make assumptions and to misperceptions. See below for examples.

At the Waterline: Identity categories that belong on the waterline are ones that may be identifiable, but not with absolute certainty for every individual. Some examples include:

- **Race:** A person who is biracial could be mistaken for being one race (white, African American, etc.) or a person may be misidentified if assumptions are made based on their physical features.
- **Gender/Gender Identity:** Often with gender, we may not consider whether a person is transgender or gender nonconforming.
- **Physical or Intellectual Abilities/Disabilities:** For example, a person may have dyslexia, a reading disability that you can’t see when you look at them.
- **Religion/Spirituality:** Some people wear jewelry or clothing that indicates a particular religion, like a Star of David or hijab (head scarf). Some do not represent their religion through jewelry or clothing, while some may don religious imagery as an aesthetic choice or fashion statement.
- **Partner/Marital Status:** Some people who are married or engaged may choose not to wear a ring.

Below the Waterline: Categories that are below the waterline include all identity characteristics that you cannot see and that are not readily obvious but that also make up the majority of an individual’s identity.

Key Learning Points:

- Characteristics of people are not always obvious, but are important in their identity formation.
- To gain an accurate understanding of who a person is, it is necessary to “go below the waterline” to explore those descriptors and qualities that make up people’s identities. Once people are willing and able to disclose information that is below the waterline, they are able to develop and build a sense of trust and respect for one another. This helps us better see each other as individuals and challenge stereotypes or misconceptions we may have.
- Regardless of how people identify themselves, they are often treated based on how others perceive them, whether these perceptions are accurate or not. People’s experiences, therefore, are often not based on their self-identity but on others’ perceptions of them, which influences people’s identity development.
- While descriptors such as hobbies, volunteer activities and other interests shape a person’s identity, they do not rise to the level of societal bias and discrimination that accompany many of the other categories, such as race, ethnicity, gender/gender identity, sexual orientation, ability, age, socioeconomic status and religion. Within each category, there are some who are treated with respect and dignity, and some who face bias and discrimination because of their identity.
- People’s understanding of diversity is often limited when based primarily on appearance or other categories above the waterline. The iceberg model provides a clearer picture of the many aspects of identity that are included in the term diversity. Remember that a person cannot be “diverse,” and the inclusion of one person does not make a group diverse.

Identity Group Definitions

CULTURE: Refers to the patterns of daily life that can be seen in language, arts, customs, holiday celebrations, food, religion, beliefs/values, music, clothing and more.

DISABILITY: A mental or physical condition that restricts an individual's ability to engage in one or more major life activities (e.g., seeing, hearing, speaking, walking, communicating, sensing, breathing, performing manual tasks, learning, working or caring for oneself).

DIVERSITY: Different or varied. The population of the United States is made of people belonging to diverse groups characterized by culture, race, ethnicity, nationality, gender, ability, etc.

ETHNICITY: Refers to a person's identification with a group based on characteristics such as shared history, ancestry, language and geographic origin, and culture.

GENDER: The socially defined "rules" and roles for men and women in a society. Dominant western society generally defines gender as a binary system—men and women—but many cultures define gender as more fluid and existing along a continuum.

GENDER IDENTITY: Refers to an individual internal sense of their gender, which is not necessarily visible to others.

IDENTITY: The qualities, beliefs, affiliations etc. that make up a particular person or group positioned in relation to other people or groups.

LANGUAGE: The system of words or signs that people use to express thoughts and feelings to each other. (There are approximately 7,000 languages spoken in the world today.)

NATIONALITY: Solely refers to a person's citizenship by origin, birth or naturalization.

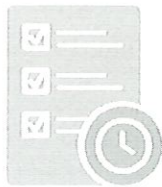
RACE: Refers to the categories into which society places individuals based on physical characteristics (such as skin color, hair type, facial form and eye shape).

RELIGION: An organized system of beliefs, observances, rituals and rules used to worship a god or group of gods.

SEXUAL ORIENTATION: Refers to one's emotional, physical and/or romantic attractions.

SOCIOECONOMIC STATUS: An individual or family's economic and social position in relation to others, as measured by factors such as income, wealth and occupation.

Identity Sculptures



About this Activity

The activity gets participants to think about: (1) aspects of their identity that are important to them; (2) the range of feelings that people have regarding their identities; (3) what they can do to create a sense of community in which members' identities are respected and valued; and (4) what it means to suppress or give up a part of one's identity.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 45–60 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Timer
- Board/Smart board or chart paper and marker
- 150 or more chenille stems, also referred to as pipe cleaners, of assorted colors. Roughly count out enough chenille stems so that each participant will have three chenille stems.
- Create your own sculpture to use as an example during the activity. If you and your co-trainer are making sculptures, make sure that they are different from each other so that the participants can see a variety of identities, including race, religion, gender/gender identity, etc.
- Write the directions in step 2 on the board/smart board or chart paper.

Lead this Activity

1. Kick off the activity by saying, in your own words, what is reflected in "About this Activity" and explain that we will learn about these things by creating identity sculptures.



Tips & Tidbits

Step 2

Do not distribute the chenille stems prior to presenting the instructions and modeling your sculpture.

Step 3

If necessary, help participants brainstorm identity categories. Refer to the Identity Iceberg, if participants have already experienced that activity. Discourage participants from using personality traits by including social identity categories in your model.

Step 4

Circulate around the room and help participants who may feel stuck on coming up with or shaping aspects of their identity. Some may say that they aren't artistic. Let them know that their sculptures do not have to be perfect and the activity is more about exploring identity than it is an art project.

2. Refer to the following directions prepared in advance and ask for a volunteer to read them:
 - Select three chenille stems of any color(s).
 - Shape or mold each one to represent an important or defining aspect of their identity. Connect the three pieces to create a “sculpture” that represents their identity.
 - Be prepared to describe your sculpture to others by saying “I am _____ and it is important to me because _____.”
3. Describe your own sculpture and use the words: “I am _____ and it is important to me because _____.” Invite your co-trainer to share their sculpture in the same way.
4. Place the chenille stems on the floor in the center of the circle or at a table. Invite participants to come forward, select three chenille stems of their choice and return to their seats to make their sculptures. Allow 10 minutes for participants to complete this task.
5. Explain the next part of the activity:
 - a. Participants will find a partner.
 - b. Once pairs are formed, each person will describe their sculpture to their partner, using the phrase on the board/chart paper.
 - c. After one minute, you will call out “switch,” at which point everyone will find a new partner and have one minute to describe their sculpture to their new partner.
 - d. Continue this process of changing pairs until each person has had an opportunity to share with six to eight other people in the group.
6. Set the timer for one minute and ask them to quickly find their first partner and begin sharing. Continue this process of changing pairs at one-minute intervals six to eight times. If there are an odd number of participants, one Peer Trainer should participate.
7. Have the group return to their seats. Lead a discussion using these questions:
 - a. How did it feel to create your identity sculpture?
 - b. How did it feel to share your identity sculpture with other people?
 - c. How often in the school community do people get a chance to share who they are? Why do you think that is?
 - d. Why do you think it's important to explore identity as part of efforts to make our school safe and inclusive?
8. Instruct participants to select one of the chenille stems in their sculptures that they feel is central to their identity and remove it. After they have removed it, ask participants to hide it behind their backs.
9. Lead a five-minute discussion using these questions:
 - a. How did it feel to remove this aspect of your identity from your sculpture and hide it behind your back?
 - b. What happened to your sculpture when you removed it?

- c. In a more general sense, what have people said or done, or what could they say or do, to make people in your school feel like they have to hide or feel ashamed of aspects of their identity?
10. Ask participants to attempt to put the detached chenille stem back into their sculptures. Give them about 15 seconds to do this.



Step 10

Tips & Tidbits

Be prepared for participants to resist or complain about having to take their sculpture apart.

Reflect and Discuss

Lead another five-minute discussion using the questions below. (It's okay if they haven't put the sculpture back together yet when you ask these questions.)

- a. How is your sculpture different now from the way it was originally?
- b. How does this exercise of trying to make your sculpture "complete" again relate to what happens in real life when people are judged or targeted because of an aspect of their identity?
- c. What can we do individually and as a school so that everyone can feel respected and proud of all aspects of their identity?
- d. Where else in or out of school would you like to create opportunities like this one to tell others who you are?

Wrap Up

Say in your own words:

To sum up, we just learned about some different aspects of identity, why identities are important and what can happen when others make fun of, ignore or disrespect aspects of our identity, and what it feels like to try to hide an aspect of your identity or wish you could hide an aspect of identity that cannot be hidden. We also talked about ways that we can recognize and appreciate aspects of each other's identities, and how to say and do things that let people know these aspects matter.

Transition to the Next Activity

If your next activity is about *Understanding Bias and Bullying*, say in your own words:

Now let's go further into what can happen when people don't take the time to get to know each other and instead judge people based on their biases or ideas about other people. We are going to look at the biases that people can have about one another based on identity and what it feels like to be targeted by name-calling, teasing or bullying.

If you are doing a different activity, prepare your own transition.

Star Patterns

About this Activity

This activity gets participants to reflect on three things: (1) what identity groups they belong to, (2) what aspects of their identity are important to them, and (3) the similarities and differences among their peers. Participants will learn about the importance of identity and be more motivated to learn about other people's identities.

Keep in Mind

Before you do this activity, it's a good idea to do the "Diversity Iceberg" activity. The diagram will help participants decide what parts of their identity to share.

Plan Ahead



Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 40 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Pens or pencils, chart paper, markers
- Make copies of the *Star Patterns Worksheet* (one for each participant).
- On chart paper or the board/smart board, create your own Star Pattern to use as a visual example during the activity. If you and your co-trainer are both making Star Patterns, make sure that they are different from each other so that participants can see a variety of identities.
- If you did the *Diversity Iceberg* before this and recorded different identifiers on chart paper, make sure to have that piece of chart paper at hand.

Lead this Activity

1. Introduce the activity by saying that when we look up at the stars at night, they all appear pretty much the same. More careful examination, however, reveals what astronomers know—all stars are not the same. This activity will reveal some parts of our identity by creating a unique star pattern to represent who we are.
2. Have participants think about groups to which they belong. Explain that they should think about groups they were born into, groups of their choosing, and groups they did not choose. Provide them with several examples of different types of identity groups—grade/age, family (number of siblings, single parent, interracial family, same-sex parents), race (white, Asian, African American), language spoken (Spanish, Mandarin, Hebrew), hobbies (coding, gaming, hiking), religion (Muslim, Catholic, Jewish, etc.), gender identity (male, female, transgender, gender nonconforming). Elicit additional examples from participants.
3. Distribute the *Star Patterns Worksheet* and a pen or pencil to each person. Instruct participants to write their names in the center star. Ask participants to think about groups to which they belong and how each of those groups is a part of who they are. Tell them to write, in each of the five outside stars, the name of a group to which they belong or with which they identify. Tell them they will be asked to share their *Star Patterns*, so they should only write down identity groups they feel comfortable sharing. Reassure participants that you are looking for quick responses and that their choices might be different on another day.
4. As an example, introduce your *Star Pattern* that you made earlier and briefly describe your five identity groups. If your co-trainer has a premade *Star Pattern*, invite them to describe it.
5. Ask if there are any questions about the process.
6. Allow five minutes for participants to complete this task. While participants are completing their *Star Patterns*, walk around and check in with participants who are having difficulty. If someone can't think of five identities, assure them that it is okay. If someone wants to add more than five stars, allow them to do so.
7. When everyone is done, ask participants to draw a circle around one star that is very important or central to who they are.
8. Explain to participants that you will now do a stand-up activity. Explain that this is an *invitation* to stand, if they are comfortable doing so. Tell them that you will read a list of categories; after each one, they are to stand up if the category is represented in one of their five stars. Ask participants to remain standing a few seconds longer if the category is the one they circled as the very important or central source of identification.
9. Read the following categories one at a time, allowing time for participants to stand. Encourage people to look around the room as each category is



Tips & Tidbits

Step 2

If you have it, review the Diversity Iceberg diagram to help explain what is meant by cultural groups.

Step 6

If participants cannot think of five groups after five minutes, it is okay. Just make sure they have two or three stars filled in so that they can share something about themselves.

Step 8

If there are individuals who are unable to stand, modify the activity so that all participants raise their hands instead of standing up.

read off. Remember to tell those people who have remained standing (to indicate their primary identifier) to sit down before reading the next category on the list.

- a. age/grade level
- b. club, hobby, sport, music, art or activity you enjoy
- c. family
- d. friend or social group
- e. religion
- f. race
- g. ethnicity or culture
- h. gender
- i. gender identity
- j. Ability/disability
- k. sexual orientation
- l. volunteer or work activity
- m. language spoken
- n. health/fitness activity
- o. neighborhood or geography
- p. ask if anyone has another group not covered in this list and invite them to call out these additional categories.

While doing stand-ups, remind participants that each person gets to choose when to stand. If there is laughter when people stand for certain groups, make sure to remind everyone about the ground rules. You can also bring up that laughter later during the discussion part of the activity. Acknowledge that some people laughed; ask, "Why were some people laughing?" and "How might that make others feel?"

10. After the stand-ups, ask participants to find a partner and share their responses to the statements at the bottom of the handout connected to the identifier each has chosen as very important or central to their identity. Tell participants that each member of the pair will have about two minutes to talk. After two minutes, announce "you should change roles, if you haven't already."

Reflect and Discuss

After the paired sharing, reconvene the group and lead a discussion using the questions below. If you don't have enough time for all the questions, ask the questions in **bold**.

- a. **Can we hear from a few volunteers willing to share their response to one or both of the questions regarding the identity they circled?**
- b. **Why do you think it is important to think about and share aspects of our identities with others?**
- c. **What differences, if any, are there between how you chose to identify yourself on your star patterns and how others have identified you? How has this impacted you?**
- d. **Did anyone notice any interesting patterns during the stand-ups? (Examples: only females standing for the gender category? Only people of color standing for race? Certain categories that no one stood for?) Why do you think that might be?**
- e. If you stood (or raised your hand) with a lot of people for a category, how did it feel to be part of a larger group?
- f. If you stood (or raised your hand) alone or with only a few others, how did that feel?

Wrap Up

In your own words, tell participants that this activity showed at least three things:

1. *Our identities are multi-dimensional—there are many different parts that make up who we are and some are more central or important than others.*
2. *We all have both positive and difficult/challenging experiences based on how others perceive or treat us because of our identity.*
3. *It is important to recognize our similarities and differences within group identities.*

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

The idea of identity is important to understand as we now move on to the topic of bias because it helps us explore our perceptions about ourselves and one another. We are going to learn about biases and how they can impact individuals and communities in the next activity.

If you are doing a different activity, prepare your own transition.

Star Patterns Worksheet

Directions:

1. Write your name in the center star.
2. In the outer stars, write the names of five groups with which you identify.
3. Choose one group (a very important or central source of identity for you), circle that group and respond to these statements:
 - a. Share something good or positive about being part of this group:

- b. Share something that can be difficult or challenging about being part of this group:



What's Your Story, In Six Words?

About this Activity

This activity offers a different and creative way to explore self-identity. Participants will reflect on their own lives and what is important to them, and then write about it in an essay that is only six words in length.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 35–40 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Blank 8½ × 11" paper
- Pens, pencils or markers
- WiFi, internet, computer, screen or LCD projector, speakers
- If you have done the "Identity Iceberg" activity with these participants, have the chart paper with the iceberg ready to show. Co-trainers can also create their own six-word stories in advance on chart paper, highlighting the aspects of identity they included.
- Six Word Memoirs* video (2015, 2½ mins., www.youtube.com/watch?v=NWctgXMTKvI)
- Make sure the audio-visual equipment is working properly and the video is cued.

Lead this Activity

1. Ask participants if they have ever heard of or written a six-word story. Explain that the idea of writing stories using only six words became popular in 2006 when Larry Smith, founder of *SMITH* Magazine, asked people to describe their lives in exactly six words. Since then, millions of people have written their own stories and posted them on the Six Word Memoirs website. Ask participants to define *memoir*. (A historical account or biography written from personal knowledge or special sources.)





Tips & Tidbits

Step 2

Six Word Memoirs video may generate a range of different emotions in participants. Pay close attention to people's feelings, and check in with individuals as needed. Make sure that the teacher and the Peer Training Program Advisor are in the room as well, so they can check in with participants during or after the session.

Step 5

Instead of writing and reading aloud the six-word stories, consider the "Show and Share Variation" at the end of the directions.

2. Introduce the *Six Word Memoirs* video by saying that it shows several six-word stories that were created by a class of eighth-grade participants. Explain that the purpose of showing it is to inspire them and get them thinking about their own stories. Show the video.
3. After the video, lead a 10-minute discussion using these questions:
 - a. What are your reactions to the video?
 - b. How did the video make you feel?
 - c. What questions came up for you as you were watching?
 - d. Which stories had an impact on you? Why?
 - e. Were there any stories that you could relate to? How so?
 - f. What are the advantages and disadvantages of summing up your "story" (or memoir) in six words?
4. Brainstorm a list of themes and ideas that came up in the six-word memoirs. Write participants' responses on the board/smart board or chart paper. After all the ideas have been captured, ask participants to think about other themes that they could write about; write those down. For additional ideas, refer to the Identity Iceberg chart paper prepared earlier (if applicable) or display co-trainers own six-word stories and highlight the aspects of identity referenced.
5. Explain that they will now write their own six-word stories. Distribute paper and pens/markers to participants. Explain that they will have approximately 10 minutes to write their stories, which includes a process of thinking about their own lives, their identities and what is important to them. Reassure participants that this is only a "first draft" and so it does not have to be perfect. In addition, mention that they are not being graded, and sharing will be optional.
6. Check in with participants after five to seven minutes, reminding them that they have a few more minutes to complete their stories. If everyone is done, go to the next step.
7. Invite volunteers to read their stories aloud, with a reminder that this is optional.
8. (*Optional*) Encourage participants to work more on their six-word stories at home or with their teacher and decorate them with photos, a collage, drawing, etc. With the permission of their parents/family, they could also post them at Six in Schools, www.sixwordmemoirs.com/community/six-in-schools/.

Reflect and Discuss

Lead a 10-minute discussion using the questions below.

- a. What was it like to write your story in only six words?
- b. How did you decide on your six words?

- c. Why do you think it is important to think about your life, your identity and what is important to you?
- d. How can an activity like this help to create a welcoming and respectful school community for everyone?

Show and Share Variation

Instead of having participants write their stories and read them aloud, instruct participants to print their six words using letters large enough for others to see. When everyone is done, ask people who want to share (it is optional) to hold their paper up at the same time and invite everyone to look around the room and read the stories.

Wrap Up

Say in your own words:

This activity has shown us that everyone has a story. Thinking about and exchanging our personal life stories can help us be more understanding and empathetic. It also helps to build connections among people at school so that people can recognize that they're part of a larger network and community.

Transition to the Next Activity

If your next activity is about *Understanding Bias and Bullying*, say in your own words:

One connection we have is that we're here together to talk about speaking out against bias, name-calling and bullying. We may have different experiences and stories, but we all go to the same school, so we have a shared responsibility to make it a place where bias is not acceptable, which we are going to talk about next.

If you are doing a different activity, prepare your own transition.

About this Unit

This unit includes activities that:

- **Introduce common terms**—define basic terms related to bias and how they relate to each other and events that take place in our schools, communities and society.
- **Explore communication**—consider different ways to communicate and how culture can influence our interactions with others.

Keep in Mind...

Knowing these terms helps participants to talk about experiences and issues related to bias.

When selecting activities, think about the workshop goals, length and participants' ages. For example, if a session is designed to give a basic understanding of bias or you do not have much time, use Basic Vocabulary instead of Understanding the Language of Bias (which is longer and more complex). The Word Toolbox is better for younger participants because it is a little more basic.

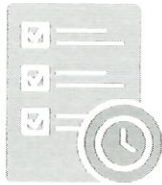
Some of these terms can be a little confusing. It is a good idea to review the meanings in advance of a workshop; if there are any you don't understand, ask a co-trainer or Peer Training Program Advisor to help you.

Basic Vocabulary: Stereotype, Prejudice and Discrimination

About this Activity

This activity is a shorter variation of the “Understanding the Language of Bias” activity included in this unit. It provides an overview of some important basic concepts (stereotype, prejudice, discrimination) and is useful when you want participants to understand the basics but do not have sufficient time to go in depth.

Plan Ahead



Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 25 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Chart paper, markers, large sticky notepads like *Post-It® Notes* (or notecards), masking tape
- On a board/smart board or chart paper, create a visual with four columns. Write, at the top of the columns, PREJUDICE, STEREOTYPE, DISCRIMINATION, NOT SURE.

Prejudice	Stereotype	Discrimination	Not Sure

Lead this Activity

1. Share the information in the "About this Activity" section in your own words.
2. Write the word *stereotype* at the top of a sheet of chart paper. Next to the word *stereotype*, write the words *thought*, *idea* and *generalization*. In your own words, share the following:
 - A **stereotype** is an oversimplified generalization about a person or group of people without regard for individual differences. It is a thought or an idea.
 - Even when a stereotype about a group is based on a seemingly positive characteristic, it can have a negative impact when people assume that it is true for all members of the group.
 - An example of a stereotype: Girls are not good at math.
3. Draw an arrow pointing down from *stereotype* and write the word *prejudice* below it. Beside the word *prejudice*, write the word *attitude*. In your own words, share the following:
 - **Prejudice** is a premature judgment or belief formed about a person, group or concept before gaining sufficient knowledge or by selectively disregarding facts. Prejudicial thinking is frequently based on stereotypes and grows out of bias.
 - **Prejudice** is an attitude or opinion that is frequently based on stereotypes.
 - An example of prejudice: Girls should not join the math club.
4. Draw another arrow pointing down from *prejudice* and write the word *discrimination* below it. Beside the word *discrimination*, write the word *action*. In your own words, say the following:
 - **Discrimination** is the denial of justice, resources and fair treatment of individuals and groups (often based on social identity), through employment, education, housing, banking, political rights, etc. Discrimination is an action that can follow prejudicial thinking. Discrimination can be legally sanctioned (de jure) or can exist despite non-discrimination laws or policies in place (de facto).
 - **Discrimination** is an action that can follow prejudicial thinking.
 - An example of discrimination: A rule that excludes girls from the math club.
5. Distribute one sticky note or notecard to each student and ask them to do two tasks. First, write a few words to describe an example of something they have seen, heard or experienced related to one of the concepts just discussed. Explain that it should be a real example from their school life or personal life. Second, draw a small emoji that best represents or communicates how they feel about the incident that they just described.

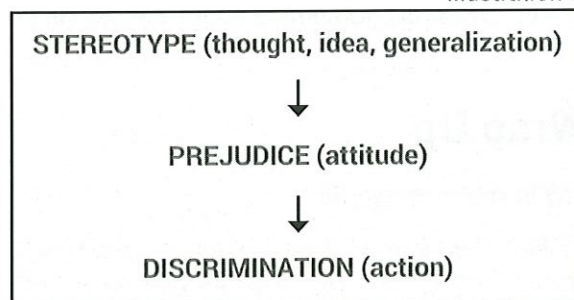


Steps 2–4

Tips & Tidbits

Your visual demonstration should follow Illustration 1 below.

Illustration 1



Step 5

Tips & Tidbits

Remind participants of the confidentiality agreement, which means they should not provide information that might reveal someone's identity.

6. After a few minutes, display the chart you prepared in advance. Invite volunteers, one at a time, to briefly describe the example they came up with and what emotion their drawing represents. After each volunteer shares, ask the group to identify which of the three words (stereotype, prejudice, discrimination) it best fits with. If there is disagreement, allow time for discussion and then invite the volunteer to place their sticky note or note card in the agreed-upon column.

Acknowledge that some examples may not fit perfectly into one category; there may be those for which there isn't one right answer or those that fit into more than one category. The goal is to think about the concepts and ways that they may be playing out in real life. Try not to get too focused on finding the "right" answer. If the group cannot agree where to put a sticky note, place it in the "Not Sure" column.

7. Continue this process for about 10 minutes (not everyone will have an opportunity to share).

Reflect and Discuss

Lead a brief discussion using these questions:

- a. What have you learned about these words that you didn't know before?
- b. What are your reactions to the examples that people shared?
- c. What did you notice about the emojis that were created?

Wrap Up

Say in your own words:

It's important that we have a common understanding of basic concepts because we'll be using these words in our discussions and also because they play out in our lives.

Transition to the Next Activity

If you are doing an *Understanding Bias and Bullying* activity, continue by saying:

In the next activity we will go deeper into exploring how these concepts play out in our school and what the impact is on individual students—like all of us here today—and the whole school culture.

If you are doing a different activity, prepare your own transition.

Here I Stand

About this Activity

This activity requires participants to think about their opinions about some difficult issues and to take a stand for their beliefs. The *Here I Stand Statements* provoke self-examination and reflection and give participants an opportunity to see the continuum of different opinions that exist on a given topic and to examine their own motivation for where they choose to stand.

Keep in Mind

It is important to consider that there may be participants in the room who have experienced name-calling, bias or bullying based on their identity in a way that is referenced in one or more of the *Here I Stand Statements*. When selecting statements, work with the classroom teacher or Peer Training Program Advisor to promote important conversations but avoid singling out students. This activity is most effective when the participants have already experienced a few other activities from the "Identity," "Language & Communication" and "Understanding Bias and Bullying" units. As needed, refer to the group's *Ground Rules* before and during this activity.

Plan Ahead

Think About Your Group

Number of participants: Any

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 20–35 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Create two signs—"STRONGLY AGREE" and "STRONGLY DISAGREE"—and tape them to opposite walls in the activity space.
- Select 8–12 statements from the *Here I Stand Statements* list for the activity.
- (Optional) Of the pre-selected *Here I Stand Statements*, select 2–3 "share out" statements for participants to share why they chose their position. (See "Lead this Activity," step 3.).
- Discuss the selected statements with the teacher or Peer Training Program Advisor.



Lead this Activity

1. Explain to participants that they will be asked to listen to a series of statements without responding to them verbally. Explain they will indicate their opinion about each topic by positioning themselves along an imaginary line, depending upon how strongly they agree or disagree with a statement.
2. Show participants where the “STRONGLY AGREE” and “STRONGLY DISAGREE” signs are hung and indicate the imaginary line. Request that the group participate silently (with no talking, just thinking, positioning and observing where others choose to stand). Let them know they will have an opportunity to discuss the activity after. If necessary, model the process with one co-trainer making a statement, such as, “Cookies and cream is the best flavor of ice cream,” and the other co-trainer silently choosing a place to stand along the imaginary continuum.
3. Read each of the selected statements from the *Here I Stand Statements* list, one at a time. Allow adequate time after reading each statement for participants to move to the point on the imaginary line that reflects their response. When participants have chosen their positions ask them to stand silently and look to see where others are standing.
4. After all of the selected statements have been read, ask participants to be seated and lead a discussion using some or all of the questions that follow.



Step 3

Tips & Tidbits

If you have selected some “share out” statements for participants to share their opinions, pause after those statements. Tell participants that you are going to ask for three volunteers from different points across the continuum to share one sentence about why they chose their position. Encourage participants to listen silently and, if they would like, move their position.

Reflect and Discuss

Lead a brief discussion, using some or all of the following questions:

- a. Which statements, if any, were the most difficult for you? Why?
- b. Which statements were easier for you? Why?
- c. If there was a time when you were alone in where you chose to stand, how did it feel?
- d. Did you ever feel the need to explain where you chose to stand for some questions? If so, why do you think you felt this way?
- e. [If you selected some “share out” statements] Did you ever decide to change your position when you heard someone’s perspective? What did you hear that led you to change your opinion?
- f. When others were standing in the same position as you, did you assume they had the same opinion as you on the topic? Why or why not?
- g. What do you think are the most effective ways to communicate with people who have a different opinion than you do? What are some less effective ways?
- h. What kinds of things cause people to change their views or perspective on an issue?

- i. What does it mean to “agree to disagree”?
- j. What have you learned from this activity that you can apply in your life?

Wrap Up

Say in your own words:

As we saw in this activity, it can be challenging to communicate across differing opinions about challenges that affect our school community and society. Using the structure from this activity—sharing your opinion and observing others’ without speaking—we took the time to acknowledge differing opinions, even when we may starkly disagree. On the other hand, there may have been times when someone’s justification for their opinion persuaded us. When we have conversations about bias and hate, a structure like this can help us understand each other.

Transition to the Next Activity

If your next activity is about *Understanding Bias and Bullying*, say in your own words:

Now that we’ve considered our own and others’ views on some challenging topics, we’re going to jump into a discussion about what sorts of issues we are seeing and experiencing in our school community.

If you are doing a different activity, prepare your own transition.

Here I Stand Statements

1. Our school is a welcoming place where everyone is treated with fairness and respect.
2. Girls and boys are treated the same at our school. They are given the same amount of attention and the same discipline for the same reasons.
3. When it comes to race, the United States lives up to its ideal of equal rights for all.
4. Anyone can become successful in the U.S. by working hard.
5. It is okay for people of a particular racial, religious, ethnic or other identity group to express slurs and stereotypical jokes about their own group.
6. People who are disabled should get all the accommodations they need.
7. Everyone has the right to free speech—even organized hate groups.
8. I feel comfortable when people around me speak in a language I do not understand.
9. I feel comfortable having a dialogue with friends or family whose political views are different than my own.
10. I would feel comfortable if I had a gay, lesbian, bisexual, transgender or queer/questioning parent.
11. I think it is unfair to require overweight or larger people to buy two seats on an airplane.
12. Men have many advantages in our society that women do not share.
13. Older people tend to be less open to new ideas.
14. White people have advantages in our society that people of color do not have.
15. It should be legal for private business owners to refuse service to people whose identity conflicts with their religious belief.
16. Immigrants from other countries make the United States stronger.
17. I have prejudices.

Understanding the Language of Bias

About this Activity

It is important to know the meanings of some basic words related to bias that are used throughout these activities. This understanding will make it easier for everyone to talk about their own experiences of bias and to understand others' experiences too. It will also help us to consider the different ways that prejudice and discrimination play out in our society.

Keep in Mind

The terms used in this activity may be new to participants and they may have many questions. Participants may ask about or bring up "reverse racism" or "reverse sexism," saying that prejudice against white people or men are examples of these. Refer to the distinction between systemic and individual prejudice and discrimination provided during the activity. While white people, men, straight people, etc. can experience individual prejudice and discrimination, the terms describe systems upheld by institutions, culture and history, meaning they are not "reversed" by individual prejudices. Discuss anticipated questions that may arise with your Program Advisor.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Open space to move around

Time: 40–45 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Timer
- Chart paper or board/smart board, markers, paper, pens or pencils, masking tape
- Print at least two copies of the *Terms and Examples Cards Template* and cut into individual cards and mix them up.
- Write out the explanations provided for **individual** and **systemic** prejudice or discrimination in step 9 on chart paper.
- Write the questions in step 11 on chart paper or board/smart board.



Lead this Activity

1. Share the information in the “About this Activity” section. Provide participants with the following definition of **bias**:
Bias is an inclination or preference either for or against an individual or group that interferes with impartial judgment.
2. Explain that we will explore some words related to bias.
3. Write the word *stereotype* at the top of a sheet of chart paper. Next to the word *stereotype*, write the words *thought*, *idea* and *generalization*. In your own words, share the following:

- A **stereotype** is an oversimplified generalization about a person or group of people without regard for individual differences. It is a thought or an idea.
- Even when a stereotype about a group is based on a seemingly positive characteristic, it can have a negative impact when people assume that it is true for all members of the group.
- An example of a stereotype: Girls are not good at math.

4. Draw an arrow pointing down from *stereotype* and write the word *prejudice* below it. Beside the word *prejudice*, write the word *attitude*. In your own words, share the following:

- **Prejudice** is a premature judgment or belief formed about a person, group or concept before gaining sufficient knowledge or by selectively disregarding facts.
- Prejudicial thinking is frequently based on stereotypes and grows out of bias.
- An example of prejudice: Girls should not join the math club.

5. Draw another arrow pointing down from *prejudice* and write the word *discrimination* below it. Beside the word *discrimination*, write the word *action*. In your own words, say the following:

- **Discrimination** is the denial of justice, resources and fair treatment of individuals and groups (often based on social identity), through employment, education, housing, banking, political rights, etc
- Discrimination is an action that can follow prejudicial thinking. Discrimination can be legally sanctioned (*de jure*) or can exist despite non-discrimination laws or policies in place (*de facto*).
- An example of discrimination: A rule that excludes girls from the math club.

6. Distribute the *Terms and Examples Cards*, one per participant, so that each “term” card has a corresponding “examples” card. There are 22 different cards, so depending on group size, there may be more cards than the number of participants. If you have fewer than 22 participants, give some pairs or groups more than one term and examples cards so that you use all of the cards. If you exclude one or two of them, it might send a



Steps 3–5

Tips & Tidbits

Your visual demonstration should follow Illustration 1 on page 123.

message that these terms are not as important as the others, and people who experience that form of bias may feel left out or insulted. If there are an uneven number of participants, participate by taking a card yourself. **Tell participants not to show their cards to anyone yet.**

7. Explain that each person has a card that has either (1) a term and its definition or (2) two real-life examples of a term. They will have five minutes to find the person with the matching term or definition (if they have examples) or examples (if they have a term or definition). Explain that there could be more than one matching set, so pairs with the same term or definition and examples should all find each other.
8. Set the timer and have everyone seek out their match(es). After the time is up and everyone is situated with their partner(s), go around the room to make sure they have correctly matched up terms and definitions and are seated together.
9. Once participants are seated together in their pairs or groups, ask them to read the example cards again and then ask, "What do you think the (I) and (S) mean?" Explain that they stand for individual and systemic. Ask, "What is the difference between individual prejudice or discrimination and systemic prejudice or discrimination?" After they've shared their thoughts, post the chart paper prepared in advance and explain the difference as follows:

Individual prejudice or discrimination includes interpersonal (person to person) acts of bias, meanness or exclusion.

Systemic prejudice or discrimination includes cultural norms, policies and practices that are supported by power and authority (in institutions like schools, businesses, housing and government) both current and historical and that benefit some and disadvantage others.

10. Share the following examples:
 - Racism can be individual when someone makes a stereotypical joke about black people.
 - Racism can be systemic when a school has a policy that bans some hairstyles such as hair extensions or braids with beads.
11. Have participants answer the questions below (prepared in advance). One person should take notes on the discussion because they will report back to the large group. Give participants 10 minutes to complete this task. The questions are:
 - a. Have you ever heard this term? If so, where and in what context?
 - b. Does the definition match what you thought the word meant?
 - c. What is another example of this form of prejudice and discrimination that you have seen, heard or personally experienced?
 - d. What are the possible impacts on the person/people who is/are experiencing the prejudice/discrimination in the examples on the card or that you shared?



Step 7

Tips & Tidbits

If participants ask about the "(I)" and "(S)" on their examples card, explain that we will talk about that after everyone has found their matches.

12. When time is up, invite each group to present to the large group: (1) their term, (2) the definition and (3) an example they came up with. As each group shares its example, ask the group to identify whether it is individual or systemic. Allow time for discussion, especially if there is disagreement.

Reflect and Discuss

Lead a five-minute discussion using these questions:

- a. Which forms of discrimination were new to you? Why do you think you weren't aware of them before?
- b. What did you learn from hearing the examples that people shared?
- c. Why do you think it is important to consider both personal and systemic forms of bias and discrimination?
- d. Which forms of discrimination do you see most often at school or among your peers?

Wrap Up

Say in your own words:

In addition to learning some new words, this activity shows us that prejudice and discrimination come in many forms. Because you know these words, you also know that different kinds of prejudice and discrimination exist. Sometimes prejudice and discrimination is very obvious, such as someone calling another person a racist epithet. Other times, it's not very obvious, such as a bunch of boys asking each other to play a game of soccer and not thinking to ask the girls to play.

Transition to the Next Activity

If you are doing an *Understanding Bias and Bullying* activity, say in your own words:

In the next activity, we will go deeper into exploring how these concepts play out in our school and what the impact is on individuals—like all of us here today—and the whole school culture.

If you are doing a different activity, prepare your own transition.

Terms and Examples Cards Template

Directions: Below are the terms/definitions cards and examples cards, matched together. Cut the cards along the lines. There are 22 cards, so if your group is larger than that, prepare additional sets so that each person receives one card.

Term: Ableism

The marginalization and/or oppression of people who have or are perceived to have disabilities, including temporary, developmental, physical, psychiatric and/or intellectual disabilities.

Examples

A student with a learning disability gets extra time on tests, and classmates tell her it's because she's stupid. (I)

Most popular brands of food at the supermarket are on the upper shelves, out of reach to people who use wheelchairs. (S)

Term: Ageism

The marginalization and/or oppression of people who are or are perceived to be too young or old based on the belief that younger and/or older people are inferior, incapable or irrelevant.

Examples

A high school student lines up to speak at a board of education meeting, and an adult behind her says she should sit down because the line is for serious statements only. (I)

A shopping mall imposes a curfew that prevents any person younger than 18 years old from going to the mall without an adult after 6 PM on weekends. (S)

Term: Anti-Muslim Bias

The marginalization and/or oppression of people who are or are perceived to be Muslim.

Examples

A student writes, "You were so much fun on the 8th grade trip! Thanks for not bombing anything while we were there!" on a Muslim student's yearbook. (I)

A school administrator demands a female student remove her hijab (headscarf) because it is against the dress code, which does not allow students to wear hats, caps, bandanas or jacket hoods. The girl explains that she wears it because she is a practicing Muslim, but the school does not make an exception and suspends her. (S)

Term: Antisemitism

The marginalization and/or oppression of people who are or are perceived to be Jewish based on the belief in stereotypes and myths about the Jewish people, religion and state of Israel.

Examples

A student laughs at another for wearing a yarmulke and tries to snatch it off. (I)

A class exam scheduled during an important Jewish holiday. When a student brings this to the attention of the administration, the administration firmly states that there is no school policy that requires teachers to make special accommodations in these situations. (S)

Term: Anti-Trans Bias

The marginalization and/or oppression of people who are or who are perceived to be transgender and/or identifying as neither a man or a woman based on the belief that cisgender (gender identity that corresponds with the sex one was assigned at birth) is the norm.

Examples

A high school student tells classmates that she is transgender and several students post mean and derogatory slurs about her on social media. (I)

A school tells a student who is transgender that she cannot use the girls' restroom—the restroom that matches her gender identity—but must use the boy's restroom. (S)

Term: Classism

The marginalization and/or oppression of people who are or are perceived to be from low-income or working class households based on a social hierarchy in which people are ranked according to socioeconomic status.

Examples

A group of friends goes out to lunch. When the bill comes, several decide to split the bill evenly. But one person suggests they each pay for their own meal because that was all she could afford. Her friends make fun of her. (I)

Special SAT workshops to help improve students' scores cost several hundred dollars, with only a few scholarship slots available. Students whose families can't afford the prep classes don't do as well on the tests and are less likely to get into their top college choices. (S)

Term: Heterosexism

The marginalization and/or oppression of people who are or are perceived to be lesbian, gay, bisexual, transgender, queer (LGBTQ), intersex and/or asexual, based on the belief that heterosexuality is the norm.

Examples

A mom asks her son's friend who "the lucky lady" is that he's taking to prom, without knowing or considering that he's gay. (I)

A high school has a policy against same-sex prom dates. Despite that, a same-sex couple is determined to go to the prom and has the support of a civil rights organization that challenges this policy. In response, the school cancels prom. (S)

Term: Racism

The marginalization and/or oppression of people of color based on a socially constructed racial hierarchy that privileges white people.

Examples

A teacher jokes that an Asian student must be upset about earning a B on calculus test because he's supposed to be great at math. (I)

A recent report at a school shows that despite similar grades in middle school, white students are steered toward AP courses in high school while African-American and Latino students are more often steered toward regular or special education courses. (S)

Term: Religious Bias

The marginalization and/or oppression of people who belong or appear to belong to a particular religious group or no religious group based on the belief in a correct or sanctioned faith system.

Examples

A group of students refers to a Mormon student as "weird" and asks how many wives his dad has. (I)

An atheist student refuses to stand during the Pledge of Allegiance recited over the PA system during home room. After students complain to the principal, the student explains that she does not agree with the "under God" language. The principal tells her that it is a school-wide activity and she will be suspended if she does not participate. (S)

Term: Sexism

The marginalization and/or oppression of women, based on the belief in a natural order based on sex that privileges men.

Examples

A girl who dates a lot of boys is often called derogatory names, while a boy who dates a lot of girls is looked up to and complimented for his dating skills. (I)

Girls' sports teams typically have less visibility and status than boys' teams and are often denied the same benefits, like adequate facilities, equipment and uniforms. (S)

Term: Weightism

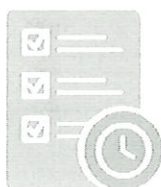
The marginalization and/or oppression of people who are or are perceived to be overweight or too large in size based on socially constructed norms related to beauty and body size.

Examples

A student's classmates constantly tease her because of her weight. (I)

A high school requires cheerleaders to wear school-issued uniforms but there are no plus-size ones available. When a student complains, she is told by the athletics department that there is no money in the budget to buy additional uniforms so she won't be able to join the cheerleading team. (S)

Word Toolbox



About this Activity

Words can be thought of as one of the tools we use to communicate. As we engage in learning and talking about bias and bullying, it is important to become familiar with related words. This activity provides participants with an understanding of common terms and provides ways for them to connect concepts to concrete examples.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle school students

Consider Time and Space

Space: Any

Time: 45 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Pens or pencils
- Chart paper and markers (*Optional*, see "Lead this Activity," step 3.)
- Word-Up Clues* (for Peer Trainers only)
- Make copies of the *Words to Know* and *Fill-In Activity* handouts (one of each for each participant)
- If there are participants with disabilities that would make it difficult for them to play the *Word-Up* game, change the rules so that participants write their answers on a piece of paper and hold it up. Participants who guess incorrectly are eliminated.

Lead this Activity

1. Ask participants, "How would we communicate our ideas and feelings if we didn't have words?" Explain that in this activity, they will learn and review some of the words we use to talk about bias, bullying and name-calling.



Step 2

Tips & Tidbits

Help with pronunciations and provide examples if participants need help understanding. For example, you could ask "What is the root in equality?" Refer to the *Word-Up Clues* for examples if necessary.

Fill-In Activity Answer Key

1. diversity
2. bullying
3. culture
4. target
5. equality
6. inequality
7. ally
8. stereotype
9. name-calling
10. tease
11. aggressor, bystander
12. prejudice
13. discrimination
14. equity

2. Distribute the *Words to Know* handout to each participant and explain that, as a group, they will read the words aloud. Ask for volunteers to read aloud each word and its definition, one at a time.

3. After the words have been read aloud, divide participants into small groups by having them count off so there are 3–4 people in each group.

Alternative: To make it more engaging, have participants count off in another language that they or you know, or have them group up by types of sports (baseball, soccer, gymnastics, football, softball, etc.) or music (hip hop, reggae, jazz, classical, rock, etc.). Write the words on the board or chart paper so people can refer to them as they "count off."

4. Distribute the *Fill-In Activity* handout to each participant. Explain that they will work together in their groups as a team to complete the sentences using the correct word from the left-hand box. Each person will complete their own handout, but they should all work together, discuss answers and help one another. They may use the *Words to Know* handout if they get stuck. Circulate among the groups to check for understanding and provide help as needed.

Assure participants that this is not a contest to see which group finishes first, so they should take their time to come up with the best answer for each question.

5. Once groups have completed the task, quickly review their answers by asking for volunteers, one by one, to share their group's answer for each question. This review should move quickly. If there is disagreement among groups about an answer, clarify the correct answer, explain why and continue.

6. Tell participants to put away all handouts for the next part of the activity. Ask them if they think they know all of the new words. Tell them that they will play a game called *Word-Up* to "test" their knowledge. Explain that the point of the game is to stay in it for as long as possible.

7. Provide the following rules of the game:

- a. I will give a clue that is either a definition or an example that illustrates one of the words. If you know the correct word, stand up and shout it.
- b. There are two ways to be eliminated: (1) if a person **says the wrong word** or (2) if a person **says a word without standing up**. We (the Peer Trainers) will determine who is eliminated for each clue given. There may be clues where more than one word could fit, but for the purpose of this game, only one word (the best one) will be accepted.
- c. People who have not been eliminated sit down again and listen for the next clue. The people who have been eliminated are out until the next round and should sit or stand off to the side.

- d. Play continues until there is only one person (or a few people, if it goes on too long) remaining in the game.
 - e. Once a winner or winners have been declared, a new round begins and everyone is back in the game.
8. Ask for a volunteer to say the rules back to you to check for understanding. Do a practice round with one or two words as follows: Read aloud a definition or example of one of the words from the *Word-Up Clues* and **pay close attention to who says what**. Ask people who answer incorrectly or shout out without standing to sit out.
 9. Begin the game. After two or three rounds, ask participants to return to their seats.

Reflect and Discuss

Lead a short discussion using the questions below.

- a. What did you think about the *Word-Up* game?
- b. Which words did you already know before today? Where did you hear them, or how did you learn them?
- c. What words were new for you? How will you remember and use them in the future?
- d. Are there any words that you still don't understand?
- e. As we continue our discussions today, what can you do if you come across or hear an unfamiliar word?
- f. Why are these words important to know?

Wrap Up

Say in your own words:

So, these are some of the words we'll be using in our other activities today. Throughout our time together, please let us know if you come across or hear an unfamiliar word, and we'll tell you the meaning or we can look it up together.

Transition to the Next Activity

If your next activity is about *Understanding Bias and Bullying*, say in your own words:

Now that we all know about the words and terms, let's put them to use! The next activity will look more closely at some of the ways that people at our school are targeted with name-calling and teasing based on other people's biases about some part of their identity.

If you are doing a different activity, prepare your own transition.

Word-Up Clues

The definition and examples for each vocabulary word are provided below as clues for the *Word-Up* game. Peer Trainers will either share a definition or an example of the word as clues. To make the game challenging, call out clues for words in random order, rather than alphabetically as they are listed.

AGGRESSOR: Someone who says or does hurtful things on purpose and over and over; they are engaging in aggressive behavior.

- *A student is using bullying behaviors toward other students at lunch. This student is acting as an _____.*
- *The role that people play in a bullying situation when they are doing the bullying behavior is the role of the _____.*

ALLY: Someone who helps or stands up for someone who is being bullied or who is the target of bias.

- *An example of this is when you ask the target of bullying behavior if they are OK.*
- *An example of this is when you tell someone who is acting as an aggressor that their behavior is not cool and they should stop.*

BULLYING: When a person or a group behaves in ways—on purpose and over and over—that make someone feel hurt, afraid or embarrassed.

- *If Brandon targets Lucas again and again to make Lucas feel bad about himself, we call this _____.*
- *Every morning when Tanya gets on the school bus, Jaden calls her “fatso” and tries to trip her. This is an example of _____.*

BYSTANDER: Someone who sees bias or bullying happening and does not say or do anything.

- *People often choose this role when they see bullying happening because it can be difficult to say something to someone who is acting as an aggressor.*
- *This behavior is not directly hurtful to the person being bullied, but it is a good idea to try to do something rather than being a _____.*

CULTURE: The patterns of daily life that can be seen in language, arts, customs, holiday celebrations, food, religion, beliefs/values, music, clothing and more that a group of people share.

- *It can be really fun to visit another country because you learn about a new _____.*
- *Every group of people has their own customs, celebrations, food and beliefs, so we say that every group has a _____.*

DISCRIMINATION: Unfair treatment of one person or group of people because of the person or group's identity (e.g., race, gender, ability, religion, culture, etc.). Discrimination is an action that can come from prejudice.

- *An example of this is when a Mexican American person is not hired for a job because the hiring manager has a prejudice against Mexican American people.*
- *The Boy Scouts of America used to have a policy that banned gay troop leaders. This was an example of _____.*

DIVERSITY: Different or varied. The population of the United States is made up of people from different places and from diverse racial, cultural and religious groups.

- *Lots of different people from many backgrounds live in New York City, so we say there is a lot of _____.*
- *This word begins with a "d" and is a characteristic of the United States.*

EQUALITY: Having the same or similar rights and opportunities as others.

- *The United States was founded on a belief that everyone should have the same rights. This value is called _____.*
- *An example of this is when students are treated the same and given the same rights, regardless of their gender.*

EQUITY: The quality of being fair or just.

- *Some students find geometry challenging; others find it simple. _____ is when each student gets the help that they need to succeed.*
- *An example of this is when students are given resources according to what they need, even if not everyone is getting the same thing.*

INEQUALITY: An unfair situation when some people have more rights or better opportunities than other people.

- *Martin Luther King, Jr. was a leader in the Civil Rights movement. He believed in equality for all people, so he fought against its opposite, _____.*
- *Many women are paid less than men for doing the same job. This is not fair because their pay should be equal. This is called pay _____.*

NAME-CALLING: Using words to hurt or be mean to someone or a group.

- *I don't agree with the saying "Sticks and stones can break my bones but words will never hurt me" because I think this behavior can be very hurtful.*
- *An example of this is when a person makes up a mean name for someone and calls them it to make the other person upset and angry.*

PREJUDICE: Judging or having an idea about someone or a group of people before you actually know them. Prejudice is often directed toward people in a certain identity group (race, religion, gender, etc.).

- *It is good to get to know people and see them for who they are, rather than believing stereotypes and having opinions based on _____.*
- *When people's thoughts are based in _____, they are making judgments about another person or group of people.*

STEREOTYPE: The false idea that all members of a group are the same and think and behave in the same way.

- *An example is "All people who wear glasses are smart."*
- *An example is "Poor people are lazy."*

TARGET: Someone who is bullied or treated in hurtful ways by a person or a group on purpose and over and over.

- *Lucia was often made fun of by the other students in her class, so she was a _____ of bullying.*
- *The person whom I direct bullying behavior toward is called the _____.*

TEASING: Laugh at and put someone down in a way that is either friendly and playful or mean and unkind.

- *Even though Ashley said she was only joking when she told Talia that she looked silly in her new hat, Talia thought it was hurtful. This type of behavior is called _____.*
- *My friend sometimes says hurtful things to me and when I get offended or angry, she says "I was only _____."*

Words to Know

Aggressor

Someone who says or does hurtful things to another person on purpose and over and over; they are engaging in aggressive behavior.

Ally

Someone who helps or stands up for someone who is being bullied or who is the target of bias.

Bullying

When a person or a group behaves in ways—on purpose and over and over—that make someone feel hurt, afraid or embarrassed.

Bystander

Someone who sees bias or bullying happening and does not say or do anything.

Culture

The patterns of daily life that can be seen in language, arts, customs, holiday celebrations, food, religion, beliefs/values, music, clothing and more that a group of people share.

Discrimination

Unfair treatment of one person or group of people because of the person or group's identity (e.g., race, gender, ability, religion, culture, etc.). Discrimination is an action that can come from prejudice.

Diversity

Different or varied. The population of the United States is made up of people from different places and from diverse racial, cultural and religious groups.

Equality

Having the same or similar rights and opportunities as others.

Equity

The quality of being fair or just.

Inequality

An unfair situation when some people have more rights or better opportunities than other people.

Name-calling

Using words to hurt or be mean to someone or a group.

Prejudice

Judging or having an idea about someone or a group of people before you actually know them. Prejudice is often directed toward people in a certain identity group (race, religion, gender, etc.).

Stereotype

The false idea that all members of a group are the same and think and behave in the same way.

Target

Someone who is bullied or treated in hurtful ways by a person or a group on purpose and over and over.

Teasing

Laughing at and putting someone down in a way that is either friendly and playful or mean and unkind.

Fill-In Activity

Directions: Fill in the blanks with the correct word from the box. Put a check mark next to each word after you have used it in a sentence so you can track which words you have used.

WORDS TO KNOW

- aggressor
- ally
- bullying
- bystander
- culture
- discrimination
- diversity
- equality
- equity
- inequality
- name-calling
- prejudice
- stereotype
- target
- tease

1. When we learn about all of the different kinds of people in the world, we are learning about _____.
2. When someone says hurtful things on purpose to another person and over and over again, it is _____ behavior.
3. Japanese people sometimes bow to greet someone or show respect. This gesture is part of their _____.
4. Jose gets teased on the bus every day by a group of older kids. He is a _____ of their bullying behavior.
5. Ms. Watkins believes strongly in _____, so she tries hard to give all of her students the same opportunities.
6. The opposite of #5 is _____.
7. Lena looks out for other students in her school. When she sees a classmate being targeted, she supports them. Lena demonstrates _____ behaviors.
8. Girls are not good at sports is one example of a _____ because it assumes that all girls are the same.
9. When Marta says words like "crybaby" to put down her younger sister, her behavior is called _____.
10. Marcus likes to _____ his best friend Arjun about his accent, and Arjun laughs along.
11. In a bullying situation, the person who is acting as an _____ is doing the mean behavior and a person who witnesses it happening and doesn't do anything about it is being a _____.
12. The expression "don't judge a book by its cover" connects to the idea of _____: when we make judgments about someone we don't know.
13. An example of _____ is an unfair action like not letting girls play on a soccer team just because of their gender.
14. The teacher showed _____ when he helped Christine and Taeiba at different parts of the lesson based on what they needed.

About this Unit

This unit includes activities that:

- **Explain what bias and bullying are**—examine the nature and impact of bias and bullying on people, schools and communities.
- **Promote empathy**—understand other people’s perspectives, feelings and experiences.
- **Consider social exclusion**—think about who is included, who may be excluded and why it matters.
- **Study the escalation of hate**—learn about how everyday bias, if not challenged or stopped, can be viewed as acceptable and then escalate into more severe forms of bias and hate.

Keep in Mind...

The activities in this unit are designed for exploration of in-depth and often personal issues. Make sure that you have established ground rules for discussions and a level of trust among participants.

Some stories in the activities or shared by participants may be painful to hear. Take a break if you, your co-trainer or participants need to work through difficult emotions.

Show empathy by being sensitive to participants’ feelings, whether they are sharing their own or listening to others’ experiences. Avoid making jokes about or talking lightly about what people share. Phrases like, “Was it really *that* bad?” or “Maybe she was just kidding” in reaction to a participant’s story could send the message that you are not listening, or even worse, not taking them seriously.

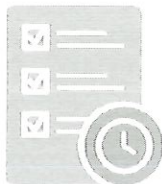
It is important to have an adult present during these activities, just in case participants need additional support.

Adding Up Microaggressions

About this Activity

This activity gets participants to reflect on a few things: (1) what microaggressions are, (2) how they have experienced or seen microaggressions and (3) what can be done to address microaggressions.

Plan Ahead



Think About Your Group

Number of participants: Up to 35

Ages: High school students

Consider Time and Space

Space: Open area with room for participants to move into small groups

Time: 45 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Timer
- Chart paper, markers, tape, board/smart board (*optional*)
- (*Optional*) Watch *Microaggressions in Everyday Life* (2010, 4½ mins.) at www.youtube.com/watch?v=BJL2P0JsAS4 for more background information about Microaggressions.
- WiFi, internet, computer, screen or LCD projector, speakers
- MTV's Look Different Campaign* videos. Stream them at www.mtv.com/news/1871828/look-different-microaggression-videos/. Make sure the audio-visual equipment is working properly and the video is cued.
- Prepare slides or chart papers with the bulleted definition in step 2 and the statements in step 12.
- For step 7, prepare two sheets of chart paper, each with one of the following headings at the top: VERBAL and/or NONVERBAL. Under each heading, draw a T bar. At the top of the left column, write "Example"; at the top of the right column, write "Underlying Message/Assumption." See the diagram below for an example.

Verbal	
Example	Underlying Message/Assumption

Nonverbal	
Example	Underlying Message/Assumption

Lead this Activity

1. Ask participants to raise their hands if they have ever heard the term *microaggressions*. Invite volunteers to share their understanding of the word with the group. Write their responses on chart paper or the board/smart board.
2. Display the bulleted definition below that you prepared in advance, which is based on work by Derald Wing Sue's (2010) *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*. Ask for a volunteer to read the bullet points aloud.
 - Microaggressions are the **everyday slights, indignities, put-downs and insults** that people of color, women, LGBTQ populations and other marginalized people experience in their day-to-day interactions.
 - Microaggressions can appear to be compliments but often contain a “metacommunication” or hidden insult to the target group.
 - Microaggressions are often outside the level of conscious awareness of the people who say them, which means they can be unintentional.
 - Microaggressions may be communicated verbally and/or nonverbally.
3. Introduce the video by saying that MTV produced a series of short Public Service Announcements (PSAs) as part of its Look Different Campaign to raise awareness about harmful behaviors like microaggressions and bias. Play all seven PSAs on the DVD or stream them via the internet (running time: up to 40 seconds each).
4. After viewing, have participants pair up and allow five minutes for them to discuss these questions with their partners:
 - How did you feel watching these videos?
 - Why do you think the PSAs showed the targets being hit by glass that then shatters? What does this represent?
 - Did any of the experiences resonate with you? If so, which ones and why?
5. Explain that the people featured in the PSAs experienced verbal microaggressions. Introduce the different forms—verbal and nonverbal—and ask participants to share an example of each. Record their responses on the board/smart board or chart paper. If participants are unable to come up with examples, share the following:

Verbal: saying “You speak English well” to an Asian American person.

Nonverbal: clutching one’s purse more tightly, as if to protect it from theft, when in the presence of an African American male.
6. Next, for each of the examples shared, ask participants to think about what the underlying or hidden messages could be. Record their answers. For example, one underlying message of the first example above is “If you don’t look white, you don’t fit my idea of an American, so you can’t possibly speak English well.”
7. Post the two chart papers (labeled Verbal and Nonverbal) that you prepared in advance on the walls, with enough space between each so that several people can gather around them. At each one, place a marker on the floor or a nearby table.



Tips & Tidbits

Step 8

If one group turns out to be big and another is small, ask participants from the larger group to move to the smaller one. The goal is to have a fairly equal number of people in each group.

Step 11

Remind participants that while most of the examples so far have focused on race, gender and sexual orientation, they should also think about microaggressions related to religion, ethnicity, socioeconomic class, age, gender identity, ability, etc.

8. Ask participants to move to one of the three chart papers and explain that, together with the other participants who chose that sheet, they will have three minutes to write additional examples and underlying messages/assumptions of each example on the chart paper. One person should be the recorder for each team.
9. Start the timer and have groups begin. After three minutes, ask participants to stop and move to the next chart paper (the recorder can take their marker with them).
10. Repeat this process until the three groups have visited each station. At the end, invite participants to do a “gallery walk” and quickly read each chart paper.
11. Divide participants into small groups of three or four. Explain that you will display some statements for the groups to discuss, ensuring that everyone in the group has an opportunity to contribute to the conversation.
12. Display the following statements/questions that were prepared ahead of time, and allow 10 minutes for discussion.
 - Describe a time when you experienced or witnessed a microaggression. What was the underlying assumption? How did you feel? What did you do?
 - Describe a time when you may have committed a microaggression. What was the underlying message? How did you feel? What did you do?
13. After small group discussion, bring the groups back together.

Reflect and Discuss

Lead a large group discussion using these questions.

- a. What did you learn about microaggressions during your small group discussion?
- b. What are the impacts of microaggressions on individuals who are targeted by them? On the school culture as a whole?
- c. What could a bystander have said or done to intervene or address the microaggressions we saw in the video or in the experiences we discussed?
- d. If you are the person who has used a microaggression, and someone confronted you about it, what are some productive ways to respond and learn from the experience?
- e. How would you respond as an ally if, after you challenge a microaggression, someone says, “What’s the big deal? I didn’t mean anything by it.”

Wrap Up

In your own words, say:

As we have discussed in previous activities, all of us have learned stereotypes over the course of our lives—from family, friends, social media, movies, etc. These stereotypes can come out in the form of microaggressions. Sometimes the intention behind a microaggression is to offer a compliment (e.g., “You’re pretty for a dark-skinned girl”), but the message is very different, and often hurtful. It is important to “own up” and acknowledge when we are challenged about using a microaggression and also to act as an ally for others who are targeted by them.

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

Let’s shift the focus to what we can do as individuals and as a whole community to challenge harmful behaviors, such as microaggressions, when we experience them.

If you are doing a different activity, prepare your own transition.

Bias is Universal

About this Activity

This activity is designed to deepen participants' understanding of bias and ways in which it can manifest itself explicitly and implicitly in our lives. Participants will recognize various forms of bias and their potential impact on individuals and will identify ways to address biases in themselves and others.

Plan Ahead



Think About Your Group

Number of participants: Up to 35

Ages: High school students

Consider Time and Space

Space: Any

Time: 45–60 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Chart paper, markers, tape, board/smart board (*optional*)
- WiFi, internet, computer, screen or LCD projector, speakers
- “Peanut Butter, Jelly and Racism” POV episode of *Who, Me? Biased* (2016, 3 mins., POV/The New York Times, www.nytimes.com/video/us/100000004818663/peanut-butter-jelly-and-racism.html). Make sure the audio-visual equipment is working properly and the video is cued.
- Prepare slides or chart papers with the definitions in Step 2 and 4 and the chart in Step 6.
- Make copies of the *Implicit Bias Worksheet* (one for each participant).

Lead this Activity

1. Begin the activity by reminding participants of the basic premise that “bias is universal.” Explain to participants that all people have biases, including the co-trainers leading this activity.
2. Ask participants, “What is bias?” Elicit a definition of bias and then reveal the chart paper or slide with the definition.

Bias: An inclination or preference for or against an individual or group that interferes with impartial judgment.

3. Ask for a volunteer to read the definition of bias aloud. Ask participants, "How do we learn biases?" Invite a few participants to share their ideas, and let participants know that you will circle back to that question.
4. Explain that there are different types of bias. Reveal the definitions for **explicit bias** and **implicit bias**, and ask for volunteers to read aloud those definitions.

Explicit Bias: The conscious attitudes, stereotypes and overt, intentional actions (positive or negative) towards members of a group merely because of their membership in that group.

Implicit Bias: The unconscious attitudes, stereotypes and unintentional actions (positive or negative) towards members of a group merely because of their membership in that group. These associations develop over the course of a lifetime beginning at a very early age through socialization and exposure to direct and indirect messages.

5. Ask participants if they know what "unconscious" means, as it appears in the definition of implicit bias. If participants don't know, tell them it refers to thought patterns we are not aware of that influence our behaviors.
6. Show the "Explicit Bias vs. Implicit Bias" slide or chart paper and review with participants, addressing any questions that arise.

Explicit Bias	Implicit Bias
Aware	Unaware
Voluntary	Involuntary
Intentional	Unintentional

7. Tell participants that they will be viewing a three-minute video produced by *The New York Times* called "Peanut Butter, Jelly and Racism" to learn more about implicit bias. Show the video.
8. After the video, ask the following questions:
 - What did you learn from the video?
 - According to the video, what is the difference between implicit bias and more overt racism? How might that difference impact conversations on issues of race?
 - What do you think contributes to implicit bias?
 - In the video, they shared that one form of bias is being able to recognize bias in others but not in yourself. Do you think this happens? Can you think of an example?
9. Divide participants into groups of 4–5 people each. Distribute to each person a copy of the *Implicit Bias Worksheet*. Explain that as a group, they should read each example and "reveal" the unconscious or hidden thought pattern underlying each example of implicit bias on the lines below. Allow 10–15 minutes.
10. Reconvene the group. Read each item one by one and invite groups to volunteer their responses to each example. Provide an opportunity for



Step 6

Tips & Tidbits

If participants need support, model an example.



Step 10

Tips & Tidbits

Participants may interpret some examples in different ways. The learning that results from the discussions is important, so explain to participants that the purpose of the exercise is to explore the manifestations of bias, not to get all of the answers "correct."

multiple groups to share and to elaborate on their reasoning, particularly if there is disagreement among groups.

Reflect and Discuss

Lead a large group discussion using these questions.

- a. What are some potential impacts of acting on our own biases?
- b. Do you think the impacts of implicit bias are different than the impacts of explicit bias on individuals who are targeted by them? Why or why not?
- c. How does the concept of intention relate to impact? Do you think the impact of implicit bias is less hurtful because it is not intentional? Why or why not?
- d. In what ways, if any, do you think your school would be different if people—including administrators, teachers and students—were more aware of their own biases?
- e. What can you do individually to become more aware of your own biases? What can you do to counteract them?
- f. What are some effective ways of helping other people become more aware of their biases?

Wrap Up

In your own words, say:

As we learned in the "Peanut Butter, Jelly and Racism" video, we are exposed to biased messages throughout our lives, even though we are not always conscious of them. Our words and actions can be biased, too, often causing harm. While we may not be aware of the messages we've unconsciously absorbed, we are responsible for consciously recognizing the impact of our words and actions and interrupting our biases as we become aware of them. Doing so will help facilitate a more inclusive school community in which people treat each other with dignity and respect.

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

Let's shift the focus to what we can do as individuals and as a whole community to address the impacts of implicit bias.

If you are doing a different activity, prepare your own transition.

Implicit Bias Worksheet

Directions: Read the following examples of implicit bias. For each example, write down the unconscious thought pattern that may be occurring.

Implicit Bias Example: A teacher gets her new class list and notices the name of the younger brother of a former student whom she really liked and without thinking about it assumes she will like him too.

Thought Pattern: Siblings are usually similar, so if the teacher liked the older sibling, she thinks she will probably like the younger brother.

1. A female student attends an information meeting about an after-school coding club, and one male member tells her that only boys join this club, so she won't fit in.

2. On the first day of school, a black student walks into an AP English classroom. The teacher says, "Are you sure you're in the right class?"

3. A teacher needs some heavy furniture rearranged and says, "Can I get some boys to help me with this?"

4. A male student tells a guidance counselor that he just invited a date to prom, and the counselor asks, "Who is the lucky girl?"

5. A new student who appears to be Asian is telling some classmates that she moved from a different state. One classmate asks, "But where are you really from?"

6. In a U.S. History class, the teacher assigns reading about the Transatlantic Slave Trade. When discussing the reading, the teacher and many students direct many discussion questions towards the black students in the class.

7. The theater club is inviting English classes to watch the dress rehearsal of Macbeth. When one of the student actors tells the Special Education teacher, she replies that her students "won't get it."

Examining Groups

About this Activity

The purpose of this activity is to explore the ways the insider/outsider dynamic is manifested in school communities. While being part of a group helps students in building a positive sense of identity and self-worth, such membership can also promote an “us-versus-them” attitude which fosters exclusion and sometimes hostility. By examining some of their assumptions about student groups and how they are typically treated, participants will better understand the damage that name-calling, bullying and social isolation can have on all members of the school community.

Keep in Mind

This activity is especially effective following a discussion about the impact of groups in the school. Consider preceding this activity with the “This Group/That Group” activity.

Plan Ahead



Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Space to form small groups

Time: 30–40 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Chart paper or board/smart board, markers, tape
- Make copies of the *Examining Groups Worksheet* (one for each participant).

Lead this Activity

1. If “This Group/That Group” preceded this activity—either in the same day or in an earlier session—remind the group of the previous discussion about the impact of groups in the school. Explain that this exercise will provide an opportunity to look more closely at the ways different groups at their own school contribute to the school climate.

2. Distribute a copy of *Examining Groups Worksheet* to each participant. Instruct participants to take a few minutes to read the questions and think about their responses independently. Let them know they will be able to discuss their responses. Allow 10 minutes for participants to respond to the questions.
3. Create groups of 3–4. Tell groups they will have an opportunity to share their responses to the questions on the *Examining Groups Worksheet*, paying special attention to question #5. Tell groups that you will ask them to share as many responses as they can generate to question #5. Instruct groups to designate one recorder and one reporter to write down the group's ideas for action in response to question #5 to share out later.
4. Reconvene the group and elicit responses for question #5 with an around the world share out, asking each group to share one idea at a time for acting as an ally. Create a list on a piece of chart paper of ways to act as an ally. Continue going around to each group until all groups have shared each idea. If a group repeats an idea that was already said, add a check mark to that idea.

Reflect and Discuss

Lead a large group discussion using these questions:

- a. Many of us have friends and a group they feel close to. Is there anything wrong with wanting to hang out with your group? Does staying within your group mean that you are excluding others? Explain your thinking.
- b. How do groups impact the climate of your school? Do groups make some students feel more safe? Do they make some students feel less safe?
- c. What happens when teens hang out with other teens who are not part of their group?
- d. How would you respond if someone in your group was teasing, bullying or excluding someone else? How would your answer differ if the person doing the name-calling was not in your group or was someone you didn't know well?
- e. What are some possible consequences of intervening?
- f. What are some possible consequences of not intervening?
- g. How can individuals and groups act as an ally?

Wrap Up

In your own words, say:

Groups serve many functions in a school! For many students, belonging to a group offers friendship and security. Sometimes, groups can also contribute to feelings of isolation and exclusion. As we can see from this activity, groups have an impact on the school climate, and there are many ways that groups can show how to act as an ally and create a more welcoming school community. We all should think about how the group or groups to which we belong can contribute to a safe and inclusive environment.

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say this in your own words:

Let's keep the focus on acting as an ally and dive into strategies for putting these ideas into action.

If you are doing a different activity, prepare your own transition.

Examining Groups Worksheet

Student groups or cliques exist in all schools. Sometimes groups are formed by the neighborhoods where people live or other aspects of identity. In other cases, students “hang out” together based on common interests (sports, music, a favorite pastime or shared academic courses, etc.). Sometimes groups form for security or a sense of belonging.

1. What are some groups that exist at your school?
2. What, if any, positive functions do student groups perform? What, if any, are the negative effects of student groups?
3. Are there groups or individuals in your school experience unfair treatment or are the targets of bias and bullying? What is the impact of these actions on the school community?
4. Are there groups in our school that benefit from unfair treatment or experience privileges? What is the impact of these actions on the school community?
5. Name one action a student can take to ensure every student and group feels a sense of belonging and safety.

Lemon Activity



About this Activity

This activity helps participants better understand what stereotypes are and how making assumptions and generalizations can prevent people from seeing one another as individuals.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Room for participants to work in small groups

Time: 30 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Count out and buy enough lemons (at least eight) to have one lemon for every 4–5 participants.
- Board/Smart board or chart paper, markers and tape
- If you have time, select a lemon and create a back story for your own lemon to use as an example in this activity.

Lead this Activity

1. Begin by asking for volunteers to name characteristics that all lemons share (e.g., yellow color, fragrant smell, oval shape, etc.). Generate as many characteristics as possible and list these responses on a sheet of chart paper or the board/smart board.
2. Divide participants into small groups of 4–5 people. Give each small group one lemon, a sheet of chart paper and one or two markers. Instruct participants not to mark their lemon or deface it in any way.
3. Instruct small groups to study their particular lemon and “get to know it.” Instruct groups to:
 - a. Develop a brief, personalized story about their lemon and its life prior to coming to the training session. Groups can give their lemon a name, age, history, place of birth, family history, etc. Encourage groups to have fun with it!

- b. Select a recorder who will write the story of their lemon on chart paper.

Allow 10–12 minutes for this process. Keep track of the time, and every so often let groups know how much time is left. When time is up, reconvene the whole group.

4. Invite each recorder, one at a time, to introduce their lemon and share its life story with everyone. After each group shares, tape their chart paper on the wall.
5. Once all groups have shared their stories, instruct groups to say “goodbye” to their lemons, collect all of the lemons, mix them up and put them on a table or chair in front of the group.
6. Ask one person from each group to come to the front and pick out their group’s lemon.

Reflect and Discuss

Process the lemon exercise by leading a group discussion using some of these questions:

- a. How do you know you grabbed the right lemon? How were you able to identify it?
- b. What is a **stereotype**? (After hearing their ideas, share ADL’s definition: An oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.)
- c. What connection can you draw from this activity to the act of making generalizations or stereotypes about people?
- d. What are some negative or harmful aspects of stereotyping people?
- e. Have you ever made an assumption about someone based on only one part of their identity that then changed once you got to know them? What happened?
- f. Has anyone ever made an assumption about you based on stereotypes that changed once the person got to know you? What happened?
- g. What can we do as individuals to challenge stereotypes in ourselves and others?



Step 6

Tips & Tidbits

This usually presents no problem because participants have gotten to know their lemons so they have become distinctive and individualized.

Wrap Up

Say in your own words:

To sum up, this activity showed us how stereotypes can influence our thinking. While people have a natural tendency to categorize people, we need to question and/or interrupt those stereotypes in our thinking. Relying on stereotypes (whether positive or negative) has a negative impact on individuals and groups who are targeted because it does not take individual differences into account.

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say this in your own words:

Now we are going to turn our attention to the question of how we can challenge stereotypes and bias in ourselves and others. It is not easy to do, and it takes thought and practice, so let's get started!

If you are doing a different activity, prepare your own transition.

Let's Get Real/Video and Discussion

About this Activity

Using the video, Let's Get Real, participants will have the opportunity to broaden their understanding of the dynamics of name-calling and bullying and to explore the effects of these behaviors on students' educational experience. This activity also provides an opportunity to explore the different roles people take in incidents of bias and to identify the characteristic of an ally.

Keep in Mind

This activity can precede or be combined with "One Person, Many Roles." If you have the time to combine the activities, simply begin step 4 of "One Person, Many Roles" immediately following the debrief discussion at the end of this activity.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: High school students

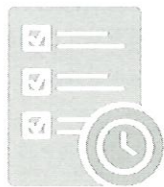
Consider Time and Space

Space: Room for participants to view the video and work in small groups

Time: 45–60 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Chart paper or board/smart board, markers, tape
- Computer with DVD-Drive or DVD player, screen or LCD projector, speakers
- Let's Get Real* video (2003, 35 mins., Women's Educational media). Request a copy from your Regional ADL office if you don't already have one. Make sure audio-visual equipment is working properly and the video is cued.
- Prepare slides or chart papers with the definitions in step 1 and the questions in step 4.



Lead this Activity

1. Introduce or remind participants of the four roles that people can play in a name-calling, bias or bullying incident. If time permits or clarification is needed, elicit examples of the roles from the group.

Aggressor: Someone who says or does something harmful or malicious to another person, intentionally and unprovoked.

Ally: Someone who speaks out on behalf of or takes actions that are supportive of someone who is targeted by bias or bullying, either themselves or someone else.

Bystander: Someone who sees bias or bullying and does not say or do anything.

Target: Someone against whom mistreatment is directed.

2. Provide a brief introduction to the *Let's Get Real* video using the synopsis below and show the video.

Video synopsis: Although name-calling and bullying are serious problems at any age, they are particularly serious for middle and high school students. *Let's Get Real* provides an opportunity to hear from students in grades six through nine as they share their experiences with name-calling and bullying. The video presents the voices of real students, and some of their words may cause discomfort for some people. Hearing from the students in their own words about the impact of their experiences makes clear the differences between "jokes" and "put downs," and builds understanding that certain words are harmful. As we watch the video, consider how the students play one or more of the roles we discussed.

3. Divide participants into four groups and assign each group one of the four roles reviewed earlier in the activity.
4. Display the following questions prepared on chart paper or as a slide, and instruct participants to discuss these questions in their group. Allow 10 minutes for small group discussion.
 - What did you hear in the video about students' experiences in your group's assigned role? What feelings did they share? What actions characterize this role?
 - What surprised you?
 - How did the experiences of these students relate to students' experiences at your school?
 - What actions, if any, could adults in the school community take to support or respond to students' engaging in these behaviors?
5. Reconvene the whole group.



Step 2

Tips & Tidbits

If you're short on time, work with your program advisor to select segments of the video to show to participants.

Reflect and Discuss

Lead a large group discussion using these questions.

- a. Based on the words of students in the video, what are some of the effects of name-calling, bias and bullying on students' educational experiences?
- b. What did you hear in the video that surprised you?
- c. How are rumors and gossip types of bullying? What are the effects of these behaviors on students who are the targets? On the school community as a whole?
- d. What are some of the actions students can take to act as an ally?
- e. What messages did you hear about students' perceptions of the role of teachers and other adults in incidents of name-calling and bullying? In what ways, if any, does this differ from perceptions of your own responses to these behaviors? What might account for any differing perspectives?
- f. What is one thing you would like to change at your school as a result of watching this video?

Wrap Up

In your own words, say:

The students in the Let's Get Real video shared experiences of bias, name-calling and bullying that may have resonated with you in some way. Like the students, we all have played one or more of these roles in our school, community or online, whether we have been the target, bystander, ally or aggressor. This activity helped us see the impact of these actions, not just on the target, but on the culture of the school. It's important to think about the way bias and name-calling affect our classmates and consider how we can act as an ally.

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say this in your own words:

In our next activity, we're going to discuss strategies and best practices for responding to actions like those we saw in the video that will help foster a safe and inclusive environment where bias and bullying do not go unaddressed.

If you are doing a different activity, prepare your own transition.

One Person, Many Roles

About this Activity

This exercise helps participants understand the roles we play in incidents of bias. By sharing personal experiences of acting as a target, an ally, a bystander and an aggressor in bias-related incidents, participants can better understand that we all play these roles at different times. Participants also consider ways to move from acting as a bystander to engaging in ally behaviors.

Plan Ahead

Think About Your Group

Number of participants: Any

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 40 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Board/smart board, chart paper, markers, tape, pens/pencils
- Make copies of the *One Person, Many Roles Reflections* handout (one for each participant).
- Write the roles and definitions in step 2 of "Lead this Activity" on the board/smart board or a sheet of chart paper (or create a slide) and set aside.
- Write the following words on separate sheets of chart paper and set aside: AGGRESSOR, ALLY, BYSTANDER, TARGET. Think about experiences from your own life that illustrate each of the roles.

Lead this Activity

1. Introduce the activity by relating the "About this Activity" description in your own words.
2. Explain that in incidents of name-calling, bullying and bias, there are four roles people can play: **ally**, **bystander**, **aggressor** and **target**. Reveal chart paper of the roles and definitions you prepared ahead of time and briefly review the four roles. Share an example of each role based on your own experiences.

Aggressor: Someone who says or does something harmful or malicious to another person, intentionally and unprovoked.



Ally: Someone who speaks out on behalf of or takes actions that are supportive of someone who is targeted by bias or bullying, either themselves or someone else.

Bystander: Someone who sees bias or bullying and does not say or do anything.

Target: Someone against whom mistreatment is directed.

3. Tape the premade chart-paper signs on walls around the room and place a few markers on the floor near each one.
4. Explain that participants will circulate around, stopping at each of the four stations to write words, phrases, images or symbols to illustrate their understanding of the role or capture their feelings about it.
Give participants five minutes to complete this process. Give participants reminders or time checks to ensure they have time to visit each station.
5. Ask everyone to take their seats (even if some people have not visited all posted sheets). Invite a few volunteers to read aloud what was written on each sheet. Leave the chart papers up; you will need them again for step 8.
6. Explain that we have all probably played each of these roles at different times in our lives. Distribute the *One Person, Many Roles Reflections* handout to each participant. Ask them to think about their own experiences and to write their responses in the four boxes. Let participants know that they will not hand in their papers—their responses are “for their eyes only”—but they will be asked to verbally share at least one of their responses. Allow 5–7 minutes for this task.
Remind participants of ground rules and to describe their experience without any identifiable information (even if the people involved are not in the room). Make sure students know that they can share experiences that took place online or via electronic devices. Also remind students when they listen to others’ stories in this activity that they should take only the lessons from the stories, and not repeat any specific stories outside of this activity.
7. Get the whole group’s attention. Divide participants into small groups of 3–5 people. Instruct participants to select and share their response from one of their boxes with the other group members. Tell participants to listen silently but actively while others are talking, withholding their comments and questions until later in the activity. Ask groups to continue this process until all group members have shared a response from one of their boxes.
Clarify that participants do not need to share responses from the same box; the selection is up to each person.
8. Once all groups are done, ask participants to go to the chart paper containing the role they chose to share a story about. After participants have arrived at their station, ask them to discuss among themselves why they chose to share the role they did instead of the other roles. Allow five minutes for this process.

Reflect and Discuss

Reconvene the large group and lead a whole group discussion, using some or all of the questions that follow:

- a. How did you decide which role to share in your first small group?
- b. Are certain roles easier to discuss than others? Why do you think this may be? To what extent was this reflected in the numbers of people at each of the stations at the end of the activity (Step 8)?
- c. In selecting which experience to share, how important was your comfort level with your own role in the situation? How might your comfort level with each role influence your response when you witness these kinds of incidents?

- d. What did you learn about the roles from listening to other people's stories?
- e. Why do you think people often act as bystanders when incidents of name-calling, bullying and bias occur?
- f. What makes some people decide to act as an ally?

Wrap Up

Say in your own words:

To sum up, we just learned the definitions of the different roles in bias incidents—ally, bystander, aggressor and target. We reflected on how we have all played each role at some point in our lives by coming up with personal examples. We then considered how our comfort level discussing these incidents directly relates to which role we chose to share with the rest of the group.

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

Now that we recognize the roles that people play in incidents, let's talk about ways that we can move from acting as a bystander to acting as an ally when we witness or experience bias and bullying.

If you are doing a different activity, prepare your own transition.

One Person, Many Roles Reflections

<p>BOX A: TARGET</p> <p>Describe a time when someone directed biased words or actions toward you, either in person or electronically.</p>	<p>BOX B: AGGRESSOR</p> <p>Describe a time when your words or actions hurt someone, either in person or electronically.</p>
<p>BOX C: BYSTANDER</p> <p>Describe a time when you saw an act of bias or bullying taking place, either in person or electronically, and you didn't do anything. Why do you think you didn't do anything?</p>	<p>BOX D: ALLY</p> <p>Describe a time when you saw or experienced an act of bias or bullying, either in person or electronically, and you took action as an ally. Why did you choose the actions you did?</p>

Perspectives on Race and Racism

About this Activity

The activity gets participants to think about their own and others' perspectives on race and the bias that people experience in their schools and communities because of their racial identity.

Keep in Mind

It is important to consider that there may be participants who, because of one or more aspects of their identity, have been targets of racism or ethnic bias. Be prepared and sensitive to those participants, taking into account the extent to which they are a minority or majority in the workshop, school and/or community. Some participants who have been impacted by bias and discrimination may feel relieved and comfortable discussing these issues and others may feel nervous, scared or angry. Whenever possible, speak with the classroom teacher about their knowledge of the students in the room, and avoid putting students who may have been targets of bias and discrimination on the spot. Rely on the examples in the video rather than students in the room when highlighting the impact of bias and discrimination.

Plan Ahead



Think About Your Group

Number of participants: Up to 30

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 45 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Chart paper, markers and pens/pencils
- WiFi, internet, computer, screen or LCD projector, speakers
- Being 12: "People Think I'm Supposed to Talk Ghetto, Whatever That Is"* (2015, WNYC. Stream at www.wnyc.org/story/people-sometimes-think-im-supposed-talk-ghetto-whatever-kids-race/. Make sure the audio-visual equipment is working properly and the video is cued.
- Make copies of the *My Perspectives* handout (one for each participant).
- Prepare a chart paper or presentation slide with the definitions in step 2.

Lead this Activity

1. Start off the activity by saying, in your own words, what is reflected in "About this Activity."
2. Show the chart paper or slide you prepared with the four definitions and examples below. Ask for one or two volunteers to read the definitions and examples. Ask if there are any questions about the terminology.

Bias: An inclination or preference either for or against an individual or group that interferes with impartial judgment. *Example: I would never hang out with skaters.*

Race: The categories into which society places individuals on the basis of physical characteristics (such as skin color, hair type, facial form and eye shape). Though many believe that race is determined by biology, it is now known and understood that this classification system was created for social and political reasons. *Example: In the U.S., people may identify as one or more of the following: White, Black or African American, American Indian or Alaska Native, Asian, or Native Hawaiian or Other Pacific Islander. People of any race may identify as Hispanic or Latino, but some consider Latinx to be a racial category as well.*

Racism: Prejudice and/or discrimination against people based on the social construction of race. Differences in physical characteristics (e.g., skin color, hair texture, eye shape) are used to support a system of inequities. *Example: Black students are suspended and expelled at a rate three times greater than white students according to the U.S. Department of Education Office for Civil Rights ("Civil Rights Data Collection: Data Snapshot (School Discipline)," March 2014, <https://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>).*

3. Inform participants they will now watch a video. Introduce the video by saying that it is part of a multimedia series produced by WNYC called *Being 12: The Year Everything Changes*, which explores important topics through the eyes of young adolescents. Explain that the segment that they will watch is about students' ideas and experiences relating to race and racism.
4. Show the video (running time: 4:17 minutes).
5. At the conclusion of the video, do a quick go-around in which each participant, one by one, states one word to describe their reaction to the film. Allow 2–3 minutes for this process.
6. Explain to participants that they will have an opportunity to think more about the video and their reactions to it. Distribute the *My Perspectives* handout to each participant and ask them to complete the sentences in each box. Encourage them to write as many responses as come to mind. Let students know that they should respond independently for now, as they will have time to discuss their observations with others after. Allow five minutes for this process.



Step 5

Tips & Tidbits

Participants may have difficulty limiting their reactions to one word, so reassure them that they will have more opportunities after this to share their thoughts more completely. Be flexible if some people state more than one word. Participants may repeat words that have already been said. If someone is struggling to find a word, encourage them to say "pass" and explain that you will come back to them at the end. After the initial round, invite those who originally said "pass" to express their word.

7. Ask participants to find a partner and sit next to that person. Once pairs are formed, instruct them to take turns sharing their responses to the questions on the handout. Allow 5–7 minutes.

Reflect and Discuss

Bring the whole group back together and lead a 10-minute discussion using some of the questions below.

- a. What thoughts came to you as you watched the video?
- b. What examples of stereotypes, bias and racism did you hear about in the video?
- c. What impact did these examples have on the students in the video?
- d. What other perspectives or ideas about race and racism were shared in the video?
- e. What are some influences or factors that shape an individual's perspective?
- f. At the beginning of the video, students are answering the question "What are you?" Have you ever been asked that? What would be your response to that question?
- g. Was there a person in the video to whom you could relate? If so, how?
- h. Have you ever experienced bias because of your race? What happened and how did it make you feel?
- i. If a video like this were filmed at your school, how would it be similar? How would it be different?
- j. What specific ways can you act as an ally to support students who have been targeted because of an aspect of their identity?

Wrap Up

Say in your own words:

To sum up, we just learned about some different terms related to prejudice and discrimination and began to better see the bias people experience because of their identity. We also talked about how we can use what we have learned to challenge bias and increase awareness of bias incidents in our environment.

Transition to the Next Activity

If your next activity is about *Challenging Bias*, say in your own words:

We want to acknowledge that acting as an ally when confronted with difficult situations like the ones we heard about in this video is not easy. In addition to thinking about whether it is safe to intervene, there are many other things you have to consider. In the next activity, we are going to talk about and practice some ways to act as an ally.

If you are doing a different activity, prepare your own transition.

My Perspectives

Directions: Based on the video you just watched, write as many endings to these sentences as you can. Think about the words, phrases and other verbal cues you heard as well as the nonverbal images and other visuals you observed.



In the video I *saw*...



In the video I *heard*...



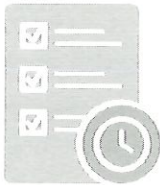
Watching the video made me *feel*...

Pyramid of Hate

About this Activity

This activity shows that when bias and stereotypes are not challenged, actions can get worse and more severe. The *Pyramid of Hate* is a visual model that shows this progression. It helps explain why it is important to interrupt the escalation of bias and hate by responding to those attitudes and behaviors listed on the lower levels of the pyramid.

Plan Ahead



Think About Your Group

Number of participants: Up to 35

Ages: High school students

Consider Time and Space

Space: Open space

Time: 20–25 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Board/Smart board or chart paper, markers and tape
- Review "About the Pyramid of Hate" on page 175.
- Make copies of the *Pyramid of Hate* handout (one for each participant). You can download a color version at www.adl.org/education/resources/tools-and-strategies/pyramid-of-hate.
- Write the story in step 2 on chart paper or the board/smart board, or prepare it as a slide.

Lead this Activity

1. Begin by relating the information from the "About this Activity" section in your own words.
2. Display the story prepared earlier and let people know that they are going to hear a story related to homophobia. Ask for a volunteer to read it aloud.

In one school, a group of four boys began whispering and laughing about another boy in their school who they thought was gay. They began making comments when they walked by him in the hall. Soon, they started calling the boy insulting anti-gay slurs. By the end of the month, they had taken their harassment to another level, tripping him when he walked by and pushing him into a locker

while they yelled slurs. Sometime during the next month, they increased the seriousness of their conduct—they surrounded him and two boys held his arms while the others hit and kicked him. Eventually, one of the boys threatened to bring his father's gun into school the next day to kill the boy. At this point, another student overheard the threat and the police were notified.

3. Tell participants that this is a true story. Then, lead a short discussion using these questions:
 - What are your thoughts and feelings about this story?
 - Why do you think that behaviors that may have initially seemed harmless became more violent?
 - What could have been done to stop the situation from escalating or getting worse?
 - Who should have stopped it and how?
4. Point out that this situation started out as whispering and laughing, and became more intense, finally reaching the point of violence. Explain that ADL has a “pyramid of hate” model that is used to visually show this progression from common attitudes and behaviors to more severe displays of bias-motivated hate.
5. Distribute the *Pyramid of Hate* handout, one to each participant. Ask, “Why do you think this is called the ‘Pyramid of Hate?’” and “How does the shape show how hate escalates?”
6. Direct attention to the bottom level called “Biased Attitudes” and ask for a volunteer to read the examples (stereotyping, fear of differences, etc.). Then say: “Many people would say the attitudes described at this level are ‘normal’ and ‘no big deal’. But as the diagram shows, this level is at the based of the pyramid, so it supports the level above it. It is the **foundation**. If people or institutions treat the attitudes at this level as ‘acceptable,’ it allows the actions at the next level to become more acceptable as well.”
7. Read aloud the titles of the other four levels and their examples. At each level, ask participants to identify what specific behaviors from the story would go on that level. When you get to “Genocide,” share that this top level of hate is something many of us have not experienced firsthand, and certainly not at school. However, we know that this can happen, as proven by the killings during the Holocaust, in the Darfur region of Sudan and in Myanmar, to name a few terrible events.
8. Divide the whole group into small groups of 5–6 participants. Assign one level of the pyramid to each small group, and have participants brainstorm examples from history, current events, school incidents or their personal experience that demonstrate their assigned level of the pyramid.

Reflect and Discuss

Lead a five-minute discussion using some or all of the questions that follow:

- a. How do you think the story helps teach about the Pyramid of Hate?
- b. What would be some possible ways to intervene in the situation described in the story?
- c. At what level of the pyramid do you think it would be easiest for someone to intervene and why? At what level of the pyramid do you think it would be hardest for someone to intervene and why?
- d. What are some actions you could take every day to interrupt the escalation of hate shown in the Pyramid of Hate?

Wrap Up

Say in your own words:

This pyramid shows us how bias can escalate into more severe forms if it is not challenged. While it is very important to respond to these higher levels of hate, this can be very difficult to do and take a long time. And, while not all acts of bias will lead to genocide, if we respond to the “everyday” acts of bias in the base level, we can stop hate from taking root and potentially growing.

Transition to the Next Activity

If you are doing *Challenging Bias and Bullying*, say in your own words:

In the next activity, we will learn some strategies to address the actions we see at the base levels.

If you are doing a different activity, prepare your own transition.

About the Pyramid of Hate

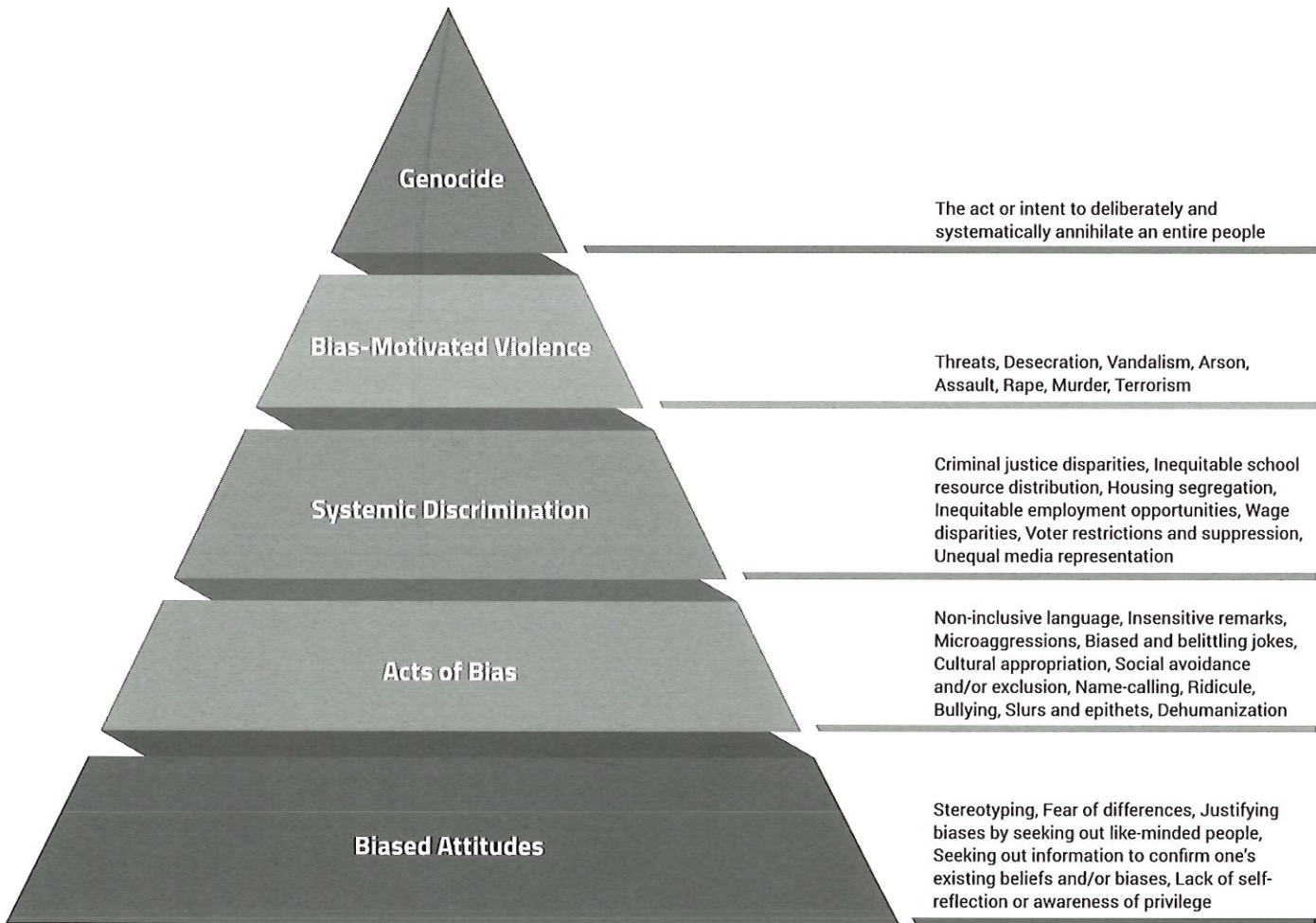
The Pyramid of Hate shows that when people accept harmful behaviors at the lower level, it becomes easier to accept behaviors on the next level up, perceiving them as “normal.” This normalization process has the potential to continue up the pyramid—in fact, historical examples of the most violent and horrific forms of bias at the top of the pyramid had their beginnings in the thoughts and behaviors at the lower levels. The Holocaust is one significant example of this.

Many people incorrectly assume the “Biased Attitudes” (stereotyping, fear of differences, etc.) and “Acts of Bias” (jokes, name-calling, slurs, etc.) are subtle and insignificant. Like a pyramid, though, the higher levels are supported by the lower levels. If people or institutions (schools, businesses, governments, etc.) allow bias at the lower levels to go unchallenged, then the actions at the higher levels have a stronger foundation on which to be socially supported or accepted. Additionally, some people experience acts of bias multiple times a week or day, compounding the harm, even when those experiences don’t get a lot of attention. While the higher levels of the pyramid are more life-threatening, the impact on the individual or group targeted by the behaviors on the lower levels are still harmful and must be interrupted.

One main purpose of the Pyramid of Hate is to motivate people to challenge everyday biased thinking and behaviors that may seem insignificant, but are in fact quite impactful.

Pyramid of Hate

The **Pyramid of Hate** illustrates the prevalence of bias, hate and oppression in our society. It is organized in escalating levels of attitudes and behavior that grow in complexity from bottom to top. Like a pyramid, the upper levels are supported by the lower levels. Bias at each level negatively impacts individuals, institutions and society and it becomes increasingly difficult to challenge and dismantle as behaviors escalate. When bias goes unchecked, it becomes “normalized” and contributes to a pattern of accepting discrimination, hate and injustice in society. While every biased attitude or act does not lead to genocide, each genocide has been built on the acceptance of attitudes and actions described at the lower levels of the pyramid. When we challenge those biased attitudes and behaviors in ourselves, others and institutions, we can interrupt the escalation of bias and make it more difficult for discrimination and hate to flourish.

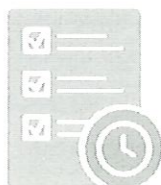


Silent Beats

About this Activity

Even though we are not born with prejudice or bias, over time we all absorb or acquire stereotypes or messages about groups of people just by growing up in our society. This activity explores the existence and impact of stereotypes, the link between identity and bias, and the ways bias may impact interpersonal interactions. Participants watch a short video that portrays a scene in a convenience store involving people of different races, ethnicities, genders and ages. This video serves as the basis for a discussion about bias.

Plan Ahead



Think About Your Group

Number of participants: Up to 35

Ages: High school students

Consider Time and Space

Space: Space for participants to comfortably view the video and to move around

Time: 45 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- WiFi, internet, computer, screen or LCD projector, speakers
- Silent Beats* video (2001, Jon M. Chu). Stream at www.youtube.com/watch?v=76BboyrE148. Make sure the audio-visual equipment is working properly and the video is cued.

Lead this Activity

1. Start the activity by saying, in your own words, what is reflected in "About this Activity."
2. Review the definition of **stereotype**:

A **stereotype** is a generalization about a person or group of people without considering individual differences. Even when a stereotype about a group is based on a seemingly positive characteristic, it can have a negative impact when people assume that it is true for all members of the group.
3. Show the video (running time: 5:40 minutes).

- Instruct participants to count off by twos. Ask participants who are #1s to form a circle in the center of the room, facing outward. Ask participants who are #2s to form a second circle outside the first circle, positioning themselves so that they are directly facing a #1 in the inner circle.

Each person should be facing another person from the opposite circle. If the number of participants is uneven, have a facilitator fill in to make a pair.

- Explain that you will be asking a number of questions after which each pair will have two minutes to respond. During the first minute, one person in the pair will respond to the question while the other person listens. You will signal when one minute is up by calling "change," at which point they change roles. The speaker will become the listener and the listener will become the speaker, responding to the same question/statement. Be sure to instruct people to practice good listening skills and not to interrupt while the other person is speaking. Clarify that each person will have **one minute** to respond to each question and **one minute** to listen to their partner's response to the same question. Explain that after both members of the pair have responded to a question, you will have the outside circle (#2s) move one space to their left, joining with a new partner for the following question. You will let them know when it is time to switch.
- Make sure everyone understands the directions. Verify that participants understand that the word "change" does not mean to change partners; it means to change roles (speaker and listener).
- Read the first question from the "Silent Beats Concentric Circle Questions" below. After one minute, call "change" and remind participants to switch roles. After another minute (both partners have shared), instruct the #2s (outer circle) to move one space to the left so they have a new partner. The inner circle does not move. This creates new pairs for each new question. Repeat this process for the remaining questions.
- After the concentric circle process has been completed, ask participants to return to their seats.

Reflect and Discuss

Lead a discussion using some or all of the discussion questions below.

- Would anyone like to share their reactions to the video?
- How and from whom do people learn stereotypes?
- What are the impacts of stereotypes on individuals and the wider community?
- How can you respond to stereotypes when you catch yourself thinking them or when you witness other people expressing them?

Silent Beats Concentric Circles Questions

- What are your reactions to the video?
- Share your honest first thoughts or assumptions you made about each character.
- Share with your partner ways in which your first thoughts or assumptions about the different characters may have been influenced by bias.
- What are some examples of stereotypes you often see on social media, at school, in music, movies, television shows, etc.?
- Describe an experience you had when someone treated you in a certain way based on a stereotype or assumption they made about you.
- What can you do as an individual to challenge stereotypical thinking in yourself and in others?

Wrap Up

Say in your own words:

Thank you to everyone for being so honest when sharing your thoughts on stereotypes. We just discussed how stereotypes and biases are learned and how they can influence our thoughts and actions. We also discussed the impact of biased behaviors on interpersonal interactions.

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

Let's now shift our attention to additional ways that we can interrupt the biased thoughts that enter our heads. The next activity will provide some tips and tools for doing just that!

If you are doing a different activity, prepare your own transition.

Stories of Social Media Cruelty

About this Activity

This activity addresses the topic of cyberbullying and helps participants consider the nature and extent of the problem in their own lives. Participants will hear a story based loosely on a real situation of cyberbullying and then share their own examples and stories.

Plan Ahead



Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Room for participants to move around

Time: 45 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Chart paper, markers, paper, pens or pencils, masking tape
- One Story of Social Media Cruelty* (for Peer Trainers only)
- Write the definition of cyberbullying on a sheet of chart paper.
- Create three signs by writing the phrases VERY COMMON, SOMETIMES and RARE in large letters, with each phrase on its own sheet of paper.
- On the top of a piece of chart paper, write the phrase "What mean online behavior and cyberbullying looks like."

Lead this Activity

1. Introduce the activity. Tell participants that you are going to share a story that is based on an incident that happened to a middle school student. Ask them to close their eyes as they listen, or look down if they prefer, and imagine that they are a student at the school.
2. Read aloud *One Story of Social Media Cruelty*.
3. In a large group, discuss the following questions:
 - How did it make you feel to hear about this incident?
 - What do you think motivated the students who created the insta?
 - What do you think motivated those people who posted comments?

- Why do you think so many students chose not to report what was taking place?
 - What was the impact of this on Molly?
4. Explain that what happened to Molly is an example of a very serious incident of cyberbullying. Post the chart paper with the definition of cyberbullying prepared in advance.
 5. Review the definition, explaining the significance of the underlined phrases (see below) and clarifying any questions participants may have. Then ask, "What is the difference between cyberbullying and mean online behavior?"

Cyberbullying: The intentional and repeated mistreatment of others through the use of technology, such as computers, cell phones and other electronic devices.

6. Explain that they will now have an opportunity to think about cyberbullying and mean online behavior in their own lives and community. Post the signs created in advance on the wall so that they line up as follows: VERY COMMON is on one end of the room, RARE is on the opposite end of the room and SOMETIMES is in the middle, between the other signs.
7. Ask participants, "How common would you say cyberbullying and/or mean online behavior are in your life?" Direct them to get up and move to the location of the sign that best reflects their perception of the frequency of online cruelty or cyberbullying.
8. Ask for volunteers at different points along the continuum to explain why they chose their position. Get a few specific examples from them, making sure that they respect the confidentiality of others. After hearing from five or six people, thank volunteers for sharing and explain that they will have more opportunities to share their ideas and stories. Invite participants to return to their seats. Ask, "Were you surprised by where people chose to stand? Why or why not?"
9. Explain that now they will have the chance to explore in greater depth how and where cyberbullying and cruel online behavior happen. Form four or five small groups; distribute blank paper and pens/pencils to each group.
10. Instruct groups to brainstorm and list the methods most commonly used among their peers at their school to engage in mean online behavior or cyberbullying and to describe how it happens. In other words, "What does mean online behavior and cyberbullying look like?" Provide the two examples below:

Examples: (1) Someone takes an embarrassing photo of a classmate and then texts it to several people and (2) Someone posts hateful comments on someone else's Instagram.
11. As groups are working, post the chart paper labeled *What mean online behavior and cyberbullying looks like* that you prepared in advance. After about five minutes, get the groups' attention and collect their answers as follows:
 - Ask the first group for only one example. Write their example on the chart paper.
 - Ask the second group to give one example that has not been given by the first group, and write their example on the chart paper.
 - Repeat with the remaining groups, asking them to share only one example that has not been said by the others.
 - After all groups have shared one example, start the process again beginning with the first group. If a group has no new examples to offer, they should say "skip."
 - Continue eliciting one answer from each group that has new examples in this "round robin" fashion for several rounds, until all examples have been listed.

Reflect and Discuss

1. Lead a brief discussion with these questions:
 - a. What are your reactions to hearing these examples of cyberbullying?
 - b. Have you ever had a firsthand experience with cyberbullying that you would be willing to share? What happened and how were you impacted?
 - c. What role can each of us play in stopping cyberbullying among students?
2. Ask, "After hearing all of the examples of cyberbullying that were shared, would you change your position on the continuum?" Instruct participants to position themselves along the imaginary line between VERY COMMON and RARE again. Invite a few volunteers who chose a different position this time to explain their reasons for moving to a new spot.

Wrap Up

Say in your own words:

The stories we have heard today are powerful reminders that cyberbullying plays out in many different ways. We heard of examples involving texting, social media, gaming and more. Even though cyberbullying has a lot of different forms, the impacts on targets and whole school communities are harmful and even devastating, as we saw with Molly's story.

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

We came up with a couple of great ideas about what each of us can do to interrupt or discourage cyberbullying, so let's take that one step further and practice some strategies.

If you are doing a different activity, prepare your own transition.

One Story of Social Media Cruelty

At school, Molly was routinely teased and called derogatory slurs about her weight. It escalated in eighth grade when a student created a “finsta,” or fake Instagram account, that would make Molly’s life miserable. The finsta started as a place for students to say things about other people that they would not say on their regular Instagram. Eventually, it spiraled into a place for bullying Molly. The student who created the finsta posted a photo of Molly that made fun of her weight. After receiving lots of reactions from peers, the student continued to post more unflattering photos of Molly accompanied by hateful comments; soon, other students joined in.

The finsta was active for months before Molly found out about it; none of her friends or classmates who followed the finsta had the courage to tell her. When she did learn about it, she was devastated and embarrassed to go to school.

After several months of cruelty, the students got bored of it and stopped posting, but the damage was already done. Molly hated going to school, so her attendance—and grades—dropped. Eventually, she transferred to another school. As one target of cyberbullying put it, “Rather than just a few people at school yelling insults at you, on social media it’s there for millions of people to see. Anyone with a computer or phone can see it. And you can’t get away from it. It follows you and you can’t get away from it.”

The Trouble with Stereotypes

About this Activity

This activity provides participants with a basic understanding of stereotypes—what they are, how people develop them, and their potential for harm. Once participants have a greater awareness of how stereotypes influence their own thinking and the harm that stereotypes can cause, they will be better able to challenge them in themselves and others. Facilitators will guide participants in a stream of consciousness and reflection exercise to identify, counter, replace, and disprove their stereotypes.

Plan Ahead

Think About Your Group

Number of participants: Any

Ages: Middle school students

Consider Time and Space

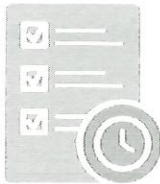
Space: Any

Time: 20–30 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Chart paper and markers (one for each participant)
- Blank 8½ × 11" paper, pens or pencils, tape, timer
- Prepare a slide or chart paper with the definition in step 3.
- Choose 4–6 of the following identities for the stream of consciousness activity (see “Lead this Activity,” step 1). Consider the members of the classroom community in selecting identities. Avoid choosing identities that describe students in the classroom (ask the teacher in advance if you’re not sure), and if there is an identity that you know is often stereotyped in this classroom or school community, consider choosing it for a second stereotype example in step 4.

- professional football player
- elderly adult—over 70
- police officer
- pop music artist
- person who is an immigrant
- person who uses a wheelchair
- scientist
- boy
- person who is homeless
- math teacher
- pilot
- babysitter
- activist
- professional chef



Lead this Activity

1. Provide participants with a sheet of blank paper and tell them that you will be reading aloud a series of words for a stream of consciousness exercise. If participants are unfamiliar with that phrase, say, "Stream of consciousness refers to the images, thoughts and reactions that flow through your mind. Your goal here is to capture your initial thoughts and reactions, without thinking about it."

Instruct them to write each word on their paper, followed by the first five words or phrases that come to their mind without thinking too much about it. Reassure participants that there is no right or wrong answer, and they will not need to share their responses with anyone else.

2. Read the selected words aloud, one at a time, allowing enough time after reading each word for participants to write down their "first thoughts" that come to mind. Remind participants that their words should be appropriate for a school setting.
3. Ask participants to turn their paper over to revisit later. Elicit or provide the following definition of **stereotype**:

A **stereotype** is a generalization about a person or group of people without considering individual differences. Even when a stereotype about a group is based on a seemingly positive characteristic, it can have a negative impact when people assume that it is true for all members of the group.

4. Say, "One of the ways we can interrupt and prevent stereotyping is by observing common stereotypes and examining where they come from." Give participants "teenager" as an example chosen from the list, along with five common stereotypes, such as **irresponsible, always on their cell phone, rebellious, dramatic, and immature**.
5. Lead a brief discussion by asking the following questions:
 - a. Have you heard these stereotypes before?
 - b. Do you believe that the characteristics on these lists are true for all of the people in this category? Why or why not?
 - c. How do you think these characteristics came to be stereotypes?
 - d. What examples in the media or in our community reinforce these stereotypes? What examples disprove these stereotypes?
 - e. How can these stereotypes be harmful?
6. Tell participants, "Stereotypes will often cross our minds automatically, without us thinking about them, because we learn throughout our lives to associate certain identities or groups of people with certain characteristics. One way to counter stereotypes is to notice when they come to our mind and challenge our thinking."
7. Ask participants, "What are some ways we can challenge our thinking in the moment?" Elicit or provide the following responses: "We can ask ourselves: Why do I think this? Where did this idea come from? How many people do I know in this identity group? Do I think everyone in this identity



Step 4

Tips & Tidbits

Consider the option of discussing with your Program Advisor and the classroom teacher(s) using a stereotype that is commonly used in the classroom or school community as a second example after "teenager."

group has this characteristic? Instead of attributing a person's behavior to a stereotype, could there be situational explanations for what is happening?"

8. Ask participants to turn over their lists and look at what they wrote. Ask them to draw a dot next to anything that they think could be a stereotype about people in the category. Ask participants to write down where they think stereotypes for each of those categories come from. Allow 3–5 minutes of reflection.
9. Ask participants to take a moment to look again at their individual papers of initial one-word thoughts from step 2. Say, "Raise your hand if you wrote down at least one stereotype."

Reflect and Discuss

Lead a brief discussion, using some or all of the following questions:

- a. What have you learned about stereotypes from doing this activity?
- b. What, if anything, influenced your first thoughts or word choices? What came to mind?
- c. How do people learn stereotypes? Who and where do people learn stereotypes from?
- d. How do you feel when others stereotype an aspect of your identity?
- e. What do you think you could do differently when a stereotype comes into your mind?
- f. Why do you think the title of this activity is *The Trouble with Stereotypes*? What are the negative and harmful effects of stereotypes?
- g. What can we do to challenge or respond to stereotypes in our own daily lives?

Wrap Up

Say in your own words:

As we just saw, most everyone learns stereotypes, and these generalizations and assumptions about other people influence our thoughts and actions. We learn stereotypes without even really realizing it—through subtle messages we get from family, friends, school, the media, pop culture, etc. The trouble with stereotypes is that they limit us and prevent us from being our complete selves. Also, stereotypes limit how we see other people. If people see you as a "stereotype," they see the wrong picture of you or an incomplete picture of you, which could prevent them from making connections they otherwise would. The result is that you are blocked from being your true, real self. And, when you see others as a stereotype, you miss out on an opportunity to get to know who they really are.

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

We started to talk about ways that we challenge stereotypes in ourselves and others. Let's continue this conversation in our next activity, which gives us a chance to consider more ways that we can show ally behaviors when we experience or observe harmful and hurtful incidents.

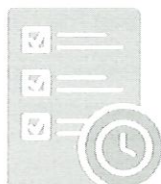
If you are doing a different activity, prepare your own transition.

This Group/That Group

About this Activity

Humans are naturally social, so it makes sense that student groups—formal and informal—exist in all schools. These come together for many different reasons. Some groups form based on neighborhoods or prior school connections. In other cases, students hang out together based on common interests (sports, music, a favorite hobby/activity or shared classes, etc.). Sometimes groups form for security or a sense of belonging. This activity provides an opportunity for participants to think about what groups exist at their school and to how groups fit into the larger school community.

Plan Ahead



Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Room for chairs in a circle

Time: 45 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Make sure you have enough space for participants to line up as described in the activity.
- Blank 8½ × 11" paper, markers and tape
- Using the blank paper and markers, create the signs for step 4 as illustrated below. Hang up the signs on the wall in a straight line prior to conducting this activity.

STRONGLY
AGREE

AGREE

IN BETWEEN/
NOT SURE

DISAGREE

STRONGLY
DISAGREE

Lead this Activity

Terminology

A **clique** is small group of people who spend time together and are sometimes or often exclusive. Its members sometimes/ often do not want to be friends with other people. There are often unwritten rules about how the members of the clique should behave, dress and whom they can be friends with. Cliques often form around an aspect of identity, and members may exclude others who do not share that identity.

1. Say, in your own words, the information reflected in "About this Activity."
2. Ask participants, "What groups exist at this school?" Generate as many ideas as possible from the group, and record their responses on a board/smart board or chart paper. Then ask, "What cliques exist at this school?" (If participants are not familiar with the term clique, provide the definition.) Make a new list comprising these responses. If participants mention ones that have already been identified under "groups," circle them. Ask, "What, if any, is the difference between a group and a clique?"
3. Ask participants to get ready to move. Explain that they will listen to some statements and will then consider to what extent they agree or disagree with each statement. Participants will indicate their opinion about each statement by positioning themselves along an imaginary line, depending upon how strongly they agree or disagree with each of the statements.
4. Direct attention to the signs posted. Indicate the position of an imaginary line with one end representing a STRONGLY AGREE response and the other end a STRONGLY DISAGREE response. In between, AGREE, IN BETWEEN/NOT SURE, and DISAGREE are placed along the continuum.

Encourage participants to be as honest as possible when responding to the questions so that we can learn about everyone's experiences related to groups at school.

5. Read the statements below one at a time, then have participants take a moment to decide where they stand along the continuum and have them move silently to that place, while also observing where others choose to stand. Following each statement, after everyone has chosen their spot, invite one or two people from each area of the line to share aloud why they are standing where they are. After hearing from several people, invite people to reposition themselves along the line if they have changed their opinion based on what someone has said.
 - Our school community is a welcoming environment.
 - I have friend across differed cliques or groups in the school.
 - It is easy to try to become friends with someone who is part of a clique that you do not belong to.
 - I have felt excluded, ignored or snubbed by members of a clique or group at school that I did not belong to.
 - I have been part of a group or clique that excluded or ignored other people.
 - I have made efforts to socialize with or befriend people outside my group or clique.
 - I have noticed there are people at my school that are routinely teased, bullied, harassed or ignored.
 - I have noticed there are people at my school who are not part of any group, and they are accepted by others.

- Staff and teachers work to make the school a welcoming and inclusive environment for all.
- As a student in the school, I want to and can promote acceptance and connections across groups at the school.

Reflect and Discuss

Have participants take their seats and lead a discussion using some or all of the questions that follow.

- What patterns did you notice in how people positioned themselves?
- About which statements was it easy for you to decide where to move and why? And which statements made it more difficult for you?
- Was it difficult for you to answer some of the questions honestly? How so?
- Did this activity cause you to change your point of view or make you feel more strongly about your position? Please explain.
- What is it like to be included in a group? What is it like to be excluded from a group?
- What happens to students who are not in a clique or group?
- How can we find a balance between having friends of our choosing and not excluding people?
- What is one thing you can do to help break down the barriers among different social groups at school?

Wrap Up

In your own words, say:

While we don't have to be friends with everyone, it is important not to exclude people or make others feel bad or alone. We are also not saying that groups or cliques are bad in and of themselves. The point is that we are part of a community and have a role in helping everyone feel included, even if we are not friends with them. Even small things like saying "What's up?" to someone in the hallway can help another person feel like they matter.

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

Let's shift the focus to what we can do as individuals and as a whole community to do a better job at making sure that everyone here feels welcome and included.

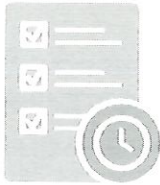
If you are doing a different activity, prepare your own transition.

Understanding Identity-Based Bullying

About this Activity

Bullying, especially identity-based bullying, takes place in schools and among young people where it impacts all the members of the school community. Identity-based bullying is the intersection of bias and bullying that targets aspects of a person's identity. In this activity, participants learn about bullying and identity-based bullying.

Plan Ahead



Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 45 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Index cards (one per participant)
- Board/Smart board or chart paper, markers (at least 12), pen or pencils
- WiFi, internet, computer, screen or LCD projector, speakers
- Identity-Based Bullying* video (2015, 2½ mins., International Bullying Prevention Association's, www.youtube.com/watch?v=u54bg43-D91)
- Make sure the audio-visual equipment is working properly and the video is cued.
- Make copies of the *Ten Things Students Wish Teachers Knew about Name-Calling and Bullying* handout for each participant.
- Write the definition of bullying in step 1 on chart paper or a board/smart board.
- Write the four questions in step 4 at the top of the sheets of chart paper, one per sheet.

Lead this Activity

1. Begin by asking, "What is bullying?" Write students' ideas on the board/smart board and then share this definition that was prepared on chart paper or board/smart board in advance:

Bullying is the repeated actions or threats of action directed toward a person by one or more people who have or are perceived to have more power or status than their target in order to cause fear, distress or harm. Bullying can be one or more of the following:

- **Physical** (hitting, shoving, damaging someone's belongings)
- **Verbal** (name-calling, taunting, use of slurs)
- **Social** (excluding, ignoring, spreading rumors)
- **Cyberbullying** (intentional and repeated mistreatment of others through the use of technology)

2. Create a chart that looks like this, and together fill in the left side of "What Bullying Is" and the right side of "What Mean Behavior Is" (that isn't bullying) may include.

What Bullying Is	What Mean Behavior Is
Repeated actions or threats of actions	Actions or threats that happen once or are intermittent
Done by people with more real or perceived power/status	Occurs between people who have similar amounts of power
Causes fear, distress or harm	Can cause fear, distress or harm

3. Make clear that, while the occasional meanness is not okay and needs to be addressed, these incidents do not rise to the level of bullying unless (1) they happen over and over again and (2) the person who bullies has some sort of power over the person targeted.
4. Post the chart papers with the following four questions around the room (with a few markers at each station).
 - How often does bullying happen in this school?
 - What kinds of bullying takes place among students?
 - What types of students get bullied more often or the most often, without naming individual students?
 - What can you do when you see bullying?
5. Instruct participants to walk around the room and write responses to the questions on the pieces of chart paper. Give them 10 minutes to do this and a few minutes at the end to walk around and look at what others wrote.
6. Engage in a brief discussion by asking the following questions:
 - What do you notice about what is written on the chart paper?
 - Are there similarities or patterns?
 - What differences do you notice in the responses?
7. Acknowledge that you know bullying is discussed a lot in school (and to different degrees depending on the class). You may also describe what your school is doing about bullying (or ask participants to name what the school is doing). Explain that sometimes adults don't know or understand what goes on between students regarding bullying because it often happens when teachers, parents and other adults are not around, and young people often do not report bullying.

8. Distribute one index card and a pen or pencil to each person. Tell participants to write their responses to the following two questions—one on each side:

Question 1: What do I wish teachers knew about bullying?

Question 2 (other side of card): What do I wish teachers would say or do about bullying?

9. Collect the cards, mix them up and then redistribute them so that everyone gets a new card, not the one they wrote on. Ask each person to read both sides of their new cards aloud. Then engage in a discussion by asking:
 - a. What did you hear?
 - b. What, if any, patterns or repeated responses were there?
 - c. What do you think about what you heard?
 - d. Did anything you heard stand out or resonate with you?
10. Distribute the *10 Things Students Wish Teachers Knew* handout to each participant. Have them take 5–10 minutes to read it silently. Then lead a discussion by asking:
 - a. What on the handout is similar to what we read on the index cards? What is different?
 - b. In your opinion, what are the most important things teachers should know about bullying?
 - c. In your opinion, what are the most important things teachers should do about bullying?

11. Read aloud the following scenario:

Rajeev is an Indian student who is new to the school. A number of students in your class have been calling him an Arab when he walks by them in the hallway. They say it in a mean way and laugh at him. He tries to correct them by stating that he is Indian, not Arab, but this makes them laugh harder. Some even begin to call him a terrorist. At lunch, he often sits by himself, and as kids walk by him and see what he's eating, they hold their noses to indicate disgust.

12. Engage participants in a discussion by asking:

- a. What's happening here?
- b. How do you think Rajeev is feeling?
- c. How do you think the kids who are teasing/bullying him feel?
- d. Have you ever seen anything like this happen? Please explain.
- e. What can/would you do if you see something like this happening?

13. Explain that this is an example of identity-based bullying, and ask, "How would you define identity-based bullying?" Come to a definition as follows:

Identity-based bullying refers to any form of bullying related to the characteristics considered unique to a person's identity, such as their race, religion, sexual orientation or physical appearance.

14. Show the *Identity-Based Bullying* video.

Reflect and Discuss

1. Lead a short discussion using these questions:
 - a. Have you ever seen or experienced identity-based bullying? If so, please explain.
 - b. What about identity-based bullying makes it especially hurtful?
 - c. What do you think we can do about identity-based bullying?

- (Optional, time permitting)* Have participants break into small groups and create Public Service Announcements (PSAs) that express (1) their feelings about identity-based bullying and (2) their ideas about what can be done to stop it. Have them develop a focus for their PSA, which should include a “slogan” or central message they want to convey and a few sentences to communicate their message. The PSAs could be in the form of a short skit, video, social media campaign using Instagram or a blog with student stories. Have participants present their projects to the class.

Wrap Up

Say in your own words:

We hope you learned more about bullying than you knew before, especially in relation to how the overlap of bias and bullying leads to identity-based bullying. Bullying is hurtful for everyone involved, and the harm and pain can be even worse when people are targeted because of bias against their race, religion, sexual orientation, gender identity, ability, etc.

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

In many identity-based bullying situations, we mostly see the target, aggressor and bystander roles, but not as many ally behaviors. When an ally steps up or supports targets in other ways, a person acting as a bystander or aggressor may think differently about not doing anything or about bullying someone. In our next activity, we will learn how to be an effective ally.

If you are doing a different activity, prepare your own transition.

10 Things Students Wish Teachers Knew about Name-Calling and Bullying

1. Take the issue of name-calling, teasing and bullying seriously. Rethink statements like, "Kids will be kids..." or "He didn't mean anything by that comment; he was just kidding."
2. Let students know that you are available to talk to them. If possible, set aside ten minutes of class time each week to discuss issues that students want to bring up. Get to know students as individuals.
3. Take time to listen. Don't try to "fix" a situation before you have taken time to listen carefully. Avoid making the situation worse by blaming the targeted student. Make sure your actions don't discourage students' honesty.
4. Don't harp on what should have been done in the past. Saying, "Why didn't you tell me sooner?" is not helpful. Focus on the present.
5. Be a role model. If students observe you gossiping or exhibiting bullying behaviors toward students, families or colleagues, they will interpret it as permission to behave similarly. Remember that everyone, including yourself, has biases that can influence behavior, and that your words can have a strong impact.
6. Do not belittle, tear down or publicly embarrass students. Although these strategies are common in competitive sports, they are ineffective in motivating students to do better.
7. Help students learn how to act as effective allies. Provide time for them to learn the range of ally behaviors. Do not communicate the expectation that students should always directly intervene when bias incidents occur and let them know there are different ways to act as an ally. Discuss safety concerns and brainstorm effective alternative strategies with students.
8. Acknowledge when name-calling and bullying are occurring and that being the target of these incidents can be painful. Do not downplay what a student says he or she is feeling or experiencing.
9. Be proactive. Prepare your students to respond effectively to bias incidents and become a partner with their families. Discuss name-calling and bullying and school policies that outline how these situations will be handled. Explore the different roles students can take in bias incidents—target, perpetrator, bystander and ally, and help students consider responses to situations from the perspectives of each of these roles.
10. Be discreet and whenever possible, maintain confidentiality. Do not announce to the class when a student is having a problem with name-calling, bullying or harassment. Whenever possible, help each student privately.

Voices



About this Activity

In this exercise, participants listen to real statements from people who have been targets of bias and bullying. By listening to the experiences of those targeted, participants develop greater awareness of the impacts of bias and bullying. This awareness builds empathy and motivation to move from the role of bystander to ally when incidents occur.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Room for participants to sit in a large circle

Time: 25–45 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Basket, bag or large envelope, blank notecards and pens or pencils
- Review and select the *Voices Statements* you will use, based on the number of students and the topic(s) you want to discuss. Cut up selected statements into strips so that each strip of paper contains one statement. Fold the slips and place them in a basket, box or large envelope.

Lead this Activity

1. Ask participants to sit in a circle in an open space.
2. Begin the activity by saying, in your own words, what is reflected in “About this Activity” and explain that we will learn about these things by reading some statements.
3. Before the statements are read aloud, acknowledge to the group that they will hear some statements that may be hard to read and/or listen to. Let participants know that if they draw a statement that they feel uncomfortable reading, they can exchange it for a different one or say “pass.”
4. Give the basket/bag/envelope containing the *Voice Statements* to one person, who will be the first reader. Instruct them to draw a slip and read it aloud. They should keep the basket/bag/envelope after they have read the statement. Ask



Step 5

Tips & Tidbits

There may not be enough statements for each person to read one, so continue this process until there are no more statements.

participants to allow a moment of silence after each statement is read before passing the basket to the next person.

5. Continue passing the basket and reading statements aloud until all the statements have been read.
6. Ask participants to form pairs with the person sitting nearest to them. Instruct the group to take about five minutes to share their responses to hearing the *Voices Statements*.

Reflect and Discuss

1. Reconvene the whole group and lead a discussion using some or all of the discussion questions that follow:
 - a. What were some of your feelings as you listened to the statements being read aloud?
 - b. Which statement(s) had the most impact on you? Why?
 - c. Have you ever witnessed or had an experience similar to one expressed in the statements? Describe that experience and how it impacted you.
 - d. Have you ever acted as an ally in an incident involving name-calling or bullying? What prompted your ally behavior and what did you do or say?
 - e. What do you think prevents bystanders from acting as allies to others? How can we overcome those barriers?
 - f. What will you take away from this exercise?
2. Distribute a notecard to each participant and ask, "If you could say something to the targets who shared their experiences and feelings with us through the statements we just read, what would you say to them?" Tell them to write their response on the notecard. Collect the notecards as participants finish writing. Once all notecards are collected, read several aloud to the group.

Wrap Up

Say in your own words:

To sum up, we learned about the cumulative effects of harmful words and actions on people who are targeted by them. Though individual acts of bias might not have a significant impact, over time and collectively they can inflict severe damage on those targeted. Supporting people who are targeted and confronting those who act as aggressors when it is safe to do so are some ally behaviors that we can engage in when we experience situations like the ones we heard about today.

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

Now that we have greater awareness of the impacts of bias and bullying, we are going to really dig into ways that we can support targets by shifting our behaviors from bystander to ally actions.

If you are doing a different activity, prepare your own transition.

Voices Statements



It's hard to explain to your friends at school why you can't eat half of the food on the meal plan and why you don't go out on Friday nights. People have told me that because of my choices, I am prejudiced—that I am just like Hitler with the whole "superior race" thing.

We were crossing the hall and this kid dropped some coins on the floor in my direction. He asked, "Aren't you going to pick those up?" Because some people believe Jews to be very cheap, they will sometimes throw money on the ground to see if you will pick it up.

A swastika was painted on my locker. I faced the emblem of genocide, of Nazi Germany, the emblem that called out JEWS DIE. I couldn't stop myself from crying.

One day on the bus on the way to middle school, a boy told me that I was in "his" seat. "Get out of my seat," he said. I asked him, "Why don't you just sit in front of me?" And he said, "If you don't get out of my seat, I'll get a bat and beat you to death with it and give you a bagel for your last meal!"

At lunch in the cafeteria one day, I overheard a conversation between two guys who were sitting near me. One was saying, "I'm so happy that we don't have school tomorrow, at least those Jews are good for something."

For a long time, I was afraid to tell people that I was Jewish. Sometimes I feel isolated as one of the only Jewish students at my school.

People often come up to me and say things such as "Heil Hitler" or "You killed our savior." Most of the time, they're just saying those things to be funny, but things like that aren't joking matters to me.

A boy in my class who I thought was my friend painted swastikas on his wall. He also had the words, "Casey was here. Check the ovens." When I tried to talk to him about it, he called me a "dirty Jew."

Just because I'm in Special Ed, people treat me like I'm weaker.

They started calling me fatso. They'd say, "You eat too much."

Voices Statements



I've been told that if I acted more like a girl, I wouldn't get harassed so often.

I was friends with them for a while and then they started saying these really mean things, like they wouldn't want to be friends with someone who was half Chinese.

They said, "Oh you're a killer," because I come from the Middle East.

They go around calling me names like "Ching Chang Chong" or "Bruce Lee's daughter."

I've always been kind of afraid to stand up when I hear a gay joke because people will think I'm gay.

Someone threatened to kill me if I went to school on 9/11 because they know I am Muslim.

I want to live my life without having to explain myself. I just want to have normal conversations with people. But people get alarmed because I wear a headscarf and have a Muslim name. It is tiring.

I feel a growing tension at school. Students ask girls who wear head scarves, "Why do you wear that? Can you take it off? I want to see your hair!"

Everyone asks me questions like, "Are you a terrorist? Do you belong to ISIS? Have you ever killed anyone? Are you going to bomb this place?"

I've been told to go back to my own country. But I was born and bred in this country. Where am I supposed to go?

Teachers and staff don't see my being bullied for being a lesbian as a big deal. They hear words such as "dyke" and "queer" as common teenager slang, and even use the terms themselves on occasion.

Many teachers refer to students as "acting gay" when students do something stupid...so telling a teacher makes no sense because they don't seem to care.

Voices Statements



People accuse me of being gay as though it's the worst thing in the world, like being an ax murderer.

When I finally told my aunt that I was gay, she sounded upset. When I asked why, she responded, "Because none of my other nephews had to call me to tell me they are straight."

I am paranoid holding hands with my partner at school, due to concerns that a homophobe will see us and possibly verbally or physically assault us. That feeling never goes away.

When I came out to my parents, my mom cried and begged me to keep an open mind and experiment with being straight because I could still end up falling for a guy and having a "normal" life.

I have been targeted from a very early age for not being "normal." For having too many female friends, for not liking sports, for watching "girls'" television shows.

It's seen as a good thing to demean girls. It's a cool thing to do. It's not seen as something really mean or harmful.

Some of my friends make fun of me, like calling me a pedophile or gay, because I like to babysit. They say that it's not "normal" for males to play with kids.

It's horrible but I am sort of sexist myself sometimes. A friend said that she wanted to be a video game designer. My first thought was that it would be weird because girls don't really go into that field.

I volunteered to build a shelving unit for the freshman bio teacher, and as I laid out the materials, I was told by another teacher that I "should get a boy to help me with that."

Some teachers joke along with the boys when they make sexist comments. I try not to draw attention to myself.

Every day, I get harassed walking home. "Hey, beautiful!" "Smile for me, baby." Why does this have to be ignored and written off by so many people like "It's a compliment! I would feel flattered!" Are you serious?

Voices Statements



I'm one of the few black boys in my school, and when I walked into AP English on the first day, the teacher said, "I think you're in the wrong place."

Other students always want to touch my hair, especially when I get braids. I've spoken to the guidance counselor, and she just says they probably think my hair is pretty.

Every time something related to black history comes up in social studies class, everyone turns and looks at me to talk about my experience as a black person.

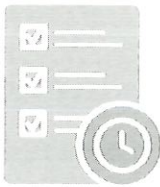
I didn't understand why all my classmates were calling me "Ed" and laughing about it. Then I realized it was short for Special Ed because they saw that I got pulled out for some subjects.

I'm a transgender girl, but at school I have to dress like a boy and keep my hair short just to feel safe. It's the only way I know how to protect myself from being bullied or even attacked.

People I don't even know are always asking me if I'm a boy or a girl or why I sometimes wear dresses. I don't understand why it matters to them.

I'm nonbinary, and people look at me everywhere I go, like they're trying to figure me out. I can never fully relax when I'm in school, shopping or at a restaurant.

Why Say It Online?



About this Activity

This activity provides an opportunity to think about the dynamics and impact of cyberbullying, some of the common reasons people engage in cyberbullying, and the importance of developing empathy and acting as allies for targets of cyberbullying.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: High school students

Consider Time and Space

Space: Room for participants to move around

Time: 30–45 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Board/Smart board or chart paper, markers, masking tape
- Blank paper, pens and scissors
- WiFi, internet, computer, screen or LCD projector, speakers
- Understanding and Addressing Online Cruelty* and *Questions for Advice* (one copy of each for Peer Trainers only)
- (Optional) Choose and watch one or two of the following Public Service Announcement (PSA) videos:
 - *Talent Show* (2008, 50 secs., National Crime Prevention Council, www.youtube.com/watch?v=bdQBurXQOeQ)
 - *Kitchen* (2008, 50 secs., National Crime Prevention Council, www.youtube.com/watch?v=NbtajOvAU10)
 - *Library* (2011, 30 secs., MTV, www.youtube.com/watch?v=KeKJpVsnV8E)
 - *Cafeteria* (2011, 30 secs., MTV, www.youtube.com/watch?v=zRUFvQ_25eg)
- Make sure the audio-visual equipment is working properly and the video is cued.
- Prepare a sheet of chart paper or a slide with the definition in step 3.
- Write the phrase “If you wouldn’t say it in person, why say it online?” at the top of a sheet of chart paper as indicated in step 7.

- Prepare a sheet of chart paper or a slide with the nine reasons from the handout *Understanding and Addressing Online Cruelty* for step 9. Include only the phrase and not the additional explanation in parentheses. For example, for 1, put "1. I can't see you." Make sure each phrase is numbered, 1 through 9.
- Cut the *Questions for Advice* into slips so there is one question on each slip and set them aside.

Lead this Activity

1. Start the activity by saying, in your own words, what is reflected in "About this Activity" and explain that this activity will give participants a chance to explore why cyberbullying happens and how it impacts students.
2. Ask participants to define cyberbullying. Write their brainstormed answers on a blank piece of chart paper or on the board/smart board. Allow 1–2 minutes for this process.
3. Share the definition of cyberbullying that was created in advance. Review the definition, highlighting the commonalities between their ideas and the ADL definition:

Cyberbullying: The intentional and repeated mistreatment of others through the use of technology, such as computers, cell phones and other electronic devices.

4. (*Optional*, if not using videos, skip to step 7) Tell participants that they are going to watch Public Service Announcements (PSAs) created as part of cyberbullying prevention campaigns. Encourage participants to watch silently, assuring them they will have an opportunity to discuss afterwards.
5. Show the selected PSAs consecutively.
6. Lead a discussion using these questions:
 - a. How did you feel while watching the PSAs?
 - b. What is the message of these PSAs?
 - c. How would you feel if you were the target of the type of bullying depicted in the PSAs?
 - d. How are the impacts of cyberbullying similar to and different from in-person bullying?
 - e. What experiences have you had with cyberbullying?
 - f. How do you and others at school respond when cyberbullying happens?
 - g. Do young people tell adults about incidents of cyberbullying? If so, how do they respond?
7. Post the chart paper labeled "If you wouldn't say it in person, why say it online?" that you prepared in advance and read it aloud.



Tips & Tidbits

Step 1

If the definition of cyberbullying has been introduced in a previous activity, skip steps 2 and 3.

Step 5

Make sure that the message of the PSAs is obvious and clear to the participants. If they do not seem to fully understand the point of the PSAs, give a summarizing statement, such as "People say things online that they would never say face-to-face; this is a serious problem."



Tips & Tidbits

Step 8

The goal of this procedure is to validate and connect participants' own ideas to specific, clear language and to add any reasons they had not thought of.

Step 9

If the group is small or you have time limitations, divide participants into fewer groups and distribute fewer *Questions for Advice* slips.

Step 11

Refer to the Strategies column in *Understanding and Addressing Online Cruelty* for examples of alternative viewpoints or strategies they could suggest.

8. Explain that research has shown 28% of students 10–18 years old reported being cyberbullied in their lifetimes¹ and 87% have witnessed others being cyberbullied.² Ask, “Why is cruelty so common in digital spaces?” Record their responses on chart paper or the board/smart board.
9. After participants have generated several reasons, share the chart paper or slide with the reasons from *Understanding and Addressing Online Cruelty*. Briefly review them and make connections to the brainstormed list. For example, if participants said, “because the person is anonymous,” connect it to reason 2, “You don’t know me,” and explain that anonymity gives people more courage to do something they normally wouldn’t do in person. Review any reasons not reflected in the brainstorm as well.
10. Explain that participants will now have an opportunity to think about how to counteract these motivations. Break them up into six small groups by having them count off 1, 2, 3, 4, 5, 6. Provide blank paper and a pen or pencil to each small group. Distribute the *Questions for Advice* slips, one per group.
11. Ask each small group to imagine that they are the writers of an advice blog called “CyberALLY” in their school’s e-newspaper and that someone has written in to ask about cyberbullying, citing some of the nine reasons just discussed.
12. Explain that each small group will have 10 minutes to work together to:
 - a. Determine which of the nine reasons for engaging in cyberbullying from *Understanding and Addressing Online Cruelty* the writer is expressing in their letter (there may be more than one included).
 - b. Write a 4–5 sentence response to the letter. This response should provide advice that helps the person think differently about the situation or overcome the pressure to engage in cyberbullying.
13. Ask each group to select a recorder to write the group’s response and a presenter to report to the larger group.
14. After 10 minutes, reconvene the large group and ask each small group’s presenter to read the “Dear CyberALLY” letter and their response aloud. Suggest or elicit from the group additional strategies or ideas from *Understanding and Addressing Online Cruelty*.

Reflect and Discuss

Lead a brief discussion with these questions:

- a. What is one thing you will take away from this activity?
- b. How might you respond if you hear one of the reasons for social aggression that we talked about?
- c. Can you think of adults or others in your life (e.g. at school, in your family, at your place of worship) whom you could turn to for help if you find yourself in a cyberbullying situation?

Wrap Up

Say in your own words:

While it can sometimes be easy to give in to pressure to participate in online cruelty and cyberbullying, we hope that you will now use the ideas we talked about to stop yourself from engaging in cyberbullying or to act as an ally when someone else is being targeted.

Transition to the Next Activity

If your next activity is about *Challenging Bias and Bullying*, say in your own words:

Now we are going to talk more about ways that we can act as allies when we experience bias and bullying at school or in digital spaces.

If you are doing a different activity, prepare your own transition.

Endnotes

¹Hinduja, S., and J. Patchin. 2015. Lifetime Cyberbullying Victimization Rates. Cyberbullying Research Center.

²McAfee. 2014. *Teens and the Screen study: Exploring Online Privacy, Social Networking and Cyberbullying*. Santa Clara: McAfee, www.mcafee.com/us/about/news/2014/q2/20140603-01.aspx.

Understanding and Addressing Online Cruelty

REASONS ¹ for online social aggression	STRATEGIES for reducing online social aggression
1. I can't see you (invisibility lessens empathy).	<ul style="list-style-type: none"> ■ Visualize the person on the receiving end of the message and imagine how they will feel. ■ Balance time spent in digital spaces with activities that involve face-to-face interaction.
2. You don't know me (anonymity encourages people to say things they normally wouldn't).	<ul style="list-style-type: none"> ■ Picture yourself saying this to someone in person. <i>Could you? How would it feel?</i>
3. See you later (communication that does not involve immediate, real-time feedback may reduce inhibitions).	<ul style="list-style-type: none"> ■ Think about the response your message may provoke at a later time from the recipient, other peers, and adults.
4. It's just a game (digital spaces may seem like worlds separate and apart, with different rules and norms).	<ul style="list-style-type: none"> ■ Consider the real-life outcomes and consequences that your actions could have. ■ Never engage in fantasy play without others' agreement and willing participation.
5. It's not me (responsibility for cruel behavior may be placed on a digital persona or identity rather than on oneself).	<ul style="list-style-type: none"> ■ Ask yourself if the person on the receiving end will experience your comments as part of a fantasy or role-play.
6. Look at me (personal attacks are an easy way to get noticed; negative attention may be better than no attention).	<ul style="list-style-type: none"> ■ Reflect on how you really want others to view you. ■ Consider behaviors that will lead to positive attention and friendships.
7. Don't mess with me (retaliation on social media is less threatening than dealing with conflict in person).	<ul style="list-style-type: none"> ■ Consider whether revenge will actually solve your problems or make you feel better. ■ Talk to a trusted adult about ways to manage conflict.
8. I'm one of you (participating in online cruelty may seem like a way to gain social acceptance or be part of a group; standing up to it may seem like it will bring exclusion).	<ul style="list-style-type: none"> ■ Ask yourself if you really want friends who are cruel to others. ■ Find positive ways to make friends or connect with people. ■ Talk to an adult about ways to avoid hostility on social media and to support those who are targeted.
9. You're not like me (technology may be a vehicle for expressing hate or bias that is socially unacceptable at school).	<ul style="list-style-type: none"> ■ Imagine how it would feel if you were targeted because of an aspect of your identity. ■ Seek help from a teacher or counselor who can help you deal with negative feelings.

¹Reasons 2–4 are from John Suler, "The Online Disinhibition Effect," *CyberPsychology & Behavior* 7(2004): 321–326; reasons 1, 5 and 6 are from Nancy Willard, *Educator's Guide to Cyberbullying and Cyberthreats*, (Center for Safe and Responsible Use of the Internet, 2007).

Questions for Advice



Dear CyberALLY,

I'm part of a group chat that includes a lot of kids in my grade. Someone made a mean comment making fun of this new kid, who they say is gay and a "freak." I feel kind of uncomfortable about it, but my friends tell me that I'm overreacting. When another kid questioned the comment, they gave him a really hard time. I don't want to push away my friends and get backlash from kids at school, but this post doesn't seem right to me. What should I do?

Just wondering,
"Silent Observer"



Dear CyberALLY,

On my favorite gaming site, one player's avatar has a Jewish identity (he wears a yarmulke or skull cap). Some of the other players created Nazi avatars in response and said things like, "All Jews must die." My sister saw me playing one day and said we are a bunch of "bigots and bullies." I admit that I have made harsh comments about Jews, but it's a war game after all, and we're just playing made-up characters. It's not real and no one is actually getting hurt, right? Is my sister overreacting? What do you think I should do?

Not sure,
"Gamer"



Dear CyberALLY,

I get called names a lot at school and I don't have many friends. Recently, I made some new friends online through different chat rooms. I told them about the way some kids at school treat me and my new friends encouraged me to text mean things about them. I feel kinda bad, but at the same time it's a way to get back at them for being mean to me without getting caught. They don't know who I am! Part of me knows it's not cool, but my online friends say it's okay since I get bullied at school. Help!

Confused,
"Revenge is sweet?"



Dear CyberALLY,

Last weekend some friends and I got on our phones and started making fun of this kid, Corey, from school. He's kind of overweight and a bit weird. One of my friends found a picture of Corey and we Photoshopped it to make funny, embarrassing images of him and then sent them around on a group chat. Later, I told my older brother about it and he said that it was mean. I hadn't really thought about it; it was just a joke and it's just a group chat. It's not like we posted it on Instagram or anything. I don't even think Corey saw it. I mean, is it really that big of a deal?

Signed,
Anonymous



Dear CyberALLY,

Recently, I added this guy from school on Snapchat. I was bored one day so I started snapchatting him, even though he's a dork. We were chatting and I told him that this other girl, Takisha, had a crush on him but was too shy to tell him. It wasn't true at all, but it was fun messing with him. He started messaging Takisha about how he heard she liked him and Takisha delivered a cruel rejection. I feel bad about doing this to them, but it was just a prank. I didn't realize what a big deal it would be and I didn't think he would text her. I'm also really scared that Takisha is going to find out I was behind all of it. What should I do?

Later,
"Snapchat Sneak"



Dear CyberALLY,

I am shy and no one really knows me at school. I spend a lot of time gaming, but lately I have been going on Instagram and other sites and writing crazy and cruel stuff on purpose, just to get a reaction and be noticed by people. It is working! Kids have started giving me high fives in the hallway and telling me how funny my comments are. I like that I am actually relevant, but I can't help feeling guilty about some of the mean things I've posted. Some people have also told me that they think my comments are messed up. What do you think?

Curious,
"Attention Seeker"



About this Unit

This unit includes activities that:

- **Highlight skills to respond to bias**—teach skills to challenge bias and bullying.
- **Offer a range of ally behaviors**—consider different ways to be an ally in person and online.
- **Provide opportunities for practice**—put skills for intervening into practice.

Keep in Mind...

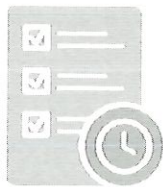
It is important to emphasize to participants that their own and others' physical safety should always be considered when determining how to respond to bias and bullying incidents. Challenging bias requires some risk-taking. Encourage participants to step outside of their comfort zones and try different ally approaches, but emphasize that they should always remove themselves from situations and seek help from adults when they feel threatened or unsafe.

Creating a school culture in which bias incidents are unacceptable requires ongoing effort by students, teachers and administrators to challenge these harmful behaviors and to support targets.

Participants are all different and will therefore express various feelings and comfort levels with the material in this section.

It is the trainers' responsibility to make sure participants understand that behaviors such as yelling back or engaging in a physical fight are not effective because they often escalate these situations. And, even though they may stop bullying in the short run, they are counterproductive to creating a safe school community in the long run.

Allies in Action



About this Activity

There are many different ways to act as an ally. This activity explores what it means to be an ally and encourages participants to consider ways to act as allies that go beyond directly confronting aggressors while an incident is occurring.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Space for participants to move around

Time: 50–60 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Chart paper and markers
- Index cards and pens or pencils
- WiFi, internet, computer, screen or LCD projector, speakers
- Make copies of the handouts *Are You Ready to be an Ally?* and *Definitions Related to Name-Calling, Bullying and Bias* (one of each for each participant)
- #JustStandUp* video (2016, Hampton Creek). Stream at www.youtube.com/watch?v=p9i2RQ5PxaA.
- Make sure the audio-visual equipment is working properly and the video is cued.
- Create a slide or chart paper with the definition of **ally** in step 1.
- Create a slide or chart paper with the statements in step 8.
- Create a slide or chart paper with the instructions in step 10.

Lead this Activity

1. Begin the activity by asking, “What does it mean to act as an ally?” After eliciting responses from a few participants, reveal the definition created in advance:

Ally: Someone who speaks out on behalf of or takes actions that are supportive of someone who is targeted by bias or bullying, either themselves or someone else.

2. Ask, "Do you think 'ally' is a label or an action?" Allow for a few perspectives from the participants and reinforce ADL's approach:
Acting as an ally is about behaviors and actions; it's not a label. People must choose whether to take actions as an ally in situations involving bullying/cyberbullying and bias; people who act as allies can also act as bystanders or aggressors at different times. In other words, the roles are mutable.
3. Explain that they are going to watch a short video that shows a situation where one person chooses to be an ally. The video was produced as part of a hashtag campaign to raise awareness about the harmful effects of cyberbullying and to encourage young people to stand up against it.
4. Show the *#JustStandUp* video (running time: 2.07 minutes).
5. Lead a discussion using some of the following questions:
 - a. What happened in the video?
 - b. How did cyberbullying impact the girl who was targeted?
 - c. What ally behaviors did you observe?
 - d. What do you think motivated the person who engaged in ally behavior to take action?
 - e. Do you think her action was effective? Why or why not?
 - f. Can you relate to anyone in the video? If so, whom and why?
 - g. What do you think happens next, after the girl opens the door?
6. Ask for a few volunteers to "finish the video" by modeling for the group what the conversation between the two girls would be.
7. Distribute and review the handout *Are You Ready to Be an Ally?* Referring to the handout and the video, have a very brief discussion that includes the following questions:
 - a. In the video, what do you think was the goal of the girl's ally behavior?
 - b. How did she achieve it? Which action in the "What Can You Do?" section of the handout did she take?
 - c. What are some potential impacts of taking action? For the person being targeted? For the person engaging in ally behavior? For the girls who wrote the hurtful texts?
8. Distribute one index card to each participant and explain that they will think more closely about ally behaviors by reflecting on personal experiences. Show the visual prepared in advance, and ask participants to respond to **one** of the three prompts with a brief description (2–3 sentences) of the experience—including what happened and what the person engaging in ally behavior did—printed clearly on the index card so others can read it. Allow a few minutes for participants to reflect and write.
 - Describe a time when you were targeted by bias, bullying or cyberbullying and someone spoke out or took action to support you.



Tips & Tidbits

Step 3

We recommend showing the video twice; during the discussion, elicit from the participants that the girl who drives to the other girl's house acts as an ally by not participating in the hurtful text exchanges.

Step 8

Remind participants about confidentiality and not including identifying information that would reveal any specific people who were involved.

- Describe a time when you acted as an ally and what you did and/or said to support someone who was targeted by bias, bullying or cyberbullying.
 - Describe a time when you observed or heard about someone else acting as an ally and what they did and/or said to support someone who was the target of bias, bullying or cyberbullying.
9. As participants complete their notecards, collect them. When all notecards have been collected, shuffle and redistribute them, one to each participant. If a participant receives their own card, swap it for a new one.
10. Divide participants into groups of 4–5 people each. Once situated in small groups, post the instructions made in advance (see below) and instruct them to do one step at a time. Allow 15 minutes.
- a. Read each note card.
 - b. Discuss how individuals acted as allies.
 - c. Identify additional ally actions one could take, considering different goals of each action.
 - d. Select one notecard that you think contains a good example of ally behavior.
 - e. Create a hashtag that could promote or encourage others to use this ally behavior (for example, the video used #JustStandUp).
- (Optional)* Have each small group develop a short role-play portraying the experience and the ally behaviors and then perform their role for the larger group, displaying their hashtag at the end.
11. Reconvene the large group and have one member of each small group share the experience on the notecard they selected, their discussions related to it and the hashtag they created to promote ally behavior.

Reflect and Discuss

Lead a discussion using the questions below.

- a. What will you take away from this activity?
- b. What are some things that make it challenging to act as an ally? What are the risks?
- c. How do you feel when you act as an ally? How does the targeted person feel?
- d. How could you promote your hashtag to encourage others to act as allies?

Wrap Up

Say in your own words:

This activity showed that there are many different ways to take actions as an ally, and it is good to keep in mind what your goals are and what the situation demands. It is necessary to recognize not only the importance of being an ally but also the challenges that come along with it and how to overcome these challenges.

Transition to the Next Activity

If your next activity is about *Steps Toward Change*, say in your own words:

Before we end for the day, we want to take a few minutes to identify some things that each of us can do to act as allies or advocates for change in our school community. The next activity will help us to this.

If you are doing a different activity, prepare your own transition.

Definitions Related to Name-Calling, Bullying and Bias

Anti-bias: An active commitment to challenge bias within oneself, others and institutions.

Bias: An inclination or preference either for or against an individual or group that interferes with impartial judgment.

Bullying: Repeated actions or threats of action directed toward a person by one or more people who have (or are perceived to have) more power or status than their target in order to cause fear, distress or harm. Bullying can be physical, verbal, psychological or any combination of these three. Bullying behaviors can include name-calling, obscene gesturing, malicious teasing, rumors, slander, social exclusion, damaging a person's belongings, threats and physical violence.

Cyberbullying: The intentional and repeated mistreatment of others through the use of technology, such as computers, cell phones and other electronic devices.

Name-calling: The use of language to defame, demean or degrade individuals or groups.

Roles in Bullying and Bias Incidents

Ally: Someone who speaks out on behalf of or takes actions that are supportive of someone who is targeted by bias or bullying, either themselves or someone else.

Bystander: Someone who sees bias or bullying and does not say or do anything.

Aggressor: Someone who says or does something harmful or malicious to another person intentionally and unprovoked.

Target: Someone against whom mistreatment is directed.

Are You Ready to Be an Ally?

Everyone knows that we all need to do our part to put an end to bullying, but it's not always so easy to know when and how to get involved.

Here are some thoughts to guide you.

What Are Your Goals?

Be aware of your objective in getting involved. Keep three goals in mind:

- De-escalate the situation: Get it to stop or cool off.
- Support the target.
- Keep yourself and others safe from harm.

Are You Prepared?

Hopefully your involvement will have positive results, but it could lead to retaliation or an angry response. Consider the following before intervening:

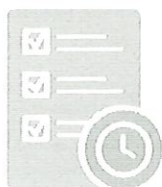
- Are you prepared to stand up for what you believe is right and hold your ground?
- Are there others who will support your actions?
- Do you know what to do if you become a target?
- Are you capable of handling fallout, such as loss of friendship or hurtful comments?

What Can You Do?

Once you decide to get involved, there are many things you can do:

- Confront the situation: Put an immediate stop to the bullying by: making a strong statement ("That's not cool!"); challenging intentions ("It's not a joke, it's cruel."); expressing how it feels ("That really hurts."); or pointing out consequences ("I'm going to report this.").
- Help the target: Show support by getting the target to a safe space, asking if they're okay, offering solutions, going with them to get help or helping them to file a report.
- Find other allies: Enlist others to take action with you. There is strength in numbers—three or more people saying "Stop!" or standing up in other appropriate, nonviolent ways is more powerful than one, and might cause a chain reaction of support. And just think how great the target will feel when a whole group stands up.
- Know when to report: Tell an adult if the target is being threatened or is in physical danger; if the cyberbullying is going viral; or if students can't handle the situation alone. Remember that reporting is not "tattling" and that you can report anonymously if needed.
- Interrupt the cycle: Stop cruelty in its tracks by refusing to forward/laugh at/"like" hurtful messages, to take revenge, or to respond to bullying with more bullying. Be proactive by getting to know people who are different from you, starting a club or program on bullying/bias and working toward a community that is inviting for everyone.

Building an Ally



About this Activity

This activity provides an opportunity for participants to understand some of the actions and behaviors behind acting as an ally. This understanding helps in developing skills and motivations to act as allies to others who are targets of bullying and bias.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Open space for groups to draw/work on the floor

Time: 30–40 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Large roll of butcher or chart paper, markers, masking tape
- Human Body Template* (for Peer Trainers only)
- Make copies of the *6 Ways to Be an Ally* handout (one for each participant), or you can download a color version in English or Spanish at www.adl.org/education/resources/tools-and-strategies/6-ways-to-be-an-ally-en-espanol.
- Prepare large sheets of brown butcher paper, approximately 4–5 feet long, one sheet for each 4–5 participants. Using a dark-colored marker, draw a life-size outline of a human body on each sheet of paper. A template of a human body is provided as a guideline at the end of this activity. If butcher paper is unavailable, use two sheets of chart paper, drawing one half of the body on each sheet and taping the sheets together.
- (*Optional*) It may be helpful to write on chart paper prior to this activity the definitions from the “Roles in Bullying and Bias Incidents” section of the *Definitions Related to Name-Calling, Bullying and Bias* handout on page 213. This step may be omitted if definitions have already been discussed in a prior activity.

Lead this Activity

1. Begin by relating the information in “About this Activity” in your own words. Distribute copies of *6 Ways to Be an Ally*, and quickly review it (if you haven’t done so yet) by asking volunteers to read each section aloud. Invite questions or comments from the group.
2. Divide participants into small groups of 4–5 people each. Give each group markers and a sheet of butcher paper (or chart papers) with the outline of a human body drawn on it.
3. Ask participants to create an **ally** by identifying anatomical parts that represent characteristics of an ally. They should also include an example of actions or behaviors that would go with this part, reminding them that an ally is not a label or person, but the actions and behaviors that assist them in acting as allies. Share the following examples of actions or statements that correspond to the parts of an ally.

A **heart** can represent the need for compassion. Compassion can include not laughing at stereotypical jokes but instead saying that it’s not funny to make fun of people.

Hands can represent the willingness to reach out to others who are targets of bullying and bias. An action associated with reaching out would be to let a target know that you are there for them and are willing to help.
4. Provide 10–15 minutes for the small groups to complete their drawings.
5. Reconvene the whole group and have each small group introduce and describe its ally.

Reflect and Discuss

Lead a whole group discussion, using some or all of the following questions:

- a. What behaviors and actions were common to all or most of the allies created?
- b. Why did we ask you to think about the actions or statements associated with the characteristics of an ally?
- c. What are some of the challenges and risks of acting as an ally? How can you address them?
- d. What qualities do you see in yourself that would help you act as an ally?

Wrap Up

Say in your own words:

As we just learned, there are many different kinds of qualities that allies can possess, and there are a variety of ways to challenge bias and bullying when we experience or witness it. We encourage you to think about the qualities you have that lead to behaviors and actions that will serve you well as an ally.

Transition to the Next Activity

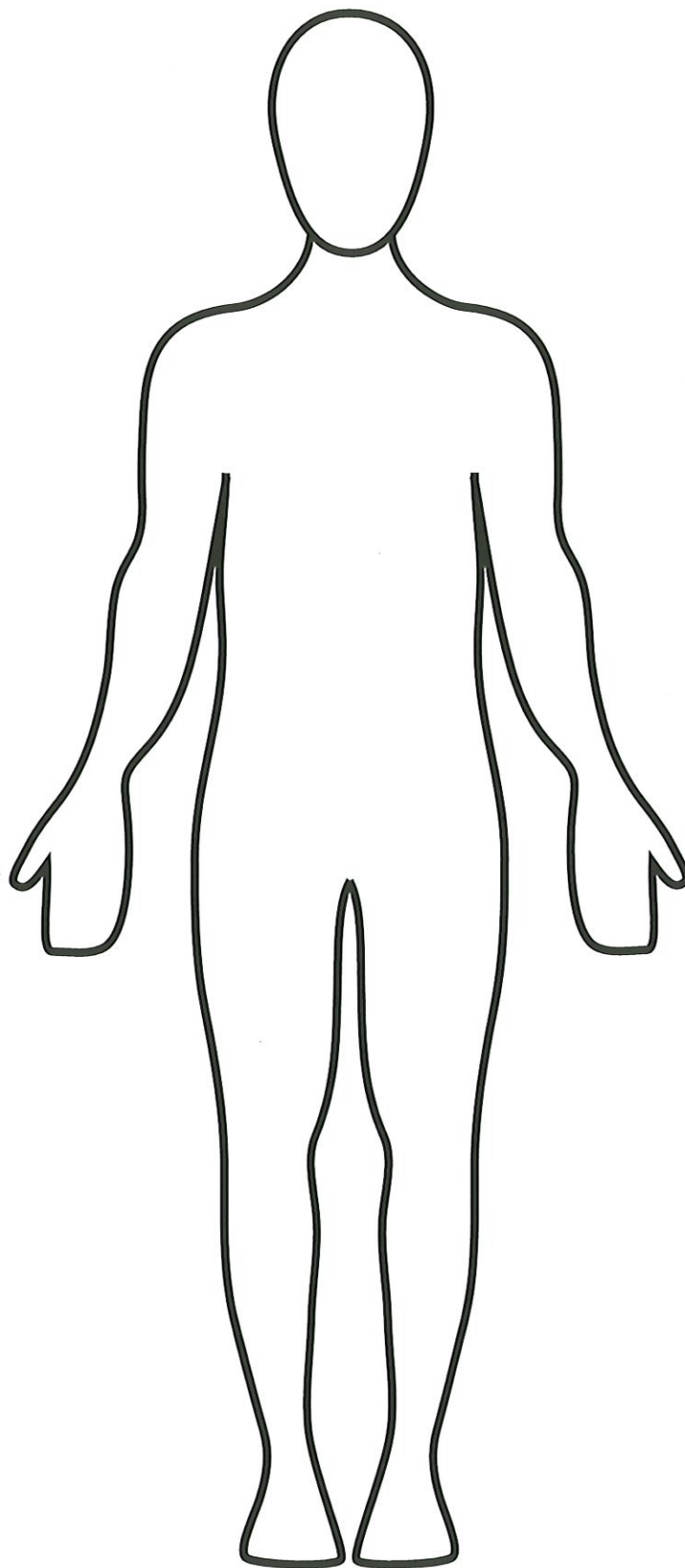
If you are doing an activity about *Steps Toward Change*, say:

Now that we have talked about the qualities and behaviors of allies, let’s consider what steps we can take as individuals and as a school community to create change.

If you are doing a different activity, prepare your own transition.

Activity excerpted with permission from Cathryn Berger Kaye, M.A., *Strategies for Success: A Learning Curriculum that Serves* (Los Angeles: ABCD Books, 2006), www.abcdbooks.org. All rights reserved.

Human Outline Body Template



6 Ways to Be an Ally

Here are some simple things you can do to be an ally to targets of name-calling and bullying. And remember—always think about your safety first when deciding the best way to respond.

1. Support targets, whether you know them or not.

Show compassion and encouragement to those who are the targets of bullying behavior by asking if they're okay, going with them to get help and letting them know you are there for them. Ask what else you can do and make sure they know they're not alone.

4. Inform a trusted adult.

Sometimes you may need extra help to stop the bullying. It's important to tell an adult who you trust so that this person can be an ally to you as well as the target. Telling an adult when you see someone engaged in bullying is never "tattling" or "snitching." So don't think twice—reach out to a parent, teacher, guidance counselor, coach or someone else who will get involved.

2. Don't participate.

This is a really easy way to be an ally because it doesn't require you to actually do anything, just to not do certain things—like laugh, stare or cheer for the bad behavior. By refusing to join in when name-calling and bullying occur, you are sending a message that the behavior is not funny and you are not okay with treating people that way. The next step is to speak up and try to put a stop to the hurtful behavior.

5. Get to know people instead of judging them.

Appreciate people for who they are and don't judge them based on their appearance. You may even find that they're not so different from you after all.

3. Tell aggressors to stop.

If it feels safe, tell the person behaving disrespectfully to cut it out. You can let them know you don't approve on the spot or later during a private moment. Whenever you do it, letting aggressors know how hurtful it is to be bullied may cause them to think twice before picking on someone again.

6. Be an ally online.

Bullying happens online, too, and through the use of cell phones. Looking at mean web pages and forwarding hurtful messages is just like laughing at someone or spreading rumors in person. It is just as hurtful, even if you can't see the other person's face. All the rules above are just as important to follow when texting and on social media. So online and offline—do your part to be an ally to others.

Changing Stories with Ally Behavior

About this Activity

Participants consider the impact of bias on the people involved and learn strategies for acting as an ally in response to bias-motivated behaviors, such as bullying. Participants also learn ways to determine whether direct intervention in the moment is safe and necessary and then consider a variety of potential strategies for acting as an ally.

Plan Ahead

Think About Your Group

Number of participants: Up to 30

Ages: Middle to high school students

Consider Time and Space

Space: Room for participants to move into small groups

Time: 50–60 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Drawing supplies (e.g., markers, color pencils, scissors, paints and brushes), chart paper
- Make copies of the *Acting as an Ally in the Moment: Before & After* and *Strategies for Intervening in the Moment* handouts (one of each for each participant).
- Make copies of the *Graphic Illustrations* so that you have enough for each group to have a different one (see “Lead this Activity,” Part II, step 2).
- Make enough copies of the *Our Story Ending Templates* so that each group has one complete set to share.
- Definitions Related to Name-Calling, Bullying and Bias* handout on page 213 (*optional*, for Peer Trainers only).
- Read the story in “Lead this Activity,” Part I, step 1, and decide whether you will use this story or replace it with a similar one that happened to you (without revealing real names or identities). You may also use a relatable story from the news that corresponds with the group’s age level. The story should be told from the point of view of the target and highlight the lack of ally behavior in response to bias-based bullying or aggression.
- Create a slide or chart paper with the statement in Part I, step 5 (*optional*).





Tips & Tidbits

Part I, Step 1

If using a story from your own life, consider using a fake name to honor confidentiality. The rest of these instructions use the name “Sarah”; remember to replace that with the name you select throughout the remainder of this activity.

Part I, Step 3

If previous activities have not included a discussion of roles in bias/bullying incidents, briefly review *Definitions Related to Name-Calling, Bullying and Bias* handout on page 213.

Part I, Step 6

Emphasize that personal safety is always the primary consideration when deciding if and how to intervene.

Lead this Activity

Part I: To Intervene or Not to Intervene?

1. Begin the activity by sharing with participants the story you prepared in advance or the following story (told by an adult recalling a past experience):

Sarah’s Story: One day, when I was in the eighth grade, I had an experience I will never forget. I was in the locker room after gym class. While the locker room was filled with students, a popular girl came up to me, looked me in the eye with a hateful expression and said, “You are so ugly.” She had made other comments to me in the past, but the public nature this time made it feel like I had been punched in the stomach—all of the air just rushed out of my body. A group of girls nearby watched, but no one said a word. It was like we were all frozen, waiting for someone to speak. The girl who made the mean comment just shook her head in disgust at me and walked away.

2. Ask, “What do you think was most upsetting to Sarah about this experience?” After hearing from a few people, ask, “What do you think she most needed in that moment?” Emphasize that besides the mean comment itself, the fact that no one said or did anything to support her was upsetting.
3. Ask participants to define the term **ally**. After hearing from a few people, share the following definition:

Ally: Someone who speaks out on behalf of or takes actions that are supportive of someone who is targeted by bias or bullying, either themselves or someone else.
4. Ask participants to give some examples of actions or behaviors that the bystanders in Sarah’s story could have used in order to be allies. Record their responses on a board/smart board. Highlight the different types of ally behavior that are possible (e.g., supporting the target at the time of the incident or later, responding publicly or privately, telling a trusted adult, etc.).
5. Explain that this activity will focus on ways to be an ally in the moment. Post or verbally share this information:

Research has shown that less than half of young people witnessing a bullying incident asked the aggressor to stop,¹ and 90% of social media-using teens who have witnessed online cruelty say they have ignored the mean behavior.²

Ask, “Why do you think so few people intervene when name-calling, teasing or bullying occurs?” Record their responses.
6. Distribute the *Being an Ally in the Moment: Before & After* handout to each participant. Explain that the questions and information provided can help people decide whether or not to challenge biased behavior in the moment, and how to do so if they choose to intervene. Go over the information on the handout by asking for volunteers to read sections aloud.

7. Divide participants into groups of three or four. Explain that they will now consider the questions on the top half of the handout in relation to Sarah's story. Direct them to discuss the *Three questions to consider BEFORE deciding to intervene in the moment* section and decide whether or not they would have intervened in that moment and why. Allow a few minutes for discussion and then ask for a few volunteers to share their group's decision and their thinking behind it.

Part II: Intervening in the Moment

1. Tell participants that, now that they've considered *whether* to respond during an incident, they will turn their attention to *how* to effectively do so. Distribute the *Strategies for Intervening in the Moment* handout, one to each participant. Quickly go over the handout, emphasizing the primary goals—to de-escalate the situation and support the target.
2. Distribute the *Graphic Illustrations* so that each group receives one of the seven different stories (each person can get their own copy or the whole group can share one copy). Ask them to read their story together as a small group; once all groups have finished, bring everyone back together and ask the following questions:
 - a. What do you notice about the drawings?
 - b. Based on the drawings, how do you think the target is feeling? The aggressor? The bystanders?
 - c. What do these drawings reveal about the impacts of behaviors like bullying on the people involved?
3. Distribute drawing materials (e.g., markers, color pencils, etc.) and one set of *Our Story Ending Templates* to each group. Instruct the groups to identify one method from *Strategies for Intervening in the Moment* that would be effective in their story. Tell them to choose the *Story Ending Templates* they think they need and then work together to draw the next frames in the comic, using the strategy they identified. Speech/thought bubbles are also provided to be resized and reproduced as needed. Their drawings should reflect, as closely as possible, the emotions and reactions of the other people in the story. Allow 10–15 minutes.
4. Reconvene the whole group and have each small group present their story and the ending they created, or post all of the stories with the new endings and have participants walk around and look at each one.



Part II, Step 1

Tips & Tidbits

A variation of the process appears at the end of this activity (see "Role-Play Variation").

Reflect and Discuss

Lead participants in a discussion using some or all of the following questions:

- a. How did the drawings communicate the impacts of bias and bullying on different people in the situation?
- b. How did you decide as a group which method to use?

- c. Which intervention strategies struck you as most effective? Why?
- d. Which strategies would you be least likely to try? Why?
- e. What are the possible consequences of being an ally in the moment?
- f. What additional words or strategies would you add to the handout?
- g. How would these strategies change if the aggression or bullying were taking place online?

Role-Play Variation

1. After reading/discussing the graphic illustrations in Part II, Step 2, have each group create a two- or three-minute role-play. Before doing role-plays, remind participants of the ground rules and discuss with them appropriate and safe ways of acting out the stories. Some ideas include: take it seriously, avoid reinforcing stereotypes, be realistic.
2. Instruct each group member to choose one of the following roles: target, aggressor or ally. More than one person can have the same role. Explain that the target and aggressor will act out the story and the ally will intervene using one or more of the strategies on the handout, using their own words. The target and aggressor should respond to the intervention in a realistic way.
3. If time allows, ask for one or more groups to demonstrate their role-plays.
4. Conduct the "Reflect and Discuss" portion of this activity above.



Role-Play Step 2

Tips & Tidbits

If participants have difficulty acting realistically, redirect their attention to the drawings and encourage them to imagine themselves in the situation. Provide prompts as needed, such as, "What would it feel like to be in that role in that situation?"

Wrap Up

In your own words, tell participants that this activity showed three things:

- (1) *It's important to intervene in bias incidents to stop them from escalating,*
- (2) *there are a variety of ways to challenge bias, and*
- (3) *it is important to assess the dynamics of specific bias incidents to determine if and how you should respond.*

Transition to the Next Activity

If you are doing an activity for *Next Steps*, say the following in your own words:

Before we close out the session, we want you to think about how you can apply what you've learned today to your day-to-day world. The way we'll do that is have you identify one or two actions you'll take to act as an ally when you are in a situation like the one we heard about that happened to Sarah.

If you are doing a different activity, prepare your own transition.

Endnotes

¹Stan Davis and Charisse Nixon, "Youth Voice Research Project," Preliminary results (PA: Penn State Erie, The Behrend College, 2010).

²Amanda Lenhart, Mary Madden, et al., *Teens, Kindness and Cruelty on Social Network Sites* (DC: Pew Research Center's Internet & American Life Project, 2011).

Acting as an Ally in the Moment: Before & After

Three questions to consider **BEFORE** deciding to intervene in the moment.

1. **Does the situation need an immediate response or can it wait until later?**
 - Is there immediate physical harm that needs to be stopped?
 - Will the situation cool down without immediate intervention?
 - Would it be better to wait and talk to the aggressor later and without an audience?
 - What does the target need? Will it feel more supportive to intervene in the moment or later?
2. **Is it safe to intervene?**
 - Will your physical safety be threatened if you intervene?
 - What is the likelihood that intervening will cause physical harm to you and/or the target?
 - Will intervening bring unwanted attention or behavior from others?
3. **Does the situation require adult assistance?**
 - Is the target in immediate danger?
 - Is this a situation that cannot be resolved by participants alone?

Three ways to support the target **AFTER** the situation is over.

1. Acknowledge the situation and ask how they are feeling.
 - “That was so not cool.”
 - “I’m sorry that happened.”
 - “Are you okay?”
 - “Has this happened before?”
2. Ask what they need.
 - “Do you want to talk to someone?”
 - “Do you need help reporting the incident?”
 - “What can I do to help?”
3. Offer support.
 - “Next time, sit with us.”
 - “I’ll ask my friend to tell them to stop.”
 - “C’mon, I’ll go with you to talk to the guidance counselor about this.”



Strategies for Intervening in the Moment

Remember, when responding to bullying, the goal is to **de-escalate the situation** and **support the target**.

Stop the behavior.

"Stop it."

"That's not cool."

"Cut it out."

Challenge their intentions.

"I know you think that's funny, but that wasn't cool."

"I know you think that they deserved it, but it's mean and uncalled for."

Ask a question.

"Why are you picking on this person? What do you get out of this?"

"Why are you messing with someone who hasn't done anything to you?"

"What are you trying to prove when you treat them that way?"

Explain how it feels to be bullied.

"How would you like it if someone said something like that about you?"

"Do you remember when _____ did that to you? Do you remember how that felt?"

"Someone once said/did something like that to me and it really hurt."

Explain how their behavior impacts you and how their behavior has consequences.

"You're my friend, and I don't like what you're doing."

"I'd appreciate it if you didn't do that anymore because it's offensive."

"If you keep doing that, I can't be around you."

"If this continues, I will have to report it."

Leave the situation, and get the target to a safe space.

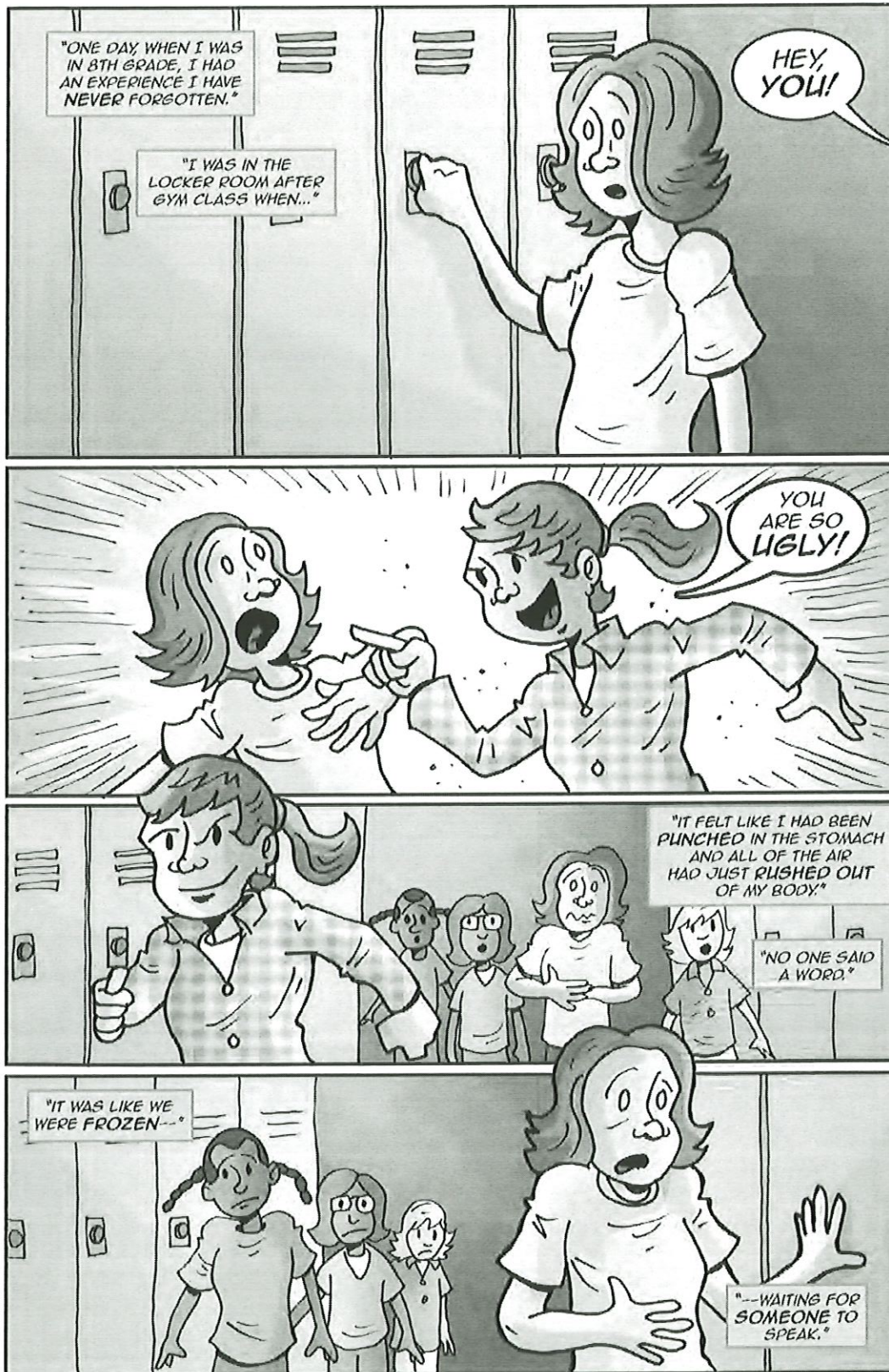
"Let's get out of here."

"We don't have time for this."

"Not for me. Later."

"Outta here. Better things to do."

Graphic Illustration 1



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ART BY MATT STRACKBEIN

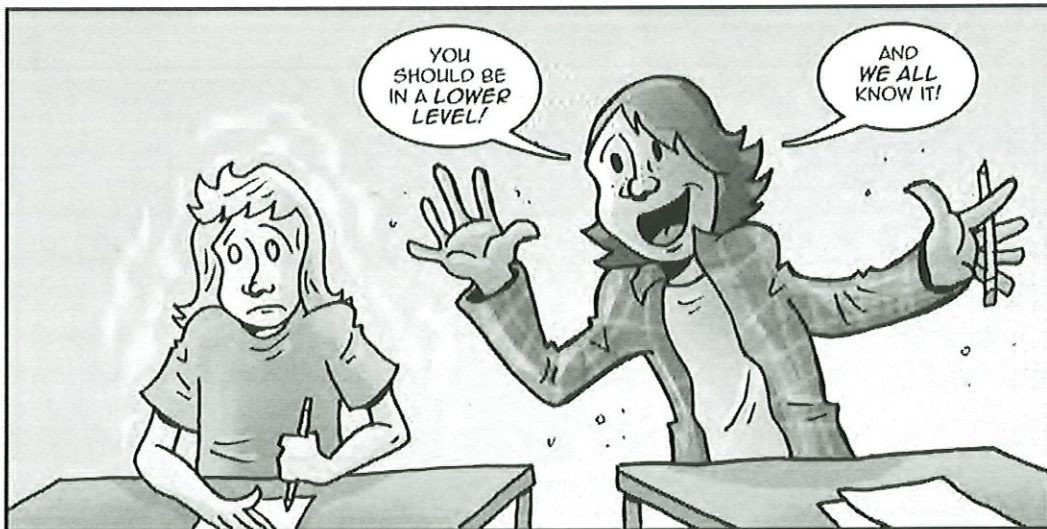
Graphic Illustration 2



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Graphic Illustration 7



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ART BY MATT STRACKBEIN

Our Story Ending Template

Our Story Ending Template

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Our Story Ending Template

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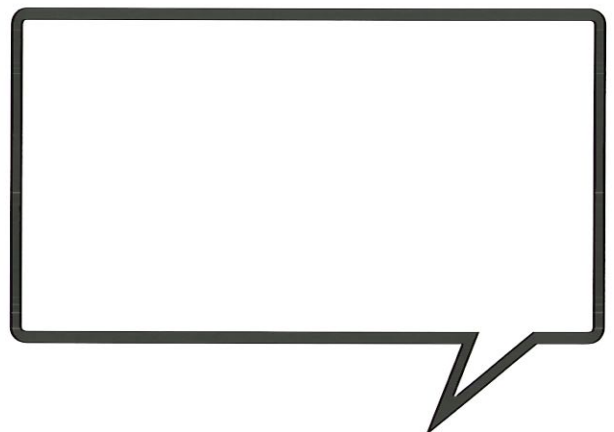
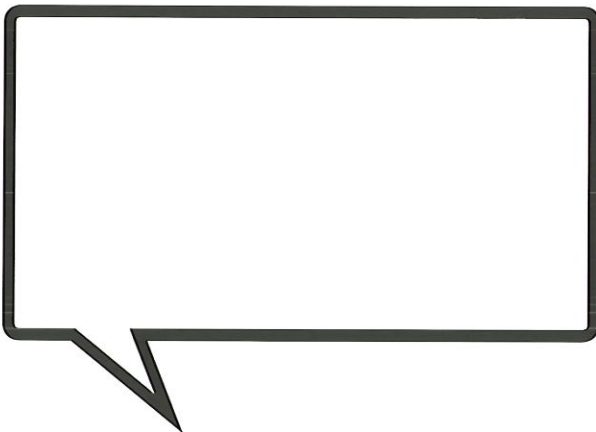
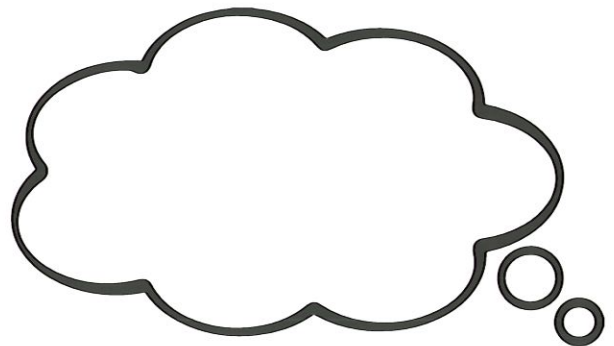
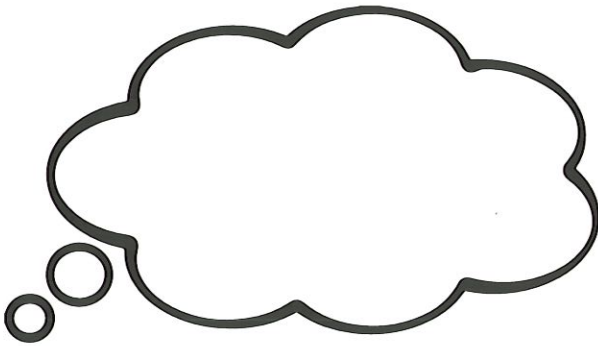
Our Story Ending Template

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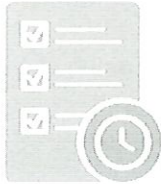
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Our Story Ending Bubbles Template



Digital Dilemmas



About this Activity

We know that a lot of identity-based bullying and other mean behavior takes place in digital spaces—on social media, in gaming, in chats and other forms of electronic communication. This activity asks participants to consider the dilemmas and challenges of digital behavior and apply ideas for tackling it.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Large open space

Time: 45 minutes

Get Ready

- Read through the activity, and prepare with your co-trainer.
- 8½ × 11" paper, markers, tape
- Make copies of the *What Can I Do if I Experience Cyberbullying?* handout (one for each participant).
- If there are participants with mobility issues, modify the activity by having all participants raise their hands instead of standing up (see "Lead this Activity," step 3).
- (Optional) Write the definitions of **cyberbullying** and **ally** on the board/smart board or chart paper. This may not be necessary if these terms have already been discussed in a prior activity.
- Prepare a slide or chart paper with the role-play guidelines in step 7.

Lead this Activity

1. Begin by relating the information in "About this Activity" in your own words. If participants have not learned about cyberbullying or ally behaviors yet, reveal the chart paper prepared in advance and quickly go over the terms with them.
2. Tell participants that we will first learn about the group's experiences regarding digital behavior. Explain that you will do this by leading a brief stand-up activity in which you will read a statement and invite participants to stand up if this statement is true for them.

Reassure participants that this is only an invitation to stand up; they may choose not to if they feel uncomfortable for any reason. In addition, remind participants of confidentiality and how they should not discuss or reveal identifying information about other members of the school community.

3. Read some or all the statements below one at a time and invite participants for whom the statement is true to stand. Encourage people to look around and then ask those standing to sit down again before reading the next statement.
 - My family sets limits on the time of day and/or the length of time I can use electronic devices.
 - My family has restrictions about which sites and apps I am allowed to use.
 - I always follow the rules and stay within the limits set by my family regarding use of social media, gaming and electronic devices.
 - When I have witnessed cyberbullying or mean digital behavior, I have acted as an ally by speaking up, supporting the target, reporting the incident or doing some other action.
 - When I have witnessed cyberbullying or mean digital behavior, I didn't intervene or act as ally because I wasn't sure what to do.
 - When I witnessed cyberbullying/mean digital behavior and didn't intervene or act as an ally, it was because I was concerned about the consequences or outcomes of my actions.
 - I am aware of situations where cyberbullying, hate speech or threats were reported to an adult.
 - I am aware of situations in which people had to block electronic communications, like posts and texts, due to harmful or unwanted communication.
 - I have made mistakes or done things on social media, apps or gaming sites that I am not proud of.
 - I want to learn more about how to act as an ally when I experience cyberbullying or mean digital behavior.
4. After the activity, lead a short discussion by asking the following questions:
 - a. Were some statements easier to answer and some more difficult? Which ones?
 - b. How did it feel when most people had the same response as you?
 - c. How did it feel when you were one of only a few people standing—most people were not standing?
 - d. Did you ever feel you needed to explain why you stood up or didn't stand up? If so, why did you feel this way?
 - e. What did you learn from this activity?
5. Distribute the *What Can I Do if I Experience Cyberbullying?* handout to each participant and review it together by asking for volunteers to read each bullet.
6. Divide participants into seven small groups and assign each group one bullet point from *What Can I Do if I Experience Cyberbullying?* Ask each group to create a short role-play that portrays a situation involving mean digital behavior or cyberbullying and incorporates their assigned bulleted topic as a solution.

Be very clear with participants that they should create fictional situations—not ones based on real situations that may have impacted students at your school.
7. Show the visual created in advance of the following role-play guidelines and review it:

Role-play Guidelines:

 - a. Give everyone on your team a role.
 - b. Never present characters in stereotypical ways.

- c. Challenge yourself to show realistic and effective solutions and strategies.
 - d. Avoid real names or situations.
8. Provide 10–15 minutes for groups to create and practice their role-plays. While they are working, move around the room and make sure they are staying on task. Provide a five-minute warning.
 9. Reconvene the whole group and invite each small group to present their role-play.

Reflect and Discuss

1. After all groups have performed, lead a whole-group discussion using the following questions:
 - a. Which of these strategies do you think you are most likely to use if you are faced with mean digital behavior?
 - b. What might prevent you from using these strategies in real life?
 - c. How can we support one another in the face of these digital dilemmas?
2. Ask each small group to create a hashtag that could be used to spread the word about their assigned action. Encourage them to think creatively and not simply use the title of their section as the hashtag (e.g., the first group should come up with something other than #dontrespond).

Wrap Up

Say in your own words:

We are all confronted with challenges and dilemmas when it comes to social media and electronic communications. Having some tools to help you work through these issues will make it easier. It takes courage and commitment, and we encourage you to support one another in your efforts to stop cyberbullying.

Transition to the Next Activity

If you are doing an activity about *Steps Toward Change*, say:

Let's move on to a short activity that will help us solidify our commitments to ally behaviors and positive social change in our school.

If you are doing a different activity, prepare your own transition.



Step 9

Tips & Tidbits

If participants present characters in stereotypical ways, engage in a nonjudgmental discussion about it. Letting stereotypes go unaddressed undermines the goals of this program because it reinforces stereotypical thinking. Some questions you could ask are: What were your thoughts about the way the group portrayed this character? What are some other ways this character could have been portrayed? What are the impacts of showing a member of this identity group in a stereotypical way?

What Can I Do If I *Experience* Cyberbullying?



Don't Respond

Don't respond to bullying or inappropriate messages, but save them as proof.

Act as an Ally

Support people who are targets of mean behavior and bullying by reaching out to the target and/or telling the aggressor to stop. Report what is happening through the site's anonymous reporting procedures or tell a trusted adult in your life what is happening.

Communicate Issues with a Trusted Adult

Talk about problems you experience or witness online with an adult that you trust, like a family member, teacher or school counselor.

Report Behavior/Incidents

Always report cyberbullying, hate messages, inappropriate sexual content and threats (including possible suicide attempts) to an adult family member, school staff or the police

right away. Use ADL's online Cyber-Safety Action Guide to find out how to report inappropriate content to popular online companies, including reporting abuse to apps if available. For serious or continuing problems, file complaints with Internet Service Providers, social media companies, e-mail services, Web sites, cell phone companies, etc. They can find the offenders and take further action.

Ask for Assistance in Reporting

If you don't feel comfortable reporting problems yourself, ask an adult to do it for you. Keeping the people close to you aware of what's going on and seeking their support helps when you are targeted.

Stop and Reject Communication

Block the cell phone numbers and electronic communication (e.g., posts, texts, etc.) of people who are sending unwanted messages. Change your phone numbers, e-mail addresses, screen names and other online information, if necessary.

Log Off!

When in doubt about what to do, log off or shut down and ask for help from a trusted adult.

Resources for Youth, Parents/Families and Educators

ADL Cyber-Safety Action Guide, www.adl.org/adl-cyber-safety-action-guide

Bullying and Cyberbullying Prevention Strategies and Resources, www.adl.org/education/resources/tools-and-strategies/bullying-and-cyberbullying-prevention-strategies

Examining Systemic Racism

About this Activity

This exercise engages students in examining the systemic dimensions of racism. By unpacking a multi-part definition and exploring racist tropes, participants will recognize how racism operates across parts of society, maintaining oppression and causing harm regardless of individual feelings and intentions. Participants will also strategize how to raise awareness about and address the injustices caused by racism by examining a case study through the lens of different stakeholders.

Plan Ahead

Think About Your Group

Number of participants: Any

Ages: High school students

Before leading this activity, ensure that participants are prepared and that the safety of participants with marginalized identities is prioritized. This activity is most effective when the participants have previously engaged in an activity about racism. Unit 8's *Understanding the Language of Bias* and Unit 9's *Perspectives on Race and Racism* are recommended prerequisites. Participants should have explored definitions of racism previously. The definition herein breaks down the way racism operates as a system to help participants recognize and address the widespread harms caused by racism.

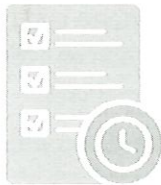
Consider Time and Space

Space: Any

Time: Part I, 35–45 minutes; Part II, 30–40 minutes

Get Ready

- Read through the activity and prepare with your co-trainer(s). Determine if the activity will be completed in one or two sessions.
- With support of your Peer Training advisor, read through and discuss the content on the *Systemic Racism Primer* handout. Examine the list of racist tropes and choose one to share (see Part 1, Step 6). Prepare a slide or chart paper with the selected trope (*optional*). Practice describing the tropes to your co-trainer(s).
- Board/smart board, chart paper, markers, tape, pens/pencils
- Prepare a slide or chart paper with the definition in Part 1, Step 4.
- Make copies of the *Systemic Racism Case Study*, one for each participant. Prepare the questions on chart paper or as a slide (*optional*).



Lead this Activity

Part I: Introducing Systemic Racism

1. Introduce the activity by relating the content in "About this Activity" in your own words.
2. Ask participants how they define racism and to share some examples of racism. Construct a list. If participants are largely sharing interpersonal and/or individual examples of racism, let participants know that individual attitudes, beliefs and actions do reinforce racism.
3. Ask participants, "What are some historical or current examples of laws, policies and practices that prevent people of color from accessing opportunities and resources based on race?"

Elicit examples that demonstrate the systemic nature of racism.

4. Display the following definition of systemic racism that you prepared in advance.

Systemic Racism: A combination of policies, practices and structures that advantage white people while causing widespread harm and barriers to access and opportunity for people of color. One person or even one group of people did not create systemic racism. Systemic racism:

- (1) is grounded in the **history** of our laws and institutions which were created on a foundation of white supremacy;
 - (2) exists in current **institutions** and **policies** (related to educational access, housing, healthcare, political access, job opportunities, criminal justice, etc.) that privilege white people and marginalize people of color; and
 - (3) exists across **culture** (e.g., traditions, language, behavioral norms, values, and media) to communicate and reinforce racist ideas, tropes and stereotypes.
5. Invite participants to read the definition silently, then read aloud. Invite participants to share what they notice about the definition.
Ask participants, "What about this definition is new to you?" Participants can share in a partner/turn and talk or aloud to the whole group.
 6. Read aloud the racist trope and a few examples preselected from the *Systemic Racism Primer* and discuss how that trope is rooted in history and is present in today's society.
 7. Tell participants there are many other tropes. Ask participants if they can think of other examples. If time permits, invite participants to turn to a partner or group of three and share examples of tropes.
 8. Explain to participants that the definition is helpful in understanding that racism, like other systems of oppression, is not just based on individual attitudes and interpersonal interactions. It is embedded in our society, pervades many different sectors such as housing, education and employment, and evolves to maintain a system that harms one (or more) groups to benefit another group throughout time.



Step 4

Tips & Tidbits

While this activity focuses on racism in the United States, racism manifests throughout the world. Because racism is upheld by history, institutions and culture, it sometimes looks different in other parts of the world. At the same time, racist ideologies and practices have spread across the world throughout history. Take care to ensure participants know the focus of this activity is racism in the U.S., and that there is much more to learn about racism in other nations.

Trope

A trope is a common or recurring theme, motif or pattern. In literature and the arts, tropes may include rhetorical devices, figurative language or character archetypes.

In examining oppression, tropes are common or recurring patterns, messages and devices that repeat throughout history.

Part II: Exploring Systemic Racism in Schools

1. Tell participants that they will explore a case study that demonstrates how racism operates as a system today. Tell participants that even though this case study uses fictional names and schools, that it is based on factual events and encourage them to learn more about it after this activity.
2. Display or distribute the *Systemic Racism Case Study* and read it together. Invite participants to draw attention to details that stand out to them and make any observations they have.
3. Discuss the case study in the context of the definition for systemic racism and the information about racist tropes. Ask participants the following questions:
 - What examples of racism do you see in this case study?
 - How do these examples connect to racist tropes that have existed throughout history?
 - In what ways do these examples demonstrate the systemic dimensions of racism, as opposed to examples of individual attitudes or actions that reinforce racism?
4. Tell participants that interrupting the many injustices caused by racism requires collective effort. Tell them that they will work in small groups and be assigned a group of people who we need to address this injustice. Tell participants that their task is to develop a plan or strategy to engage their assigned group to take action to address this injustice. Tell participants that they don't have to have all the answers or solutions, but to outline ideas and steps that can be taken to compel this one group to get involved.
5. Divide the participants into six groups and assign each group one of the following target audiences so that each group has a different audience.
 - Teachers
 - Administrators
 - Other Students/Peers
 - Parents, Caregivers and Family Members
 - Community Members (Not School Affiliated)
 - Local Political Leaders
6. Ask each group to select a recorder to write the group's response and a presenter to report to the larger group. (Recorder and presenter can be the same person or two different people). Allow 5–7 minutes for groups to brainstorm and craft their response.
7. Reconvene the group and invite each group to share their response. If time is limited, ask each group to share just one idea for influencing or involving their assigned audience.

Reflect and Discuss

Lead a whole group discussion, using some or all of the questions that follow:

- a. What did you learn in this activity that you didn't know before?
- b. What conclusions can you draw about the systemic dimensions of racism and the ways they operate in our world and communities?
- c. What is the impact of these and other racist tropes on members of your community, including those who are part of the marginalized group(s) and those who are not?
- d. What are some of the challenges we face when trying to dismantle racism? How can we address them?

- e. What is the benefit of involving different groups (i.e., parents, school administrators, community leaders, etc.) addressing racism?
- f. What more do you want to know? How would you like to get involved going forward? What questions do you still have?
- g. What would you say to someone who says, "There's no racism in my school or community."
- h. What would you say to someone who says, "Racism is too big of a problem to solve"?

Virtual Learning Variation

Use a PowerPoint to guide participants through the definition, trope, and case study. Invite participants to use the chat or other digital tools like Mentimeter and/or Google Jamboard for participation in brainstorming. Use breakout rooms to allow partner and small group work. Peer Trainers should spend some time in each breakout room to support the discussion.

Wrap Up

Say in your own words:

Racism is not just about individual attitudes, beliefs and actions; it is a system that exists across many parts of society. To address racism we need to work in coalition with different groups and examine the ways racism operates as a system to cause harm. Sometimes, we (or others) may not easily recognize the systemic dimensions of racism. Some people may even assume that racism doesn't exist if they can't recognize it and it doesn't affect them. This is why it's essential we listen to the voices of people who are harmed by racism, and ask ourselves how (not if) racism manifests in our schools and communities.

Transition to the Next Activity

If your next activity is about *Steps Toward Change*, say in your own words:

Now that we have explored the systemic manifestations of racism and some of the ways they show up in our schools and communities, we're going to end our program with a quick activity to determine steps we can take to advocate for racial justice.

If you are doing a different activity, prepare your own transition.

Systemic Racism Primer

Systemic Racism

A combination of policies, practices, and structures that advantage white people while causing widespread harm and barriers to access and opportunity for people of color. One person or even one group of people did not create systemic racism. Systemic racism:

- (1) is grounded in the **history** of our laws and institutions which were created on a foundation of white supremacy;
- (2) exists in current **institutions** and **policies** (related to educational access, housing, healthcare, political access, job opportunities, criminal justice, etc.) that privilege white people and marginalize people of color; and
- (3) exists across **culture** (e.g., traditions, language, behavioral norms, values, and media) to communicate and reinforce racist ideas, tropes and stereotypes.

Racist Tropes

A trope is a common or recurring theme, motif or pattern. In literature and the arts, tropes may include rhetorical devices, figurative language or character archetypes. In examining oppression, tropes are common or recurring patterns, messages and devices that repeat throughout history.

The following are some examples of racist tropes and how they show up in society.

Anti-Asian Racism

(1) The depiction of Asian immigrants as a “disease” of society who should be blamed and (2) assigning Asian Americans the myth of the “model minority” who should be admired for success.

- Chinese Exclusion Act of 1882 barred Chinese people from entering the U.S. and prevented citizenship for Chinese people living in the U.S. The extension of the law in 1902 encompassed Japanese, Indian, Filipino, Korean, and other people from Asian countries. This legislation affirmed stereotypes that Asian immigrants carried disease and posed a risk to society, being the “perpetual foreigner” in the U.S.
- Executive Order 9066 in 1942, which was signed by President Franklin D. Roosevelt, forced the imprisonment of Japanese American citizens and Japanese immigrants living in the U.S. after the attack on Pearl Harbor. More than 120,000 people, including children, were sent to prison camps and had their property (including homes and farms) seized and in many cases redistributed to other people. The E.O. was signed under the assumption that Japanese American citizens and Japanese immigrants would be disloyal to the U.S. as it entered war with Japan, but it was also supported by the white-dominated agricultural industry that seized abandoned land.
- The “model minority” myth is a stereotype that Asian Americans and Asian immigrants to the U.S. have class privilege, including a high socioeconomic status and education, and thus are not harmed by discrimination. Asian Americans and Asian immigrants are perceived to be law-abiding, successful and

hardworking relative to other marginalized groups. This myth assumes that all Asian Americans and Asian immigrants have the same experience in the United States and that they are less in need of protection and justice than other marginalized groups.

- Prominent, contemporary examples of Asian American and Asian immigrant representation in the media include *Crazy Rich Asians* and *Bling Empire*, suggesting that all Asian American and Asian immigrant groups are upwardly mobile, wealthy and unaffected by systemic discrimination. This conceals the fact that Asian Americans experience the largest income inequality gap as an ethnic and racial group in the U.S. One example of this is that Asian immigrants have the highest poverty rate in New York City.
- During the COVID-19 pandemic, attitudes about Asian American people and Asian immigrants as carriers of disease and a risk to society spiked. Political leaders, including those in the presidential administration, referred to COVID-19 as the “China virus” and “kung flu”, insinuating that Chinese people were the source of the suffering people experienced. Simultaneously, verbal and violent attacks against Asian immigrants and Asian American people spiked.

Anti-Black Racism

(1) Dehumanizing stereotypes of Black people, such as “savage” and “monkey” comparisons and (2) the criminalization of Black people and communities.

- Prominent white figures, including Presidents Abraham Lincoln, Andrew Johnson, and Thomas Jefferson spread narratives that Black people were “mentally inferior” and “apelike in appearance”. Scientific studies were conducted and published to “prove” that Black people were inferior and similar to gorillas or other primates, focusing on arm length, brain weight, nose shape, and other features. These studies were used to justify slavery and the violent treatment of enslaved and later emancipated Black people.
- In 1906, the New York Zoological Park (now the Bronx Zoo) exhibited a kidnapped African man named Ota Benga alongside a chimpanzee. A few years later, Ringling Brothers Circus presented “the monkey man,” a black man in a cage with a female chimpanzee trained to mimic a housewife. In the film industry, numerous movies reinforced this stereotype, including *The Wooing and Wedding of a C**n* (1904), *The Slave* (1905), *The Sambo Series* (1909–1911), *The N****r* (1915) [title redacted], *Birth of a Nation* (1915), and *Gone with the Wind* (1939).
- Prominent white people have compared public figures who are Black to animals. Comedian Roseanne Barr referred to Valerie Jarret, an advisor to President Barack Obama, as the offspring of an ape. A county administrator, Pamela Ramsey Taylor, called First Lady Michelle Obama, “an Ape in heels”. Australian cartoonist Mark Knight published a cartoon depicting iconic tennis athlete, Serena Williams, in a monstrous caricature.
- Studies show that white people who hold negative stereotypes of Black people judge them more harshly when making hypothetical decisions about violent crimes and welfare benefits. Instances of police officers and social services administrators comparing Black people to gorillas or monkeys have been recorded. In a study done in Philadelphia, Black defendants convicted of capital crimes were 4x more likely than white defendants of capital crimes to be described with terms associated with apes, including “savage,” “brute” or “beast”. Defendants described this way were more likely to be executed.
- In recent studies, white college students overestimated the ages of Black boys aged 10-17 by an average of 4.5 years (a phenomenon called “adultification” that also applies to Black girls) and were more likely to

believe them to be guilty of crimes compared with white and non-Black Latino boys. The participants who associated Black people with apes were more likely to overestimate the Black children's ages and judge them more severely as criminals.

- Recent related examples include reports of police officers perceiving Black men as larger and stronger than they are and Black boys as older and more menacing. A Cleveland police officer who shot 12-year-old Tamir Rice in 2014, described him as appearing 20 years old. A Milwaukee police officer described 5'7" and 169 lbs Dontre Hamilton as "hulking and muscular" and that he was "overpowered" when the officer shot Hamilton 14 times.

Anti-Indigenous Racism

(1) The use of indigenous symbols and imagery and adoption of slurs into the dominant white culture and (2) the erasure of indigenous nations and people as the "noble savage" and past tense.

- Widespread stereotypes about indigenous people and nations include the "noble savage" who is brave, athletic and has a mystical bond with nature. The "ignoble savage" is murderous, without morals, and vicious in nature. In both stereotypes, indigenous people are seen as defeated or "vanishing", while still serving as an imagined connection to the land for non-indigenous people.
- Dressing up as indigenous people for play or symbolism shows up as early as the Boston Tea Party in 1773, when colonists dressed as Mohawks to show themselves as "authentic Americans." "Imaginary Indians," as in non-indigenous people putting on indigenous costume, is a more prominent element of dominant U.S. culture than interaction with or consuming stories by people of indigenous ancestry.
- In the 19th century, the U.S. Congress established the Bureau of Indian Affairs in the federal Department of the Interior, insulating supervision over indigenous nations. Policies include:
 - The creation of rules outlawing the culture of indigenous nations, such as language, agricultural and religious practices. Indigenous people were criminalized for adultery, which was not otherwise illegal.
 - The establishment of boarding schools designed to "assimilate" indigenous youth into the "American way of life," attempting to replace all aspects of the students' culture with "American" culture, including language, religion, economics and more. By the 1880's, the U.S. operated 60 schools for 6,200 students from indigenous nations. A common motto was, "Kill the Indian, save the man." Additionally, reports of violence, abuse, neglect and even death have been uncovered in the years since. Only in 1978, with the passing of the Indian Child Welfare Act, did indigenous parents achieve the right to keep their children out of these schools.
- Images of indigenous people were adopted by teams and companies in the 20th century, including Boston Braves (1912), Cleveland Indians (1915), Land O'Lakes (1928), Washington Redskins (1937), and even the cover of a 1971 Beach Boys album. These are some of the most prominent images of indigenous people in dominant United States culture. As of 2021, some of the professional sports teams and corporations have changed their names and/or logos to remove stereotypical images and derogatory names.
- In 1955, the Supreme Court ruled that indigenous nations had no land rights as a result of the conquest of the U.S. In the majority opinion, Justice Stanley Reed wrote, "Every American schoolboy knows that the savage tribes of this continent were deprived of their ancestral ranges by force."
- As of 2020, more than 1,940 schools across the U.S. have mascots that invoke indigenous culture and imagery, including Redskins, Braves, Indians and Warriors. Research shows that the use of these mascots

in schools has a direct and harmful impact on indigenous youth, including their mental health and success in school. For non-indigenous youth, these mascots are often the only contact with indigenous imagery, contributing to the development of cultural biases and prejudices.

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Systemic Racism Case Study

At Westville Central Middle and High School, a group of students are circulating a petition for the school to implement changes to address policies and practices that reinforce racism. The petition cites the following three issues as needing immediate discussion and attention:

- (1) the mandatory teaching of *To Kill a Mockingbird* and *The Adventures of Huckleberry Finn*, which include racial slurs and stereotypical characters;
- (2) the school's mascot of an indigenous man with the tagline "Home of the Braves";
- (3) and a recent incident during a remote class in which a student put a comment in the chat that attributed COVID-19 to Asian Americans and Asian immigrants.

Other members of the school and greater communities—teachers, administrators, students and their families—are opposed to changing the curriculum, referring to the two books as "classics" and the effort to remove them as "cancel culture." Some of the same school and community members also object to changing the mascot, referring to it as tradition and a source of pride. With regard to the online comment, school administrators have described it in a letter to the community as "simply an insensitive remark by a student" who is being disciplined in accordance with the school's code of conduct.

Questions:

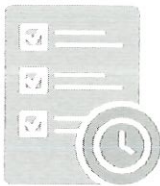
1. What policy or practice is being proposed through the petition? How could it address the problem(s)? What else could be done?

2. Who is your audience (your assigned audience)? _____

How do you think they will feel about the proposed change? Consider different points of view within the group (be sure to acknowledge that some perspectives or opinions may reinforce harm).

3. What are some ways to influence your audience to support the proposal? How can you involve this audience in the process to get support?

From Bystander to Ally



About this Activity

This activity gets participants to consider strategies for confronting bias and bullying, as well as for developing skills for handling the challenges of going from acting as a bystander to acting as an ally.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Enough to form small groups

Time: 45–60 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Chart paper, markers, paper, pencils, scissors, whistle (*optional*)
- Make copies of each of the following handouts for each participant: *Taking a Stand: A Student's Guide to Stopping Name-Calling and Bullying*, *Are You Ready to Be an Ally?* (on page 214), *6 Ways to Be an Ally* (on page 218, or you can download a color version in English or Spanish at www.adl.org/education/resources/tools-and-strategies/6-ways-to-be-an-ally-en-espanol).
- Display the definitions of the four roles in a bias or bullying incident listed in step 2 from chart paper or a slide used in an earlier activity (if applicable) or create a slide or chart paper for this activity.
- Choose five relevant scenarios from the *From Bystander to Ally Scenarios* sheet. Consider issues that your school has experienced when making your selection. Prepare five pieces of chart paper with one scenario handwritten or printed and pasted at the top. Number each chart paper.

Lead this Activity

1. Introduce the activity by relating the content in "About this Activity" in your own words. Distribute the *Taking a Stand* handout to each participant and briefly review the handout by asking for volunteers to read, in order, each of the bullet points on the handout.

2. Display the four roles and definitions in a bullying and bias incident, and ask for volunteers to read the terms aloud.

Ally: Someone who speaks out on behalf of or takes actions that are supportive of someone who is targeted by bias or bullying, either themselves or someone else.

Bystander: Someone who sees bias or bullying happening and does not say or do anything.

Aggressor: Someone who says or does something harmful or malicious to another person intentionally and unprovoked.

Target: Someone against whom mistreatment is directed.

3. Divide participants into small groups of 4–5 people per group. Assign each small group one of the selected scenarios so that each group will have a different one. Distribute to each participant a copy of the handouts, *Are You Ready to Be an Ally?* and *6 Ways to Be an Ally*.

Explain that because the purpose of this activity is to brainstorm and practice ally behaviors, the scenarios depict situations in which targets of bias and bullying do not actively intervene or take action. While this often occurs for different reasons, targets can also decide to do something or take a stand against harmful behavior directed at themselves, depending on the situation and their sense of safety. Tell participants that they will have a chance to read and brainstorm responses for each scenario before acting out the ally strategy responses to their original scenario.

4. Instruct participants to discuss their scenario and to brainstorm possible responses in which they could act as allies, picking up where the scenario ends. Suggest that participants use the guidelines from *Taking a Stand*. Allow two minutes for the group to discuss and record their ideas on the corresponding scenario chart paper, leaving room for additional responses below.

After two minutes, signal for the groups to rotate. Tell participants they should add strategies below the previous group's responses, but they can also add a check mark to any responses with which they strongly agree or record any questions or concerns next to any responses about which they're unsure. Continue rotations until each group has returned to their original scenario.

5. Ask participants to develop a short role-play that reenacts only the responses that the groups brainstormed in the previous steps, picking up where the scenario ends. This means that the role-plays should not portray the bullying or biased behavior, only the responses. All members of the group must be included in the role-play.

Emphasize to participants that they need to take the role-plays seriously and act as realistically as possible. In addition, they should not depict characters in stereotypical ways because that is contrary to our goals and ground rules. Warn participants that you will stop action if participants are acting too silly, unrealistically or in stereotypical ways. You may consider using a whistle or simply saying "stop action," if needed.

Allow five minutes for preparations; check in with groups to make sure they are staying on task.

6. Reconvene the whole group and have each small group reenact its scenario. Request that one group member introduce their role-play by reading the scenario aloud before beginning. As groups perform, challenge assumptions, unrealistic solutions or offensive and stereotypical behavior when appropriate. You may blow a whistle or call "stop action" and ask the performing group to quickly change their skit so that it is in line with the guidelines.
7. After each group's presentation, encourage feedback and alternative responses from the whole group. Ask participants to identify any specific *Taking a Stand* guidelines they observed in each role-play.

Reflect and Discuss

After group role-playing, lead a discussion using the questions below.

- a. In your opinion, which strategies are more effective or realistic? Which are less effective or realistic?
- b. How might this activity help you respond to incidents of bias and bullying when you experience and witness them in the future?
- c. What support do you need to assist you in acting as an ally to other students? From whom can you get this support?

Wrap Up

In your own words, tell participants:

Practicing ways of intervening can help you become more effective allies. The more you practice, the better you will get and the easier it will be to act as allies for those targeted by name-calling, bullying and bias.

Transition to the Next Activity

If your next activity is about *Steps Toward Change*, say in your own words:

Let's turn our attention to other ways that each of us can step up and speak out to help create a more inclusive, welcoming environment at school.

If you are doing a different activity, prepare your own transition.

From Bystander to Ally Scenarios

1. Jayden was assigned as your Biology lab partner. You notice that he hasn't been in class for several days, so you ask Trish, a friend of Jayden's, if she knows where he is. Trish says that some kids at school have been spreading rumors on Snapchat for at least a week about Jayden being transgender. She says that Jayden found out a few days ago and ran out of the school building. Trish said that Jayden told her the next school day that he might change schools because he's tired of being harassed. How could you act as an ally?
2. Sanjay is a student from India who is new to your school. A number of students have been calling him "Muslim terrorist" and stepping out of his way when he walks by them in the hallway, to indicate they are afraid of him. You and your friends are standing there when Sanjay tries to speak up and say that he is not even Muslim. The students laugh and one says, "Should we call you ISIS instead?" How could you act as an ally?
3. Isabella, a girl in your science class, comes to school one day very upset. A friend asks her what's wrong, and she confides that some kids were whispering about her and calling her names like "cow" the day before. Isabella says that it has happened before, but this time was even worse because the kids were "mooring" when she walked by. She confides that she just can't stand it anymore and does not want to come back to school.. How could you act as an ally?
4. Several girls find out that the boys at school have been posting "Top Ten" lists on Instagram. The lists include things like "top ten legs," etc. The girls are very upset about the degrading lists and talk to some guy friends who they assume will be sympathetic. They are very upset to learn that some of these boys have contributed to the lists, and the boys don't understand why the girls are being "so sensitive." One boy says "it's not like you don't talk about how boys look!" How could you act as an ally?
5. Sarah is a junior at your school. One afternoon, you and your friends are standing outside of the locker room before soccer practice. Three of Sarah's male classmates start verbally harassing her, calling her anti-Semitic names and saying that the Nazis should have finished the job. You and your friends stand by, watching. Sarah is upset and calls back, "Cut it out!" The boys respond that it was just a joke. How could you act as an ally?
6. Jasmin has been good friends with the same group of girls for two years. They always do things together on weekends and have their own table in the cafeteria next to your friends' table. A few months ago, Jasmin's father lost his job, and her family moved to an apartment in a low-income neighborhood in town. One day at lunch, you overhear Jasmin's friends asking her, "Aren't you afraid to live in that part of town?" Today, you notice that when Jasmin gets up from the table to throw away her lunch, her friends give her a mean look and start whispering. How could you act as an ally?

7. Juan is a student in your chorus class who comes from the Dominican Republic. Juan is a great singer and has recently been selected to sing a solo for the upcoming choral performance. Some kids begin to tease Juan by ad-libbing his solo with phrases such as, "Deport me I am illegal, please!" and "Let's build the wall, let's build the wall." You soon notice that these phrases begin to spread outside of your chorus class. Juan gets more and more quiet and withdrawn. Today, the teacher announces that there will be auditions for what was Juan's solo piece, explaining that Juan has decided to drop out of chorus. How can you act as an ally?

8. An anonymous person has created an Instagram account with the name and picture of your school. The account requests to follow all of the students in your grade and goes live on a Friday night. You are with your friends and, out of curiosity, tune into the live feed. The anonymous user is using a mask and a voice changer. The individual announces that they will be starting a weekly roast hour where a student in your grade will be given the spotlight and teased. The first "roast" victim is your friend Michelle, who happens to be with you in that moment. The anonymous individual starts making fun of her Nigerian culture and accent. You also notice that the live feed has 20 viewers, some of whom are commenting and adding more insulting jokes targeted at Michelle. How can you act as an ally?

9. On the first day of theater class, the students sit in a circle and introduce themselves one by one. Lisa, a new student who is Chinese-American, introduces herself, and the teacher asks her, "What's your real name?" Confused, Lisa repeats her name. The teacher expresses surprise that Lisa has "such an American name". A couple of students nod and giggle. Lisa looks angry and shocked at the remark. How can you act as an ally?

10. In the hallway one day, you see Chris, a black student, find a note taped to his locker. The note says, "Go back to Africa!" Chris, looking frustrated and upset, crumbles up the note and throws it away. The next day, Chris finds another note on his locker, this time containing a racial slur, and you see other students nearby laughing, including your friend Alex. How can you act as an ally?

Taking a Stand: A Student's Guide to Stopping Name-Calling and Bullying

Incidents of name-calling and bullying can be complicated. Whenever you are a bystander and feel you want to do something to help, consider the following guidelines:

1. **Decide if you need to respond immediately or if action can wait until later.**

Sometimes immediate involvement is necessary. Other times, waiting to talk with the aggressor can prevent possible embarrassment of all students involved. Consider alternate strategies and take time to calm down. Talk with targeted students about what would be helpful to them. If you wait to take action, make sure that the targeted students know that you support them and tell them what you intend to do.

2. **Assess the potential safety risks if you take action right away.**

When intervening in incidents of name-calling or bullying, never jeopardize your own safety or the safety of others. If you don't feel comfortable or are unsure of the safety of addressing an incident, tell an adult who can intervene either immediately or at a later time. Always consider the impact on the targeted student if you confront students who are engaging in bullying or name-calling their peers. Immediate intervention can attract the attention of those nearby, and may cause embarrassment and a safety risk for targeted students.

3. **Determine if the situation requires adult assistance,**

when a targeted student is in immediate danger or the situation cannot otherwise be resolved

among classmates, seek out the assistance of an adult. A teacher, nurse, guidance counselor, administrator, parent, etc., can assist in taking consistent and appropriate action against aggressors.

4. **Assess the targeted student's needs, including physical and emotional safety.**

Whenever possible, take time to talk privately with students who have been the targets of name-calling and bullying. Determine their feelings and ask what you can do to help and support them. If they feel uncomfortable with the assistance of a classmate, suggest they ask an adult to intervene.

5. **Commit to providing support to targeted student after the incident.**

The effects of repeatedly being the target of name-calling and bullying can last long after the incident is forgotten by other students. Whatever action you choose to take, commit to offering support to students who are the targets of name-calling and bullying. These behaviors have a negative impact on all students. The presence of allies who are willing to provide support is an effective means to promote a more respectful school environment.

Remember that immediate intervention is not always the best course of action. You must assess the safety of the situation and comfort level of the targeted student. Once you have determined the situation is safe, consider the following suggestions for interrupting name-calling and bullying:

Stop the Behavior Immediately

"Cut it out! Using language like that is no joke."

"That's not cool."

"Please keep your hands to yourself."

Ask Questions that Cause Aggressors to Consider their Actions

"What did you mean by what you said?"

"I'm sorry, I don't understand why you would say that."

"That was really mean. Why did you say that?"

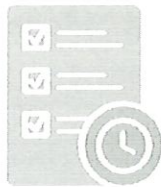
Communicate the Impact of the Behavior on You by Sharing Your Feelings

"I'd appreciate it if you didn't say that word around me because I think it's offensive."

Ask an Adult (Teacher, Nurse, Guidance Counselor, Administrator, Parent, etc.) to Intervene by:

- Asking the aggressor to stop the behavior and apologize to the targeted student.
- Communicating and reinforcing the school policies or class ground rules on bullying and harassment.
- Taking appropriate action and enforcing procedures outlined in school policies or class ground rules.
- Creating a learning opportunity in which students learn the harmful impact that bullying and harassment has on individuals and the school community.

Pyramid of Allyship



About this Activity

This activity is designed as a companion to the *Pyramid of Hate* activity and gets participants to think about ways that people can interrupt the escalation of hate by taking action against bias and bigotry at each level of the pyramid. It also explores ways to strengthen communities through ally behavior.

Plan Ahead

Think About Your Group

Number of participants: Up to 35 participants

Ages: Middle to high school students

Consider Time and Space

Space: Open space

Time: 30 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Chart paper, markers, masking tape
- Make 7–10 copies of the *Pyramid of Hate* (on page 176) and *Pyramid of Allyship* handouts (one of each for each small group).

Lead this Activity

1. Open the activity by relating the information in “About this Activity” in your own words. Explain that there are many ways each person can address bias and prevent the escalation of bias-motivated behavior.
2. If you haven’t already discussed ally behavior with this group, generate ideas from participants about their understanding of what it means to be an “ally” and record their ideas on chart paper. Provide the following ADL definition:
Ally: Someone who speaks out on behalf of or takes actions that are supportive of someone who is targeted by bias or bullying, either themselves or someone else.
3. As a group, identify a recent bias- or hate-motivated incident that has occurred in their school, community or larger society (e.g., anti-Semitic graffiti, white supremacist rally, hate incident or crime, terrorist attack, etc.). Brainstorm examples of ways that people acted as allies to support the individuals impacted by the event. Some examples include expressing

sympathy by writing letters, sending donations, holding a rally in support of the targeted group and lobbying legislators.

4. Divide participants into small groups of 4–5 people. Distribute to each group a copy of the *Pyramid of Hate* and *Pyramid of Allyship* handouts. Provide each group with a sheet of chart paper and markers. Instruct them to select a recorder and a reporter.
5. Tell recorders to draw the *Pyramid of Allyship* on their chart paper. Have the small groups work together to identify actions that individuals or groups could take to address bias at each level. Instruct participants to refer to their *Pyramid of Hate* handout to review the escalation of bias and hate and as a guide for identifying actions and ally behavior at each level. Tell recorders they are to write their group's responses in the appropriate level of the *Pyramid of Allyship* on their chart paper.
6. To help groups get started, quickly share the following examples:
Biased Attitudes: being aware of biased and stereotypical thinking in ourselves and others and actively challenging them in our everyday lives.
Acts of Bias: interrupting a joke about an identity group or seeking help from an adult when you witness a bullying or cyberbullying situation.
Discrimination: attending a rally or march supporting a group that has been discriminated against
Bias-Motivated Violence: helping to clean a mosque, church or synagogue that has been vandalized
Genocide: holding a fundraiser to support organizations dedicated to ending ethnic and religious cleansing crises.
7. After 8–10 minutes, reconvene the group and ask reporters from each group to share their group's ideas about the *Pyramid of Allyship*.



Step 6

Tips & Tidbits

Sometimes an ally behavior may carry a greater degree of risk because of the circumstances. For example, interrupting an insensitive joke made by a classmate usually carries less risk than interrupting a joke told by a teacher.

Reflect and Discuss

Lead a short discussion using these questions:

- a. Describe a time when you acted as an ally. What motivated you to act?
- b. Who, if anyone, has shown ally behavior on your behalf? What level of the *Pyramid of Allyship* did the individual's or groups' behavior represent? How did it make you feel?
- c. How does ally behavior strengthen communities?
- d. What is one ally behavior you will consider doing as a result of this discussion?

Wrap Up

Say in your own words:

I have heard it said that a school or community is not defined by a hate incident but rather by how it responds to a hate incident. This activity helped us to think about different ways to take action against different forms of hate.

Transition to the Next Activity

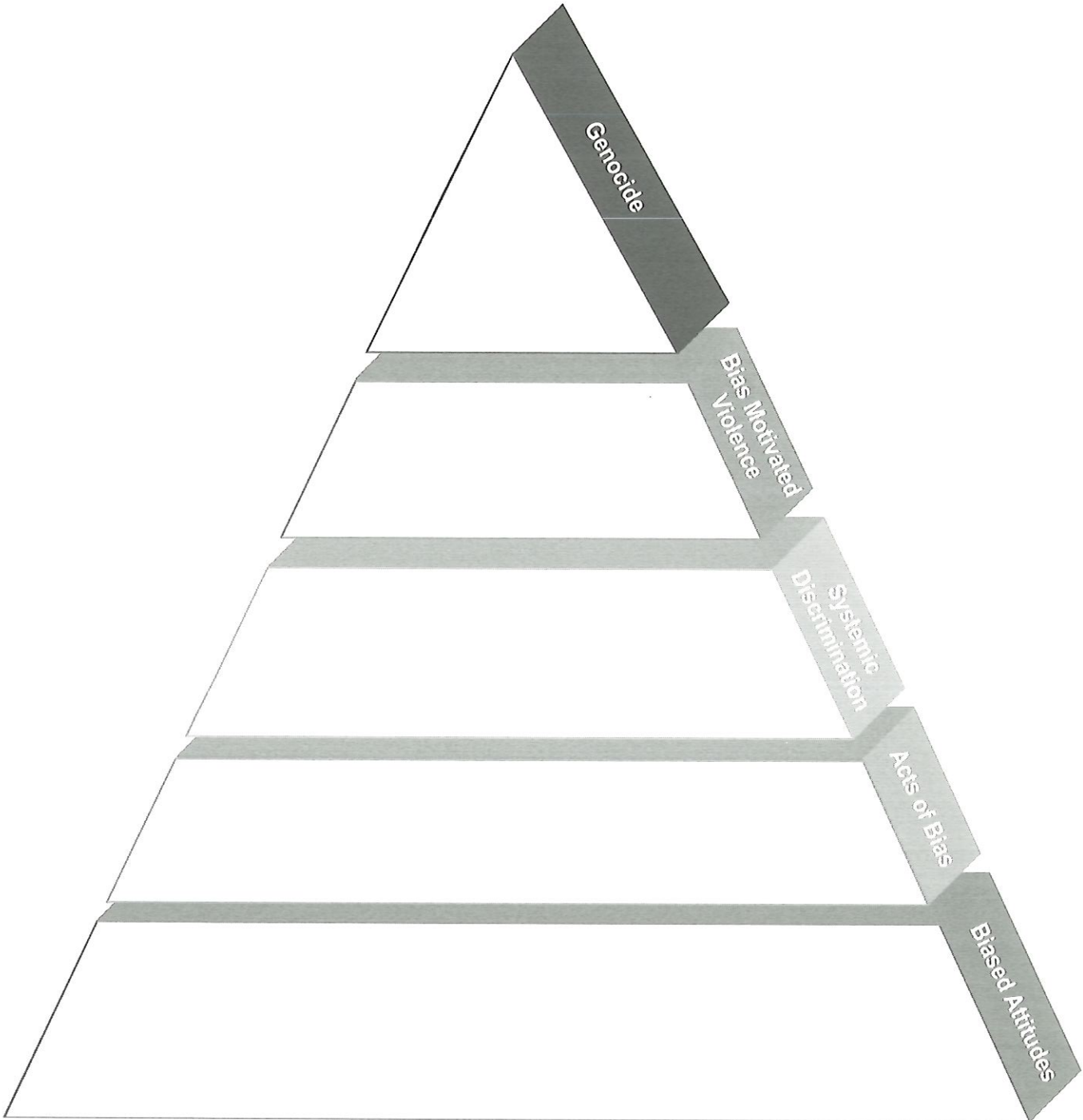
If your next activity is about *Steps Toward Change*, say in your own words:

Now we'll spend just a little more time building up our toolkit for addressing bias and building an inclusive school with our final activity.

If you are doing a different activity, prepare your own transition.

Pyramid of Allyship

Instructions: Consider ways you can act as an ally to support targets of bias, speak out against hate and take action to address social injustices. Write your group's responses in the appropriate level.



Stop, Think, Feel, Act



About this Activity

There are different ways to act as an ally. One of the most challenging is confronting the person who is using biased language or behavior. This activity provides a communication tool that participants can use when speaking out against bias and bullying.

Plan Ahead

Think About Your Group

Number of participants: Up to 30

Ages: Middle to high school students

Consider Time and Space

Space: Open space to move around

Time: 30 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Board/Smart board or chart paper, markers, tape (*optional*)
- Make copies of the *Responding to Bias and Bullying: Stop, Think, Feel, Act* handout (one for each participant).

Lead this Activity

1. Share the information in the “About this Activity” section. Ask participants, “Are there times when you have not acted as an ally when you had an opportunity to do so? What factors led to your decision not to act?” Invite a couple of volunteers to share their experiences and/or share an experience from their own life.
2. Ask participants, “What are some of the risks and challenges of speaking up?” Record the responses on the board/smart board or chart paper.
3. Introduce the concept of **Stop, Think, Feel, Act** by explaining that it is a tool for crafting a response when you are faced with a situation involving bias and bullying; it provides a structure to help determine what to say and how to say it.
4. Distribute the *Responding to Bias and Bullying: Stop, Think, Feel, Act* handout to each participant and quickly review the information by asking volunteers to read aloud the blurb for each Stop, Think, Feel, Act response.

Point out that this model presents a set of ideas or guidelines. Every situation is different, so there may be times when you respond using all four guiding words and other times when you only use one or two. You may also adjust the words/language so it feels right for you and the way you communicate. There is no one right way of responding.

5. Divide participants into groups by having them call out, one by one, "Stop," "Think," "Feel," "Act." Instruct them to form groups based on the word they just called out; ask them to take their handout with them. Provide a piece of chart paper and a few markers to each group.

If there are more than 4–5 people in the groups, have them split up into smaller groups so that there will be more than one group per word.

6. Once in their groups, point out the phrase starters on the right side of the Stop, Think, Feel, Act responses of the handout. Ask them to brainstorm more phrases they might use to communicate all four words (Stop, Think, Feel, Act), not just their assigned word. Allow five minutes.
7. After five minutes, ask groups to select one phrase they came up with for their assigned word and to work together to create a visual on their chart paper. The visual could be a meme, a sticker, an emoji or a poster; it must include their chosen phrase and an image that communicates their phrase. Allow 8–10 minutes for this process.
8. Reconvene the whole group and invite each group, one by one, to present their visual, including which word they were assigned and why they chose the phrase they did. After each group presents, post their visual on the wall (*optional*).

Reflect and Discuss

Once all groups have presented, lead a five-minute discussion using these questions:

- a. What are your thoughts about using this model?
- b. Which phrases are you more likely to use when confronting bias and bullying? Which phrases are you less likely to use?
- c. What additional ideas or tips do you have for confronting bias and bullying in the moment?
- d. What other ways can you act as an ally besides direct confrontation?

Wrap Up

Say in your own words:

We hope that this activity has given you some useful ideas. Ultimately, you have to feel comfortable in your responses to bias and bullying, so we encourage you to use whatever methods you feel will work best for you. If you aren't sure, you could try some of these ideas and see how things turn out.

Transition to the Next Activity

If you are doing a *Steps Toward Change* activity, say in your own words:

In the next activity, you will have a chance to come up with your own ideas for how to move forward with the concepts we've talked about.

If you are doing a different activity, prepare your own transition.

Responding to Bias and Bullying: Stop, Think, Feel, Act

Always consider the following before responding to bias and bullying:

1. Will you be putting yourself or someone else in danger if you respond? If the answer is "yes," do not engage, but instead seek out a trusted adult for help.
2. What are your intentions, and how will you communicate verbally (word choice) and nonverbally (e.g., tone of voice, body language, etc.) in a way that supports your intentions?

Instructions: For each action, add three additional phrase starters that you would or could use when confronting bias and bullying.



"Stop the action" by stating what you observed or heard happening. Use factual terms.

I saw what you did...
Hold on a sec...



Give your opinion about the incident or ask a clarifying question to better understand the person's thoughts.

That's not cool...
Why did you say that...?



Describe how the incident has made you feel and why. Create empathy by asking the person engaging in aggressor behavior to consider others' feelings.

That's hurtful...
How would it make you feel if...?



Suggest an alternative word or action, a solution or desired next step, using respectful language. Please don't go there with me...

A less hurtful way of saying that is...

Voices of Allies Statements



You'd want them to stand up for you, so you should stand up for them.

I'm not a loud kind of person, so I don't really feel comfortable speaking up to someone who is being mean. I freeze up, and don't know what to say.

When being an ally, a lot of people think if you tell a teacher you are a snitch, but it's really helping out the one that's getting bullied. So it's good to tell the teacher.

An ally is someone who wants the target to feel safe and has the courage to step up and say, "Hey, that's not cool, what you're doing."

I'm not gonna lie. I was laughing because at the time it was funny to me. But now I know that was kinda rude and I could've been like, "Leave him alone."

I've been bullied, and there was somebody who stepped in and was like, "Hey, that's not cool. You shouldn't be doing that." And after that, I felt that, instead of me being the target, I would stop it and say, "That's not cool" or walk away or go get help because I didn't like the way that felt. I don't think anybody should feel like that.

We are trying to keep everybody safe, and we want everybody to feel like this is a school where you can come here, have fun with your friends and not worry about people bothering you. It won't happen overnight, but it will happen if we keep trying.

I kinda just let it happen, and afterward I felt upset with myself because I didn't say anything and I've kinda felt badly for that kid because he shouldn't have to be made fun of. Next time, I'm gonna say something.

When I see people being unkind to others, I get really defensive for them. I say "hi" to them in the hallway or open a door for them. I ask the person picking on them, "What was your intention behind that?"

I can stand next to someone who is bullied or later on go up to them and say, "I'm sorry that happened. I didn't know what to do. But let's go tell a teacher together."

I can help others just by being nice to them.

A school culture that rewards students for speaking up when they see mean behavior is the first step to success.



BE THE CHANGE

11

STEPS TOWARD
CHANGE

About this Unit

In this unit you will find activities that:

- **Generate ideas for change**—provide time for participants to consider ways that they can make a difference in their school and community.
- **Inspire action**—transform ideas for change into personal and group/collective action.

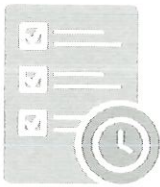
Keep in Mind...

A potential result of this program is that participants will feel motivated to take action against the bias, injustice and discrimination they have learned about. It is important to guide that energy into positive actions.

Work together with the Peer Training Program Advisor(s) and your school leadership (e.g., principal) to turn participants' ideas into schoolwide projects.

Change can only come about with a commitment, so save time at the end of workshops for action-planning activities.

First Steps for Social Justice



About this Activity

This activity encourages participants to think about some actions—or first steps—they can take as individuals and as part of the broader school community to create a more welcoming and inclusive school environment.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Paper, pens or pencils
- Board/Smart board or chart paper, markers
- Make copies of the *First Steps for Social Justice Worksheet* (one for each participant).

Lead this Activity

1. Share the information in “About this Activity” in your own words.
2. Introduce the activity by asking participants, “What does social justice mean?” Jot down their responses on the board/smart board or chart paper and then share ADL’s definition:

Social Justice: A set of conditions and principles that ensure every person has equitable economic, political and social rights, access and opportunities.

3. Explain that youth-led movements have advanced social justice causes in the U.S. for a long time. Young people have advocated for voting rights, civil rights, school desegregation, immigration reform and most recently, gun control reform. Explain that all major social change efforts start small, with first steps, and then expand as committed people take more steps toward change.

4. Ask participants, "What are some of the issues of injustice you see in your school or community right now?" Record those ideas on the board/smart board or chart paper.
5. Distribute the *First Steps for Social Justice Worksheet* to each participant and ask them to think about some initial actions they can take individually and as a whole school to advance social justice in their own school. They can determine their actions based on an area of injustice they identified above or something else.
6. Divide participants into small groups of 3–4 people.
7. Ask small groups to choose one person to serve as their group's recorder. Instruct recorders to create a composite list of the group's ideas as participants share responses from their worksheets. Ask recorders to be prepared to present a one-minute summary of their group's discussion to the whole group later in the activity. Allow about 10 minutes for this discussion.
8. Reconvene the group and invite recorders to present a one-minute summary of their groups' work to the whole group.



Step 6

Tips & Tidbits

If participants are attending the training session from different schools (e.g., during a youth conference), try to group participants from the same school together.

Reflect and Discuss

Lead a short discussion using the questions below.

- a. Were there any patterns or themes in the ideas that the different groups came up with?
- b. What support or resources do you need to take the first steps you identified?
- c. What are some possible barriers to taking the steps you identified? How can you overcome them?
- d. Of all the actions you came up with, what is one that you can realistically commit to doing today?

Wrap Up

Say in your own words:

One person has the ability to make positive change in their community, and together, a group of people has even greater capacity to create change. This activity helped you come up with actions that you can take on your own and together to make this school a better, more inclusive place.

Transition to the Next Activity

If your next activity involves *Closing the Workshop* and/or *Evaluation*, say in your own words:

Now we'd like to take just a few minutes to wrap up the session and ask you to complete an evaluation so we can hear from you about what you thought worked well and what we could do better next time.

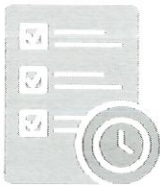
If you are doing a different activity, prepare your own transition.

First Steps For Social Justice Worksheet

What steps can you take, individually and collectively, to create a safe and welcoming environment that promotes understanding, respect and equity?

	You	Your School
STOP Doing		
START Doing		
DO Differently		

Just One Thing



About this Activity

This activity provides an opportunity for participants to consider one step they can take to act as an ally as a result of what they learned during the workshop. Participants' commitment to taking one specific step toward acting as an ally is strengthened when they write down their action step and share it with others.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Chairs in a circle

Time: 10–15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Index cards
- Pens or pencils

Lead this Activity

1. Share in your own words the information in "About this Activity."
2. Distribute to each participant one index card and a pen or pencil.
3. Instruct participants to write down on their card one thing they will commit to doing to address bias and bullying in their school. Allow a few minutes for participants to write their responses.
4. Ask for volunteers to move into the center of the circle, one at a time, and read aloud what they wrote on their cards. If there is enough time, you may go around the circle and have all participants read what they wrote.
5. Lead a group discussion using the questions below.
 - a. What would happen if one person acted on their commitment to doing just one thing?
 - b. What do you think would happen if everyone followed through with their commitment?
 - c. How can you support each other in taking the steps to become an ally?

6. Encourage participants to keep their index cards somewhere (e.g., in a notebook, on a locker door, as a picture on their phone) and refer to it occasionally as a reminder of their commitment to acting as an ally.

Wrap Up

In your own words, tell participants that acting as an ally requires commitment, but this commitment can start with just one thing—one small action—and these small actions will add up if everyone follows through. This activity is the first step in their commitment to making a positive change in their school.

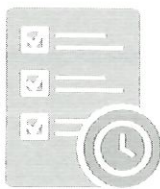
Transition to the Next Activity

If your next activity is a *Workshop Evaluation*, say in your own words:

Thank you for being with us today and sharing your experiences. Now we have a short evaluation for you to complete so we can get an idea of what you thought about the workshop.

If you are doing a different activity, prepare your own transition.

Make a Difference



About this Activity

This activity gives participants a chance to make one commitment toward making the school a better place, such as working on their own biases or acting as an ally.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Chart paper, markers, masking tape
- Sticky notes
- Pens or pencils
- Write at top of a sheet of chart paper: "Let's Make a Difference."

Lead this Activity

1. Share the information in "About this Activity" in your own words. Tell participants that many times, after talking about these issues, the next question is "Now what?" This activity will begin to answer this question.
2. Distribute one sticky note and a pen or pencil to each participant. Post the prepared chart paper on the wall.
3. Instruct participants to write their name on the sticky note along with one concrete action they will take to make the school a more welcoming place. Encourage them to be as specific as possible. Share a specific example, such as "I will ask people to not say 'that's so gay,'" and contrast this to a more general example, such as "I will ask people stop bullying."
4. Allow 2–3 minutes for participants to write their name and action on the sticky notes.

5. Ask participants to come up, one by one, to the chart paper, share their commitment and post it on the paper. If a lot of participants come up to the chart paper at the same time, ask them to start lining up near the chart paper. This will help them keep the process moving.
6. Lead a three-minute discussion by asking the following questions:
 - a. How did it feel to come up with a concrete action to do?
 - b. How can we follow through on our own commitments?
 - c. How can we help others follow through on their commitments?
7. Ask participants to quickly come back up to the chart paper and grab their sticky note. Encourage them to put it somewhere like the inside of their locker or on their bedroom mirror to remind them of their commitment.

Wrap Up

Say in your own words:

Each of us can make a difference in our school and community, and the first step is making the commitment. The next step is to act on our commitment. Therefore, we hope that you go out into the school and make a difference.

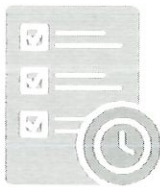
Transition to the Next Activity

If your next activity involves *Closing the Workshop and Evaluation*, say in your own words:

Thank you for your participation. Good luck in your efforts to make our school a better place for everyone. We are going to ask you to complete a short evaluation so we can hear from you about what went well and what we can do differently in the future.

If you are doing a different activity, prepare your own transition.

Positive Peer Pressure



About this Activity

This activity gets participants to think about their network of friends, family, peers and other personal connections and then to consider what they can do to make a positive difference through these relationships.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: High school students

Consider Time and Space

Space: Room for participants to work independently

Time: 20 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Chart paper, markers
- 8½"× 11" paper, pens or pencils (for each participant)
- Roughly count out enough paper and pens or pencils.

Lead this Activity

1. Start the activity by asking participants, "When you hear the term **peer pressure**, what comes to mind? Does it usually have a positive or a negative meaning?" State that when it comes to bias and bullying in schools, peer pressure is often seen as a negative factor; people feel pressure to "go along to get along," which means they tolerate mean behavior even if they do not like it. Reveal the name of the activity and ask, "How could peer pressure be positive when it comes to bias and bullying?" After hearing a few responses, say in your own words what is reflected in "About this Activity."
2. Ask participants to think about their network of friends, family, teammates, peers, social media followers, etc. Then ask them to consider how they may be able to positively influence these people to promote understanding, inclusiveness and social justice.

3. Using a sheet of chart paper, model the following process for creating a graphic representation of one's own network of influence (see illustration on page 279 for an example):
 - a. Draw a circle in the center of the paper and write your name in the middle.
 - b. Draw overlapping circles, with each one representing a group you belong to or have regular contact with through your family, friends, peers, social media or other relationships. Include local or national organizations you belong to, community groups, online communities, etc.
 - c. For each group, consider your role or responsibility within the group and determine at least one specific action you can take with the people in that group to address/confront bias and promote respect for and understanding of differences.
4. Distribute a sheet of 8½" × 11" paper and a pen or pencil to each participant and allow about five minutes for people to work independently to create a visual representation of their own networks. Instruct participants to first identify their group or circle of influence and then to identify one possible action they could take within each group to address bias and/or to promote respect for differences.
5. After participants have completed this task, ask them to find a partner with whom to share their drawing. Allow five minutes for pair sharing.
6. Reconvene the group and lead a group discussion using some or all of the following questions:
 - a. What feelings came up for you as you created your network of influence drawing?
 - b. What new things did you learn from the process?
 - c. What is one action can you commit to doing this week?



Step 3

Tips & Tidbits

When modeling this process, it's only necessary to provide one or two actions as examples.

Wrap Up

Say in your own words:

Building awareness and knowledge are important steps for creating change, but actual change usually requires people to identify goals and then to develop and implement specific action steps to accomplish them. We just learned about some ways we can use influence or positive peer pressure to address bias.

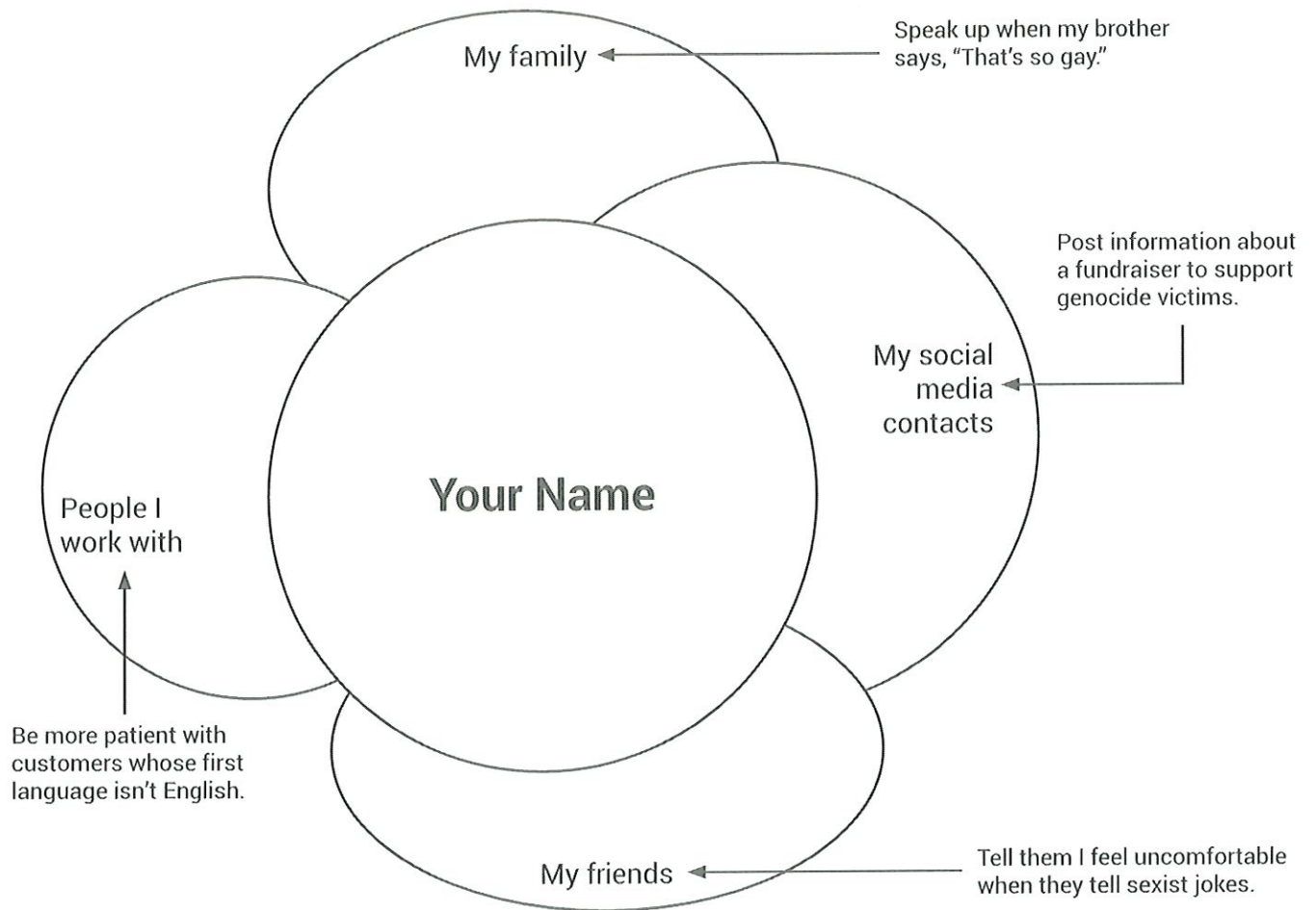
Transition to the Next Activity

If your next activity involves *Closing the Workshop* and *Evaluation*, say in your own words:

Before we close, we want to give everyone a chance to share what you have learned today and what you thought about this program. We are going to hand out an evaluation, and we need everyone to spend a minute or two completing it. Thank you!

If you are doing a different activity, prepare your own transition.

Network of Influence Example



Social Justice Project Planning

About this Activity

This activity explores the concept of social justice. Participants determine what issues related to bias or injustice are important to them and then identify ways that they can engage in social activism to challenge these issues and promote justice and equity in their community.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Room for participants to work in small groups

Time: 45 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- WiFi, internet, computer, screen or LCD projector, speakers
- Make copies of the *10 Ways to Engage in Activism* and *Social Justice Project Plan* handouts (one of each for each participant).
- You Can Play—Los Angeles Kings* video (2016, Los Angeles Kings). Stream at www.youcanplayproject.org/videos/entry/you-can-play-los-angeles-kings.
- Make sure the audio-visual equipment is working properly and the video is cued.

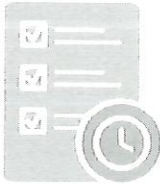
Lead this Activity

1. Say the information in “About this Activity” in your own words. Ask participants, “How would you define **social justice**?” After hearing participants’ ideas, provide the following definition:

Social Justice: A set of conditions and principles that ensure every person has equitable economic, political and social rights, access and opportunities.

2. If participants do not know the term **equity**, provide this definition:

Equity is everyone getting what they need in order to have access, opportunities and a fair chance to succeed. It recognizes that “the same for everyone” (equality) doesn’t truly address needs, and therefore, specific solutions and remedies, which may be different, are necessary.



3. Elicit from participants some recent examples of when people engaged in activism to promote social justice. Introduce the video as an example of social activism as follows:

The Los Angeles Kings—NHL Stanley Cup Champions in 2012 and 2014—teamed up with “You Can Play” in support of inclusion for LGBTQ athletes, coaches, and fans. In their video, the Kings pledge to support “all our teammates, coaches, and fans.” “You Can Play” believes sports teams should focus on an athlete’s skills, work ethic, and competitive spirit, not their sexual orientation and/or gender identity.

4. Show the video (running time: 30 seconds). After viewing, ask volunteers to share their reactions to it.
5. Explain that it is their turn to identify a social justice project. Brainstorm a list of problems or issues they care about related to bias, hate and injustice in their school or community. The list may look something like this:
 - Bullying in my school
 - Police violence against black and Latino men
 - Family separations at the border
 - Lack of wheelchair accessibility in public spaces
 - Girls getting dress-coded at school
6. Distribute the *10 Ways to Engage in Activism* handout to each participant, and ask them to read it silently, or ask for volunteers to read it aloud. After reading, ask participants, “Have you engaged in any of the actions provided? Please explain.”
7. Divide participants into groups of 4–5 people per group. Distribute the *Social Justice Project Plan* handout to each participant. Explain that, based on the topics of bias and injustice you just identified, each group will first identify a social justice project they are interested in doing and then complete the form. Depending on the age group, you may need to go over the form and each of the parts before participants begin working in their groups. Allow 10 minutes for this process. If participants have difficulty coming up with ideas, lead a short brainstorming session for ideas, such as:
 - Collect donations for a local refugee resettlement organization.
 - Design and circulate a petition about police violence.
 - Raise money for anti-bullying workshops in my school.
 - Make a video about challenging biased language.
 - Write letters to my congressperson about legislation in support of LGBTQ rights in my state.
8. Reconvene the whole group, and have groups share their social justice project plans.

Reflect and Discuss

Lead a discussion using some or all of the questions that follow:

- a. How was the process of coming up with a project idea?
- b. What do you need to transform this project from ideas on paper to a real-life project?
- c. What obstacles could prevent you from following through on your project? How could you overcome these obstacles?
- d. If you are successful in implementing your plan, what would be different in your school or community?

Wrap Up

Say in your own words:

Sometimes learning about and discussing bias and injustice can leave us feeling hopeless and powerless, but we hope that this activity helped you recognize that we all have the capacity to take actions to create and sustain environments that are fair, equitable and respectful. This is really the only way to stamp out hate!

Transition to the Next Activity

If your next activity involves *Closing the Workshop* and *Evaluation*, say in your own words:

Let's come together for a short closing exercise that will help us think about what we've learned and how we can take it out into the world. We also have an evaluation for you to complete so we can get a sense of what worked well and how we can do better next time.

If you are doing a different activity, prepare your own transition.

10 Ways to Engage in Activism

1. Educate Others

As you learn about an issue you care about, share your new insight with your peers, younger students and adults in your life. Plan a school assembly, community forum, teach-in, peer education program or social media forum. Consider ways to share the information in interesting ways (writing, art, theatre, etc.) and give other students the chance to explore their own thoughts and feelings about the topic.

2. Advocate for Legislation

Change comes about in a variety of ways; one of these is through legislative action. For example, the primary advocates for the DREAM Act have been young people known as the DREAMers, who have a personal connection to the issue. Learn about the history and impact of legislative change like the Civil Rights Act of 1964 or about current legislation that may impact members of your school or community. Push for legislation by working with other groups with similar goals, building coalitions and writing letters to their legislators to advocate for specific local, state and federal laws.

3. Run for Office

Student government provides a chance for you to have a positive impact in your school and learn about how government works on a small scale. It gives you a chance to consider positions on important issues, learn how to communicate those positions, build relationships with others and become a good listener in understanding your constituents' (i.e., other students) needs. It is also good practice for a future of getting involved in politics. Elected positions are not the only way to get involved; you can also be active in groups like the Gay-Straight Alliance (GSA), peer leadership clubs or other groups that are working to improve your school.

4. Demonstrate

Marching in the streets enables people to express themselves while meeting and connecting with other people who feel passionate about the same issues. Demonstrations and protests can be uplifting and empowering and can help you feel part of a larger movement. In preparing to attend a demonstration or protest, consider what your goals are in attending, and think through what message you want to communicate. Create posters, prepare songs or chants and practice symbolism that conveys your thoughts. Organize a group of students to go together, identify a chaperone, make transportation arrangements and ensure that safety concerns are addressed.

5. Create a Public Awareness Campaign that Includes Social Media

There are many ways to develop or participate in a public awareness campaign. Educating people about an issue in order to inspire change can take place in school, in the community and online. Creating signs and posters can be very effective, as can videos and live speeches. The use of social media to raise awareness has been largely driven by young people, and it is useful for effecting change. Blogs, social networking sites such as Instagram and Twitter, videos, memes and online petitions are just a few examples of how words travel fast in digital spaces and can lead to quick and effective action.

6. Conduct a Survey and Share the Results

Understanding what people think and why is helpful in bringing about social change. Learn more about public opinions on issues by reading about and participating in surveys. You can also create your own paper or electronic surveys to gain insight into how others in your school or community feel about an issue. This is useful in organizing others and addressing their concerns and needs.

7. Raise Money

Raising money is a concrete way to contribute to community or national efforts that address injustice. From organizing a bake sale around a local issue to fundraising on a larger scale for a national concern, raising money helps you feel like you are part of something bigger and enables you to back a cause that you care about. Fundraisers can include sales, auctions, entertainment, event sponsorships and more.

8. Write a Letter to a Company

Reach out to companies or organizations that you feel have done something unfair or biased. This is a small act, but can be an important way to make a difference. For example, if you want to change the ways toy companies use gender role stereotypes to package and sell their toys and games, write letters to toy or video game companies and explain why you think their practices are biased.

9. Engage in Community Service

In addition to organizing and advocating on a large scale, you can engage in community service on issues you care about. For example, if you are concerned about the stereotypes and violence directed at homeless people, in addition to advocating for legislation or attending a demonstration, you can also donate your time to help out in a homeless shelter or soup kitchen. Serving the people who are directly impacted gives you firsthand knowledge of the situation and allows you to make a direct, immediate impact.

10. Get the Press Involved

Gaining publicity about your issue amplifies the message, gets more people concerned and has a greater potential impact. Write a press release, do an interview, write an email to your local news media or invite a TV reporter to do a story on your issue.

Social Justice Project Plan

Group members: _____

Issue of bias or injustice our group is addressing: _____

Our project idea: _____

Goal <i>(What do you want to happen? What is the end result you hope to achieve?)</i>			
Activities/Actions <i>What actions and activities are needed to reach your goal?</i>	People <i>Who will do what?</i>	Timeline <i>When will each activity be started and completed?</i>	Resources <i>What is needed to complete each activity/action (e.g., supplies, permissions, space, website, funding, etc.)</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Tools I Can Use



About this Activity

This activity provides participants with a chance to think about what they have learned and to consider ways that they can apply those lessons in their lives.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Space for small groups to sit together

Time: 10 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Pens or pencils
- Make copies of the *Tools I Can Use Worksheet* (one for each participant).

Lead this Activity

1. State the purpose of this activity in your own words.
2. Distribute the *Tools I Can Use Worksheet* to each participant and give them a few minutes to complete it.
3. Once everyone has completed their sheet, invite a few volunteers to read aloud their responses in each box.
4. Lead a short discussion using these questions:
 - a. Why do you think it is a good idea to write down your ideas like this?
 - b. What do you need to follow through on your ideas?
 - c. How can we help each other in following through on this?

Wrap Up

Say in your own words:

We hope that you will take what we've learned about bias and try to make a positive difference in this school. The thing to remember is that each of us can do small things every day, and these small actions can add up to big changes.

Transition to the Next Activity

If your next activity involves *Closing the Workshop* and *Evaluation*, say in your own words:

Thank you for your participation in this session today. Before we let you go, we have a short closing and evaluation activity for you to do.

If you are doing a different activity, prepare your own transition.

Tools I Can Use Worksheet

3 things I learned that I can use in my own life:

1. _____

2. _____

3. _____

2 specific things I will do in the next week to apply what I've learned:

1. _____

2. _____

1 person (a trusted adult, friend, family member) I can reach out to for support as I work to apply what I've learned:

About this Unit

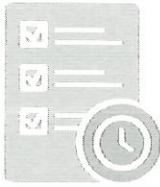
This unit includes activities that:

- **Recap what was learned**—highlight important things that came up during the workshop.
- **End the workshop**—send participants off on a positive and inspirational note.
- **Collect feedback**—provide a chance to evaluate the program.

Keep in Mind...

It is recommended that participants complete the workshop evaluation before the closing activity. Make sure there is enough time to do the closing.

Circle Up



About this Activity

This closing activity gives participants a chance to share their thoughts and feelings about the workshop and end in a positive way.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Room for participants to form a circle

Time: 15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Decide which statement in step 3 you will ask participants to respond to. Or, create your own statement that is appropriate for closing the workshop.

Lead this Activity

1. Introduce the activity by stating that it is time to wrap up the session and that this activity is designed to bring everyone together for final thoughts.
2. Ask participants to form a circle (it can be standing or sitting).
3. Ask participants to respond to one of the following statements. Explain that each person's response should be short—no more than one or two sentences.
 - Share one thing you will take away from our time together.
 - Share something you learned today.
 - Share one idea about how you can apply what you learned in your daily life.
 - Share one way you will try to act as an ally.
 - Share your appreciation for something another person did or said during the session.
 - Share something that you will remember most about this session.
 - Share one word to describe a thought or feeling about today's session.

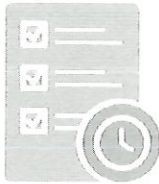
4. Ask for a volunteer to begin the process.
5. Continue the process around the circle until everyone has shared.

Wrap Up

Say in your own words:

Thanks for participating in the workshop. We hope you will continue thinking about what was discussed today and that you will put your learning into action for a respectful and more inclusive school environment.

Head, Heart and Hand



About this Activity

This closing activity gives participants a chance to think about what they have learned, how they are feeling and what they will do as a result of attending the workshop.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Post-It®* Note pads
- Make a large outline of a human body on chart paper or the board/smart board. Write THOUGHTS across the image of the head, FEELINGS across the image of the torso and ACTIONS across a hand and a foot.

Lead this Activity

1. Begin by sharing with participants that this closing activity will provide an opportunity for them to reflect on the day and share some of their thoughts, feelings and hopes.
2. Distribute three sheets of *Post-It®* Note paper to each participant.
3. Referring to the outline of the human body created in advance, explain that the discussions during the workshop may have caused participants to think (point to the head), to feel (point to the heart) and to be motivated to act (point to the hand and foot). Ask participants to take a couple of minutes to complete the sentences as indicated below on their sheets of *Post-It®* paper.
 - I think... [write one thought they would like to share about their experience during the workshop.]
 - I feel... [write one feeling they have as the workshop comes to a close.]
 - I will... [write one practical action they will take as a result of the workshop.]

4. When participants have completed this task, invite them to come up one at a time and place their *Post-It*® sheets on the appropriate place on the image of the body. As they do so, invite them to briefly share one or all of their thoughts, feelings and actions.

If time is short, ask participants to share just one of their three *Post-It*® sheets aloud.

Reflect and Discuss

Lead a brief whole-group discussion using some or all of the discussion questions that follow.

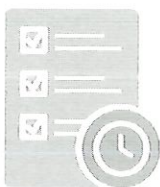
- a. As you listened to other people share their thoughts, feelings and intended actions, what commonalities did you notice? What differences did you notice?
- b. How can you follow through on your intended action? What will it take to accomplish this?
- c. If each person followed through and accomplished these actions, what noticeable changes might you see in school?

Wrap Up

Say in your own words:

Thank you for your participation in today's program. We'll see you around school!

Pat on the Back



About this Activity

This activity allows participants to reflect on their experiences during the training and share with each other individual participant one thing they admire or respect about them.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Open space to move around

Time: 15–20 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Blank 8½" × 11" paper (one for each participant)
- Pens or fine-tipped markers (one for each participant)
- Masking tape

Lead this Activity

1. Introduce this activity by stating the information in "About this Activity" in your own words. Distribute a large piece of tape, a sheet of paper and a pen/ marker to each participant. Tell participants to write their names on the top of the paper.
2. Once everyone has completed the first task, ask participants to each tape their sheet of paper on their back (they can help one another to do this). Explain that they will go around and write positive messages on others' papers. They can write anything they want: words of encouragement, something they admire, something nice they learned about the person, etc. Whatever they write, it should be something positive and specific about that peer that will inspire them.

Allow 10–15 minutes for this process. Explain that they must write something on each participant's paper (taped to their back).
3. Reconvene the group and have participants remove their sheet of paper from their back; give them a minute to look over their "pats on the back."

Wrap Up

Say in your own words:

We hope you will keep this paper and look back at it when you need a lift or the courage to act as an ally. Thank you for your participation throughout this workshop!

Rainstorm



About this Activity

Participants work together to create the sounds of a rainstorm to show how a group of people can create incredible things together.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Any

Time: 5–10 minutes

Get Ready

Read through the activity and prepare with your co-trainer.

Lead this Activity

1. Tell participants that as a closing activity, they will experience the power of working together.
2. Have everyone sit in chairs in a circle; you and your co-trainer should also sit in the circle.
3. Explain the directions:
 - a. You will start by making a motion.
 - b. When you nod in their direction, the participant on your left will follow your lead by making the same motion. Then the next person will make the motion and so on. This motion will go around the circle, like falling dominoes or “the wave” in a baseball stadium. Participants should keep making the motion the entire time.
 - c. When the motion has circled back to you, you will make a different motion. Just like before, when you nod in their direction, the participant on your left will do the same motion. Again, this pattern will gradually go around the circle, as you nod your head in their direction to help keep it moving around. Explain that they should keep making the previous motion until the new motion comes to them.
 - d. This will be repeated several times, using different motions.
4. Make sure everyone understands the directions.

5. Perform the rainstorm by following this pattern:
 - Round 1:** Rub your hands together slowly.
 - Round 2:** Rub your hands together quickly.
 - Round 3:** Snap your fingers, alternating between your two hands (left, right, left right).
 - Round 4:** Lightly pat your hands on your lap, alternating your hands to make a pitter patter sound.
 - Round 5:** Stomp your feet on the floor, alternating your feet.
 - [same motions, in reverse order]
 - Round 6:** Lightly pat your hands on your lap
 - Round 7:** Snap your fingers.
 - Round 8:** Rub your hands together quickly.
 - Round 9:** Rub your hands together slowly.
 - Round 10:** Sit still.
6. Remain still until everyone stops making their motion and the room is quiet again.
7. Applaud everyone for their group effort.

Reflect and Discuss

Engage participants in a brief discussion by asking the following questions:

- a. What was that like?
- b. What is the rainstorm a metaphor for?

Wrap Up

Say in your own words:

We just created an awesome rainstorm by working together collaboratively. We encourage you to find ways to continue working together to be a force of change in our school community.

Sweet Rewards



About this Activity

This activity provides a chance for participants to reflect on their thoughts and feelings surrounding specific aspects of the program and to articulate what they have learned in the session.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Room for participants to form a circle

Time: 10–15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Basket, bag or other container
- Purchase small sweets, such as individually wrapped candies (enough for each person to take 2–3 treats)

Lead this Activity

1. Ask participants to form a circle. Pass the container of sweet treats around the circle and instruct people to take one or two treats, but to wait to eat them until you say they can do so.
2. After everyone has taken their treat(s), tell participants that for each treat they have in their hand, they will share aloud something they learned or will use as a result of the training session. Tell participants that they can eat their treats after they have shared their thoughts.
3. Ask for a volunteer to start, and then go around the circle, beginning with the volunteer.
4. Share any closing remarks.

Reflect and Discuss

(Optional) Lead a discussion using the questions below:

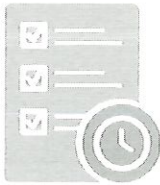
- a. In what ways do you think your experience today will influence your thoughts and actions in the days and weeks to come?
- b. What would you like to see your school do to further address these issues?

Wrap Up

Say in your own words:

We hope you have enjoyed our time together as much as we have. Thank you!

Walk the Talk



About this Activity

No matter how often we say how important it is to respond in words to bias and bullying, people will pay more attention to our actions than our words. This activity emphasizes the need to be good role models, not only with our words but also our actions.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: none

Time: 10 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- If there are participants who are not able to perform any of the actions in step 2 of "Lead this Activity", create your own that are inclusive of everyone.

Lead this Activity

1. Start the activity by asking participants, "Have you ever heard the expression, Do as I say and not as I do?" Ask, "Where have you heard it?" and "What does it mean?"
2. Tell participants that you will read aloud a series of directions and they should follow the directions. As the peer trainer, read aloud the directions in the left column under "Say," but lead the group in the motions by doing the actions in the right column, under "Do." Remember to start the activity sitting so you can stand.

Say:

Stand up

Stretch your arms above your head

Wiggle your fingers

Stretch your arms out to the sides

Do:

Stand up (if you were sitting)

Stretch your arms above your head

Wiggle your fingers

Stretch your arms to the sides

Say:

Jump three times

Say "hi" to the person next to you

Make "bunny ears" on yourself

Touch your head with both hands

Touch your nose

Do:

Jump three times

Say "hi" to the person next to you

Make "bunny ears" on yourself

Touch your head with both hands

Touch your ears!



Step 2

Tips & Tidbits

Notice that the directions and actions are the same except for the last one. For this activity to work, make sure that you touch your ears, not your nose.

3. Pause for a moment to see how many people touched their noses instead of their ears, as you instructed. (Many will be touching their ears instead of touching their nose. In a few seconds, they'll figure out the twist.)
4. Thank everyone for their participation and ask them to take a seat.

Reflect and Discuss

Lead a three-minute discussion using some of these questions:

- a. What happened? Why?
- b. There is a saying: "Actions speak louder than words." How does this saying relate to this activity? To challenging bias and bullying?
- c. What do you think the term "walk the talk" means? How can we support one another to "walk the talk" when it comes to acting as an ally?

Wrap Up

Say in your own words:

As we close the session today, we hope you will think about this final activity moving forward. If we act in ways that challenge bias and bullying and are supportive of those who are targeted, others will learn from our behavior and those behaviors will spread. In order to be effective role models, we really have to work at matching what we do to what we say we believe.

Web of Yarn



About this Activity

This closing activity gives participants a chance both to share what they learned from the workshop and to celebrate the connections they have made with one another.

Plan Ahead

Think About Your Group

Number of participants: Up to 35

Ages: Middle to high school students

Consider Time and Space

Space: Open space where participants can form a standing circle

Time: 15 minutes

Get Ready

- Read through the activity and prepare with your co-trainer.
- Large skein (bundle) of colorful yarn
- Small pair of scissors
- Roll the yarn into a large ball to make it easier to throw and unravel.
- Pick one of the following closing questions below or create your own question based on the topic of the workshop:
 - What is one thing you liked about this workshop?
 - What is something new that you learned in this workshop?
 - What behavior or action will you adopt to act as an ally?
 - What are you going to do to stop bias and bullying?

Lead this Activity

1. Ask participants to form a circle in the center of the room.
2. Instruct participants to count off, starting with 1, until everyone is assigned a number. Tell them to remember their number.
3. Explain to participants that when you yell “confetti!” they should quickly move to another part of the circle to mix up the numbers around the circle.
4. Make sure everyone understands the instructions.
5. Say “confetti!” and have participants rearrange themselves in the circle.

6. Tell participants that they will end the workshop by answering a question.
7. Show them the ball of yarn and explain the following:
 - a. You will hold the ball of yarn and briefly answer the question.
 - b. You will hold one end of the yarn and toss it to the participant assigned to #1 so that the yarn is connected between you and participant #1.
 - c. Participant #1 will answer the same question. After participant #1 answers the question, participant #2 will raise his or her hand. While holding on to the end of the yarn, participant #1 will toss the ball to the participant identified as #2.
 - d. This pattern will continue until everyone has answered the question. The last participant will toss the ball of yarn to your co-trainer, who will also answer the question.
8. Make sure participants understand the instructions.
9. Start the process by stating the question and answering it, then identifying participant #1 and tossing the ball to the participant.
10. After everyone has received the ball of yarn and answered the question, ask participants to look at the web of yarn they created. Ask, "What do you think this web represents?" Say that this web represents the interconnectedness that has formed among group members.
11. In your own words, explain that the participants can take a reminder of their experience by cutting a piece of the "web" and keeping it.
12. Walk around the circle and, using scissors, cut long strips of yarn (starting several inches from the hand of each participant). Suggest participants tie theirs on their wrist, backpack, etc.



Step 9

Tips & Tidbits

Unravel a few feet of yarn before gently tossing the ball to participant #1. This will show participants what they should do before tossing the ball to the next person.

Wrap Up

Say in your own words:

Thank you for participating in this workshop. We hope you will continue to think about what was discussed today and put these lessons into action for a better school.

Four Squares Evaluation

What I Expected...	What I Got...
What I Plan to Do...	What I Still Want...

Additional comments: _____

Peer Training Program Evaluation

Date: _____

Name of School: _____

Circle the word that best describes...

1. Your overall experience in the class/training.

Poor Fair Good Very Good Excellent

2. The peer trainers who led the class/training.

Poor Fair Good Very Good Excellent

3. The material (videos, activities, etc.) that was presented.

Poor Fair Good Very Good Excellent

Please use the scale to show how much you agree or disagree with each statement below:

4. The class/training covered topics and issues that I face in my life.

Disagree Not Sure Agree

 1 2 3 4 5

5. I have a better understanding of my identity because of the training.

Disagree Not Sure Agree

 1 2 3 4 5

6. I learned about what bias is and how it impacts individuals and communities.

Disagree Not Sure Agree

 1 2 3 4 5

7. I feel better able to talk about bias and bullying because I understand the language that is used to talk about it.

Disagree Not Sure Agree

 1 2 3 4 5

8. The program made me think about my own perspectives, stereotypes and biases.

Disagree Not Sure Agree

 1 2 3 4 5

Three, Two, One Evaluation

Please complete the following statements based on your experience with the program.

3 new ideas or skills I learned in today's program...

1. _____

2. _____

3. _____

2 things that I liked about today's program...

1. _____

2. _____

1 suggestion I have to make the program better...

Glossary

ability

Having the mental and/or physical condition to engage in one or more major life activities (e.g., seeing, hearing, speaking, walking, breathing, performing manual tasks, learning or caring for oneself).

ableism

The marginalization and/or oppression of people who have or are perceived to have disabilities, including temporary, developmental, physical, psychiatric and/or intellectual disabilities.

activist

Someone who gets involved in activities that are meant to achieve political or social change; this also includes being a member of an organization which is working on change.

ageism

The marginalization and/or oppression of people who are or are perceived to be too young or old based on the belief that younger and/or older people are inferior, incapable or irrelevant.

aggressor

Someone who says or does something harmful or malicious to another person intentionally and unprovoked.

ally

Someone who speaks out on behalf of or takes actions that are supportive of someone who is targeted by bias or bullying, either themselves or someone else.

anti-bias

An active commitment to challenge bias within oneself, others and institutions.

anti-immigrant bias

The marginalization and/or oppression of people who are or are perceived to be immigrants, transnational or outside one's own national group or culture.

anti-Muslim bias

The marginalization and/or oppression of people who are or are perceived to be Muslim.

antisemitism

Prejudice or discrimination that is directed towards Jews. Antisemitism is based on stereotypes and myths that target Jews as a people, their religious practices and beliefs, and the Jewish State of Israel.

anti-trans bias

The marginalization and/or oppression of people who are or who are perceived to be transgender and/or identifying as neither a man or a woman based on the belief that cisgender (gender identity that corresponds with the sex one was assigned at birth) is the norm.

bias

An inclination or preference either for or against an individual or group that interferes with impartial judgment. Bias can be *conscious* (explicit or overt and intentional) or *unconscious* (implicit or unintentional and based on assumptions and "norms"), but both are potentially harmful regardless of intent.

bigotry

An unreasonable or irrational attachment to negative stereotypes and prejudices of individuals and groups belonging to one or more social identities.

bisexual

A person who is emotionally, physically and/or romantically attracted to some people of more than one gender.

bullying

Repeated actions or threats of action directed toward a person by one or more people who have (or are perceived to have) more power or status than their target in order to cause fear, distress or harm. Bullying can be physical, verbal, psychological or any combination of these three. Bullying behaviors can include name-calling, obscene gesturing, malicious

teasing, rumors, slander, social exclusion, damaging a person's belongings, threats and physical violence.

bystander

Someone who sees bias or bullying and does not say or do anything.

cisgender

A term for when someone's gender identity/ expression matches the gender they were assigned at birth.

classism

The marginalization and/or oppression of people who are or are perceived to be from low-income or working-class households based on a social hierarchy in which people are ranked according to socioeconomic status.

coming out (of the closet)

To be "in the closet" means to not share a part of one's identity. Some LGBTQ people choose to disclose that part of their identity in some situations (to be "out") and not in others (to be "closeted"). To "come out" is to publicly declare one's identity, sometimes to one person in conversation, sometimes to a group or in a public setting. Coming out is a lifelong process. In each situation, a person must decide where they are at that point in time with their identity. In each new situation, a person must decide whether or not to come out.

culture

The patterns of daily life learned consciously and unconsciously by a group of people. These patterns can be seen in language, governing practices, arts, customs, holiday celebrations, food, religion, relationships, family roles, clothing, etc.

cultural appropriation

When people use specific elements of a culture (e.g., ideas, symbols, images, clothing) without regard for that culture. It usually happens when one group exploits the culture of another group, often with little understanding of the group's history, experience and traditions.

cyberbullying

The intentional and repeated mistreatment of others through the use of technology, such as computers, cell phones and other electronic devices. Cyberbullying includes, but is not limited to, sending mean, hurtful or threatening messages or images about another person; posting sensitive, private information about another person for the purpose of hurting or embarrassing the person; and pretending to be someone else in order to make that person look bad and/or to intentionally exclude someone from an online group.

disability

A mental or physical condition that restricts an individual's ability to engage in one or more major life activities (e.g., seeing, hearing, speaking, walking, communicating, sensing, breathing, performing manual tasks, learning, working or caring for oneself).

discrimination

The denial of justice, resources and fair treatment of individuals and groups (often based on social identity), through employment, education, housing, banking, political rights, etc. Discrimination is an action that can follow prejudicial thinking. Discrimination can be legally sanctioned (de jure) or can exist despite non-discrimination laws or policies in place (de facto).

diversity

Means different or varied. The population of the United States is made up of people belonging to diverse groups characterized by culture, race, ethnicity, nationality, gender, ability, etc.

ethnicity

Refers to a person's identification with a group based on characteristics such as shared history, ancestry, geographic and language origin, and culture.

equality

Everyone having the same rights, opportunities and resources. Equality stresses fairness and parity in having access to social goods and services.

equity

Everyone getting what they need in order to have access, opportunities and a fair chance to succeed. It recognizes that the same for everyone (equality) doesn't truly address needs and therefore, specific solutions and remedies, which may be different, are necessary.

gay

A person who is emotionally, physically and/or romantically attracted to some other people of the same gender. Can be used to refer to people of all genders, though it is used most commonly to refer to males. Some women and girls choose not to identify as gay, but as lesbian.

gender

The socially-defined "rules" and roles for men and women in a society. The attitudes, customs and values associated with gender are socially constructed; however, individuals develop their gender identities in two primary ways: through an innate sense of their own identity and through their life experiences and interactions with others. Dominant western society generally defines gender as a binary system—men and women—but many cultures define gender as more fluid and existing along a continuum.

gender expression

Refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, haircut, voice and emphasizing, de-emphasizing or changing their bodies' characteristics. Gender expression is not an indicator of sexual orientation.

gender identity

How an individual identifies in terms of their gender. Since gender identity is internal, one's gender identity is not necessarily visible to others.

gender role

The set of roles and behaviors expected of people based on gender assigned at birth.

hate

An extreme dislike for something, someone or a group. If that hate is based on an aspect of someone's identity (e.g., race, religion, gender, gender expression/identity, ability, sexual orientation, etc.) it can result in interpersonal bias, discrimination, hate incidents, hate crimes and/or involvement in an organized hate group.

heterosexism

The marginalization and/or oppression of people who are or are perceived to be lesbian, gay, bisexual, transgender, queer (LGBTQ), intersex and/or asexual, based on the belief that heterosexuality is the norm.

implicit bias

The unconscious attitudes, stereotypes and unintentional actions (positive or negative) towards members of a group merely because of their membership in that group. These associations develop over the course of a lifetime beginning at a very early age through socialization and exposure to direct and indirect messages. When people are acting out of their implicit bias, they are not aware that their actions are biased. In fact, those biases may be in direct conflict with a person's explicit beliefs and values.

inclusion

An environment and commitment to support, represent and embrace diverse social groups and identities; an environment where all people feel they belong. (In K-12 learning environments, inclusion can sometimes also refer to the practice of integrating students with disabilities into the classroom setting.)

inequality

An unjust situation or condition when some people have more rights or better opportunities than other people.

inequity

Refers to a lack of fairness or justice; unfair and avoidable differences in treatment or experience. Injustice: A situation in which the rights of a person or a group of people are ignored, disrespected or discriminated against.

intersectionality

The examination of overlapping and connected social systems that compound oppression for individuals who belong to multiple marginalized social groups based on their race, gender, class, gender identity, religion, sexual orientation, disability, etc.

Definition of "intersectionality" derived from Kimberle Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum* 1989(1), Article 8, <http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>.

intersex

A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

LGBTQ

Acronym that groups lesbian, gay, bisexual, transgender and queer/questioning individuals into one group based on their common experience as targets of heterosexism and transphobia and their common, yet complex, struggle for sexual and gender freedom. This term is generally considered a more inclusive and affirming descriptor than the more limited "gay" or the outdated "homosexual."

learning disability

A cognitive impairment in comprehension or in using language, spoken or written, that manifests itself in a person's ability to listen, think, speak, read, write, spell, or to do mathematical calculations (e.g., Dyslexia, Dysnomia, Dysgraphia). The term does not include persons who have learning difficulties that are primarily the result of mental retardation, emotional disability, or environmental, cultural or economic disadvantage.

lesbian

A woman who is emotionally, physically and/or romantically attracted to some other women.

marginalization

The treatment of a person, group or concept as

secondary, unimportant, inferior or abnormal compared with those who hold more power in society.

microaggressions

Microaggressions are the everyday slights, indignities, put-downs and insults that people of color, women, LGBTQ populations and other marginalized people experience in their day-to-day interactions. Microaggressions can appear to be compliments but often contain a "metacommunication" or hidden insult to the target group. Microaggressions are often outside the level of conscious awareness of the people who say them, which means they can be unintentional. Microaggressions may be communicated verbally and/or nonverbally.

The term microaggressions was coined in the 1970s. This definition is from Derald Wing Sue's *Microaggressions in Everyday Life* (4:24 mins., John Wiley & Sons, 2010); www.youtube.com/watch?v=BJL2P0JsAS4, accessed 2/18/14. Derald Wing Sue, a Columbia University professor who did a study and wrote a book on microaggressions.

multicultural

Means many or multiple cultures. The United States is multicultural because its population consists of people from many different cultures.

name-calling

The use of language to defame, demean or degrade individuals or groups.

nationality

Solely refers to a person's citizenship by origin, birth, or naturalization.

nonverbal communication

Aspects of communication, such as gestures and facial expressions, which do not involve speaking but can also include nonverbal aspects of speech (tone and volume of voice, etc.).

people first

Acknowledging the personhood of individuals with disabilities before their disability (e.g., "people with disabilities", "person who uses a wheelchair",

“person with cerebral palsy”, “person has a physical disability”, etc.).

oppression

A system of mistreatment, exploitation and abuse of a marginalized group(s) for the social, economic or political benefit of a dominant group(s). This happens within a social hierarchy where people are ranked according to status, often based on aspects of social identity. Oppression often operates invisibly and is reinforced when it goes unchallenged.

prejudice

A premature judgment or belief formed about a person, group or concept before gaining sufficient knowledge or by selectively disregarding facts. Prejudicial thinking is frequently based on stereotypes and grows out of bias.

privilege

The unearned and often unrecognized advantages, benefits or rights conferred upon people based on their membership in a dominant group (e.g., white people, heterosexual people, men, people without disabilities, etc.) beyond what is commonly experienced by members of the marginalized group. Privileges include cultural affirmations of one’s own worth, presumed greater social status and the freedom to move, buy, work, play and speak freely.

queer

An umbrella term used to refer to lesbian, gay, bisexual and transgender people. Some use as an alternative to “LGBT” in an effort to be more inclusive. Depending on the user, the term has either a derogatory or an affirming connotation, as many within the LGBT community have sought to reclaim the term that was once widely used in a negative way.

questioning

Refers to people who are in the process of understanding and exploring their sexual orientation or gender identity. They are often seeking information and support during this stage of their identity development.

race

Refers to the categories into which society places individuals on the basis of physical characteristics (such as skin color, hair type, facial form and eye shape). Though many believe that race is determined by biology, it is now widely accepted that this classification system was in fact created for social and political reasons. There are actually more genetic and biological differences within the racial groups defined by society than between different groups.

racism

The marginalization and/or oppression of people of color based on a socially constructed racial hierarchy that privileges white people.

religion

An organized system of beliefs, observances, rituals and rules used to worship a god or group of gods.

religious bias

The marginalization and/or oppression of people who belong or appear to belong to a particular religious group or no religious group based on the belief in a correct or sanctioned faith system.

scapegoating

Blaming an individual or group for something based on that person or group’s identity when the person or group is not responsible. Bias, prejudicial thinking and discriminatory acts can lead to scapegoating.

segregation

The separation or isolation of a race, class or other group by enforced or voluntary restriction of their access to housing, schools, etc. or by other discriminatory means.

sexism

The marginalization and/or oppression of women, based on the belief in a natural order based on sex that privileges men.

sexual identity

Sexual identity labels include "lesbian," "gay," "bisexual," "bi," "queer," "questioning," "heterosexual," "straight," and others. Sexual identity evolves through a developmental process that varies depending on the individual. Sexual behavior and identity (self-definition) can be chosen. Though some people claim their sexual orientation is also a choice, for others this does not seem to be the case.

sexual orientation

Determined by one's emotional, physical and/or romantic attractions. Categories of sexual orientation include, but are not limited to, gay, lesbian (attracted to some members of the same gender), bisexual (attracted to some members of more than one gender) and heterosexual (attracted to some members of another gender).

social justice

A set of conditions and principles that ensure every person has equitable economic, political and social rights, access and opportunities.

social power

The capacity to control, access and/or influence people, institutions and resources.

socioeconomic status

An individual's or family's economic and social position in relation to others, as measured by factors such as income, wealth and occupation.

stereotype

An oversimplified generalization about a person or group of people without regard for individual differences.

straight ally

Any person outside the LGBTQ community who supports and stands up for the rights of LGBTQ people.

target

Someone against whom mistreatment is directed.

teasing

Laugh at and put someone down in a way that is either friendly and playful or mean and unkind.

transsexual

An older term for people whose gender identity is different from their assigned sex at birth who seek to transition from male to female or female to male. Many do not prefer this term because it is thought to sound overly clinical.

weightism

The marginalization and/or oppression of people who are or are perceived to be overweight or too large in size based on socially constructed norms related to beauty and body size.