

TEACHING TOLERANCE

ISSUE 46 | SPRING 2014
TOLERANCE.ORG

Drowning in Debt

*Predatory lending leaves
our most vulnerable students
with loans but no degree.*

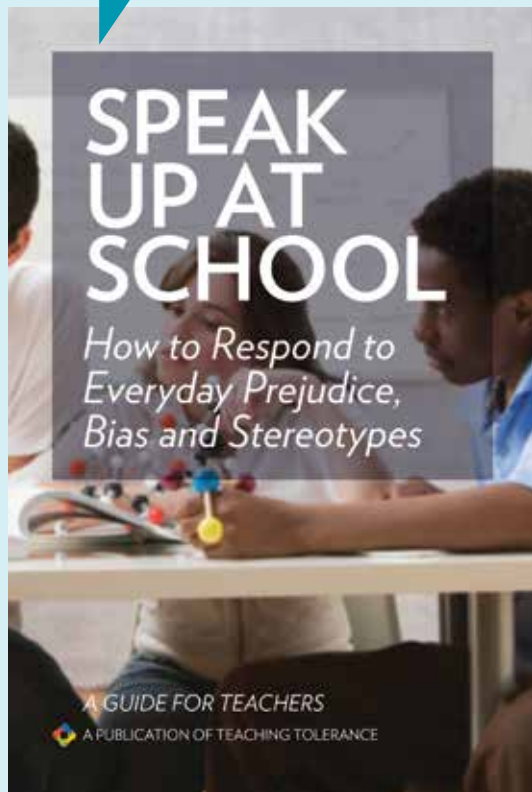


WHAT ARE YOU DOING TO IMPROVE YOUR SCHOOL'S CLIMATE?

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

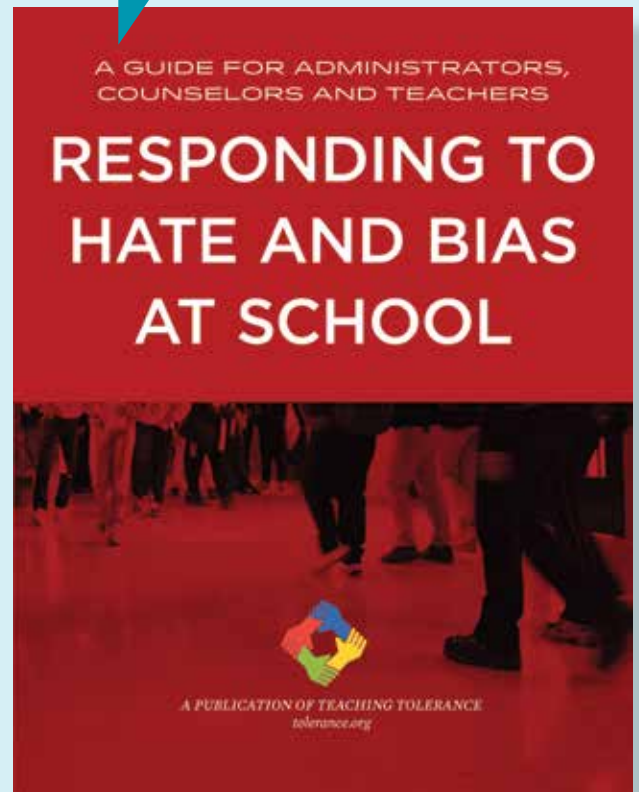
Speak Up at School gives educators the tools to help students turn from bystanders to upstanders.

tolerance.org/speak-up-at-school



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

tolerance.org/hate-and-bias



PROVE

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

Maureen Costello,
Director of Teaching Tolerance



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

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



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

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

THIS SCHOOL WELCOMES...

- students of all races, ethnicities and nationalities
- students with diverse abilities
- students who are LGBT
- students of all family structures
- students who are English language learners
- students of all religions and no religion
- students from all socio-economic backgrounds
- students of all body types

...YOU

OUR SCHOOL CLIMATE

is supportive of both limited English proficient students and their families. We welcome all students and families into our school and provide them with equal access to learning opportunities.

We do not allow English language supports to replace challenging and mainstream curriculum.

We reach out to families to learn from them how best to meet the needs of their children.

We engage in problem solving around issues of ethnic discrimination and harassment.

We have a shared commitment to diversity.

We have a well-defined plan for engaging non-English-speaking families.

We honor and make use of students' native languages.

We recruit people of different backgrounds.



TEACHING TOLERANCE

ISSUE 46 | SPRING 2014

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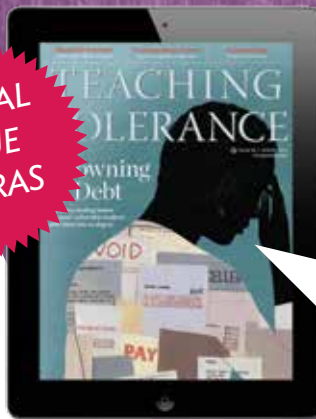


on the cover

Predatory lending leaves our most vulnerable students in debt with no degree. You can help them avoid the pitfalls.

ILLUSTRATION BY **AUDE VAN RYN**

DIGITAL
ISSUE
EXTRAS



Download this issue on your iPad for EXCLUSIVE extras!

Hear Peggy McIntosh talk about systems of privilege • Watch our featured anti-bias educators share stories and insights • Learn how to create a Native-American water drum • And many more!



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

HOW WILL YOUR STUDENTS LEARN ABOUT THE CIVIL RIGHTS MOVEMENT?



IN PERSON

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



splcenter.org/civil-rights-memorial

FILM

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



tolerance.org/teaching-kits

ACTIVITIES

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



tolerance.org/civil-rights-activity-book

TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

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“See me.” As a high school A.P. history teacher, I occasionally wrote those words atop students’ papers. They meant, “I have something to say that can’t be contained in the margins of your essay, which I’ve already filled up with comments.” Looking back, I imagine students read the words with feelings of unease, if not outright terror. Former students, I’m sorry.

Rather than banish “see me” from the classroom, today I would urge educators to turn the phrase around and recognize it as the simple request that every child makes every day. “See me” means understand who I am, the various facets of my identity, the culture I live in, the hopes and aspirations of my family.

It’s not the message children always get, as I was reminded in mid-December when Fox news host Megyn Kelly declared, “... for all you kids watching at home,” that “Santa is just white.” She then noted that the list of white, male, historical figures also included Jesus. After all, she said, “Just because it makes you feel uncomfortable doesn’t mean it has to change.”

Kelly’s clueless comments triggered a familiar kind of controversy, one that floods our media like a sudden storm, producing lots of noise but little light. Although Kelly had her defenders—people who prefer not to think about how

and why a set of traditions from northern Europe became the norm in the United States—most folks met her comments with the derision they deserved.

But the kerfuffle made me wonder: How many times do schools send the same message?

In the library or on the summer reading list: “Sorry, kids, but it just happens that most classic literature was written by white men.”

Planning for prom and school dances: “Hey kids, you should know that only heterosexual relationships count.”

Placing children in classes: “If you kids speak a language other than English, well, you really can’t learn.”

Learning our history: “Kids, the textbooks show mainly white people because the United States was settled and led by white people. It’s historical fact.”

On bulletin boards: “Sorry kids, but we can’t help it if most of the great scientists were men.”

Everywhere: “Just because you feel invisible doesn’t mean it has to change.”

Well, yes it does. Our schools, like our society, are democratic institutions that should reflect all of us. Being “uncomfortable” with the status quo is what led to the end of slavery, the emancipation of women, the end of child labor and the demise of Jim Crow. It is the fuel that should propel us always toward our ideals.

As educators and adults, we need to pay attention to the messages we send. Child therapist and teacher Haim Ginott once wrote, “As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. ... it is my response that decides whether ... a child [is] humanized or dehumanized.”

The children in our schools deserve to be seen, and to see themselves. And outside of school, they deserve a society that honors difference, not one that scorns it.

—Maureen Costello

CORRECTION

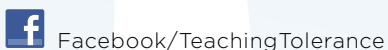
Rhonda Thomason’s name was misspelled in the article “Bring It Home” from the Fall 2013 issue.



THERE'S NO TIME.

We get it. When you're an educator, it's hard to find the time to stay up on social justice issues—so let us do the work for you.

Join the Teaching Tolerance community, and we'll keep you plugged in to anti-bias education news, resources and tips. That way when you have the rare spare minute, you're all set to join the conversation with like-minded educators.



subscribe to our weekly newsletter at tolerance.org/signup

FIRST BELL

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Reader Exchange

“Out At Last” from the Summer 2013 issue sparked discussion online.

Though I’m an LGBT teacher, I do think that there are professional boundaries and my love life isn’t relevant to my student’s instruction. Perhaps I am different than others, but I do not feel it is appropriate to delve into that discussion with students ... That being said, I am a young teacher and try to be overly professional in my dealings with students. A day may come when I can be more relaxed, but being younger I try to always take a reserved approach.

—SUBMITTED BY ANONYMOUS

I never had to discuss sexual orientation, or affectional orientation in my classes. I taught for 25 years. But, I can say that when I got married, it was a big deal. When I got pregnant, it was even a bigger deal. Students will find out personal things about their teachers ... So, I never felt that my LGBT friends should have to hide from reality at work. ... We need to teach tolerance and sometimes the children are the ones that educate their parents. We change the world one person at a time!

—SUBMITTED BY ANONYMOUS

Readers were struck by the critical need for teachers to be social justice advocates—and by the personal and professional challenges involved.

BEING OUT STILL RISKY

Stories like [“Out at Last”] are thankfully becoming more common. But it is important to note that in many states, teachers can still be fired for their sexual orientation. And in states where there are legal protections against job discrimination, teachers still fear that they will be fired and the reason fabricated. Yes, we are making strides. But it is still

a great personal and professional risk for teachers to be out in many places ... QuERI (www.queeringeducation.org) is based in NY where there are protections, but we regularly encounter closeted teachers who are afraid to openly advocate for the well being of LGBT students and principals who fear that parents will want students moved out of gay teachers’

classrooms. It’s important for us not to fault teachers who do not feel safe being out while we celebrate that ... more teachers feel they can be.

ANONYMOUS

VIA TEACHING TOLERANCE
MAGAZINE ONLINE

TT GETS FIVE STARS

Teaching Tolerance magazine offers a free subscription to all teachers ... Check it out—they also

provide supplementary materials to support the articles. 5 Stars!

MARY STEVENS O'DONNELL
VIA FACEBOOK

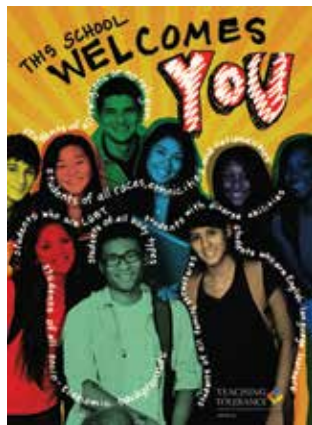
TEACHERS MUST SPEAK UP

[On “History Class Practices Speaking Up” blog] Great story, if we could get more teachers to speak up with an appropriate voice and demeanor when they see and hear inappropriate things we would have a much better society and community. ... Let’s hope that many teachers and administrators read this article and not just read it but learn from it and make an effort to be a more positive impact in the classroom.

KEVIN LEWIS
VIA TEACHING TOLERANCE BLOG

POSTER INCLUSIVITY

Love the poster! Suggestion—Where you say “students of all religions” I would add, “or no religion.” Many students who are non-believers, and thus do not practice a religion, are being harshly harassed/bullied in school. The Student Secular Alliance has even developed “Secular Safe Zone” posters for “atheist-friendly teachers &



counselors” because of the growing problems. So if you could also add “or no religion” that would cover everyone! After all, it’s all about INCLUSION. Thank you!

ANNE MARDICK
VIA FACEBOOK

TT responds: You’re absolutely right. We’ve already made the change, and you can download the PDF here: tolerance.org/this-school-poster. For more tips on supporting secular students, check out “The Unaffiliated Unite” at tolerance.org/unaffiliated-unite-story.

BALANCE TEACHING OF HEALTHY BODIES

[In response to “Deconstructing the Female Body in the Media”] While I agree that it is important to realize

A great poster to kick off what I hope will be a great year for all students.

THERESA KIM
VIA FACEBOOK

TO DOWNLOAD THE POSTER, GO TO TOLERANCE.ORG/THIS-SCHOOL-POSTER

the [effects] that advertising has on us all I believe we need to caution how and what we teach about the female body.

Here in America we now have an epidemic of both female and male obesity, it appears that we have tipped the scales too far in the wrong direction. The results are that there is now an increase in diabetes and other health issues, plus we have a generation who will not outlive their parents.

There needs to be a balance when it comes to self image and real health.

CONCERNEDCITIZEN
VIA TEACHING TOLERANCE BLOG

USE TT AT ALL LEVELS

Teaching Tolerance is an excellent program and should be taught at all levels and repeated frequently.

TUTU CARTER
VIA FACEBOOK

LONGTIME SUPPORT

I have been contributing to and supporting your organization for years and am always excited to receive Teaching Tolerance anything ... so I can reach out to as many places and people as possible. I’ve thought the

ideology behind it has been a great one from [its] inception and applaud your success. ... I also tell friends and family about you. Thank you for your continued display and role-modeling of fairness, humanity and sanity.

LAURA E. PADEN
VIA TEACHING TOLERANCE BLOG

TELL US WHAT YOU THINK!

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

Jeanne Smith
I LOVE Teaching Tolerance and spent all the years of my teaching career promoting their programs ... This is one of the finest programs in America when it comes to racial equity.

Find us on Facebook

FACEBOOK.COM/TEACHINGTOLERANCE.ORG



Rachael Frantz @OnyxSilver @Tolerance_org Thank you for the work you do!!! Means that Martin, Malcolm, Medgar & all the others didn’t suffer &/or die in vain.

DID YOU KNOW?

About 1 in 5 teens has posted or sent sexually suggestive or nude pictures of themselves to others. —BULLYINGSTATISTICS.ORG

Ask Teaching Tolerance



Q. I'm a veteran African-American teacher in a Southern town. Parents feel that I should not teach during Black History Month about how the country used to (and still does) practice racial inequality. How do I “keep my head above water” when almost everyone is in denial about this issue?

Chances are good that your state curriculum standards include black history. Grab a copy and a highlighter and go to town. Next time the issue comes up, talk about what your state requires. And keep this phrase handy: “There is a lot of painful history in our country, but a lot of inspiring change too. It is important that students know about both.”

One thing is clear: You need allies—in the building and in the community. Talk with community leaders and parents of African-American students. We're guessing you're not an outlaw, teaching black history behind

closed doors unbeknownst to your principal. Maybe it's time to level with her about what you're up against and enlist schoolwide support for black history. Work with others. You are not alone.

I'm a teacher at an elementary school whose student body is predominantly black. One student recently asked me, “Why are all my teachers white?” How should I answer?

Begin by affirming her observation and answering honestly. Remind her about school celebrations of Martin Luther King and the civil rights movement.

Explain that it used to be very difficult for people of certain races (and genders!) to go to certain schools or get certain jobs and that the country is still catching up.

Be open to students' comments about most of their teachers being white, but assure them that many people of color are teachers. Arrange for students to meet or see images of adults of various races working in a variety of professional fields. Regardless of the makeup of your faculty, it is critical that students see themselves—and those who are different—reflected in their schools.

Keeping dialogue about identity active in your classroom will equip your students with the skills they need to ask and answer important social justice questions throughout their lives.

A couple of my students have begun to hint that they are gay. Others are voicing discomfort, misunderstandings and fears. Any suggestions about teaching LGBT tolerance without embarrassing anyone or outing any of my students?

A small-scale action, like hanging a Safe Zone poster in your classroom, signals to LGBT students that you are someone they can confide in. It also signals to others that you value tolerance. Gently speak up when students make negative comments; these moments become learning opportunities only if you talk them through. Depending on how safe you feel doing so, consider introducing LGBT voices through your curriculum choices. Identify potential allies by talking with your administration about implementing an anti-bullying awareness campaign focused on keeping LGBT youth safe. As your school culture becomes more tolerant, consider being the faculty advisor for a gay-straight alliance.

ASK TEACHING TOLERANCE!

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

Fear and Rewriting Trayvon: Educator Thoughts

... Zimmerman wouldn't have killed Trayvon if Zimmerman hadn't actively followed him, assuming his criminality on sight. Mental associations framing black people as threats are centuries old. ... Research by Phillip Atiba Goff at UCLA suggests it makes police officers use force against black youth at alarming rates.

In schools ... educators [suspend] black boys for small offenses at alarming rates in comparison to white boys. ... School practices and juvenile justice practices together contribute to the over-representation of black youth in the juvenile justice system.

Circularly, people then cite prison demographics to argue that black kids “deserve” to be presumed criminal (or, just presumed scary) because they are black.



... and readers replied:

“The over-reaction to Black men ... is embedded in our society. ... Things that are bad, ugly, violent, or ‘exotic’ are associated with dark skin. Your very Blackness ... makes your presence open for question ...”

“... we continue to fight the battle of equality. ... Time brings about change, prayerfully, let us evolve into a positive existence together.”

GET THE FULL DISCUSSION HERE

tolerance.org/blog/fear-and-rewriting-trayvon-educator-thoughts



HAVE YOU SEEN OUR BLOG LATELY?

Check out some of the most talked-about blog posts. Go to tolerance.org and search for these headlines.

- ↓
Connect with Each Student's Humanity
- ↓
Reflection on Student Engagement
- ↓
Students Deserve Diverse Role Models
- ↓
Fourth-Graders and the 14th Amendment

FREE STUFF!

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

Words Unlocked

Sponsored by the Center for Educational Excellence in Alternative Settings, this website provides free Common Core-aligned poetry units appropriate for middle and high school settings. Student handouts, teacher guides and presentation slides are included.

wordsunlocked.wikispaces.com

C-SPAN Classroom

A deep and accessible repository of primary-source videos and documents perfect for teaching about U.S. government, civics or economics. The site also features lessons on topics ranging from caucuses to the Supreme Court.

c-spanclassroom.org

Digital Public Library of America

The DPLA links the digital collections of U.S. libraries, archives and museums, making cultural-heritage artifacts searchable and accessible. A user-friendly search function allows results to be displayed on a timeline.

dp.la

Teaching History

A one-stop clearinghouse of history resources for K-12 educators, this site links to and reviews a broad variety of history textbooks, websites and lesson plans. It also offers professional development modules on the effective use of textbooks and primary sources.

teachinghistory.org

The Visibility Factor

IT IS 1979. I AM 17, AND I AM LOST.

I have left school, returned to school, excelled at school, failed at school. I change cities to get a new start. I roam from one relative's house to another. I see social workers and psychologists. My contemporaries are moving on smoothly and advancing in their courses of study. My own life, however, is in turmoil and beyond my control. I feel weightless, as though I have no core. I'm disconnected with no strength, nothing that gives me a sense of attachment to anything. I fade in and out of my own life—skipping school for 33 straight days, hiding out in the closet of my bedroom, waiting for my widowed dad to leave the house so I can run the streets.

I am invisible to the adults in my life. No one sees me. No one. This bothers me unless I am high—then nothing bothers me.

Then, I wander into the “drama pit” at McNally High School in Edmonton, Alberta. A teacher there sees me—she really sees me. Theater gives me the chance to express my interior demons. At the same time, I find a home with a foster family who holds me tight to them, and things begin looking up. At school, my drama teacher cares for me, cares for all of us. That teacher is my advocate. During a school open house, my dad says to her, “Jeanie is so wild! I wish she would settle down.” My drama teacher replies, “She’s a great student. Jean’s doing well.” I am elated.

Until that night, I cannot

remember an adult speaking positively to me or about me in a decade or more. When she did this, she went beyond kindness; she made me visible. When I became visible, I began to hope. When she gave me hope, she saved my life.

There were many other times this teacher gave me hope about the adults in my life. When I asked her to hold my \$3.35 while I went on stage, and

forgot to get it from her at the end of the school day, she came to my house that evening to return it. That’s the effort that’s required to be a good teacher. That’s the model.

I was inspired to become a teacher.

I am the Advancement Via Individual Determination teacher at my school. AVID is a college readiness system that helps students who come from households in poverty.



Jeanie Greenidge has taught for the past 16 years at O’Banion Middle School in Garland, Texas.



SHARE YOUR STORY

What motivates you to get up each morning and serve students in our nation’s schools? We want to hear from you. Send your 600-word submission for the “Why I Teach” column to editor@teachingtolerance.org.

Many of my students consider me their “AVID mother.” I care for and support my students by reaching out to discover who they are—their interests, their home situations, their hopes and dreams for the future.

Many students feel like they are disappearing from their own lives. Stripped of all power and in pain, they feel that their lives are beyond their control. My first priority as their teacher is to see them. I make the time to get to know them. I dedicate part of each day to nurturing relationships with students.

I’ve established rituals like greeting each student at the door in the mornings. I look them straight in the eye and work to know them through surveys about hobbies and books they are reading. I call home with good news and commune with families face-to-face over coffee and sweet bread. It all makes our relationships much more valid and authentic.

I help students get reconnected to their lives and solidify their tenuous senses of belonging to the world. While my journey was protected in ways by my white middle-class privilege (we always had food and electricity), my students’ lives are often further complicated by the painful brokenness of harsh immigration policies or lack of material comfort (homelessness, death of a family member or incarceration).

I can offer my students the opportunities to articulate their personal concerns in a scholarly yet personal way that gives weight and power to their perspectives. I can help them give their lives definition with my personal care and concern. If I can see them, then I can give them hope. Hope can mean change.

Hope can save their lives. It continues to save mine.

—Jeanie Greenidge

BLOG 7.02.13//ABILITY

Put Abilities on the Multicultural Spectrum

... The growing diversity of student populations makes recognizing and celebrating the unique cultures of all students more crucial than ever. Multicultural education, as defined by Nieto and Bode in *Affirming Diversity: The Sociopolitical Context of Multicultural Education* (Pearson/Allyn and Bacon, 2008), is “... [a] process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and their teachers reflect.”

As a teacher who has cerebral palsy, I enjoy talking with colleagues about ways to broaden discussion and curriculum to include perspectives of people with differing abilities.



... reader-writer exchange:

“... My only request for you and other authors is that you use more affirmative terms like ‘varying ability’ rather than the subtractive term ‘disability.’

Language shapes how we think about and treat children and by using a term like ‘varying ability,’ it brings the philosophy together. Disability might be something we have to check on government-issued forms, but it is not a term we should ever think, write, or say out loud.”

“... I truly hate terms like ‘varying ability,’ ‘Disability’ and ‘disabled’ are my preferred [terms], because they describe the reality of not only my impairment, but the physical, social, and attitudinal barriers that society imposes on me and people like me.”

GET THE FULL DISCUSSION HERE

tolerance.org/blog/put-abilities-multicultural-spectrum

Seeing the Whole Child

From the time she was in first grade, Susan Weinman imagined herself a teacher. After 17 years as a teacher in Virginia and New Jersey, she became principal of Thomas Paine Elementary School in the Cherry Hill, N.J., Township School District. She held that position for 12 years. Weinman's colleagues on the district's Cultural Proficiency Committee nominated her for Down the Hall because of her ability to see the whole child and her commitment to meeting the needs of all students.

What inspired you to pursue a career in education?

Whether teaching or acting in some administrative position, I have always appreciated being surrounded by the innocence and imagination of kids and the dedication of adults who love them.

Have you always wanted to be an administrator?

Not at all. I was enjoying my job as a computer teacher when my principal, Steve Cochrane, encouraged me to take a job as a helping teacher in his school. He began mentoring me into administration. My path to administration made me realize the importance of mentoring others.

Your colleagues say that you are masterful at looking at the whole child. Why is that important?

We have to realize that a child coming to school carries with her the sum of her life—good and bad—gifts, talents,

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



Susan Weinman, now retired, was the principal at Thomas Paine Elementary School in Cherry Hill, N. J.

struggles, needs, family strengths and issues, culture and economic status.

In order for that student to be socially, emotionally and academically successful, we have to know and value who she is and what she is experiencing in life. The same is true for teachers. Valuing each person's authentic life experiences is important in developing a caring and supportive educational environment where people can be at their best.

How do you define success for students?

Success, for students, means continuous growth on a path of social, emotional and academic self-awareness and achievement. Even in this age of accountability to academic standards, every child needs to be instructed in a way that makes those standards accessible regardless of the obstacles they may face.

In order for that student to be socially, emotionally and academically successful, we have to know and value who she is and what she is experiencing in life.

How do you help teachers successfully meet the needs of all learners?

In the last 10 years, our school's demographics have changed significantly. Our students speak about 25 different languages. About 42 percent are students of color, and a third receive free or reduced-price lunch. The academic rigor is constantly increasing. My job is to help teachers identify the needs in our school and find professional development that appropriately addresses those needs. Research clearly shows that when teachers come together to study the needs of students and plan appropriate instruction and intervention, achievement improves. I commend Cherry Hill for allowing 30 minutes each morning for professional learning community activities.

Why did you take a leadership role in the Cultural Proficiency Committee?

I realized we will never close achievement gaps and meet the needs of our students if we can't create a truly inclusive environment in which diversity is valued and respected. To support our students, we had to get over our "color blindness," recognize the differences and understand the

impact they have on student growth and development. Many educators were taught to treat everyone identically. Sometimes they see differences, but treat them as if they are insignificant in the children's lives. These educators might assume that the values and behaviors of the dominant culture are universally applicable and equally beneficial to all. That assumption dismisses a huge part of who children of color are, what they value and how they learn—and it can leave many children and their families feeling discounted or invisible.

What books on social justice would you recommend to educators?

Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race by Beverly Daniel Tatum taught me about the significance of racial identity. *Uprooting Racism: How White People Can Work for Racial Justice* by Paul Kivel and *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* by Glen Singleton and Curtis Linton deepened my understanding of the issues around race in the United States.

Susan Weinman was principal of Thomas Paine Elementary School in Cherry Hill, N.J. She retired in July and plans to continue her work in education and staff development.

DOWN THE HALL

Know an excellent administrator, librarian or counselor we should interview? Email us at editor@tolerance.org and put "Down the Hall" in the subject line.

Lessons Learned

Our online classroom resources are grade-specific and cover a range of anti-bias topics. Here are four of the most frequently visited in recent months. Find them at tolerance.org/activities.

Looking Closely at Ourselves
(Early Grades)

Introduce students to race and identity through self-portraits. Students learn to understand, appreciate and respect racial and ethnic differences and similarities.

My Family Rocks!
(Middle School)

Encourage students to accept the uniqueness of every kind of family—including their own (part of a four-lesson series on families).

Understanding Religious Clothing

(Middle and High School)

Expose students to clothing articles associated with various faiths to inspire acceptance of religious differences in school and the community at large.

What Can We Do to Promote Respect?

(High School)

Challenge students to find ways to promote equality and respect for everyone living in the United States (part of a series on the nation's changing demographics).

DID YOU KNOW?

Teachers who take the time to observe and know the culture and community in which children live are better able to build on its strengths.

—SOCIAL STUDIES FOR THE PRESCHOOL/PRIMARY CHILD

ACTIVITY EXCHANGE

THE CURRICULUM SEGMENT OF *TEACHING TOLERANCE*
IS GETTING A MAKEOVER! STAY TUNED FOR OUR SUMMER 2014 ISSUE—
WE'RE INTRODUCING A NEW SECTION CALLED **ED CAFÉ!**

For this issue's Activity Exchange, we went into the archives! Check out some of our favorite teacher-submitted lessons from years past.

GRADES K-2

Collective Poetry

Collective poetry creates opportunities for students to write about their identities, explore patterns and themes, and participate in the collective reading of a poem. This activity builds community and encourages participation from students who might otherwise be too shy to share individually.

Begin by giving each student an index card. Ask students to number the left border from one to five. Then ask them to list:

1. Something their parents or guardians say that annoys them, makes them laugh, makes them feel safe or scares them.
2. Their favorite sound, three times.
3. Their favorite place in the world.
4. Their favorite color, five times.
5. Their favorite thing to do.

Ask five students to take turns reading one line at a time. Each

student should read each line (in any order) until they have read all five lines. Here is an example of how the first line of a collective poem might sound with five readers participating:

Student 1: *Blue, blue, blue, blue, blue*

Student 2: *In my pink bedroom with my butterfly bear*

Student 3: *Not until you finish your homework!*

Student 4: *Tick-tock, tick-tock, tick-tock*

Student 5: *Whatever!*

Introduce the idea of patterns with this activity, explaining how the pattern the students used to create their lists transfers into the rhythm of the collective poem.

Maria Winfield

Orange
orange
ORANGE
ORANGE
ORANGA



Explore a poetry activity that highlights and counteracts social boundaries at tolerance.org/poetry-month.

ACTIVITY EXCHANGE

GRADES K-2

If You're Angry and You Know It

Music can be a powerful vehicle for teaching caring, tolerance, self-respect and conflict resolution. The familiar children's tune "If You're Happy and You Know It" can take on a pro-social dimension if you change the lyrics. Singing "If you're angry and you know it" provides an opportunity to explore appropriate responses to anger, such as "talk

it over," "count to ten," "stop and think" and "just relax." Changing the third line of the song to "If you're angry and you know it, that's OK, you can control it" reminds children that they can choose how to respond to their anger.

Begin by asking the class, "Is it OK to be angry?" You may get loud responses of "No!" Explain to students that

when an adult tells them not to be angry, that person is most likely saying that it is not OK to be mean or hurt someone when you're angry. Emphasize the importance of "owning" anger and finding constructive ways to control it.

Next, have students brainstorm (without using any names) what they've done or seen other people do when angry. This could include situations at home, at school or on TV, or incidents they've heard others describe. Distinguish between behaviors they have seen help and hurt in the heat of the moment. Record these reactions in two separate lists.

Once you have your lists of helpful and hurt-

ful reactions, introduce the adapted version of the song. Have students act out the lyrics with dramatic body language and gestures, using scenarios from both lists. Discuss the value of each alternative action. Stress the importance of addressing the problems that lead to anger. Invite students to create additional helpful reactions to include in the song.

This activity can be extended to cover other uncomfortable emotions such as "If you're [nervous/scared/lonely/embarrassed]." Encourage your students to exercise their helpful reactions in their everyday lives, using the song as a reminder.

Linda K. Williams



To build on justice and inclusion themes through musical exploration visit tolerance.org/music-justice.

Tuning the Water Drum

Drumming is central to many Native-American ceremonies and traditions. Water drums are one example of a traditional drum used by such tribes as the Iroquois, Ottawa, Pottawatomi and Huron. This classroom activity introduces children to Iroquois drumming while

and made out of wood or pottery. The drumhead, which is made of tanned animal hide, is stretched and tied over the top of the drum. Three mouthfuls of water are placed into the body of the drum through a hole in its side. The hole is then plugged, and the drum is turned

Getting Started:

Gather an empty coffee can; a piece of soft, pliable leather large enough to fit over the top of the coffee can; and one or more rubber bands large enough to snugly fit the circumference of the coffee can.

Begin the lesson by playing a recording of

times. Ask students to note what the drum sounds like when it's empty.

Remove the leather and add two inches of water to the can; reattach the drum head. Tap the drum again. Ask the students to describe any changes to the sound. They should note a higher pitch.

Remove the leather cover again, and add five inches of water to the can; reattach the drum head. Before tapping the drum, ask students to predict the change in sound they will hear. Tap the drum again. Verify their predictions.

Ask students to analyze what happened to the sound of the drum and to the amount of vibrating air space as water was added to the can. They should note that it was shortened. Since the vibrating space was shortened, the vibrating frequency rate became faster and the pitch went higher.

Claire King
ADAPTED FROM SCIENCE:
THROUGH NATIVE AMERICAN
EYES (CRADLEBOARD
TEACHING PROJECT)



also helping them understand the concepts of volume and basic acoustics.

In Iroquois tradition, a water drum is played by only one person at a time, and many Iroquois people believe it connects them with Mother Earth. Water drums are usually about six to eight inches tall and four to seven inches in diameter—no larger than a coffee can—

upside down to wet the drumhead, which makes it easier to stretch the leather, improving the sound.

The water inside the drum affects the frequency and pitch of the sound by reducing the amount of air inside the body of the drum. Water drum players are very particular about the type of sound they want to create.

Native American music featuring a water drum.

To create your own “water drum,” use the rubber bands to secure the leather tightly over the top of the empty coffee can. Use a wooden spoon or stick to tap the drum head several

Measure your awareness of Native-American influences in U.S. history and culture at tolerance.org/activity/native-american-influences-us-history-and-culture.

ACTIVITY EXCHANGE

GRADES 3-5

Making Cents of Privilege

Opportunity and privilege can be challenging concepts for students. Eating in a restaurant once a week might be common for some families yet financially impossible for others. This activity helps students understand the value of money and how socioeconomic status affects lives in ways that are not always visible.

To prepare for this activity, collect menus from a variety of local restaurants. (These can be obtained online and printed for classroom use.) Be sure to include a range of restaurant types, from fast food to fine dining.

Have students choose what they would like to order from the menus and total the cost of the items. Remind those “dining” at sit-down restaurants to include a 20 percent gratuity. Next, introduce the

concept of minimum wage. Inform students of the current minimum wage in your state. Then have them determine the weekly gross income for a person earning the minimum wage who works 40 hours per week.

With that weekly salary in mind, have students revisit the meals they selected from their menus. Do they have enough money to purchase them? Have them determine how

many times a week they could eat at a restaurant if dining alone. Ask them to determine if they could buy the same meal in a variety of different scenarios involving other people (for example, treating an out-of-town guest or dining with a family of four).

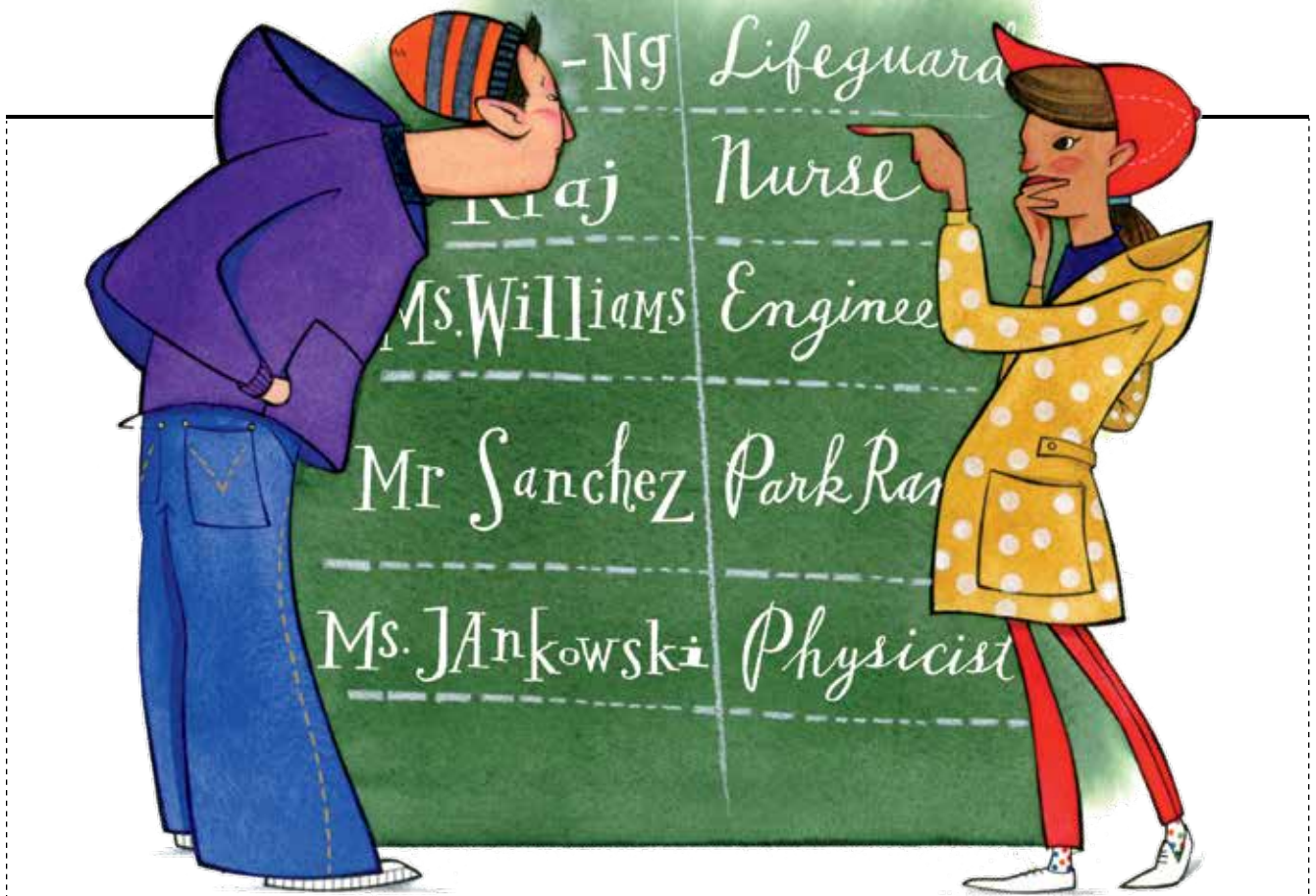
Remind students that, in addition to food, their income must cover financial obligations such as

housing and transportation. Then ask, “How many hours must I work, earning minimum wage, to be able to dine at this restaurant and still meet my other obligations?” Lead students in a deeper discussion about how income affects opportunities to make purchases, engage in certain activities, take vacations and indulge in other luxuries.

Tamara J. Candis



Look beyond the menu and examine the complexities of restaurant hiring at tolerance.org/discrimination-menu.



GRADES 6-8

Gender Stereotyping

This activity encourages students to learn about the adults who work in their school while they gain understanding of gender bias and stereotyping.

To prepare for this activity, think about all of the adults your students come in contact with each day: the nurses, the custodians, the principal, the

teachers, the media specialist, the counselors, etc. Briefly survey each adult on your list. Find out what other careers or positions he or she held prior to arriving on your campus. Be sure that you can explain all careers identified.

With students, write two lists on the board. On the left-hand side, list the

adults who work in your school. Consider including photographs in case students do not know the adults by name. On the right-hand side, list all the jobs and careers these staff members held in the past.

Instruct students to match the position with the person they think held it. Students can talk with each other, make predictions and share their assumptions openly. Allow 10 to 15 minutes of speculation

and discussion about which career goes with which adult.

Reveal the actual matches. Ask students if any of the outcomes surprise them and why. Listen for gender stereotypes and prejudicial statements. This activity creates an opportunity to talk about gender stereotypes and how they can limit our perceptions, identities and interactions.

Mollie Reams

Check out another activity for exploring gender stereotyping in the workforce at tolerance.org/stereotyping-awareness.

ACTIVITY EXCHANGE

GRADES 6-8

Banned Books and Discrimination

This lesson provides an opportunity to discuss the history of literary censorship and how discrimination might affect which books are banned from certain libraries and institutions. Before beginning this activity, collect a variety of banned books for students to peruse.

Give each student a book. Do not immediately tell them why the book was banned. Ask them to look at the cover of the book and the illustrations and to read the title page and first chapter.

Have students speculate on the reason(s) each book was banned. Once students have shared their thoughts, reveal the reason traditionally given for limiting access to each book. Discuss these reasons using the following questions as a guide:

- Are there valid reasons to ban books?
- Do the reasons listed for banning your book seem valid to you? Why or why not?

- Is age-appropriateness a valid reason?
- What benefits, if any, are there to banning a book?
- What harm, if any, is caused by banning a book?

Allow approximately 15 minutes for discussion. Throughout the discussion, record the reasons you and your students provided for

banning the books. Have students divide the reasons into categories. Divide the students into groups and assign each group a category. Ask each group to create a poster, a PowerPoint presentation, a drawing or some other visual that explains the category, the reasons some people

find the category to be a valid reason to ban books, and the reasons some people find the category to be an invalid reason to ban books. Remind students to think about the role discrimination might play in the banning of books.

Tressy Hart



For a list of historically banned books, visit bannedbooksweek.org/censorship/bannedbooks-thatshapedamerica.

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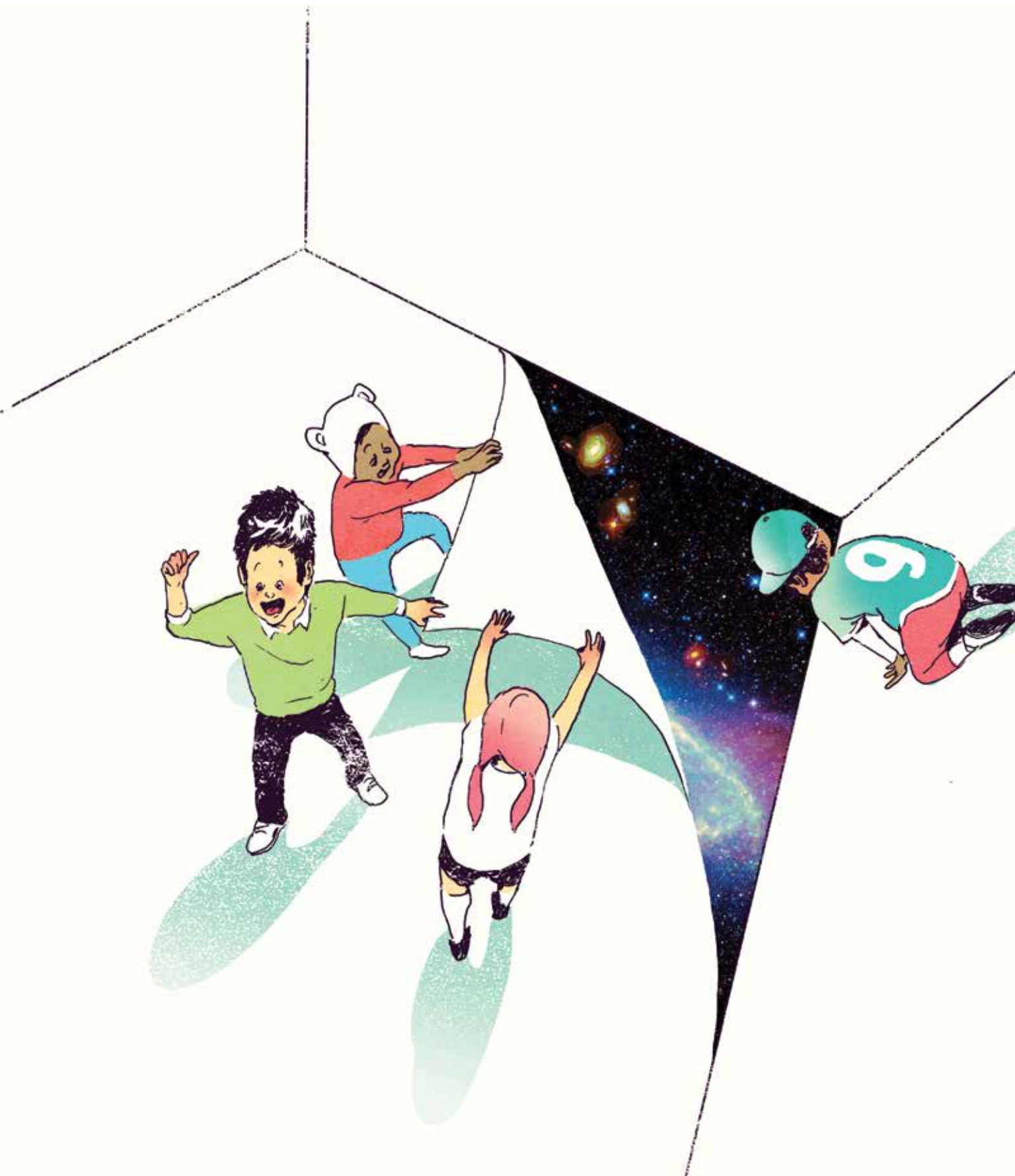
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START THE YEAR WITH NOTHING

BY NANCY BARNO REYNOLDS ILLUSTRATION BY CHRISTINA UNG

THE BUILDING WHERE I TAUGHT MIDDLE SCHOOL FOR NINE YEARS HAD NO WALLS but only partial divisions composed of nose-high lockers. One “special ed” and four “regular ed” teachers shared the educational responsibility for 120 students each day. Our voices rose above the fluid din of our combined efforts. We were a full-inclusion, outcomes-based school with a diverse student population, and our goal was to teach them all—and teach them well.

Middle school is a scary thing for our students—it’s the first time since kindergarten that they’ve been forced into classes with strangers. Every year, as my new students wander in, toss their bags and find a seat, I take stock of the amazing collection of visibly different ways the age 12 can look on a human, and I wonder if I have the tools to bring those kids together.

My colleagues sometimes think, because I’m an artist, that I’ll have colorful bulletin boards in my room, but each year I leave my room bare and unadorned. I start the year with nothing but a giant piece of paper and a marker. And I ask one question: “If you could do anything you wanted in school this year, what would it be?”

This year was the same as usual. The response was silence. I tried again, “Anything? Come on! You’re the boss this year.”

Nothing. I sat on the floor. “Come here, please, and sit where I can see everyone.” Without my help, the students formed a circle, bending their heads around their neighbors, making sure they could see each other, sliding back to make space.

“She can’t see this guy! Move over!” The energy changed.

“Please,” I interjected.

“Huh?”

“Move over, *please*.”

“Oh, sorry. Move over—please.”

“Thank you,” we both said simultaneously and laughed.

“I don’t feel like writing. Can somebody else do that for me?” I said and tossed the marker to a kid sitting near the back. I took his spot on the floor, forcing him forward with my decision. He took charge right away, flaunting his power. I reminded him to pose the question again, “If you could do anything you wanted in school this year, what would it be?”—and this time the answers poured forth.

“I wanna be the teacher!” Hysterical laughter.

“Write it down,” I directed the new “teacher.” He did, but his spelling wasn’t great and he knew it. He seemed a little scared, and his bravado was fading.

OUR CLASSROOM WAS A PLACE WHERE ALL THINGS WERE POSSIBLE, INCLUDING BRIDGING DIFFERENCES IN RACE, CULTURE, LANGUAGE AND FINANCIAL RESOURCES.



The kids yelled at him, hoping to be recognized: “I want to grade the papers!” “Sit at the teacher’s desk!” “Field trips! Oh yeah, Hershey Park!” “No, I wanna go to the beach!” The new teacher couldn’t keep up with the rest of the kids, “his” students. When he was about to give up, I suggested he get help. A zillion “Ooh, ooh, me! Pick ME!” shouts later, he realized he not only needed a writer but some crowd control, too. I told him, again, to ask for help. He picked two others the class decided to name “bouncers.” At my prompting, the new teacher asked the question again, “Okay, what do you guys want to do this year?”

The bouncers insisted on manners and, amazingly, the class proceeded without me until their paper was filled with ideas: a homey classroom with real furniture, plants, lamps, painted walls, beanbags, FOOD!, a drinking fountain in the classroom, a fridge, students running the class, teaching, grading, deciding what to learn, field trips, parties, FUN! FREEDOM! POWER!

Eventually, the students started to get tired and a little bummed out. Their lists seemed ridiculous and impossible. It was

time for me to step back in as facilitator.

“Nice job,” I said, but they were quiet. Then they accused me of lying to them. Their eyes followed me as I stepped to a cabinet and removed a roll of paper. I asked someone to go in my desk and find me some tape, and, suddenly, the energy was on the upswing. They couldn’t believe I had let someone in my desk! I used the tape to hang up a wish list created by one of my classes from the previous year.

“This is the wish list from last year’s class. Everything that’s crossed out, they did.” Next came a barrage of, “They did THAT? REALLY?” I assured them it was true, and then someone asked, “Well, HOW did they do that?”

It was my opening: “What do you think you’d need to do in order to be able to do that?” I asked, and the ideas poured out. I drew a T-chart on the board with the words “want” and “how to get what we want,” and the students dissected the process behind one of the other class’s projects.

I continued the conversation all morning, building the ground rules by which our class would function over the course of the coming year. By the

time we finished, my colleagues were well into their second subject, but we’d done something as or more important—we had successfully set the foundation for a democratic classroom.

We had determined the structure and process of future weekly class meetings. We, as a class, decided to insist on making time for these meetings, which would follow a pattern: 10 minutes of gripes/complaints, 20 minutes for planning something from their wish list, and 10 minutes of sharing and compliments.

By the end of the month, my classroom was decorated and beautiful and homey and productive. Eventually, we had a full library (run by students) and a publishing center (run by parents). We made birdhouses in geometry and painted them and sold them for \$20 each to fund a whale-watching trip. We groomed and rode horses at a farm. We painted a 40-foot mural in the cafeteria promoting our favorite books, and we made a video for new students and English language learners showing them around the building and introducing them to the faces of the nurse, the principal and the teachers. We invited the members of our ever-changing community to share food and culture and professional expertise with us. We built, painted, constructed and invented. We learned academics, respect, tolerance and the meaning of democracy in action. Our classroom was a place where all things were possible, including bridging differences in race, culture, language and financial resources.

By the end of the year, we could barely remember what it was like to feel like strangers, and we knew that, although we might have started the year with nothing, we’d learned to create everything together. ♦



Toolkit

Assess how student voice is valued in your classroom and school.

VISIT » tolerance.org/student-voice

The illustration is a monochromatic, golden-brown design on a textured background. At the top, a hand holds the top of a knapsack. Inside the knapsack, there is a stylized house icon. Below the knapsack, there are several items: a book titled 'U.S. HISTORY', a newspaper titled 'NEWS' with a portrait of a man, a baby lying on its back, and a bandage. The title 'Beyond the Knapsack' is written in a large, white, serif font with decorative flourishes. The author's name 'PEGGY MCINTOSH' is in a smaller, white, sans-serif font above the title. Below the title, the byline 'BY ADRIENNE VAN DER VALK ILLUSTRATION BY DANIEL BEJAR' is in a small, white, sans-serif font. At the bottom, a quote is in a small, white, sans-serif font.

PEGGY MCINTOSH

Beyond the Knapsack

BY ADRIENNE VAN DER VALK ILLUSTRATION BY DANIEL BEJAR

"HALF THE CURRICULUM WALKS IN THE DOOR WHEN THE STUDENTS DO." —EMILY STYLE

THOSE WHO STUDY THE DYNAMICS of race, bias and privilege have likely read—or at least heard of—“White Privilege: Unpacking the Invisible Knapsack.” Excerpted from McIntosh’s longer piece on white and male privilege, the article has been translated into multiple languages and is read and quoted by multicultural scholars and educators all over the world. But while many know the metaphor (“white privilege is like an invisible weightless knapsack of special provisions ...”) far fewer know the author, feminist and anti-racist educational scholar Peggy McIntosh—or her method of Serial Testimony.

By all conventional measures, Peggy McIntosh was a model of success long before she wrote “The Invisible Knapsack.” From her early school days she moved easily in academic circles, eventually earning multiple degrees from elite institutions. But despite all her accomplishments, McIntosh—a career educator—says her definition of success changed radically later in life when she began to see the education system through lenses of color and gender privilege. What she saw disturbed her.

“I began to see systems at work—in the society and in my own previous education—that prevented me from thinking about most of the world,” says McIntosh. “I realized that this whole system of education had put me in a position of trying to climb up to the so-called top lest I fall toward the ‘bottom’... I was taught to look down on almost everybody.”

McIntosh underwent a period of self-reflection that led her to change her teaching. She cut back on lecturing. She stopped favoring those who always raised their hands. She had her students teach entire classes on topics they selected themselves.

“When I first saw white privilege as a system of unearned advantage ... that completely transformed my teaching and my sense of who counts. ... I began

to teach in such a way that all the children were included, I expanded my curricular choices ... [and] I began to think about teaching teachers.”

Over time, McIntosh realized that her classroom innovations were directly linked to the process of revisiting her own story as a white woman in the academic world. She began building reflection, storytelling and personal history into her work with adults as well as children, first at the Rocky Mountain Women’s Institute, which she cofounded, and then at the Center for Research on Women at Wellesley College (now the Wellesley Centers for Women). During this time she developed a pedagogical approach called Serial Testimony, a facilitation method that asks participants to respond briefly to a question or prompt by drawing on their life experiences.

“In Serial Testimony, participants, whether they are adults or schoolchildren, speak in turn around a circle or around a classroom for a limited time without referring to what others have said,” McIntosh says. “They speak from experience—not from opinion—and hearing each other, they also learn more about themselves.”

The gift of Serial Testimony, says McIntosh, is that it privileges the living knowledge of every person in the room. Topics vary greatly but often focus on matters of identity and bias; for example, participants may be asked to describe experiences of having unearned advantage or disadvantage with regard to class, ethnicity, religion, gender or race. Sessions usually begin with an explanation that the individual testimonies will be uninterrupted. The leader uses a timer to ensure equitable sharing. The group neither responds to nor debriefs the testimonies, preventing other points of view from obscuring the personal narratives. Although group members may revisit stories or themes during later discussions, no one is questioned or challenged about their experiences while sharing.

To expand the reach of Serial Testimony (and other teaching strategies that value student experience), McIntosh partnered with other radical educators to launch an in-depth professional development project called Seeking Educational Equity & Diversity, the National SEED Project on Inclusive Curriculum (see sidebar). After participating in the intensive residential New

You can get a whole Ph.D. in education without reading a single thing said by a student about their experience of being in school. They are authorities on schooling, but nobody asks them.

— PEGGY MCINTOSH



Leaders' Week, SEED leaders spend a year in their own schools discussing curricular expansion and inclusive teaching methods with colleagues during monthly school-based seminars.

Chris Avery is both a SEED seminar facilitator and a summer SEED staff member who uses Serial Testimony with his fellow teachers and his middle school students. Avery notes that Serial Testimony can effectively deepen both curricular engagement and participant investment in subjects ranging from literature to history, from current events to psychology. Sometimes he begins with the curricular material

and asks students to react through Serial Testimony; at other times he begins with a question designed to generate topical discussion prior to a reading or lecture as a way to set the stage. For example, Avery has used Serial Testimony to open a history discussion about Woodrow Wilson's ideological vision for the Treaty of Versailles by asking students to talk about a time when a plan or dream of theirs was realized or not realized.

"[The Treaty] became more than some incident that happened in 1919, when it is 2013 now," Avery says. "When [students] are allowed to be

the experts ... it's amazing how much more they're willing to learn. ... When they understand that their thoughts are valued because they are their thoughts and not because they said the smartest thing or the most incredible thing ... you start to get more authentic thought."

This authentic thought, says McIntosh, allows students (and teachers) to arrive at their own conclusions about how their lives connect to the world around them. Rather than being lectured about power dynamics, the dynamics become visible to students when reflecting on their own and each other's stories—just as they became visible to McIntosh almost 40 years ago.

Now in its 28th year, the SEED New Leaders' Week is a seven-day professional development training during which teachers are immersed in methods and processes designed to create "gender fair, multiculturally equitable, and globally informed education." Participants explore and share their own narratives and learn to apply what they learn about themselves and each other to their own teaching and how to help others do the same.

SEED Leaders bring methods like Serial Testimony back to their own schools, where they lead monthly seminars, allowing more teachers and—ultimately—many more students to benefit from a pedagogical model designed to honor the unique knowledge and capability inherent in each learner. Schools commit to supporting the seminars by providing food, space and materials.

Those trained at SEED form an international network of educators who maintain contact and support each other's successes as leaders in their schools and innovators in their classrooms. Regional leaders meet face-to-face; the program also supports an active online community through Facebook and the SEED website.

SEED New Leaders' Week is held twice every summer in San Anselmo, Calif. The National SEED Project on Inclusive Curriculum is directed by McIntosh and fellow pioneer educators Style, Emmy Howe and Brenda Flywithhawks. Associate directors are Jondou Chase Chen and Gail Cruise-Roberson.

The point is not to begin with abstract frameworks ... but to have students tell their stories of daily life, what happens to them. ... A student who is in a class like that wants to be in school. Because he or she is taken seriously,

"If you see part of your task as a teacher is to elicit what students already know, you needn't start with words like *privilege*," McIntosh explains. "The point is not to begin with abstract frameworks ... but to have students tell their stories of daily life, what happens to them. ... The teacher needs to support them: 'In Serial Testimony, you are talking about your knowledge. And the society needs your knowledge.' ... A student who is in a class like that wants to be in school. Because he or she is taken seriously."

McIntosh asserts that traditional top-down educational models do not take students seriously and—as a consequence—isolate them, particularly students of color, from their own bases of knowledge. Serial Testimony is transformative in that it engages and honors young people, balancing—in the words of SEED cofounder Emily Style—"the scholarship on the shelves with the scholarship in the selves."

"It is clear to me," says McIntosh, "that students are not encouraged to study their own experience of school. You can get a whole Ph.D. in education without reading a single thing said by a student about their experience of being in school. They are authorities on schooling, but nobody asks them."

New Jersey-based teacher Peter Horn participated in a SEED seminar

at his school and worked closely with Style. Horn notes that Serial Testimony not only teaches him more about his students and their expertise, it also enriches his own teaching experience and engagement with the curriculum.

"*Hamlet* ... may not be the thing that [they]'re most comfortable talking about," Horn says. "[But] understanding what the students have to offer by remembering they are half the curriculum ... that's how *Hamlet's* going to change even if I teach it for 17 years. ... If I hear about where it affects the students and think about the extent to which we've all been oppressed by family sometimes like Ophelia is, or a way that you've oppressed somebody else ... it makes the conversations more interesting, it makes the connections better. It changes how lively and vital the discussion feels. So if they're willing to put it out there, they've got an area of expertise. And if that's accepted, it can really change the way they feel about sharing." ♦



Toolkit

Bring Serial Testimony to your classroom.

VISIT » tolerance.org/meaningful-discussions

SLUT VICTIM BLAMING
EXPOSURE
CYBER HSWN #00MF
RUMOR WHORE HSWN
BLAMING JUMPOFF
TEXT ROULETTE TD TM
PAW
TRUTH OR DARE
FORWARD
ALERT HOOKUP VICTIM

exposed

BREAK THE CODE OF CYBERBULLYING TO PREVENT
"SLUT-SHAMING" AND PROTECT STUDENTS.

“I CAN NEVER GET THAT PHOTO BACK. IT’S OUT THERE FOREVER...”

BY MAGGIE MESSITT ILLUSTRATIONS BY BERNARD MAISNER

ON SEPTEMBER 7, 2012, 15-YEAR-OLD AMANDA TODD UPLOADED A VIDEO to YouTube. Using handwritten flashcards, she silently told her story. She had been coaxed into flashing a man on the Internet. He blackmailed her and then sent the images to her friends, family and peers, igniting a series of cyberbullying attacks. Struggling with depression, anxiety, cutting and thoughts of suicide, she changed schools, but the bullying only escalated. ¶ On October 10, Amanda was found in her home. She had killed herself.

Research shows that sexual bullying starts in elementary school, usually in the form of verbal insults, typically by boys and directed toward girls. But sometimes girls are the instigators. Regardless of the source, this type of bullying is often referred to as “slut-shaming.”

“Slut-shaming is the shaming [or harassment] of a girl because she has casual sex or is *perceived* to have casual sex,” explains an 18-year-old female member of a Facebook group called Stop Slut-Shaming.

“Slut-shaming” isn’t new. But social media is, and it’s a powerful tool in the hands of teenagers who aren’t fully aware of the consequences of their online actions. The majority of bullying behavior now takes place through social media platforms—many of which are unfamiliar to educators.

Capturing the Moment: Webcamming, Sexting and Screen-Grabbing
Teenagers have become their own

parapazzi. Four out of five teens have cellphone cameras. From selfies to food porn and photo-bombing, kids are constantly “capturing the moment.” They rarely seek permission from their subjects—making what were once private moments now very public.

Gone are the days when house rules could keep kids out of one another’s bedrooms. Now they are simply webcammed in without parental knowledge. Practically every computer has a camera and the ability to screen-grab, and services such as BlogTV, Tinychat, FaceTime, Hangouts and Skype allow kids to interact live with friends—and strangers.

When Amanda wrote on her YouTube flashcards, “I can never get that photo back. It’s out there forever ...,” she was not alone in her despair. One in 10 junior high and high school students has had embarrassing or damaging photos taken of them without their permission. An equal number reported feeling “threatened, embarrassed, or



uncomfortable” by a photo taken of them, specifically a photo taken with a cellphone camera. An MTV-AP study on digital abuse reports 39 percent of teenagers engage in sexting, including video, images and text. And one in five students has sent sexually suggestive or nude photos of themselves to others, reports the Cyber Research Bullying Center.

When Snapchat (an application through which users can send images, text or video that can ostensibly be seen only once before they “disappear”) came out, teen users flocked to the promise of consequence-free sharing of explicit images. The reality was less comforting: Snapchat images don’t actually disappear. After they are viewed and seemingly erased from the application, a media file remains, and it is simple for users to retrieve it.

The Social Media Underground
Some cyberbullying takes place out in the open, as in Amanda’s case. A Facebook page dedicated to shaming

“Slut-shaming is the shaming [or harassment] of a girl because she has casual sex or is *perceived* to have casual sex.”

her was created, using an image captured without her permission and knowledge. It was shared with her community via email, creating a gang who then posted on her Facebook wall, texted her, emailed her and shamed her at school.

Slut-shaming isn't always so easy to spot. Mainstream social media platforms (like Facebook, Twitter and YouTube) may be where cyberbullying starts, but the harassment often continues and worsens in more hidden online venues. Although Facebook is still rampant with bullying, its use is slowly decreasing due to its very public nature, explains a 14-year-old Connecticut girl who has admitted to sexual bullying and being bullied herself, "because kids are smart and know parents and college people see it." Cyberbullying is sinking further below the surface as teens harness new technology and more creative methods. These stealthier attacks leave their targets mentally and emotionally taxed, carrying around a terrible secret, out of adult view.

Take, for instance, Twitter. Ask most adults what a "tweet" is, and they'll probably be able to tell you. But what about a "subtweet"?

"A subtweet is a tweet about someone else on Twitter that doesn't directly mention them," explains Digital Trends writer Kate Knibbs. "Instead of being confrontational, subtweets are sneakier—they're not the locker room brawls of Twitter; they're the cruel locker-side whispers." For example, instead of including @FakeStudent's Twitter handle in a tweet about her, bullies might create a hashtag to represent her, refer to her through inference, use the hashtag #oomf (one of my friends or followers), or use initials that people inside their circles can identify easily but parents and schools cannot.



LEARN THE LANGUAGE

a/s/l/p age/sex/location/pic

BOM bitch-of-mine

bop to have oral sex

bopper someone who gives oral sex

CD9 code 9, parents around

FYEO for-your-eyes-only

honeydip main girl on the side

HSWM have-sex-with-me

jumpoff a girl used strictly for sex

NIFOC naked-in-front-of-computer

OH overheard the following

information

PAW parents-are-watching

POS parent-over-shoulder

sugarpic a suggestive or explicit photograph

THOT that-hoe-over-there

App icons from top to bottom: Snapchat, FaceTime, GO HD, SpooferCard, Burner, Hushed

The Dangers of Anonymity

Nothing breeds irresponsible behavior like anonymity—and apps that promise just that are on the rise. Whisper, an app that allows users to anonymously post their feelings and thoughts via images with overlaid text, is becoming more popular with high school students. According to a Florida sheriff's daily crime report, student use of the app "to post anonymous comments about one another, about relationships and about school" caused two counts of battery, an investigation into cyberstalking and an incident of disorderly conduct, all in the span of one day.

A similar application, slowly gaining popularity, is GO HD. Users can post images, video and text anonymously and "pin" them on a location. Posts are available to the public via map browsing or search. Images are available for the public to see and share via Facebook and Twitter without the fingerprints of the original poster. Although GO isn't

marketing its app as a secret-sharing program, users are encouraged to "broadcast videos, photos or text from your GPS location instantly" and "view realtime streams of what's happening anywhere in the world."

Advertised as applications for pranksters, professionals and people doing business online, apps like SpooferCard, Hushed and Burner allow users to disguise themselves and send texts or make phone calls anonymously. Burner, an application for disposable or temporary phone numbers, allows users to purchase an anonymous number for \$1.99. It's referred to as a "privacy layer." These layers, depending on the app, can also include voice changers, background noise additions, the option to record calls and the ability for others to listen in.

Acting Fast

When the world hears about gender-based bullying, it's because the silent abuse has finally boiled over. But slut-shaming takes place every day. It starts small and simmers beneath the surface for months or even years.

There is no easy cure for cyberbullying. Much of it happens off campus. It's hard to define—and harder to locate. What educators can do is create an atmosphere in which respect is valued. They can teach their students about digital citizenship and the real-world impact of online actions. But first and foremost, educators must commit to staying abreast of an ever-changing digital landscape.

Students may be savvy social media users, but educators can learn to speak their online language. Doing so is the first step toward being able to respond quickly when the message is "help." ♦



Toolkit

Help students create cyber-safe spaces with this fun writing activity. VISIT » tolerance.org/cyber-safe

Tongue-Tied

Slavery can be a daunting topic, but it is too important to go untaught. The right tools can help you share the facts while keeping students safe.

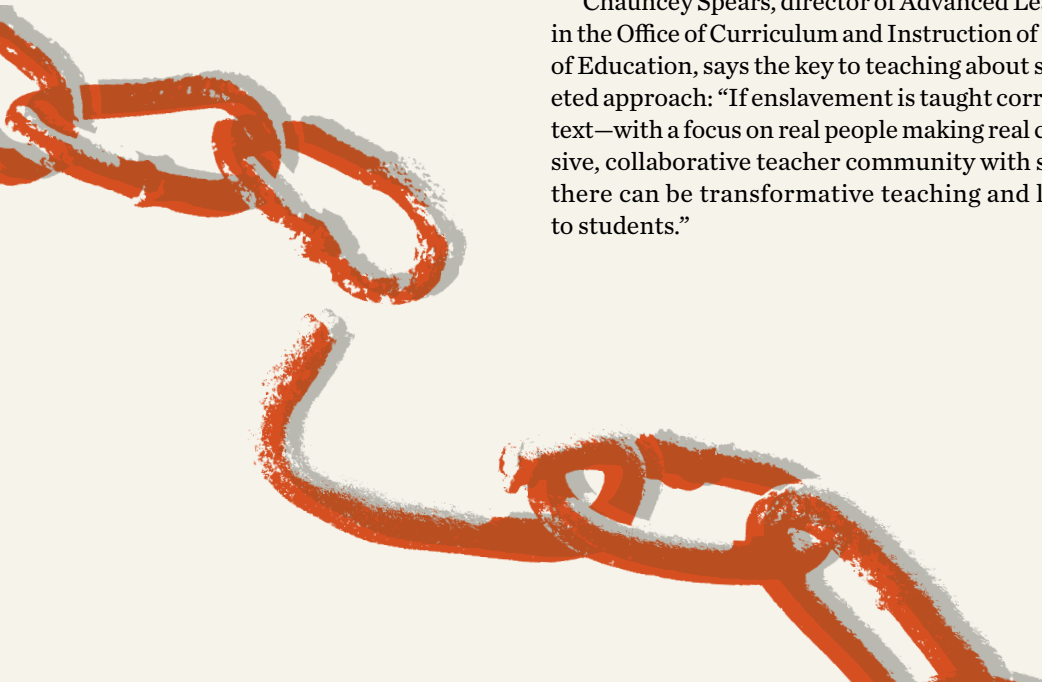
BY MICHELE ISRAEL AND ADRIENNE VAN DER VALK

Eight-year-old Rosetta Serrano didn't know much about slavery when she entered the second grade at PS 372—The Children's School—in Brooklyn, New York. But after studying slavery with her teacher, Steve Quester, she discovered something astounding: Black people had been enslaved by white people.

Every year, millions of students like Rosetta learn about the ugly and far-reaching institution that irrevocably shaped the history of our country. Teaching about slavery is tough. The facts are complex. The emotions those facts evoke are intense. It's no wonder that educators tend to shy away from the topic, assigning readings from the textbook and avoiding class discussions.

Teaching about an institution as ugly as slavery will never be easy. But it can be done well, and the topic is too important to be left untaught.

Chauncey Spears, director of Advanced Learning and Gifted Programs in the Office of Curriculum and Instruction of the Mississippi Department of Education, says the key to teaching about slavery is taking a multi-faceted approach: "If enslavement is taught correctly and in the proper context—with a focus on real people making real choices—and there is a cohesive, collaborative teacher community with shared instructional values, there can be transformative teaching and learning that is responsive to students."



Look Within

Creating the “proper context” Spears describes starts when educators look within themselves and acknowledge any personal biases or privileges that might influence their teaching.

Lisa Gilbert is an education coordinator at the Missouri History Museum. Confronting her own emotions about slavery has prepared her to have meaningful discussions about the topic with her students. “As an educator,” says Gilbert, “I want to be truly present with my students. For me, this means sharing my struggle with this history. I don’t understand how it could have been, and yet it was. It troubles me so deeply. And I don’t have the answers. But that’s OK, because history is something we wrestle with, something that challenges us to know ourselves and decide how we can use our lives to shape a better future.”

Set the Stage

Just as educators often feel uncomfortable talking about slavery, students may be hesitant to enter conversations or share their emotions about the topic. Developing a strong sense of trust allows for hard conversations and the asking of hard questions, says Spears.

Ina Pannell-Saint Surin, a fourth-grade teacher at PS 372, agrees. She works hard throughout the year to foster honest discussion about different cultures and guides the development of cultural literacy that enables students to appropriately phrase questions and seek answers.

It is within this construct that Pannell-Saint Surin is able to share her own emotional reactions to slavery. This, she explains, allows students to not only see the impact of slavery, but to share their own emotions.

“Sometimes,” says Gilbert, “we hide from the emotional content of this material. Sometimes we try to resolve it neatly, believing we will help students feel safer this way. But what we’re really doing is leaving them adrift to deal with whatever emotions come up, alone.”

Tell the Whole Story

It’s a goal Quester, the Brooklyn teacher, keeps in mind as he moves away from the traditional slavery story. Many textbooks focus on subjugation and tales of the Underground Railroad or the Emancipation Proclamation. But Quester deepens student understanding by broadening the narrative to show enslaved people as the courageous human beings they were.

Pannell-Saint Surin emphasizes culture when she teaches about slavery. “This way,” she explains, “we can impart the knowledge that Africans had rich, vibrant culture[s] that met their needs before being captured. And that [these cultures have] persevered through great odds and obstacles.”

That knowledge is a jumping-off point, says Gilbert, “the start of a conversation in which we ask: ‘Who do you want to be, and what role do you want to play in creating a more just society?’”

DON'T

➔ Use role-plays. They can induce trauma and minimization, and are almost certain to provoke parental concerns.

➔ Focus only on brutality. Horrific things happened to enslaved people, but there are also stories of hope, survival and resistance.

➔ Separate children by race.

➔ Treat kids as modern-day proxies for enslaved people or owners of enslaved people.

➔ Make race-based assumptions about a child’s relationship to slavery.

Creating a Safe Space

Emotions aroused in students when discussing slavery will be no less intense than those experienced by educators, so it’s essential to create a safe classroom environment in which kids feel comfortable and supported in expressing their reactions to the material. An important part of creating that space is looking inward to identify your own biases.

Try these Teaching Tolerance resources to get started:

tolerance.org/democratic-classrooms

tolerance.org/bias-self-assessment

“I’m not talking about politically correct history, I’m talking about correct history.”

—HENRY LOUIS GATES
SALON.COM

Essential Elements

Slavery in North America lasted for centuries, affected millions of lives, and contributed to every political, legal, social and economic institution fundamental to our country’s identity. Because the topic can be so overwhelming, the narrative of slavery taught in schools is often oversimplified: Owners of enslaved people become the bad guys; enslaved people become the victims; and Abraham Lincoln becomes the hero who saves the day.

The reality was much more complicated. While not a comprehensive list, the five dimensions of slavery listed below will help you approach teaching this difficult subject in more depth. These often-overlooked areas focus on the people involved, the choices they made, and the context within which they made those choices.

The Institution

The term *slavery* did not always hold the institutional meaning it did in colonial America and in European colonies. Enslaved people in ancient Greece, the Roman Empire and parts of Africa, for example, were closer to what we now think of as indentured servants or prisoners of war. The trans-Atlantic trade of enslaved people drastically redefined slavery in a number of ways. Enslaved people became the property of their owners for indefinite periods of time; ownership of enslaved people could be inherited; and the children of enslaved people automatically became the property of the family who

owned their mothers. The perception of enslaved people as property that could be bought, sold, traded or inherited was marked by use of the term chattel slavery.

Slavery in European colonies also became racialized in a new way. There is evidence of Africans living and working in the American colonies as free men and indentured servants from the early 1500s. But once Virginia entered a period of rapid economic development, the British began importing enslaved Africans in massive numbers. There were no white enslaved people by the end of the 17th century, and being black automatically equated with being enslaved.

Economics

Like other European colonizers, the British relied on the forced, unpaid labor of Africans to create infrastructure and wealth where there had been only land. The tobacco, rice and—eventually—cotton plantations in the South supported developing industries in the North. This expanding economic reliance on the labor of enslaved people required the complicity of the nation. Similarly, the tightly bound “triangular trade”—cyclical importing and exporting of enslaved people, raw materials and manufactured goods among Africa, the Americas and Europe—was a system wholly dependent on forced labor.

The invention of the cotton gin in 1793 made this labor even more valuable, as producing cotton became faster and more efficient. The explosion of

the cotton industry opened a new era of slavery in the United States, during which hundreds of thousands of people—mostly from the Carolinas and Virginia—were sold to plantation owners farther southwest. This so-called second middle passage, the second-largest forced migration in American history, tore apart innumerable families that had been stable for generations.

Maintaining these systems required more than just importing bodies and exporting goods. The rise of chattel slavery was accompanied by a widespread campaign of cruelty, degradation and cultural myth-making intended to dehumanize Africans. Historical accounts of auctions provide vivid illustrations of this dehumanization, as the process of buying enslaved people directly mirrored the process of buying animals. Enslaved people were bound with chains, physically examined, bid on and—in many cases—torn from their families, friends and communities.

Culture

Despite slave owners’ attempts to strip enslaved people of their cultures, identities and relationships, Africans in the American Colonies and later the United States persisted in expressing elements of their myriad home cultures. Food, music, dance, storytelling and religion are all areas of life in which enslaved people blended their individual cultural memories (inherited or personal) with their experiences in the New World.



DO

➔ Use primary sources and oral histories. Danny Gonzalez, museum curator for St. Louis County, Mo., recommends letters written by Spotswood Rice, a formerly enslaved man who enlisted in the Union Army during the Civil War.

➔ Underscore enslaved people's contributions. Roads, towns, buildings and crops wouldn't have been possible without them.

➔ Use photographs that reflect activism, family life and other daily activities.

➔ Choose texts that illustrate enslaved people as whole individuals. Try *Henry's Freedom Box* by Ellen Levine or *Minty: A Story of Young Harriet Tubman* by Alan Schroeder.

➔ Organize field trips to historic sites that reflect enslaved people in a human and courageous light as well as to places that reflect the lives of black people beyond slavery.

➔ Introduce stories about black and white abolitionists. Black abolitionists were present, from the beginning, as vocal and courageous advocates for their people.

Many of these cultural elements would go on to influence American society as a whole. From Southern cuisine and jazz music to call-and-response worship, the cultural contributions of enslaved people changed the cultural face of the United States.

Resistance

From slowing their work to breaking tools to eating food from the fields, enslaved people found subversive ways to exercise power and control their daily lives. Escape was a means to steal back freedom. As Frederick Douglass famously said, "I appear this evening as a thief and a robber. I stole this head, these limbs, this body from my master, and ran off with them." There were also coordinated demonstrations of rebellion—such as assaults against plantation owners—and even organized, violent revolts. The 1739 Stono Rebellion and Nat Turner's Revolt of 1831 were ultimately quelled; the Haitian Revolution succeeded. News of such revolts was terrifying to many American colonists, particularly in the South.

The American Revolution had brought hope to many enslaved people who heard, discussed and passed on the rhetoric of liberty and independence. Twenty thousand black loyalists took the risk of bartering loyalty to the king in exchange for promises of freedom, only to receive little support after the war was over. As the fight for American liberty was won, the system of slavery grew ever stronger.

Despite state laws forbidding the

formal education of enslaved people, literacy spread within subsets of the community. Under threat of severe punishment, enslaved people actively built consciousness within both white and black populations about the horrors of slavery, the struggle for liberty, the abolitionist movement and organized resistance efforts. They often used liberation rhetoric that appealed to Christian beliefs.

Protections for Slavery

Slave codes enacted across the southern American colonies and states legally established the absolute power of those who owned enslaved people over their "property." These codes defined consequences for—among other violations—violence against enslaved people (none), violence against owners of enslaved people (severe, usually death), educating enslaved people and traveling without permission.

Protections for the institution of slavery and states that sanctioned slavery were also written into the U. S. Constitution. The fugitive slave clause guaranteed owners the right to pursue and capture an enslaved person in any state or territory. In fact, a powerful Fugitive Slave Act was passed by Congress in 1850, partially in response to increased abolitionist activity. ♦

What's in a Word?

A lot. Referring to people as slaves implies that their entire being is wrapped up in their oppression. That's far from the truth. Using the term enslaved person reduces the state of enslavement to an adjective—one of many that may describe an individual—and acknowledges that person's full humanity.

Abolitionism vs. Anti-slavery—Do You Know the Difference?

Many anti-slavery advocates held racist views and wanted a white country. Abolitionists staked a claim to full humanity and true citizenship.



Toolkit

Nervous about teaching serious and sensitive topics? Try these tips.

VISIT » tolerance.org/teach-sensitive-topics

In Good Faith

COMPARATIVE RELIGION IS AN UNEXPLORED FRONTIER IN MULTICULTURAL EDUCATION

by Alice Pettway illustration by Anita Kunz

WHEN JODI IDE, A TEACHER AT BRIGHTON HIGH SCHOOL IN SALT LAKE CITY, UTAH, approached her principal about teaching a world religions elective, his response was unequivocal—I'm not touching that with a 10-foot pole. ¶ The principal's response is not uncommon, says the Religious Freedom Center of the Newseum Institute's Charles C. Haynes. "We have a long history of getting [religion] wrong in public schools," he says. That history can make any mention of religion in school a source of anxiety. ¶ "There are communities where minority religious groups, for example, are very happy that the majority religion is no longer imposed in the schools, which was true in many schools for a long time—and still is in some cases," says

Haynes, who also coauthored *Finding Common Ground: A First Amendment Guide to Religion and Public Schools*. School administrators may be wary of backlash from parents if they introduce a course with "religion" in the title. Students may fear that they'll be forced to reveal or defend their beliefs.

Mark Chancey understands these concerns better than most people. A professor in the Department of Religious Studies at Southern Methodist University in Dallas, Texas, Chancey worked with the Texas Freedom Network Education Fund to produce *Reading, Writing & Religion II: Texas Public School Bible Courses in 2011-12*. In the report, Chancey concludes that, "Intentionally or not, Bible courses are often taught from religious perspectives, with the result that some students find their own beliefs endorsed in the classroom while others find theirs disparaged or ignored."

Despite troubling precedents, both Chancey and Haynes agree with the sentiment expressed in the U.S. Supreme

Court's 1963 *Abington School District v. Schempp* ruling: "[I]t might well be said that one's education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization." In other words, teaching about world religions prepares students to be good global citizens. "The world's getting smaller all the time. If we want to forge a path together in a more pluralistic country, we need to understand each other," says Chancey. "And if we as a nation want to understand how to relate to the rest of the globe, then we need to have a richer and deeper understanding of different cultures—including various religions."

What We Don't Know

Achieving that understanding means overcoming significant knowledge deficits. Americans were, on average, able to answer only 16 of 32 questions correctly on the U.S.

Religious Knowledge Survey conducted by the Pew Research Center's Forum on Religion & Public Life in 2010—a short-coming Haynes attributes to a lack of education about religion in schools.

"Every other diversity has gotten attention," says Haynes. "But until recently ... there was very little inclusion of religious diversity in that discussion, which is extraordinary because religious differences are one of the most difficult to navigate." Many schools adopt Bible courses that, even if conducted constitutionally, fail to expose students to diverse religious and nonreligious views.

That's a problem, says Chancey, who believes teaching a Bible course without acknowledging other scriptural and spiritual literature "sends a signal of cultural privilege that is not the message we need to be promoting in public schools."

It also fails to prepare students for the world they will live in as adults, says Haynes. "[The United States] is right

Thinking of teaching a comparative religion course? Keep these tips in mind.

DON'T ask students to reveal their religious or nonreligious affiliations.

DON'T privilege one religion over others.

DON'T forget to include nonreligious worldviews.

DON'T exclude families and community.

Only 36 percent of survey respondents knew that public school teachers may teach comparative religion courses.

Pew Research Center's Forum on Religion & Public Life, 2010 survey

now the most religiously diverse place in the world, so if any country needs to be taking this seriously, it should be ours.”

Creating a Safe Atmosphere

When Ide's principal turned her down, she refused to give up on the idea of a world religions class, having benefited from one herself in high school. “There was great value at a young age in learning to understand and having compassion and empathy for people who believe differently than me and for people that maybe have very different ideas than me,” says Ide. “I think that really shaped who I was.”

Eventually, a new principal supported her efforts. Ide has now been teaching her world religions elective for five years. She knows any study of religion in schools can create doubts and concerns, but she's never had a parent complain about her class. She attributes this success in large part to the care she takes to create a safe learning environment—for both students and their families.

Ide says it's essential to reach out to the community, especially interfaith organizations that may be able to recommend resources or guest speakers. Once Ide has community and family buy-in, she makes a point of beginning her class with a unit about the establishment clause and other relevant legislation and court rulings.

Samantha Reynolds, who teaches a world religions class in Fairfax County, Va., uses a similar strategy to assure students that the class will be fully objective. “In the beginning of the year, we set the tone pretty explicitly that this is a safe place. This is in no way religious indoctrination. This is a place of academic research and study of religion,” she says.

Getting Started

The research and study Reynolds mentions isn't just for students. Many educators may be as unfamiliar with world religions as the

kids they'll be teaching—but that shouldn't be a deal breaker for someone considering teaching a comparative or world religions class. There are resources out there. “My best advice would be: You can teach this course,” says Reynolds. “And not only can you, you should.”

Reynolds recommends teachers read as many textbooks and primary sources as they can to get multiple perspectives. “You can never have too many sources,” she says. “It's hard because as a teacher, you don't want to say ‘I don't know.’” But there are other answers. “You can say, ‘I'm going to look into that answer’ or ‘I need to research that more, so I can give you an accurate answer.’ It's OK to say that. You won't seem unprofessional. You'll seem like a human.”

In the end, the effort will pay off, say both Reynolds and Ide. Yes, students learn facts about a variety of religions, but they also learn the value of understanding and embracing people's differences. Ide says one of her students put it best when he said, “I never really had the opportunity to know about many other religions. Comparative world religions cleared up many misconceptions.”

It's that kind of understanding that can spread throughout a student's life, says Ide. Last year, after her students had begun practicing for their winter choir concert, she received a visit from the choir teacher. Her students had requested he add songs reflecting diverse religions to the lineup.

“They're advocating,” says Ide. “They're taking the knowledge they've been given and trying to be fair. ... Knowledge can be powerful that way.” ♦



Toolkit

Expand students' understanding of religious diversity.
VISIT ► tolerance.org/religious-diversity

Go Global

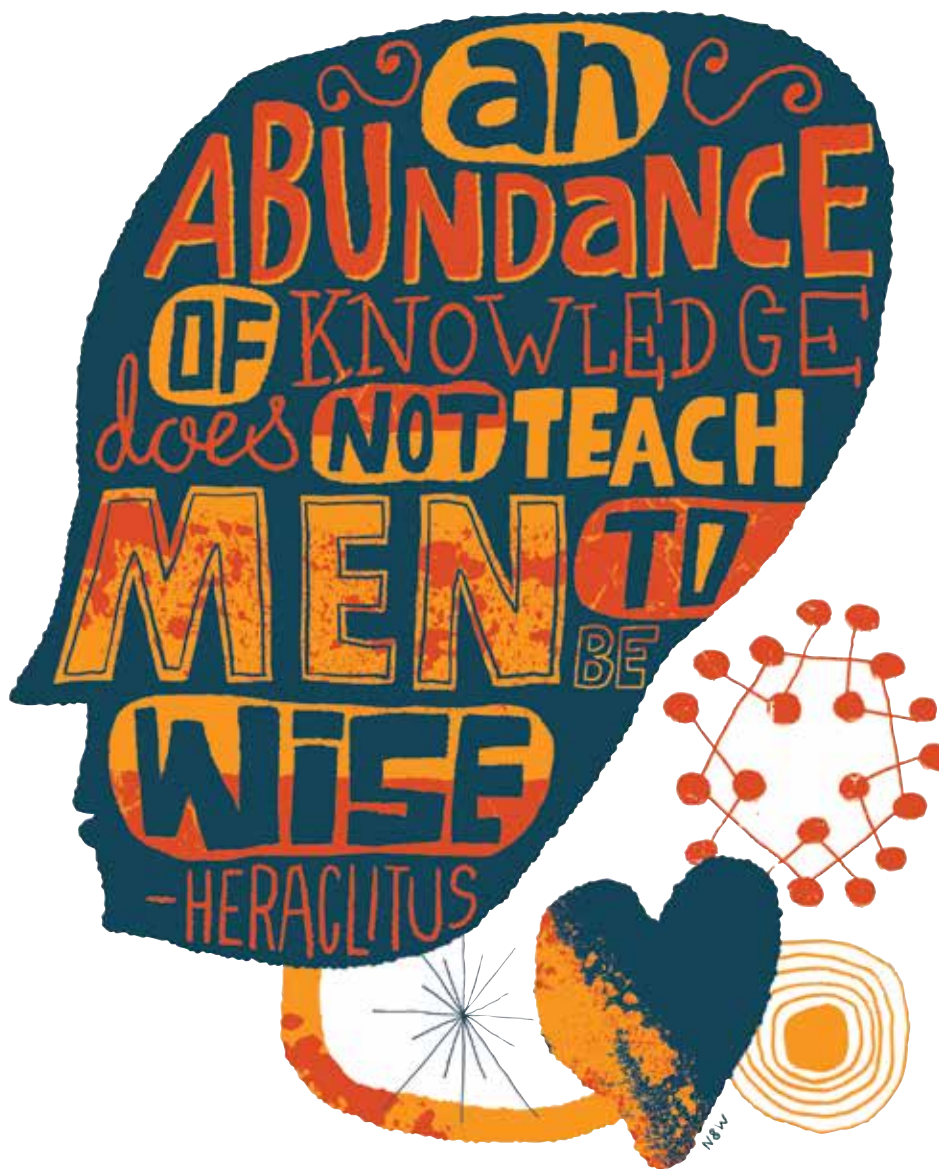
World religions courses should create dialogue. Usually this happens in classrooms—or even better throughout an entire school. But what if students around the world could talk with each other directly about the role religion plays in their lives?

That thought is what spurred the creation of Face to Faith, a program that puts students of various religious and nonreligious backgrounds into direct dialogue via video conference. Charles C. Haynes, of the Religious Freedom Center of the Newseum Institute, says this direct contact sold him on the project. “It's one thing to talk about Hinduism or Islam ... but it's quite another thing to have a student meet another student who is a practicing Hindu or Muslim, or who is an atheist, and talk about why they believe what they believe.”

The program includes flexible lesson modules that can be integrated into an existing class or combined to create an entire course. An online community provides support and tips for implementation.

To learn more, visit tonyblairfaithfoundation.org/projects/facetofaith.

Optimizing Attachment & Learning in the Classroom



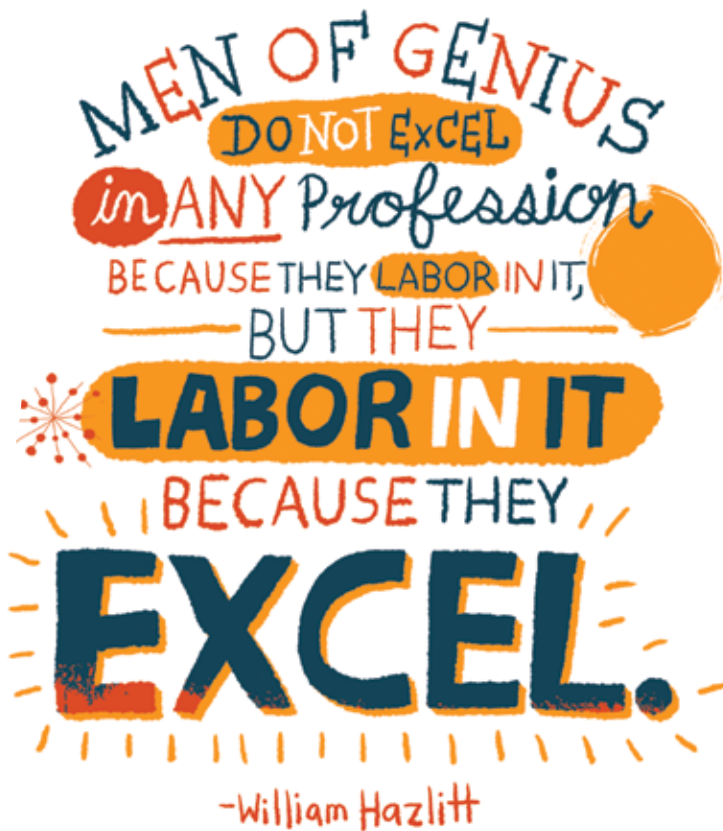
If you've ever wondered why social-emotional learning is important, wonder no more. Louis Cozolino lays out the scientific foundation for teaching kids "from the heart."

IS SCIENCE RELEVANT TO EDUCATION?

Horace Mann, the founder of American public education, believed that pedagogy should be based on sound scientific principles. His science of choice was phrenology, which is the study of intelligence and personality based on the arrangement of the bumps on our heads. Thus began a long history of "science-based" (or, more accurately, pseudo-science-based) teaching.

The most recent trend of "brain-based learning" applies findings from cognitive neuroscience to the classroom. Many steps ahead of Mann's phrenology, it attempts to apply what laboratory scientists have discovered about learning and memory to classroom education. The problem is that science is complex, challenging to learn, and difficult to apply. The result is that a few principles are taken out of context, turned into a sound bite or a list of "Ten Important Scientific Facts," and come to nothing but a new set of clichés.

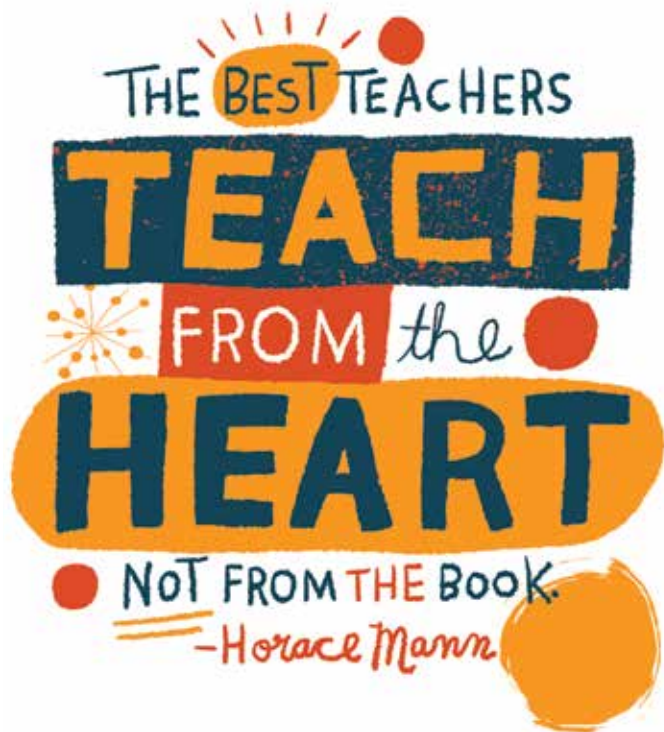
Most teachers are understandably skeptical and rightfully question the value of brain-based consultants who pepper standard educational dogma with words like neuron, cortex, and synapse. The fact is, there is no substitute for the instincts of a bright, dedicated, and caring teacher. On the other hand, a thorough knowledge of the nature, limits, and possibilities of students' brains couldn't hurt. While we are just at the beginning of attempting to apply neuroscience to education, it is hard to deny that the evolution and development of the brain is a potential treasure trove of information about where we have come from, what we are capable of, and how we learn. However, this knowledge must be well understood, integrated with what we know about social and emotional development, and made culturally relevant.



THE CHILD'S BRAIN IN THE CLASSROOM

The brain has been shaped by evolution to adapt and re-adapt to an ever-changing world. In other words, the brain exists to learn, remember, and apply what has been learned. Learning and memory are dependent upon modifications of the brain's chemistry and architecture in a process called "neural plasticity." Neural plasticity reflects the ability of neurons to change both their structure and relationships to one another in reaction to experience (Buonomano & Merzenich, 1998; Trojan & Pokorny, 1999). We know that animals raised in enriched and more challenging environments have larger brains, longer neurons, and more synapses (Diamond et al., 1964; Guzowski et al., 2001; Ickes et al., 2000; Kempermann et al., 1998; Kolb & Whishaw, 1998). We also know that when adult humans engage in exploration, education, and challenging jobs, their brains become more complex, robust, and resistant to age-related diseases (Kessler et al., 2003; Scarneas et al., 2004; Staff et al., 2004). Teachers use their personalities, interpersonal skills, and teaching methods to create enriched physical, conceptual, and social environments that stimulate neural plasticity, enhance brain development, and optimize learning.

The curriculum and social environment of a classroom have a synergistic impact on learning. Supportive, encouraging, and caring relationships stimulate students' neural circuitry to learn, priming their brains for neuroplastic processes. Studies with birds have demonstrated that the ability to learn their "songs" can be enhanced when exposed to live singing birds versus tape recordings of the same songs (Baptista & Petrinovich, 1986). Some birds actually require social interactions to trigger brain plasticity (Eales, 1985). Studies of high-risk children and adolescents who show resilience in the face of trauma and stress often report one or two adults that took a special interest in them and became invested in their success. This underscores the fact that, like birds, humans engage more effectively in brain-altering learning when they are face-to-face, mind-to-mind, and heart-to-heart with caring others. This is how learning occurs in tribes and in tribal classrooms, where teachers and classmates are able to become family.



THE CORE ELEMENTS OF SOCIAL-EMOTIONAL LEARNING

Brains grow best in the context of supportive relationships, low levels of stress, and through the creative use of stories. While teachers may focus on what they are teaching, evolutionary history and current neuroscience suggest that it is who they are and the emotional environment in the classroom they are able to create that are the fundamental regulators of neuroplasticity. Secure relationships not only trigger brain growth, but also serve emotional regulation that enhances learning. A low level of stress and arousal—where the learner is attentive and motivated to learn—maximizes the biochemical processes that drive neuroplasticity. The activation of both emotional and cognitive circuits allows executive brain systems to coordinate both right and left hemispheres in support of learning, affect regulation, and emotional intelligence. Let’s begin with a brief summary of each of the central elements of social-emotional learning. This is just a preview—we will return to these ideas throughout the coming chapters.



Toolkit

Everything you need to support social-emotional learning in your classroom.

VISIT » tolerance.org/SEL-roundup

SAFE AND TRUSTING RELATIONSHIPS

It is becoming increasingly evident that facial expressions, physical contact, and eye gaze connect us in constant communication exchanges with those around us. It is within this interpersonal matrix that our brains are built, rebuilt, and regulated. A teacher’s supportive encouragement properly balanced with an appropriate level of challenge activates dopamine, serotonin, norepinephrine, and endorphin production at levels conducive to learning (Barad, 2000; Huang et al., 1999; Kang & Schuman, 1995; Kilgard & Merzenich, 1998; Kirkwood et al., 1999; Tang et al., 1999). Through these and other biochemical processes, teacher-student attunement creates states of mind and brain that make students better able to incorporate, recall, and use new information.

From a neurobiological perspective, the position of the teacher is very similar to that of the parent in building a child’s brain. Both can enhance a child’s emotional regulation by providing a safe haven that supports the learning process. This “holding environment” optimizes neuroplasticity, allowing for new learning (Kegan, 2000). Among the many possible implications of this finding for the classroom is the fact that teacher-student attunement isn’t a “nice addition” to the learning experience, but a core requirement. This is especially true in cases where children come to class with social, emotional, or intellectual challenges. The social brain takes into account both what we are learning and from whom we are learning it. ♦



Drowning in Debt

PREDATORY LENDING LEAVES OUR MOST VULNERABLE STUDENTS WITH LOANS BUT NO DEGREE.

BY SEAN MCCOLLUM ILLUSTRATION BY AUDE VAN RYN

IN NOVEMBER 2005, Alejandra Lalama was feeling hopeful about college. The New Jersey teenager had been accepted at Full Sail Real World Education (now Full Sail University), a for-profit school in Florida specializing in music, video and film production. It seemed she was on the path toward her dream career as an audio engineer.

“The school had the best of the best in hardware, software, stages,” Lalama says. “I guess for a 17-year-old, it looked exciting.” A Full Sail financial-aid counselor laid out a package of government and private loans. After listening to her daughter’s pleas, Lalama’s mother—a single parent and a teacher—put down the \$650 application fee and deposit.

Fast-forward eight years: Lalama has her degree, but she now pays \$758.51 a month toward her student loans. Due to compounding interest, only \$4,360.14 of the \$32,000 she has paid so far has gone toward her principal balance. She still owes more than \$65,000 overall.

For middle- and low-income students like Lalama, the path to higher education has become fraught with financial traps. Whether these students attend for-profit schools like Full Sail, private colleges and universities or public institutions, shifts in financial-aid



VOID

UNIVERSITY OF WEST

UNIVERSITY

JAL & ME
DEGREE

CELLED

PRIVATE LENDERS
2nd
REMINDER

TO BE RECOVERED
IGNORE THIS LETTER
UNTIL JANUARY TO

YOU MUST REPAY

\$65,000

PAY

as follow:
\$19,000
\$19,000
\$19,000
\$2,500
3,000

PAGE 2

WHICH MEANS YOUR DEGREE
IS NOW VOID.
THE COST WILL
BE RECOVERED AT
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to pay you USA



Shining Light on College Costs

Some colleges have become masterful at hiding fees and other costs while disguising unsubsidized loan packages as financial aid. A bipartisan Senate bill, the Understanding the True Cost of College Act, S. 1156, hopes to change that. Introduced by Minnesota Senator Al Franken in 2012 and 2013, the bill would require American colleges to issue a standardized financial-aid award letter with clearly itemized information regarding expected costs, grants, scholarships and loans.

Stated the bill's co-sponsor Tom Harkin: "This bill will remove some of the mystery and guesswork for students and families as they navigate the higher-education marketplace and empower them to make fully informed decisions about where to attend."

policies and questionable lending practices have put a growing number of idealistic students and their families in long-term financial peril. Children of immigrants, students of color and first-generation college attenders are particularly vulnerable.

The Inflation of Higher Education

For the last 35 years, the costs of post-secondary education have been rising at unprecedented rates. According to Bloomberg and the U.S. Department of Labor, college tuition and fees have ballooned 1,120 percent since 1978—an inflation rate that is four times the consumer price index. A year of college tuition for an out-of-state student currently averages about \$22,000 a year at four-year public universities.

Policy analysts, including Rachel Fishman at the New America Foundation, trace the skyrocketing costs of the last generation to two main variables: (1) Many schools have taken

on heavy debt of their own to upgrade their facilities and better compete for faculty and students; (2) states have slashed public contributions to higher education due to budget crises.

"Many of these financial and educational institutions do not have student outcomes at the heart of their mission," says Fishman. "Institutions have been shifting the costs to students through higher tuitions and fees."

Some for-profit institutions capitalize on student aspirations by enrolling students with little regard to their academic or financial qualifications. And some specifically target students of color using slick advertising campaigns that emphasize racial

diversity and hopes for a brighter future via education.

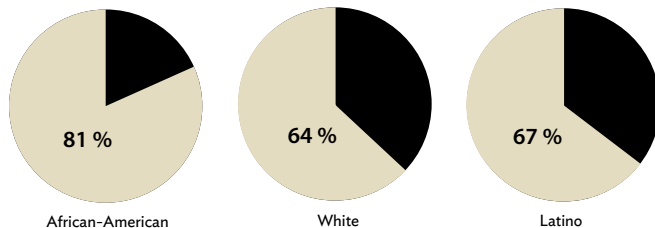
What these schools don't highlight are average graduation rates of 42 percent after six years, according to National Center for Education statistics, significantly lower than the average for private nonprofit colleges (65 percent) and public four-year institutions (57 percent). What might be worse than leaving college without a degree? Not having a degree and being on the hook for tens of thousands of dollars.

For many lower-income students, a shift in financial-aid practices has also widened the money gap they must cross to complete a degree. In order to boost college rankings, schools have

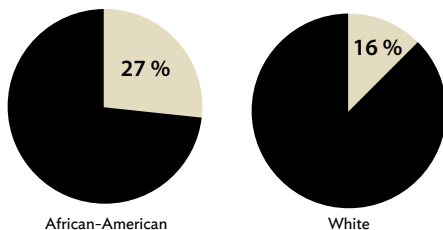
Use this new tool from the U.S. Department of Education to help students calculate long-term lending costs.

studentaid.ed.gov/repay-loans/understand/plans#estimator

GRADUATES WITH STUDENT DEBT



GRADUATES WITH MORE THAN \$30,500 IN DEBT



69%

of African-American students who have dropped out cite debt as a major factor

43%

of white students who have dropped out cite debt as a major factor

SOURCE: CENTER FOR AMERICAN PROGRESS

been shifting financial-aid dollars from “need-based” to “merit-based” aid in order to lure top-performing students. A study by the New America Foundation reports that, at almost two-thirds of private colleges, students from households earning less than \$30,000 annually pay more than \$15,000 per school year.

“Colleges are always saying how committed they are to admitting low-income students,” Stephen Burd, the report’s author, told *Bloomberg BusinessWeek*. “This data shows ... the pursuit of prestige and revenue has led them to focus more on high-income students.”

These shifting priorities, policies and practices are pushing students—particularly students of color—into the clutches of private lenders.

Debt Inequity

This past year, student debt exceeded \$1.1 trillion—blowing past the country’s

total credit card debt. This burden affects African-American and Latino students disproportionately, according to a report by the Center for American Progress and Campus Progress. While 64 percent of white students graduate with debt, that figure is 67 percent for Latino and 81 percent for African-American students.

Twenty-seven percent of black students graduate with more than \$30,500 in debt compared to 16 percent of their white peers. Debt burdens also drive unequal drop-out rates: 69 percent of African Americans who leave school without a diploma cite their debt burden as a major factor in their decision, compared to 43 percent of white undergraduates who drop out.

For families and students committed to getting a degree at any cost, however, determination can trump prudence. Parent PLUS loans,

Dollars and Sense

Counselors are in a position to guide students through an increasingly treacherous financial-aid system. Here are some tips.

How many schools should students apply to?

At least two or three, Dr. Shelby Wyatt (head of guidance counseling at Chicago’s Kenwood Academy) suggests. Students can request a need-based waiver if the application fee is scaring them away from applying to more than one school.

What if students are unsure what they want to study or pursue as a career?

Encourage students who are uncertain of their direction to consider making a deliberate plan to explore various options, such as a year of work, a technical program, an internship or a volunteer gig in an area of interest.

How can educators help students plan their next steps?

Wyatt suggests counselors and mentors encourage students to define areas of interest, then explore educational paths that lead there. That path may be a four-year college; vocational-technical schools or apprenticeship programs, however, may offer the best value.

How much school debt is too much?

A useful rule of thumb for students paying most of their own way: School debt should not exceed the average starting income of a likely entry-level position, according to Mark Kantrowitz, publisher of FinAid.org.

Besides loans, what other resources can help pay for school?

Family contributions, grants, scholarships, public-service loan-forgiveness programs and military aid can all reduce the amount a student needs to borrow.

What might be worse than leaving college without a degree? Not having a degree and being on the hook for tens of thousands of dollars.

which until recently were doled out liberally without considering borrowers' ability to repay, are notorious money traps. "[Parents] want what's best for their child," says Dr. Shelby Wyatt, head of guidance counseling at Chicago's Kenwood Academy High School. "But they may not have the money for it. All it may take is one missed paycheck and they spiral into economic trouble."

Loan defaults, especially on private loans, trigger punitive fees and interest-rate penalties that can turn a five-figure financial hazard into a six-figure nightmare. In addition, changes in bankruptcy laws have made college debt nearly impossible to discharge, regardless of financial hardship or even the death of the student. In practice, banks and schools have shifted nearly all financial risk to borrowers, creating a debt trap that can snare both unlucky students and their family members.

Assume Nothing

How can high school counselors and educators help their students sidestep these traps? By sharing critical knowledge with those who need it most—and sharing it early. Beginning in ninth grade, Kenwood students and their families visit colleges, meet with panels of college representatives and attend financial-aid workshops.

"You can't wait until senior year to get young people to start thinking about these things," Wyatt says. After students identify their career interests, their next steps include identifying

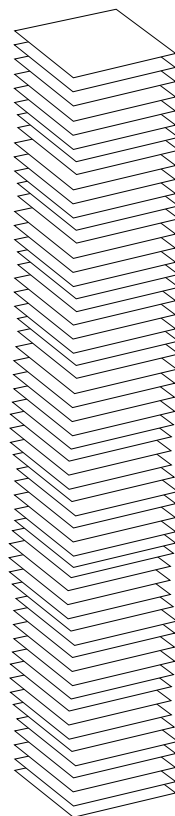
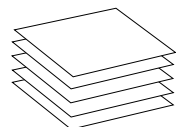
schools—at least two or three—with good programs in their areas of interest.

"We also have them answer, 'How am I going to pay for this?'" Wyatt says. "We're not trying to scare people away from loans. ... But we want them to have the knowledge and tools to make an informed decision."

Wyatt, who was named a finalist for the American School Counselor Association's 2013 School Counselor of

SKYROCKETING COLLEGE TUITION AND FEES

College costs have risen 1,120 percent since 1978



the Year award, assumes nothing about students' prior knowledge when it comes to college searches, financial aid or college culture. While one family may have a firm grasp on these variables, another may lack the financial literacy to spot a predatory loan before signing the papers.

A Dream Deferred

Today, Lalama is back living with her mother. She works for an Internet service provider so she can pay back her loans. "Pretty much my entire paycheck goes to that," she says.

She despairs of ever producing beautiful music from a studio booth. "I regret going to Full Sail," she says, and she wishes she'd received more support from her high school counselor. She also contends that the financial-aid representative at Full Sail glossed over the actual sticker price of her degree, a price difficult to calculate due to highly variable interest rates.

Lalama now believes she would have been much better off learning her craft through internships and sticking with a cheaper school closer to home. "I would have saved a lot of money," she says. And maybe her dream career, too. ♦



Toolkit

Evaluate the supports colleges and universities offer students. VISIT » tolerance.org/college-university-audit



A+E=BALBUSSO

CRUEL AND UNUSUAL

WHEN CRISIS MANAGEMENT TECHNIQUES LIKE RESTRAINT AND SECLUSION BECOME DAILY PRACTICE, KIDS GET HURT.

BY MARILYN ELIAS ILLUSTRATION BY ANNA & ELENA BALBUSSO



MARY, A SEATTLE-AREA MOTHER, WAS puzzled when her 9-year-old foster son regressed dramatically soon after enrolling at the local public school. He wanted to be rocked, wear diapers and play baby games. Soon he refused to walk or attend school.

Daniel had been abused by his biological family and had mental health problems. He'd been locked in a room for hours as a small child, and sometimes an adult family member would lie on him, painfully, as a punishment. But he'd been doing relatively well when he joined Mary's family after two years of therapeutic care.

When Daniel insisted on staying home, Mary visited the school. She learned that two male teachers had lain on 49-pound Daniel repeatedly after he'd kicked the wall of a seclusion room. He'd been punished for disrupting class and not following directions. Mary says the teachers told her, "We laid on him for half an hour at a time, and it still didn't work!" She hadn't been told about the seclusions or restraints. When she spent time in the classroom, she observed teachers using similar "last-resort" discipline routinely for kids who acted out.

Mary and her husband moved Daniel to a private school because they felt he was unsafe in the public school. That was four years ago. Although Daniel, now their adopted son, has done better in the private school, he still suffers great anxiety from the trauma at his prior school, "and it has been difficult



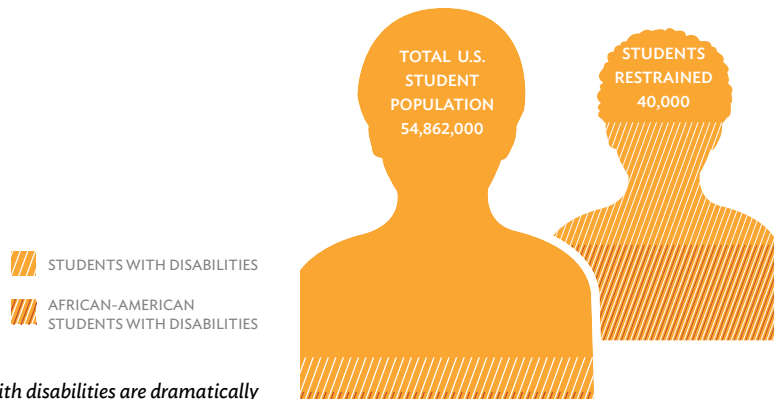
for him to regain any trust for teachers," says Mary.

Daniel's experience at school is hardly unique. Several government and disability group investigations in the last few years have uncovered growing reports of school restraint and seclusion practices that hurt children physically or emotionally: kindergartners with broken arms and bloody noses; children duct-taped to chairs; a 13-year-old who hanged himself while unattended after prolonged confinement in a seclusion room; a 14-year-old, 129-pound boy with learning disabilities who suffocated as his teacher lay on him to restrain him.

The U.S. Department of Education's Office for Civil Rights showed that the problem is even worse for children with disabilities and for children of color. Of the nearly 40,000 U.S. students restrained in the 2009-10 school year, 70 percent had disabilities, but

students with disabilities made up only 12 percent of the general student population studied. Students of color with disabilities face a compounded risk of experiencing these discipline techniques. In the same report, African-American students accounted for only 21 percent of students with disabilities but 44 percent of students with disabilities who were subjected to "mechanical restraint" (tied with cords or rope or taped).

Against this backdrop of harm and inequity looms the stunning fact that there's virtually no evidence that everyday use of restraint or seclusion improves children's behavior or academic performance. "There are a few isolated, single-subject anecdotes—that's it," says Reece Peterson, professor of special education at the University of Nebraska-Lincoln and an expert on restraint, seclusion and other discipline strategies.



African-American students with disabilities are dramatically more likely to be restrained than their classmates.

SOURCE: US DEPARTMENT OF EDUCATION OFFICE OF CIVIL RIGHTS 2009-2010 DATA

It's widely agreed that restraint (restricting a child's movement) or seclusion (confining the child in a room or other place) may be necessary if the child is an imminent physical danger to himself or others. But many reported cases don't rise to the emergency level. "[These techniques are] used a lot when kids don't comply with a teacher's request," says Michael George, director of Centennial School of Lehigh University, a public special education school in Bethlehem, Pa. "It's done in many, many places in this country. It's overused—and it's abuse."

Many experts worry that the use of seclusion and restraint techniques may be more likely in situations where educators have insufficient behavioral training. A Government Accountability Office investigation into restraint and seclusion practices in schools found that restraint or seclusion often was used as a routine disciplinary tactic—not in response to an emergency—and that school staff often lacked training in safer disciplinary measures.

In 2012 the U.S. Department of Education issued 15 basic principles, nonbinding guidance on best practices for the use of restraint and seclusion. Among the key points were these: Restraint should never be used as

punishment or discipline, and school staff should be trained regularly in effective disciplinary alternatives—including positive behavioral support methods.

George attests to the value of these alternative methods. When he arrived at Centennial, there had been 1,064 restraint incidents in the prior school year (for 76 students) and 15,744 minutes of seclusion logged just in the first 20 days of the new school year.

George began requiring all teachers to be trained in a positive reinforcement program that helps educators encourage behavior change in students by repeatedly praising positive things students do and ignoring or gently correcting negative actions. This approach is buttressed by a points system that awards coveted privileges (such as the right to "buy" goods at the student store with points) in return for cooperative behavior. George implemented awards assemblies, and students were taught to acknowledge one another's progress. A few schoolwide, easy-to-recall slogans made classroom expectations crystal clear.

Teachers' committees overhauled the curriculum, making it more interactive, engaging and individualized. Procedures were put in place to ensure that when a student doesn't thrive, the

Legislating Progress

Across the nation, legislators have attempted to limit abusive restraints and seclusions in schools.

Federal bills to curb schools' use of restraint and seclusion have been introduced every year from 2009 to 2013, but the legislation has consistently stalled. Progress at the state level has been somewhat faster, thanks to media attention and vigorous lobbying by advocates, says Jessica Butler, an attorney who collects and publishes state legislative details on restraint and seclusion for the Autism National Committee.

In 2009, 22 states gave children with disabilities at least some protections in the area of restraint and seclusion; now there are 33, says Butler. Unfortunately, huge variations in the level of protection remain. "It's a patchwork," she says, "and too many children still don't have meaningful protection."

school will reach out and engage the family in the process of identifying the cause of the student's school troubles and spurring changes in the student's work or behavior.

By the end of George's first year at Centennial, restraint and seclusion incidents had decreased dramatically. In 2012-13, there were no seclusions and only six restraints, says George. And academic achievement has improved along with behavior.

Alternatives to restraint and seclusion also have been used successfully in the public schools of Lee's Summit, Mo., says Kaye Otten, a behavior consultant for the district. She trains teachers in reading students' body language and

other behavioral cues so they can recognize trouble before it starts. Trained teachers and counselors in turn teach students personalized ways of calming down. Teachers and administrators also role-play with students to practice dealing with anger peacefully. If they wish, students may retreat to a "focus room" where a teacher trained in crisis de-escalation is available. The techniques have worked equally well in mainstreamed and special-education classes, says Otten. Teachers learn there can be better techniques than restraint and seclusion.

"The good news is that now there's more discussion, more awareness about the problem," notes Curtis

Decker, executive director of the National Disability Rights Network—an organization whose investigations were influential in calling attention to the dangers of restraint and seclusion. "We have made some progress, as spotty as it may be. But we need a lot more changes in schools to fully protect children from the abuses we've found." ♦



Toolkit

Create a more equitable behavior management system at your school. VISIT » tolerance.org/equitable-behavior-management

Keep Calm

When a student has an emotional outburst, it can be hard to know what to do.

These basic de-escalation tips from Intervention Central (interventioncentral.org) can help.

- **Create a safe setting.** An educator attempting to calm an agitated student cannot always select the setting in which that interaction plays out. When a student outburst occurs in the classroom, however, the educator should attempt to engage the student in a semi-private conversation (e.g., off to the side of the room) rather than having an exchange in front of classmates. As part of the protocol for conducting a de-escalation conference, adults should also ensure that they are never left alone with agitated students.
- **Do not block escape routes.** When individuals are agitated, they are more likely to experience a fight-or-flight response that can express itself in the need to have escape routes available. When engaging a student in a de-escalation conference, do not position yourself between the student and the door. If the student says, "Get out of my way," step back to give that student additional personal space and reposition yourself out of his or her potential escape path.
- **Show open, accepting body language.** Convey through stance and body language that you are calm and accepting of the student—and will treat that student respectfully and maintain her safety. Stand at an angle rather than facing the student directly in a "confrontational" pose. Keep hands open and visible to the student. Stand comfortably, with knees slightly bent. Avoid "clenched" body language such as crossing arms or balling hands into fists.
- **Keep verbal interactions respectful.** It is natural for educators to experience feelings of defensiveness, embarrassment, anxiety or irritation when attempting to talk down a student from an emotional outburst. However, you should strive to appear calm and to treat the student respectfully at all times. Avoid use of teasing, reprimands or other negative comments and abstain as well from sarcasm or an angry tone of voice.
- **Identify the student's wants and feelings.** Use communication tools such as active listening (e.g., "Let me repeat back to you what I thought I heard you say ..."), open-ended questions (e.g., "What do you need right now to be able to calm yourself?"), and labeling of emotions ("Rick, you look angry. Tell me what is bothering you.") to better understand how the student feels and what may be driving the current emotional outburst.



In Bounds

BY MARGARITA BAUZA WAGERSON ILLUSTRATION BY MARK SMITH

ON THE COURTS AND THE WATER, NO ONE seemed to care that Sarah Kerndt—a well-liked high school crew, basketball and lacrosse athlete—was a lesbian.

“I’ve always had extremely supportive teammates, and my family and community [have] always embraced me,” says Sarah, 18, who graduated from West Springfield High School in Springfield, Va., last May. She came out to her family

and friends when she was 12. “I never experienced any hate,” she says.

Sarah’s experience is evidence of progress, but for many LGBT teen athletes, the locker room remains a bullying hot spot. A 2011 GLSEN Sports Project survey of students in grades 6-12 found more than half of LGBT students taking physical education class said they were bullied or harassed

during class because of their sexual orientation or gender expression. A third of LGBT students said they avoided PE classes. Four in 10 said they avoided locker rooms. And more than a quarter of LGBT student athletes reported having been harassed or assaulted in some way while playing on a school team because of their sexual orientation or gender expression.

Changing the Game

The GLSEN Sports Project supports K-12 schools in creating athletics programs that are safe and welcoming for LGBT youth. sports.glsen.org

The GLSEN report also noted that discrimination prevents some LGBT students from participating in sports at all. Some schools go as far as to prohibit LGBT students from participating in certain school activities, including sports, because the presence of an LGBT person is perceived to be “disruptive.”

“I lived a lot of these statistics,” says Konstantine Salkeld, a 24-year-old lesbian who played high school basketball and softball in Auburn Hills, Mich. “I wasn’t out in high school because I didn’t have anyone that was affirming me,” she says. “People need to be affirmed and welcomed. High schoolers are so fragile they need to know that they have people on their team.”

Despite her positive experience, Sarah knows other LGBT teens for whom sports teams are not safe. Her close friend Amy (a pseudonym to protect her privacy) is 15 and openly gay. She runs track and cross-country at a Virginia high school and says she’s been hurt by derogatory remarks made by other athletes at her school.

Administrators have addressed the students, she says, but the hurt feelings remain. And while her teammates are accepting of her, she hears from a friend that others are uncomfortable with her changing in the locker room. “It’s kind of weird,” says Amy. “I’m not checking them out. I just want to change my clothes and go work out.”

The Rule Book

Becky Brandt, the assistant principal at Sarah’s high school, says she regularly attends high school sporting events because she’s interested in her students, but also because it’s important

to monitor behavior toward LGBT students and athletes and to call out improper conduct.

Staff, coaches and administrators at Sarah’s school have undergone hours of training and classes on how to create LGBT-inclusive environments, including in locker rooms. That has given them the tools to respond effectively to bullying or harassment, making it clear that all students are valued at West Springfield.

That training makes all the difference, says Brandt. “What you respond to and how you respond has a real impact on what is considered to be acceptable and what isn’t,” she says. “It doesn’t work if the tone is ‘You get to be who you are, but we really don’t like it, or ‘We grudgingly accept you, but behind closed doors, we get to be mean because nobody likes you.’”

Using inclusive language is a small but significant place to start, says Dan Woog, an openly gay boys varsity soccer coach at Staples School in Westport, Conn.

Woog has never had an athlete come out to him, but he says it’s important to create an environment where students feel safe coming out and expressing their gender creatively. He recommends those in leadership incorporate small changes, such as not talking about your “boyfriend” or “girlfriend” but rather “someone you like or love.”

“It goes without saying, but creating an inclusive environment means not using anti-gay or sexist terms to motivate, not saying things like ‘You throw like a girl,’” Woog says. “There are a lot of conversations that happen in a team context, and that means not using anti-gay jokes or referring derogatorily to gay marriage ... whether it’s on a bus or [in] a private team talk.”

Salkeld agrees that changes in language usage would make the biggest difference to gay high school athletes. “Coaches can refrain from name-calling, and this includes attacking someone for not being ‘man enough’ or for being a ‘sissy’ or a ‘fag,’” she says. “We have to stop associating sexual orientation and gender expression with negativity or being ‘less than.’”

She adds that positive, motivating coaching language not only makes athletes feel safer; it is more likely to bolster their performance and make the team experience better for everyone. “Being called a ‘fag’ because you got hit on a football play isn’t going to build confidence, self-esteem or teach a person how not to get hit next time,” she says. “It only causes harm and teaches that it’s OK to spread hatred toward a group of people. ... I’ve heard stories

of men being called ‘pussies’ and told to ‘man up.’

This only gets more and more traumatizing and less and less welcoming for those who are exploring who they are at all levels.”

Sarah’s positive experience shows that these strategies can indeed create an inclusive sports environment. “It’s hard for students to go up to administrators and say, ‘I have a bullying issue, and I need help,’” she says. “Administration can do a lot just by putting it out there that they are willing to help.”

Salkeld agrees. “Coaches, teachers and adults are in a place where they have authority and power over how a young person develops—it’s time to use it wisely.” ♦

52.8 percent of LGBT students in PE were bullied or harassed during the class because of their sexual orientation.
—GLSEN



Toolkit

How inclusive is your school of LGBT athletes? Take this survey and find out. VISIT » tolerance.org/LGBT-athlete-survey

THE Gentle Catalyst

BY ASHLEY LAUREN SAMSA

TEACHING ABOUT PRIVILEGE IS TOUGH BUT ESSENTIAL. THREE TEACHERS SHOW HOW IT'S DONE.

When activist writer Peggy McIntosh published “White Privilege: Unpacking the Invisible Knapsack” in 1990, she made privilege visible. (See page 25.) The piece outlined advantages consistently given to white people based on their skin color. Other writers soon followed with examinations of other forms of privilege. ¶ Every society privileges certain people; often, people are not even aware of the ways in which they benefit from these advantages. Students are no exception, and discussing these privileges allows students and teachers to learn about these differences—something that is especially important in diverse classrooms. ¶ There are many ways to go about this, but one is to be what Ron Wiginton, a literature of diversity professor at Elmhurst College, calls a “gentle catalyst.” A gentle catalyst is someone who gently asks you to examine your own privilege. McIntosh’s article served as a gentle catalyst for many readers by asking them to recognize their white privilege. In the classroom, teachers can serve as gentle catalysts for their students to help them examine privileges they may not even know they have. Here are three teachers who are doing just that in their classrooms.

1
LITERATURE AND THE AMERICAN DREAM

Samantha Schaller is an English teacher at a racially and socio-economically diverse school in the suburbs south of Chicago, Ill. In her American literature class, she discusses the impact of social constructs on achieving the “American Dream.” She uses white privilege to talk to her students about economic privilege and how the two intertwine.

She begins the lesson with a presentation that lays out why the American Dream is not equally attainable by all.

Anecdotes and statistics help her show how people of color and people from a lower socio-economic status are at an immediate disadvantage. A student from a family with financial resources, for example, has a much higher chance of knowing how to apply to college since it’s more likely that other family members have gone through the process—which creates educational advantage.

“While the presentation does break down the disparity of races economically,” she says, “the fact that a large portion of capital is held by 1 percent of the population is... unifying to my students.” Schaller says these discussions engage

her students and are easier because of the recent economic turmoil in the United States. Students—especially those in school districts with a high percentage of low-income families—understand the difficulty of getting a job and paying for college. The statistics presented at the beginning of the lesson have real-world implications for them.

From racial and socio-economic privilege, Schaller moves on to explore other forms of privilege in writing. She begins with a prompt that explores male privilege: True or false: A woman’s first priority is her children.

She says the response is the same every year: true. She pushes students by asking if a man’s first priority is his children as well. Schaller admits that, with this question, a “wonderful chaos breaks loose.” Once students engage in discussions about the typical roles of men and women in society, they see very quickly that male privilege exists.

2
PRIVILEGE AND POWER

After finishing his first year of teaching English in one of Chicago Public Schools’ most racially diverse schools, Sean Madigan was ready to test new methods of discussing privilege. To ease into the discussion, Madigan asks students about their personal experiences with racism and white privilege and then expands the discussion to include many forms of privilege.

“STUDENTS OFTENTIMES FEEL LIKE THEIR VOICES ARE MISSING FROM THESE TYPES OF DISCUSSIONS AND THUS FEEL POWERLESS IN ADDRESSING THEM.”

Madigan’s students read *Maus*, a graphic novel about the Holocaust by Art Spiegelman, and they study Nazi propaganda. Students see how a group that attains power might justify its horrific actions by creating the narrative of other groups. Madigan’s class also discusses the religious privilege present during the Holocaust. By connecting these other types of privileges to students’ experiences with white privilege, Madigan begins to illustrate the web of privilege that exists in societies.

He completes the picture by examining male privilege and rape culture in *Speak* by Laurie Halse Anderson. *Speak* is the fictional story of a girl who was raped during the summer before high school. Like Schaller, Madigan uses examples and statistics to make his point. “[Facts] such as the number of women in places of political power, the number of women running major companies, [and] the number of women represented in media ... show that sexism and male privilege [are] very much alive and well.”

Using concrete examples helps Madigan respond to students who resist seeing male privilege in society. He says that by asking students to understand gender, sexism, misogyny and male privilege and how each contributes to rape culture, he leads students to examine the social expectations of each gender—and privileges and power in their own relationships. “Students oftentimes feel like their voices are missing from these types of discussions and thus feel powerless in addressing them.” That’s not how it should be, says Madigan. Discussions of privilege should “empower students and give them impetus to question their surroundings and challenge the dominant paradigm.”



Emily Heroy Fillingham used her world history classes to explore gender and socio-economic privilege while teaching in an all-girls charter school in Philadelphia, Pa. Like Schaller and Madigan, she wanted her students to reach their own conclusions by showing them instead of telling them.

She used two texts—a piece by Jean-Jacques Rousseau that discusses the role of women in society and a response written 30 years later by Mary Wollstonecraft. The students read the texts and then participated in a silent conversation activity. Fillingham placed several posters around the room, each with a different question, such as, “Based on this graph from 2008, the percentage of African-American and Hispanic women who are in poverty is significantly higher than white women. What does this mean to you and why?” and “True or false: My

race, gender, sexuality and class impact my experiences in the world. Explain.” Students walked around the room in silence, responding to the questions or to one another’s answers by writing on the posters. When this was finished, Fillingham led a whole-group discussion, asking students to discuss the questions on the posters.

“Doing this activity in a single-sex classroom with students of several races yielded interesting discussions about privilege,” Fillingham says. “[Most students] saw socio-economic factors as the primary factors of oppression over gender and race.” But both activities helped them start to see that male privilege has made many important women throughout history invisible—since most history books were written by men.

When students noted that the exclusion of women and people of color from most history lessons gave them the impression that white men were the most important figures in history, Fillingham used it as an opportunity to counteract racial and gender privilege. She introduced examples of women and people of color in history who had played equally important roles.

Creating More Catalysts

When students learn to examine their own privilege, they can go on to be gentle catalysts outside the classroom. Rebecca Bernickus, a student at Schaller’s school, says she used to be oblivious to privilege and how powerful it is. Now that she’s aware, she says she feels more capable of fighting back against these privileges by helping to make others aware of them, too. ♦

Become a Gentle Catalyst

DISCUSS PRIVILEGE IN TERMS OF POWER. Who has it, and how do they keep it?

AVOID GUILT.

Students who experience varying forms of privilege shouldn’t be made to feel guilty; rather, they should be encouraged to do something to help fix the problem.

ACKNOWLEDGE YOUR OWN PRIVILEGE.

Find your own gentle catalyst to help you think about your privileges and how they affect your actions in and out of the classroom.



Toolkit

Examine the role adult privilege plays in your classroom with this self-assessment tool. VISIT » tolerance.org/privilege-assessment



PICTURE IMPERFECT

What unintended messages lurk in your children's library?

BY ANGELA P. DODSON
ILLUSTRATION BY
BYRON EGGENSCHWILER

DR. NEAL LESTER, A PROFESSOR OF English at Arizona State University, says his journey into studying children's literature began 30 years ago. A parent of biracial children (he is African American and his wife is Italian Argentinean), Lester went searching for children's books that reflected his family—and found only a few.

His experience isn't surprising considering that—even today—only a small percentage of children's books are written by or about people of color. The Cooperative Children's Book Center at the University of Wisconsin-Madison receives most trade books released by large publishers—and many smaller ones—in the United States. Of the

approximately 3,600 books they received in 2012, fewer than eight percent were about people of color.

And just because a book depicts people of color does not mean it necessarily sends the right message. Lester points out that the long-awaited Disney story of a black princess, Tiana, in the film *The Princess and the Frog* has serious flaws, not the least of which are that she spends more time being a frog than a princess and that she works as a cook. (Other Disney princesses don't have careers.)

Perhaps even more troubling, says Lester, are books, such as collections of Mother Goose rhymes, that privilege heteronormativity—the assumption that characters are and should be

heterosexual—through overemphasis on marriage and living happily ever after. “These children's books set up these ideals and values that can be very problematic,” he says.

Gender inequity in children's books is also a continuing issue. According to a 2011 study by Florida State University, male lead characters in children's stories are the norm, even when the characters are animals. The study, which examined nearly 6,000 children's books published in the United States between 1900 and 2000, found that 61 percent had male central characters. A mere 37 percent

had female central characters. A 2007 study by Centre College found similar discrepancies, and researchers noted no reduced sexism in the current children's books they reviewed compared to those published in the 1980s and '90s.

They're Just Kids

Racial inequity, gender stereotypes and heteronormativity are heavy topics, and some people may wonder if early childhood is the proper time to address social justice issues with children. But educators and children's authors say the years from kindergarten to second grade are ripe for discussing diversity and equity because children are forming their own identities and becoming aware of differences in the people around them.

In fact, the authors of the Centre College report wrote that gender inequity in children's books probably has "serious effects" on kids between the ages of three and five because they are just beginning to form ideas about gender roles.

Kelly Starling Lyons, an African-American children's book author and frequent presenter at schools and libraries, was 22 when she first saw a black face on the cover of a children's book, *Something Beautiful* by Sharon Dennis Wyeth. Now, Lyons writes books that celebrate family life and invoke history—including the legacy of slavery—in

Of the 3,600 books received by the University of Wisconsin's Cooperative Children's Book Center in 2012

119 books

had significant African or African-American content

68 books

were by black authors and/or illustrators

22 books

had American-Indian themes, topics, or characters

6 books

were by American-Indian authors and/or illustrators

76 books

had significant Asian/Pacific or Asian/Pacific-American content

83 books

were by authors and/or illustrators of Asian/Pacific heritage

54 books

had significant Latino content

59 books

were by Latino authors and/or illustrators

an honest, child-friendly way.

"I want to make sure all children can see themselves in books," she says. "I want children to know their history matters—they matter."

Murrial Jarrett, a first-grade teacher at Harper Elementary School in Riverdale, Ga., agrees. She says the children in her predominantly black classroom near Atlanta "are like little sponges" when it comes to acceptance of others. This year

she has several Latino students, one Pakistani student and no white students.

"They are just beginning to realize that people are a little different," she says. "They are very accepting of each other. If one child is crying in the room, they are all concerned. They are friends with each other."

"I actually think young children have the most open minds," says Monica Brown, a Peruvian-American author of children's books about multiethnic identity. "They haven't been inundated by mass culture. They have an innate sense of fairness. Kids are always saying, 'That's not fair!' When they walk in others' shoes, they can be empowered to want change."

The Teacher's Bookshelf

Young children need books that reflect their own identities and portray a range of cultures, nationalities, immigration statuses, genders, socio-economic classes, sexual orientations and family structures—books they may not find at home or even in the local library.

"It's important that we have these books in our schools because not every family can afford to own them," says Brown. "Every child has a right to literature that isn't stereotypical or reductive and doesn't dishonor them as people."

Lester, who now specializes in African-American literature—especially children's picture books—says there are no perfect books, but he offers some tips for making your classroom library as inclusive as possible.

"You should give a range of books, and use a checklist," he says. "Are there characters of color? Is the language inclusive? Is there a savior mentality? ... You have to be aware of these issues. You have to educate yourself on how to look at representations and how to imagine a world where everyone is valued." ♦

An Inclusive Children's Reading List

Benjamin and the Word /

Benjamin y la palabra

by Daniel A. Olivas

Black Is Brown Is Tan

by Arnold Adoff

The Boy Who Harnessed

the Wind: Young

Readers Edition

by William Kamkwamba

Brick by Brick

by Charles R. Smith, Jr.

Courtney's Birthday Party

by Loretta Long

Ellen's Broom

by Kelly Starling Lyons

The Great Big Book of

Families by Mary Hoffman

Kate and the Beanstalk

by Mary Pope Osborne

Marisol McDonald

Doesn't Match / Marisol

McDonald no combina

by Monica Brown

Mufaro's Beautiful

Daughters: An African

Tale by John Steptoe

My Princess Boy

by Cheryl Kilodavis

Nappy Hair

by Carolivia Herron

Oh the Things Mommies

Do! What Could Be Better

Than Having Two?

by Crystal Tompkins

The Patchwork Path:

A Quilt Map to Freedom

by Bettye Stroud

The President Looks Like

Me & Other Poems

by Tony Medina



Toolkit

How inclusive is your classroom library? Take our quiz and find out. VISIT » tolerance.org/inclusive-classroom-library



HIT *the* ROAD

Traveling with students—whether across the country or across the neighborhood—opens young hearts.

BY BRIAN WILLOUGHBY

BRIA JUSTICE WAS STANDING OUTSIDE THE VOTING RIGHTS MUSEUM IN SELMA, ALA., when a woman she didn't know grabbed her hand and led her to the back of the museum. Bria, 17, was a member of a student group visiting the Edmund Pettus Bridge, the site of Bloody Sunday on March 7, 1965, where armed police officers had attacked peaceful civil rights demonstrators. ¶ "[The woman] stopped and showed me her mother's footprint," Bria said. "Her mother marched in the original march in 1965, and her footprint was up at the museum. It was her first time seeing the footprint, and she placed my hand on it and kept saying, 'My mama was a foot soldier, my mama was a foot soldier.' She asked me to never forget her mother. And I will never—I will never forget how strong she and her mother were."



Bria said that moment changed her—“and it changed me in the way I want to change.” It also made her ask hard questions. “Why was I born into this life with very little prejudice against me? And why did others have to die for wanting equality?”

Experiences like Bria’s are what have inspired Jeff Steinberg to lead more than 7,000 students on 71 educational trips through the American South through his organization, Sojourn to the Past. Educational isn’t a strong enough word for such trips, says Steinberg. “These trips are transformational. It may not happen in 10 days, it may not happen in 10 months, but somewhere along the line, [students’] lives are going to be changed.”

A Personal Touch

The kind of person-to-person contact Bria encountered in Selma is essential for these trips, explains Lucas Schaefer, a seventh- and eighth-grade humanities teacher at The Girls’ School of Austin in Austin, Texas. Schaefer planned his own trip through the South, and at each stop, his group connected with someone who could speak directly with the students and put the civil rights movement in proper perspective.

“It’s easy to romanticize the period, to miss seeing the real sacrifices individual people had to make all along the way,” Schaefer said.

Steinberg of Sojourn to the Past emphasizes these same ideas on his trips, helping students connect themselves to social justice and nonviolent protest in the process.

That’s why he chose Medgar Evers’ home in Jackson, Miss., as a regular stop on his trips. Students gather in the driveway, where Evers was assassinated, to discuss his work and death. Steinberg describes how Evers’ wife and children heard the shots and came running out to find their husband and father dying.

It’s at this point that Denise Everette, one of Sojourn to the Past’s regular chaperones, steps out from the crowd. And it is there, in that driveway, where students learn that Everette was born Reena Denise Evers, daughter of Medgar Evers.

Everette embodies the living legacy, courage and sacrifice of the civil rights movement. After she speaks, students sit in the driveway and write themselves letters, describing what courage and sacrifice mean and asking themselves how they’ll respond to injustice. Those

letters are then collected and sent to the students six months later.

But Steinberg does not want students putting the movement’s activists on pedestals. “These trips are not about hero worship,” he said. “They’re about ordinary people doing extraordinary things, and about ordinary folks like you and me doing the right thing.”

Money Matters

Trips like the ones Steinberg and Schaefer lead are clearly valuable, but they come with a price tag. Steinberg’s trips run about \$2,800—pricy even if a student wins one of Sojourn to the Past’s scholarships, which cover up to 60 percent of the cost. Other organizations plan trips that can cost as little as a few hundred dollars, but that still is out of reach for many students’ families.

Planning a Civil Rights Tour?

Jeff Steinberg of Sojourn to the Past recommends these three books as advance reading for civil rights trips through the American South:

- *Free at Last: A History of the Civil Rights Movement and Those Who Died in the Struggle* by Sara Bullard
- *Walking with the Wind: A Memoir of the Movement* by John Lewis with Michael D’Orso
- *Elizabeth and Hazel: Two Women of Little Rock* by David Margolick

FRANCIS H. MITCHELL/EBONY COLLECTION VIA AP IMAGES (EVERS); CHARLES KELLY/AP IMAGES (MURK GRAVE); ROGERLO V. SOUSA/AP IMAGES (EVERS’ HOUSE); AP IMAGES (BLOODY SUNDAY)



(Above, left to right) The four victims of the 16th Street Baptist Church bombing in Birmingham, Ala.: Denise McNair, 11; Carole Robertson, 14; Addie Mae Collins, 14; and Cynthia Wesley, 14

(Far left) Medgar Evers with his daughter Reena; (top left) Martin Luther King Jr.'s tomb in Atlanta, Ga.; (top left center) Medgar Evers' home in Jackson, Miss.; (top center right) John Lewis addresses a crowd on the 46th anniversary of Bloody Sunday; (top far right) a state trooper guards a road block at the 16th Street Baptist Church the day after the bombing; (bottom left) Hosea Williams, left, leaves the scene on Bloody Sunday as state troopers put John Lewis, center, on the ground; (bottom right) students who integrated Central High School in Little Rock, Ark.

How to address the cost-value conundrum? Marianne Magjuka, director of campus life at Wake Forest University, coordinates service-learning trips every year and encourages keeping costs as low as possible, offering scholarships and making fundraising a part of the preparatory activities.

Fundraising efforts can involve the community and support post-trip learning and reflection, but they also place a burden on students and the community—not to mention excluding students who can't raise sufficient funds. The inequities highlighted when seeking funds for student travel were on Schaefer's and his students' minds when they returned to Austin following their tour of the South. They realized an element had been missing from their journey: an exploration of equity issues in their own city.

Sometimes it's easy to overlook what's close to home in favor of more

Don't Forget Your Map

Teaching Tolerance's Civil Rights Road Trip Map will lead the way to powerful experiences. tolerance.org/civil-rights-map

distant destinations, but adopting a few simple strategies can make for fulfilling local adventures either around the block or just down the hall to the library. When students research (online, in the library and at any local historical museum) issues of equity and justice in their community, they begin to think more critically about details: Who's telling the story? How might that person's viewpoint sway how the story is being told? Local residents are a great resource as well. They can come to the classroom to tell their stories, or students can reach out to them in the community. Learning about the community also can lead to more in-depth service projects that address issues of equity and social justice—right in students' backyards.

Mark Twain wrote, "Travel is fatal to prejudice, bigotry and narrow-mindedness." He had a point. Whether down the street or across the country, getting students out of their comfort zones and into new experiences can open their minds to social-justice issues in ways no textbook ever could. ♦

Before, During and After

PLANNING AND PREPARATION

- Engage students, families and the wider community.
- Study and discuss pertinent history tied to the trip.
- Encourage students to journal or blog about their expectations for the trip.

ON THE ROAD

- Connect students to real people, not just monuments and museums.
- Allow time for discussion and reflection during the trip.
- Ask students to continue journaling as they travel.
- Allow students to feel uncomfortable—it's part of the learning process.

HOME AGAIN

- Have students create presentations about the trip, describing the experience and how it affected them.
- Help students develop action plans outlining how they'll change their behaviors because of the trip (for example, increased activism around a certain issue or speaking up against injustice in the moment).



Toolkit

Bring the voices of the civil rights movement into your classroom with these lesson plan ideas. VISIT » tolerance.org/CRM-voices

KEVIN GLACKMEYER/AP IMAGES (JOHN LEWIS, BRIDGE); AP IMAGES (16TH STREET BAPTIST CHURCH); AP IMAGES (FOUR LITTLE GIRLS); FRED KAUFMAN/AP IMAGES (LITTLE ROCK NINE)

What We're Reading

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



7

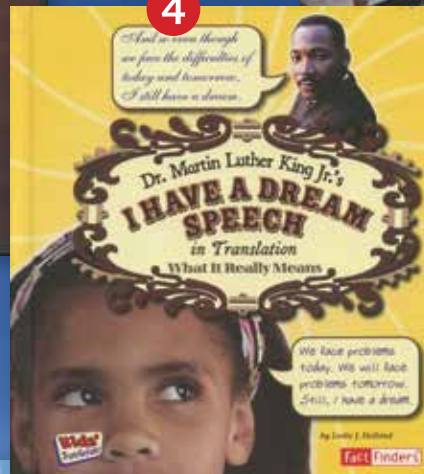
"This book helps make Dr. King's speech meaningful for kids."
—Sara Wicht



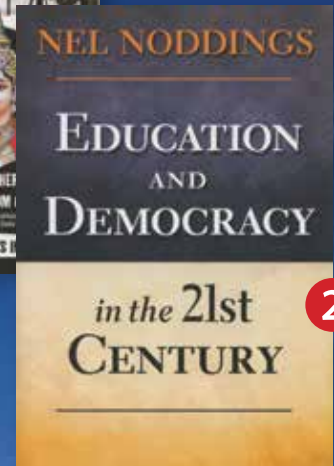
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"A reminder that education without the arts shortchanges our students."

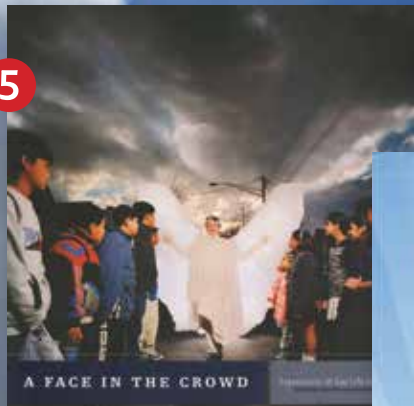
—Emily Chiariello



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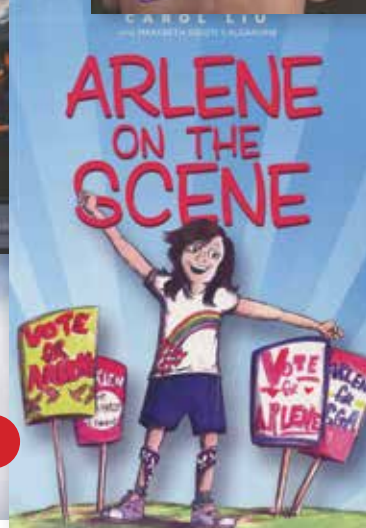
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5

"A beautiful celebration of the triumphs of LGBT individuals."

—Sara Wicht



1

"An empowering story about one girl's refusal to let her disability define her."

—Steffany Sorenson



6

"A powerhouse of resources to support students."

—Lisa Ann Williamson



1 *Arlene on the Scene*

Carol Liu and Marybeth Sidoti Calderone tell the story of Arlene Harper, a fourth-grader who lives with a degenerative muscular disease known as CMT (Charcot-Marie-Tooth). Despite fears about how her classmates will react to her new purple leg braces, Arlene decides to seek election as her school's youngest-ever student government association (SGA) secretary. Filled with humor and heart, *Arlene on the Scene* is a great addition to any upper-elementary classroom. *elementary*

2 *Education and Democracy in the 21st Century*

Nel Noddings draws on John Dewey's foundational work in her discussion of educational and curricular priorities for the 21st century. She invites "deliberate thinking" and offers practical thoughts on education in three domains: home and personal, occupational, and civic. *professional development*

3 *The Muses Go to School: Inspiring Stories About the Importance of Arts in Education*

Editors Herbert Kohl and Tom Oppenheim make the case for the transformative power of arts education in this collection of autobiographical and interpretive essays. Featured artists and educational theorists include Rosie Perez, Moisés Kaufman, Lisa Delpit, Whoopi Goldberg and Philip Seymour Hoffman. *high school/professional development*

4 *Dr. Martin Luther King Jr.'s I Have a Dream Speech in Translation: What It Really Means*

In this nonfiction picture book, Leslie J.

Holland breaks down King's famous speech, identifying contextual information and translating it into "kid-friendly" language. A particularly useful element is the explanation of allusions King made to historical events, concepts and documents such as the U.S. Constitution and the American dream. *elementary*

5 *A Face in the Crowd: Expressions of Gay Life in America*

This coffee table book, edited by John Peterson and Martin Bedogne, is filled with critical statistics about LGBT youth who are homeless, the damage homophobia does, and beautiful stories of love, family and coming out. *middle and high school*

6 *Who Cares About Kelsey?*

Kelsey had anger issues and ADHD, but her school rallied around her, using Positive Behavioral Interventions and Supports (PBIS) and a youth-centered planning process. Filmmaker Dan Habib's documentary about Kelsey's journey includes a professional development kit with discussion guides, statistics and bonus films suitable for use with high school students. *high school/professional development*

7 *Soul Food Junkies*

Byron Hurt uses his own family's health crisis to explore how the traditional food of the South reflects and intersects multiple dimensions of African-American culture and history. Teachers could use segments of the film to augment units on activism, food justice, health and the connections between personal and political life. *middle and high school*

PROFESSIONAL DEVELOPMENT

Sticks and Stones: Defeating the Culture of Bullying and Rediscovering the Power of Character and Empathy
by Emily Bazelon

Multicultural Teaching in the Early Childhood Classroom: Approaches, Strategies and Tools, Preschool-2nd Grade
by Mariana Souto-Manning

Character Compass: How Powerful School Culture Can Point Students Toward Success
by Scott Seider

MIDDLE & HIGH SCHOOL

Prisoner B-3087
by Ruth Gruener, Jack Gruener and Alan Gratz

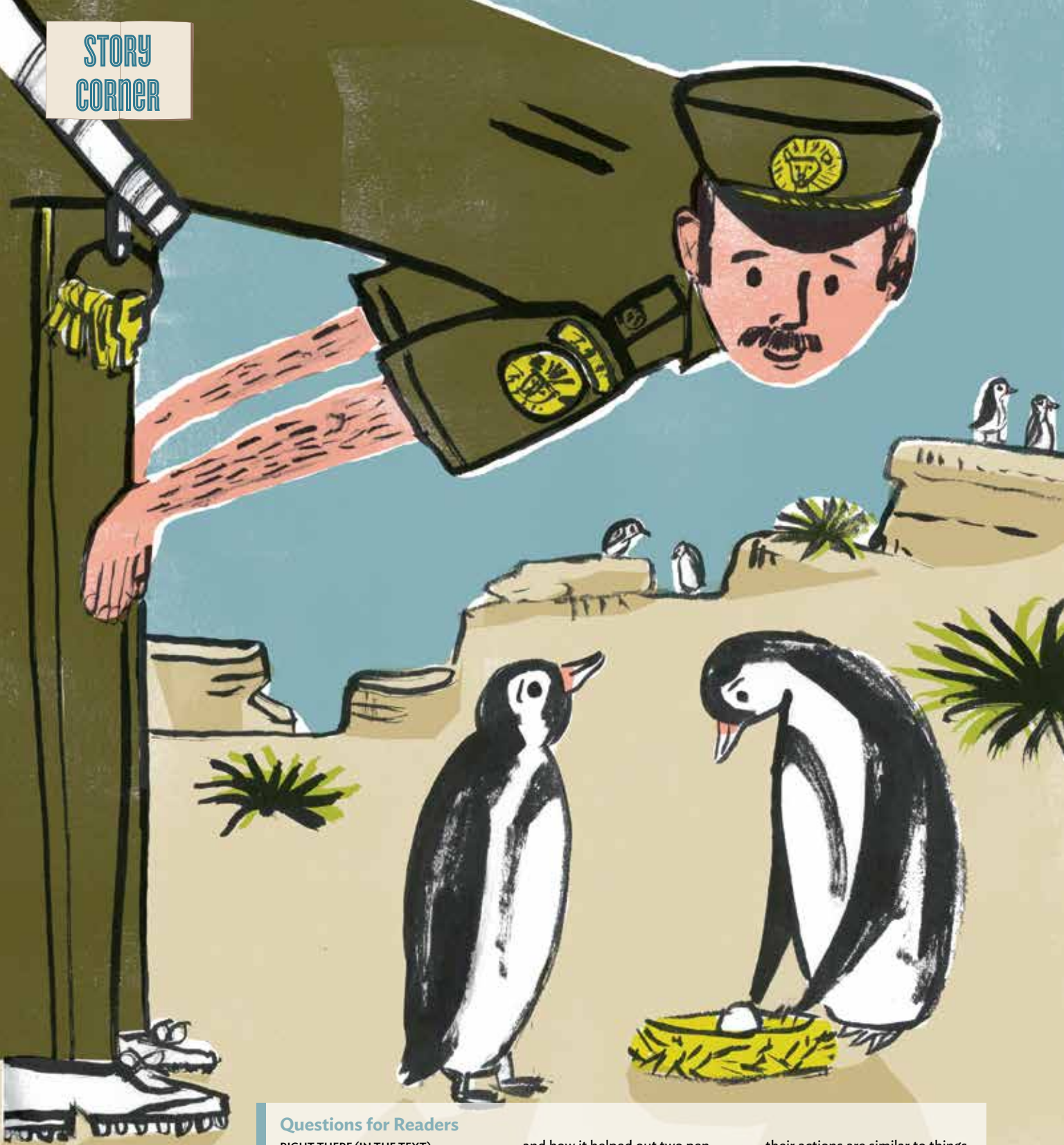
Sophomore Campaign: A Mickey Tussler Novel
by Frank Nappi

ELEMENTARY

The Favorite Daughter
by Allen Say

Letters Forever/ Cartas Para Siempre
by Tom Luna, illustrated by Laura Alvarez





Questions for Readers

RIGHT THERE (IN THE TEXT):
What information does this story provide about Z and Vielpunkt's physical attributes and appearance?

THINK AND SEARCH (IN THE TEXT):
Describe the zookeeper's decision

and how it helped out two penguin families.

AUTHOR AND ME (IN MY HEAD):
List two things that Z and Vielpunkt do to be good fathers to their chick, and then explain how

their actions are similar to things your family does for you.

ON MY OWN (IN MY HEAD):
What defines a family in your opinion?



Z and Vielpunkt

BY TAMERA BRYANT

A Humboldt penguin is not very big. It is about two feet, two inches tall, and it weighs about 10 pounds. It is much smaller than you are.

This is a true story about two Humboldt penguins—Z and Vielpunkt.

Z and Vielpunkt are best friends, and they are a family. They met at the zoo in Bremerhaven, Germany, and liked each other right away. When Z saw Vielpunkt, he bowed. Then he stretched his head and bill up toward the sky and lifted his flippers. He opened his bill wide and let out a loud braying sound.

When Vielpunkt saw Z, he did the same. They were saying “I like you!” to each other.

From that day forward, Z and Vielpunkt were always together.

Like all penguins, Z and Vielpunkt liked to swim and dive in the water. They were very fast swimmers. The zookeeper brought fish for them to eat each day. Anchovies and sardines—delicious! When it was time for bed, Z and Vielpunkt would waddle to their home. They lived inside a small cave in a rocky cliff at the zoo. Sometimes, before they went in for the night, they would bow and point their bills toward each other. They were good partners.

But sometimes they were sad, too. Every year, Z and Vielpunkt watched the other penguin partners get their nests ready for the eggs that one partner of each pair would lay. Z and Vielpunkt got their nest ready, too. They lined it with sticks and feathers, and they waited for an egg. But male penguins can't lay eggs, so Z and Vielpunkt's nest stayed empty.

Five years went by, and no egg appeared. They were sad. They wanted a chick of their own.

And then one day, something wonderful happened!

Another pair of penguins had two eggs. They could not take care of both of them, so they rolled one of the

eggs out of the nest. The zookeeper rolled the egg back to them. The penguins rolled the egg back out. The zookeeper put the egg back in its nest again. And the penguins rolled it out again!

Then the zookeeper thought about Z and Vielpunkt. He knew they wanted a chick to add to their family.

Carefully, he picked up the little egg and carried it to Z and Vielpunkt. Their nest was ready and waiting, just as it had been for the past five years. The zookeeper laid the egg in the nest.

Z and Vielpunkt were so happy! And they knew just what to do. They knew that the egg needed to stay warm. They took turns sitting on it. When Z was on the egg, Vielpunkt kept watch. When Vielpunkt sat on the egg, Z kept watch. They did not want anyone or anything to hurt their precious egg.

The two fathers took care of their egg for 35 days. Then the shell began to crack. Then it began to open. Inside was their tiny chick! It was covered in dark and velvety gray feathers. And it was beautiful. Its eyes weren't opened yet, so it could not see its two proud fathers. But Z and Vielpunkt could see the chick! They were so proud and so happy.

Just as they had taken turns caring for the egg, now Z and Vielpunkt took turns caring for their baby. When Z went to get fish for the chick, Vielpunkt guarded the nest. When Vielpunkt went for fish, Z watched the nest. Two proud and loving fathers. And one lucky chick. ♦



WE INHABIT A
UNIVERSE
THAT IS CHARACTERIZED BY
DIVERSITY
— DESMOND TUTU —

ILLUSTRATION BY ALEX PEREZ

TEACHING
TOLERANCE 
A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

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

ENGAGE YOUR STUDENTS—IT'S FREE!

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

ONE SURVIVOR REMEMBERS

Gerda Weissmann Klein's account of surviving the Holocaust encourages thoughtful classroom discussion about a difficult-to-teach topic. *Grades 6-12*

A TIME FOR JUSTICE

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

MIGHTY TIMES

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



VIVA LA CAUSA

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

STARTING SMALL

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

BULLIED

A STUDENT, A SCHOOL AND A CASE THAT MADE HISTORY
One student's ordeal at the hands of anti-gay bullies culminates in a message of hope. *Grades 6-12*

"I used the *One Survivor Remembers* materials with my eighth graders as an introductory/build background unit with my ESL students—it was FANTASTIC."

CHRISTINA ARGIANAS, teacher

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

LYNNE KENNEY, teacher

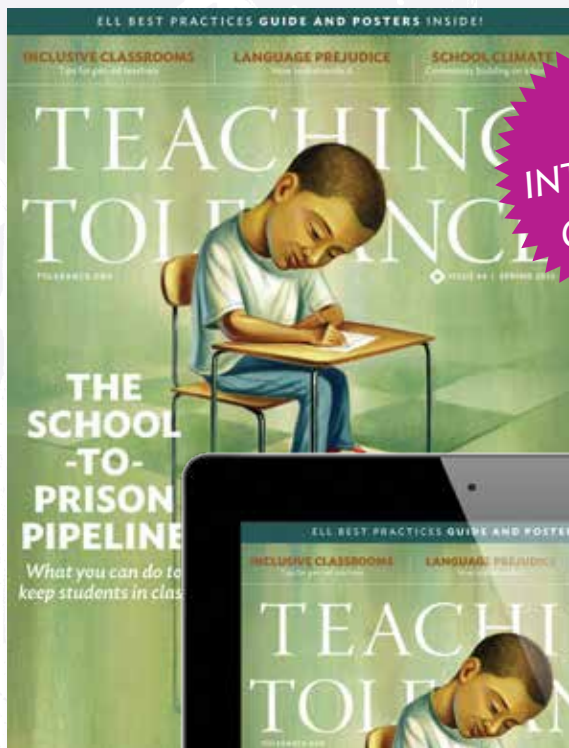
"My students have been profoundly affected by [your] movies over the years."

ISABELLE SPOHN, teacher

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