

**ESSEX FELLS:
BUILDING INCLUSIVE & EQUITABLE SCHOOL
COMMUNITIES**

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New York/New Jersey**



Agenda

- Dominoes Activity
- ADL & A WORLD OF DIFFERENCE Institute
- Guidelines for Courageous Conversations
- Identity Iceberg with Identity Molecule
- Understanding the Language of Bias
- “Silent Beats” Video Activity
- One Person, Many Roles
- Head, Heart, Hand

DOMINOES ACTIVITY

Dominoes

- Think of two personal characteristics, interests, hobbies, abilities, family relationships and other aspects of your identity that you can share with everyone else.
- The first volunteer begins by 1) stating their first name and 2) sharing two personal characteristics, interests or aspects of identity. For example, “My name is Ash. On my left, I have one brother, and on my right I like to cook.”
- If you share either characteristic, repeat the characteristic you have in common, and identify a second characteristic.
- The activity continues until everyone has shared two personal characteristics.

Dominoes

- What common themes did you notice as people announced the characteristics they shared?
- Were there any characteristics that were not included? If so, what were they, and why do you think no one mentioned them?
- What do you think are the purposes of this activity?

Anti-Defamation League

-founded in 1913

- **Protect:** Respond to incidents of identity-based hate and bigotry; pioneered landmark hate crimes law; led coalition for anti-bullying law in Massachusetts.
- **Investigate:** Monitor hate crimes, extremist groups, domestic and international terrorist activities.
- **Educate:** Provide anti-bias training to schools, colleges, communities, and community organizations.

A WORLD OF DIFFERENCE® Institute founded in Boston in 1985

- Designed to empower people with knowledge and resources to challenge all forms of prejudice and actively promote respect for cultural, racial and other human differences.
- Operates in 26 U.S. regional cities.
- More than 450,000 educators and professionals, and 36 million students have been impacted.



Goals of the Session

- Explore aspects of peoples' identities and how we respond to them.
- Identify what students can say and do to address bias, prejudice and other hurtful behaviors and be allies to support people who are targeted.
- Learn how to actively promote respect for human differences.
- Develop communication, facilitation and leadership skills.

GUIDELINES FOR COURAGEOUS CONVERSATIONS

Guidelines for Courageous Conversations

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Please Be Back in 10 Minutes



EXPLORING IDENTITY

Exploring Identity

- Has anyone ever come up to you and said, “When I first met you, I thought you were a”

- Have you ever gone up to anyone and said or thought, “When I first met you, I thought you were a”

Identity Iceberg

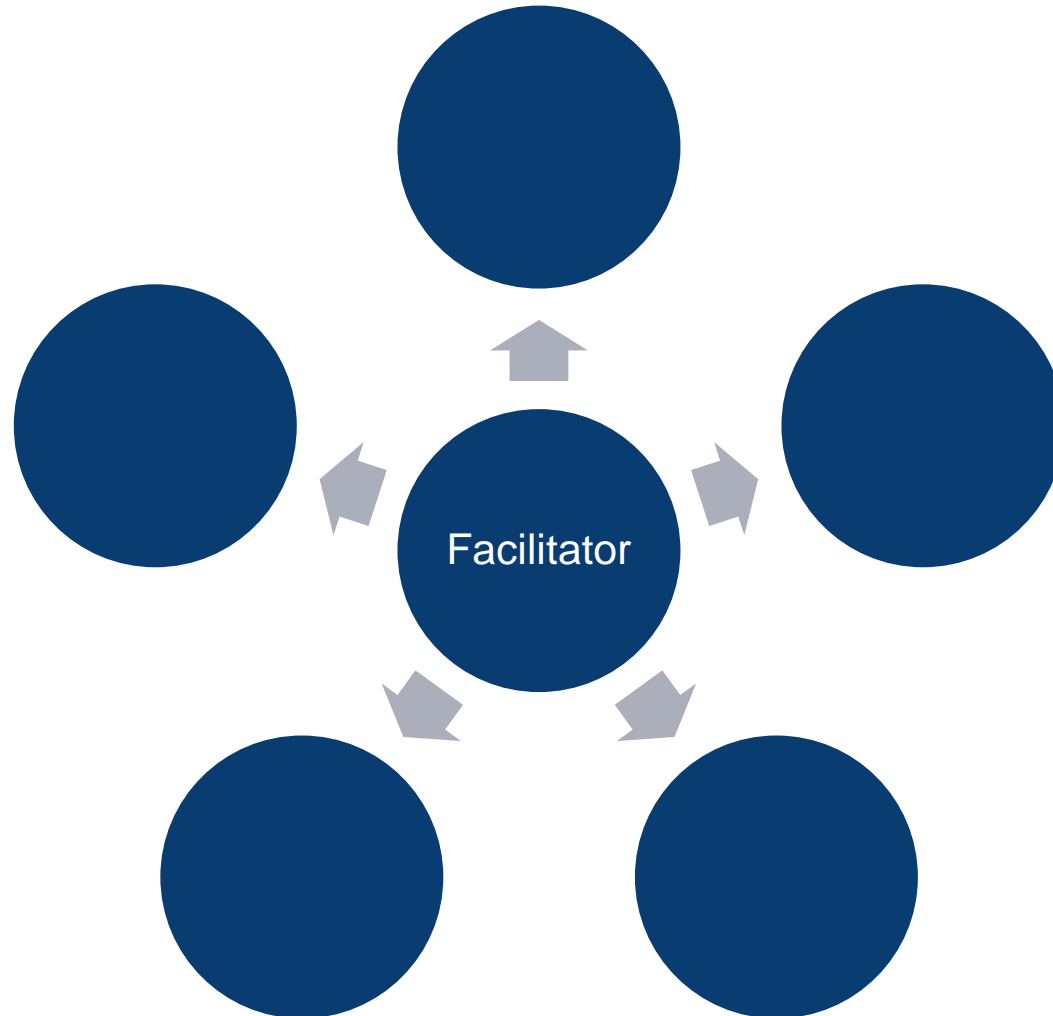
Physical Appearance

Race, Gender, Marital Status, Religion/Spirituality, Physical and Intellectual Abilities, Age/Generation

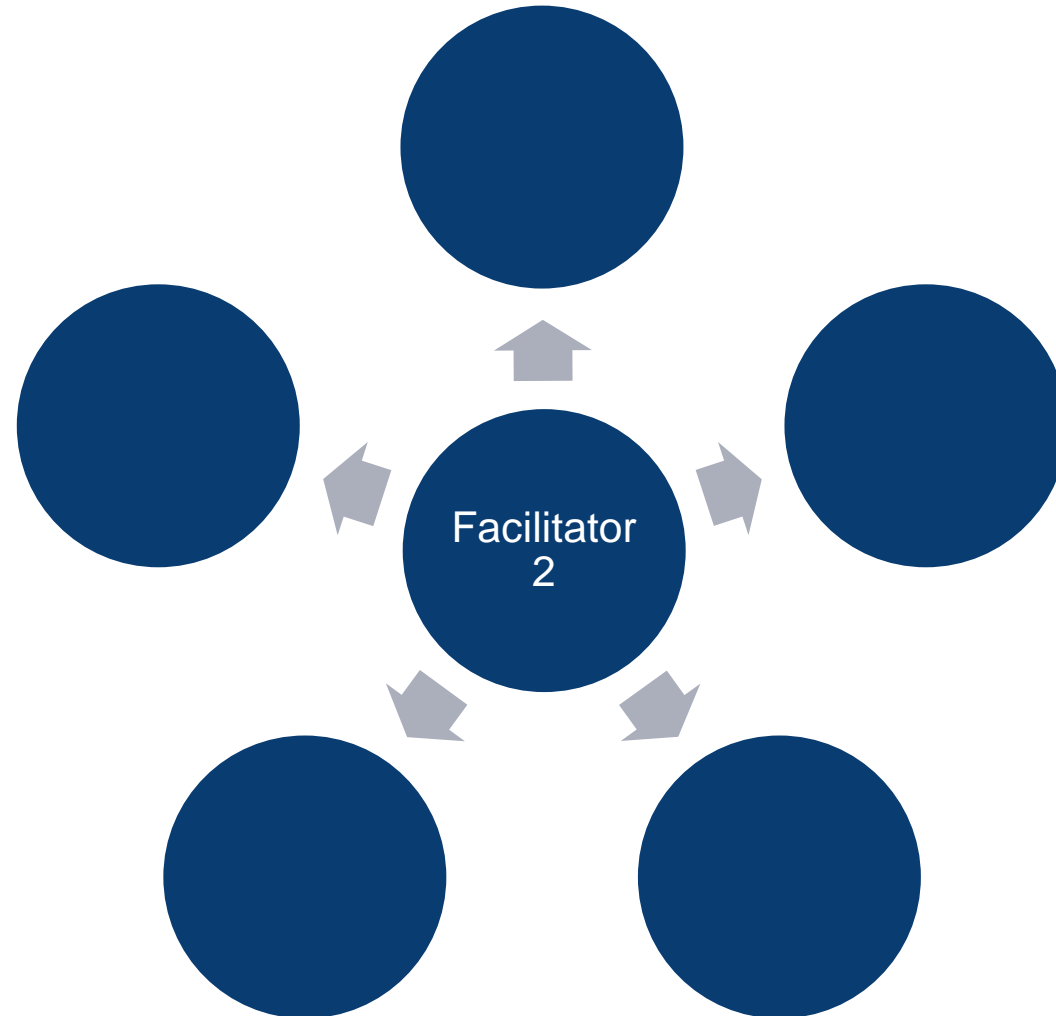
Ethnicity Education
Sexual Orientation
Geographic Origin Social Roles
Career Positions Political Affiliations
Interests Volunteer Involvement
Relationship-Based Identities (e.g. family)
Nationality Hobbies Socioeconomic Class
Organizational Memberships

IDENTITY MOLECULE

Identity Molecule



Identity Molecule



Identity Molecule

- What if any patterns did you notice in the identities that people shared? For example, did people who are White not identify race as their primary identity? Were women the only participants to identify gender as their primary identity? If so, why do you think that is?
- Have you experienced anything at school or in your community that has made one or more of the identities in your Identity Molecule stand out? If so, describe the experience.
- What are some situations in your school or community (without mentioning anybody by name) when students might feel they have to hide or give up one of their identities in order to “fit in” or avoid being targeted with hurtful behaviors?

UNDERSTANDING THE LANGUAGE OF BIAS

What Does It Mean to Have a Bias?

A bias is a preference for, or against, an individual or group that interferes with impartial judgment.



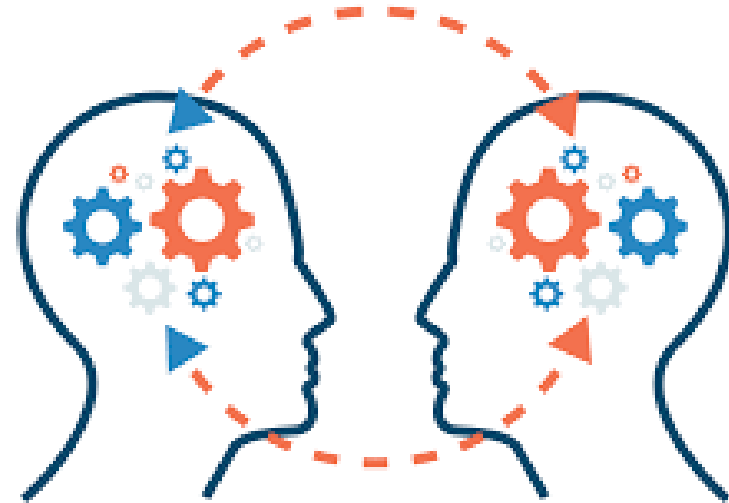
A stereotype is a *thought* that contains...

- An oversimplified generalization about a person or group without regard for individual differences.



Prejudice is an *attitude* or *belief* that . . .

- Prejudges or makes assumptions about a person or group of people without knowing who they really are.



Discrimination is an *Action* that...



Denies justice and fair treatment in aspects of people's lives, such as employment, education, housing, banking and political rights.

Discrimination is an *action* that...

- Denies justice and fair treatment by both individuals and institutions in aspects of people's lives, such as employment, education, housing, banking and political rights.



Understanding the Language of Bias

1. ableism
2. ageism
3. anti-immigrant bias
4. anti-Muslim bias
5. anti-Semitism
6. anti-trans bias
7. classism
8. heterosexism
9. racism
10. religious bias
11. sexism
12. weightism

Understanding the Language of Bias

- Which, if any, of these “isms” appears to occur more than others in your school or community? Why do you think that is?
- Why do you think it is important to know these terms?
- How will you use what you just learned?

Please Be Back in 10 Minutes



“SILENT BEATS” VIDEO ACTIVITY

“Silent Beats”

- In one or two words, how do you feel after watching the video?
- How does the video demonstrate that stereotypes which appear to be positive can have a negative impact?
- How is what happens in the video relevant?
- What is the cumulative impact of stereotypes on a stereotyped individual or group? On a school community?
- What can you do as an individual to challenge stereotypical thinking in yourself and in others?

ONE PERSON, MANY ROLES

ADL[®]

One Person, Many Roles: Who's Who When a Bias Incident Occurs

Aggressor

- An individual or group who directs hurtful words and/or actions, verbally or electronically, to another individual or group.

Target

- An individual or group to whom hurtful words and/or actions are directed, verbally or electronically.

Bystander

- An individual or group who hears or sees hurtful words and/or actions and does not try to stop them or support the target.

Ally

- An individual or group who tries to interrupt hurtful words and actions when it is safe to do so and/or does something to support the target.

One Person, Many Roles

- Which role did people share the most? Why do you think that is?
- What are some reasons why some people might not feel comfortable sharing their role as an aggressor? Their role as a target? Their role as a bystander? Their role as an ally?
- Which of these roles are more common in your school, and why do you think that is?
- Which role doesn't give people a choice, and why is that important to know?

CLOSING ACTIVITY

HEAD, HEART, HAND

Head, Heart, Hand

HEAD:

- One “thought” you would like to share about your experience in today’s session.

HEART:

- One “feeling” you have as today’s training session comes to a close.

HAND:

- One practical action you plan to take as a result of what you have learned and experienced so far.

Thank You!!!

감사합니다 Natick
Danke Ευχαριστίες Dalu
Grazie Thank You Köszönöm
Спасибо Dank Gracias
谢谢 Merci Seé
ありがとう

Obrigado