



This Word document contains the complete teaching procedure for Diversity: Our Strength—Our Challenge as well as any related resources, handouts, attachments, notes etc.

Diversity: Our Strength—Our Challenge

Developed by:

Anti-Defamation League

Theme covered:

Diversity/Compassion for Others

Overview of activity:

On September 11 all Americans were the target of hate. This highly interactive three-part lesson creates a supportive forum for students to explore both the dynamics of hateful behavior and the strength of unified action to counter it. Sharing personal backgrounds and experiences with name-calling and prejudice, students will develop an appreciation of their similarities and differences and build a sense of group unity. Through examining the roles that they each play in either interrupting or perpetuating bias in their schools and communities, students will develop a sense of personal responsibility for combating prejudice and will learn ways to create inclusive and respectful campus environments.

Objective of activity:

- ★ Students will depict and share important influences that have shaped their own cultural, religious, gender and social beliefs.
- ★ Students will share their own and learn of others' personal experiences with prejudice.
- ★ Students will examine the roles that each person plays in either perpetuating or interrupting prejudice and bias.
- ★ Students will learn effective strategies to confront bias.

Subjects with which this lesson interfaces:

Civics, English, Language Arts, Sociology, Social Studies

Estimated time of activity:

2-3 class periods with optional extension activities

National educational standards that this lesson meets:

Standards from McRel website (www.mcrel.org/)

Behavioral Studies Standards:

1. Understands that group and cultural influences contribute to human development, identity, and behavior
2. Understands various meanings of social group, general implications of group membership, and different ways that groups function

3. Understands that interactions among learning, inheritance, and physical development affect human behavior
4. Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

Civics:

What are the Basic Values and Principles of American Democracy

9. Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy
11. Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society
13. Understands the character of American political and social conflict and factors that tend to prevent or lower its intensity

Working With Others:

1. Contributes to the overall effort of a group
2. Uses conflict-resolution techniques
3. Works well with diverse individuals and in diverse situations
4. Displays effective interpersonal communication skills
5. Demonstrates leadership skills

List the Materials Needed for this Activity:

- ★ *Teachers' Notes – Talking About Diversity With Students
- ★ *One blank overhead transparency for each student
- ★ Pens that will write on the transparencies, several colors for each student, if possible
- ★ Overhead projector/Screen
- ★ "Roles People Play" Overhead transparency and Handout
- ★ *Strategies to Confront Bias* Overhead transparency and Handout

Preparation:

Before teaching this lesson, review the Teachers' Notes in the 9/11 As History Web site to assist in creating a safe environment for students to explore issues of identity, prejudice and bias.

Teaching procedure for the lesson plan:

Part I

- ★ After creating a safe environment, introduce the lesson to students by recalling that on September 11, 2001, more than 3,000 people from over 50 nations were killed in the terrorist attacks on the World Trade Center in New York City, the Pentagon and in Pennsylvania. As the nation has mourned this tragedy, we have seen, and come to know even more acutely than before, that Americans are women and men of all races, religions, ages and cultural backgrounds.
- ★ Distribute overhead transparencies and pens, one each per student.
- ★ Instruct students that you will share with them five categories that define personal identity and they will then be asked to draw symbols that represent each aspect of identity in their own lives. Students may draw anything that has meaning for them. They do not have to draw a symbol for each category, however encourage them to do so. Explain that the symbols/drawings will be seen later in the activity by the rest of the class.
- ★ Tell students they will have about 3 minutes for each drawing. Emphasize that this is not an art lesson, but a symbolic "shorthand." Instruct students to work alone, and not to comment on anyone else's work. Tell students that there will be a time to share and discuss the drawings later in the lesson.

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- ★ Read aloud and/or list on the chalkboard the following identity categories aloud, one by one. If written on the chalkboard, also use the questions as verbal prompts to assist the students in their drawings.

1. Gender: How does it feel to you to be male/female; what have you learned about being female/male in our society? Who taught you those things? How were you taught?

2. Race: How do you identify yourself racially? What have you been taught about your race? Who or what has taught you about your race?

3. Ethnicity/Culture: How would you represent your ethnic or cultural identity? Show how it feels to be a part of your culture. How did you learn about your culture? Who or what were your teachers?

4. Religion: How do you identify yourself in terms of faith? If you follow a formal religion, where have you learned about your traditions and beliefs? If you have spiritual beliefs, how have they developed? If you have no religious or spiritual beliefs draw anything that represents your own beliefs. Who have been your teachers? How have you been taught?

(Note: It is important not to make assumptions about anyone's religious affiliation or belief. Agnostic, Atheist, Native American, Pagan, Wiccan, or other beliefs may be expressed by students, as with all other categories. Allow no negative comments.)

5. Citizenship: How do you feel about being a citizen of your country? What do you think your country is best known for? What (if any) common beliefs or values do citizens of your country hold?

- ★ After all students have completed their drawings, ask students to find a partner to share their transparencies with one another. Allow five minutes for this sharing. [If the maturity and trust level of the group is high, teachers may ask students to find a person they do not know well for this sharing.]
- ★ Ask for 3-5 volunteers, depending on time constraints, to share their illustrations with the whole class. Use an overhead projector to allow all students to see their classmates' work.
- ★ Have all students hold their transparencies up to their faces and look through their transparency at their classmates.
- ★ Conduct a discussion about what they see. Ask the students the following questions:
 - How do other people look through the transparency?
 - Do you see each other clearly?
 - What effect might this "lens" have on how you view other people and events?
- ★ To conclude, have students write down, and submit anonymously, two things they learned from this exercise. Close by inviting volunteers to share some of the things they learned from this exercise.

Part II:

- ★ Reinforce the previous learning and connect it to the following lesson by reading a few of the anonymous comments received from the students at the conclusion of the previous lesson.

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- ★ List on chart paper the five identity areas (gender, race, ethnicity/culture, religion, citizenship) used in the previous lesson.
- ★ Invite students to add to this list other types of groups in the school with which they or others identify. This might include: grade level, athletic and civic associations, interests, sexual orientation, political affiliation, etc. [Note: Use your judgement in deciding if the following portion of the activity should be conducted in stand-up or in small group discussions. If conducting stand-ups, you may want to consider choosing categories that may be perceived as less risky to start the activity.]
- ★ Tell students that you are going to conduct an exercise to illustrate concepts about similarities and differences. Using the list, invite students as they feel comfortable to stand up when a category is called that is important in their lives. Not one should be pressured to stand. Instruct students to look around and see who is standing/sitting with them. Tell students that there should be no talking during the exercise. The phrasing for each call is "If ----- is important in the way you identify yourself, please stand up." Pause 5-10 seconds after students are standing and then say, "Thank you, please be seated." Call the next category.

[Note: If there are students with physical limitations that prohibit their ability to stand, conduct the activity as a hand-raising exercise.]

- ★ Following the stand-ups, ask students some or all of the following questions:

How did it feel if you were standing or sitting alone or with only a few other people?

How did it feel if you were standing or sitting with the majority of the group?

Have you ever been targeted or picked on because of your association with one of these categories? What happened? How did that feel?

Discuss how it feels to be considered either "alone" or of the "majority" on campus. How do teachers, administrators and other students treat those students? How does this dynamic affect the school environment?

- ★ Assign students the task of observing their school climate to notice the ways in which students may be targeted, excluded or included in various ways throughout the school day. Have them record their observations in writing.

Part III

- ★ Ask students to report on any incidents of bias, name-calling they recorded since the last class meeting. Have students comment on what they did when they witnessed these acts? Ask if they acted differently from how they have acted in the past?
- ★ Distribute the "Roles People Play" Handout to each student. Have students count off to form groups of four students each. Ask students to spend time privately writing their responses to each of the four questions. (Attachment A)
- ★ Once completed, ask students to share their responses with the others in their small group. Once they have had the chance to discuss their responses, invite the student to discuss and be prepared to share their responses to two additional two questions:

When you interrupted an act of bias or prejudice, what motivated you to do so?

When you witnessed an act of bias and did not intervene, what motivated you to "stand by?"

- ★ Ask the small groups to discuss their responses to the last two questions. Chart common themes or ideas about the reasons why they intervened and why they did not. Ask

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students which is easier to do -- interrupt or stand by and why? What are the consequences of either action?

- ★ Explain to students that learning to interrupt acts of hate and bias is difficult. There are no easy answers, but it is important to understand that each person plays a role in combating bias. Ignoring bias allows the act to go unchecked, allowing it to escalate to possibly more harmful and dangerous levels. Ask for examples in history or from their personal experiences when they have seen this occur.
- ★ Distribute the “Strategies to Confront Bias” Handout (Attachment B) and project the transparency on the overhead projector. Read the opening paragraph aloud. Have student volunteers read each of the strategies listed. Elicit other strategies and add to the list.
- ★ When the list is completed and has been read aloud, ask if anyone has a question about any of the suggested strategies. Ask students if they think that it is always appropriate to respond to a bigoted remark or action. Be sure that the point is made that it is not always wise or safe to respond in the moment; notifying an appropriate authority, or approaching the person later may be a safer and more effective strategy.
- ★ Share with the students quotes on the importance of individual participation and action. (Attachment C). Conclude by inviting students to react to the quotes and discuss the relationship of the quote to the to the lesson they have just completed.

Assessment Recommendations:

Students’ understanding should be assessed through:

- ★ contribution to class discussions
- ★ active participation in a small group assignments
- ★ ability to provide examples or evidence to support ideas
- ★ willingness to listen and consider the ideas of others

Extended Activities:

1. Show one or more of the resource videos before starting this lesson.
2. Have students research origins of the motto *E Pluribus Unum* and write an essay about its meaning, historically and today.
3. As another possible extended activity, we encourage you or students you know to submit answers to the questions posed in our student writing exchange, on the website in "Student Sharing Their Thoughts" on the side bar menu of the 9/11 As History Web site. We will be publishing the best entries and crediting the appropriate writers in this publication, *Ask the Children About September 11*. Questions address how students feel they and their communities have changed since September 11 and what they have either done or think should be done to improve their communities.
4. Ask the class to generate “real life” campus examples to role play some of the actions students can take to make their school a more inclusive and respectful place for all people.
5. Have students research non-violent responses to hate. (See Internet Resources.)
6. Research the [Not in Our Town](#) web site to discover how students can take community action against hate.

RELATED RESOURCES:

For Educators:

A Guide for Creating Student Diversity Panels in Schools and Communities. (1999). New York, NY: Anti-Defamation League.

Bigman, L, Chappelle, S. with Hillyer, F. (1998). *Diversity in Action: Using Adventure Activities to Explore Issues of Diversity with Middle School and High School Age Youth.* New York, NY: Simon and Schuster Custom Publishing.

Davis, J. F. (1994). *Break the Lies That Bind: Sexism in the Media,* Los Angeles, CA: Greenhaven Press Inc.

Felt, M.C., Jolly, E.J., and Mally, S.M. (2001). *Beyond Blame: Reacting to the Terrorist Attack.* Newton, MA: Education Development Center, Inc.

Fletcher, R. (1986). *Teaching Peace: Skills for Living in a Global Society.* New York, NY: Winston Press.

In My Own Voice: Multicultural Poets on Identity. (1996). Pleasantville, NY: Sunburst Communications. (CD-Rom)

O'Reilly, K., & Splaine, J. (1996). *Critical Viewing: Stimulant to Critical Thinking.* Pacific Grove, CA: Critical Thinking Press & Software.

Pferdehirt, J. (1997). *One Nation, Many Peoples.* Madison, WI: Knowledge Unlimited Inc.

Pickering, J. W. (1994). *Comparing Cultures: A Cooperative Approach to a Multicultural World.* Portland, ME: J. Weston Walch Publisher.

Robinson, J. S. et al. (1997). *Building Cultural Bridges.* Bloomington, IN: National Education Service.

Schniewind, N., and Davidson, E. (1998). *Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equality.* Needham Heights, MA: Allyn & Bacon.

Shiman, D.A. (1994). *The Prejudice Book: Activities for the Classroom.* New York, NY: Anti-Defamation League.

Selected Video Resources:

Choy, C., & Tajima, R. (1990). *Yellow Tale Blues: Two American Families.* 30 min. c. New York, NY: Film Makers Library

Clips from Hollywood movies reveal decades of disparaging images of Asians and Asian Americans in a documentary that contrasts the Hollywood images with portraits of the filmmakers' own families.

Cokes, A. (1990). *Fade to Black.* 30 min.c. New York, NY: Third World Newsreel.

An exploration of stereotyping of African Americans in mainstream film.

Gee, D. (1988). *Slaying the Dragon.* 60 min. c. New York, NY: Women Make Movies.

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A comprehensive look at media stereotypes of Asian and Asian-American women since the silent era.

Guggenheim, C. (1995). *The Shadow of Hate: A History of Intolerance in America*. 40 min. c&b/w. Montgomery, AL: Teaching Tolerance.

A documentary that examines three centuries of this country's ongoing struggle to achieve its ideals of liberty, equality and justice for all.

Hornbein, G., Rasmussen, L., & Stanaway, A. (1989). *The Right to Be Mohawk*. 17 min., New York, NY: New Day Films.

Conversations with Mohawk leaders and residents of Akwesasne in New York State that reveal the determination of the Mowhawk to survive and solidify their nation.

Lamb, G. (1990). *I Was a Teenage Alien*. 33 min. c. Inglewood, CA: Gina Lamb.

This tape weaves together the stories of three Latin-American teens who entered the United States illegally. The teens describe their initial expectations and the realities of their experiences.

Maynor, M. (1996). *Real Indian*. 7 min. c. New York, NY: Women Make Movies

A light-hearted look at the meaning of cultural identity through the eyes of a Lumbee Indian who does not fit any of society's stereotypes about Native Americans.

Noriega, F., Barton, P., and Danska, D. (Producers). (n.d.) *Names Can Really Hurt Us*. 24 min. c. New York, NY: WCBS-TV.

Teenagers in an ethnically diverse urban middle school talk about their painful experiences as victims of bigotry and also reveal their own prejudices and stereotypes.

O'Neill, P., and Miller, R. (1995). *Not in Our Town*. 27 min. c. Oakland, CA: The Working Group

The story of the people of Billings, Montana, who came together as a community to fight bigotry.

Onwurah, N. (1988) *Coffee-colored Children*. 15 min. c. New York, NY: Women Make Movies.

This film documents the pain of racial harassment and the internalized effects of racism that children of mixed racial heritage often face.

Riggs, M. (1987). *Ethnic Notions*. 56 min. c. San Francisco, CA: California Newsreel.

This documentary traces the origins of the deeply rooted stereotypes which have fueled anti-Black prejudice and wounded African-American self-esteem.

Shrank, J. (1995). *The Unbiased Mind*. 23 min., Lake Zurich, IL: Learning Seed Company.

This video shows how we all adopt thinking habits that make it possible for us to function in a complex world, but some of these habits lead us to biased and prejudiced thinking.

Tajiri, R. (1991). *History and Memory: For Akikoi and Takashige*. 32 min. c& b/w. New York, NY: Women Make Movies.

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This video explores personal and cultural memory through the juxtaposition of Hollywood images of Japanese Americans and World War II propaganda with stories from the author's family.

Zaman, N. (1994). *Beyond Black and White*. 28 min.c. New York, NY: Women Make Movies.

Interviews with five young women of biracial identities reveal varying experiences of contemporary self-definition while charting America's history of racial laws and policies.

Suggested Internet Resources

www.adl.org Anti-Defamation League: Provides links to A CLASSROOM OF DIFFERENCE™ programs which help explore prejudice and bigotry, improve critical thinking skills, examine diverse viewpoints and take leadership roles.

<http://www.ifor.org/nvetp/bib.htm>: Nonviolence Resources - The Nonviolence Education and Training Program (NVETP) is a part of the The International Fellowship of Reconciliation.

<http://www.FGOnline.org/>: The Foundation for Global Community is a project-based nonprofit educational organization that offers programs and projects to improve self-understanding and teach methods for resolving conflicts in interpersonal relationships, within an organization and between peoples around the world. The group sponsors a Jewish-Palestinian Dialogues project.

www.partnersagainsthate.org : Partners Against Hate is a joint effort of the [Anti-Defamation League](#), the [Leadership Conference Education Fund](#), and the [Center for the Prevention of Hate Violence](#) to design and implement a program of outreach, public education, and training. Featuring both online and offline resources and support, Partners Against Hate coordinates its individual organizational experiences and broad-based networks to promote awareness of promising techniques to prevent, deter, and reduce juvenile hate-related behavior.

<http://www.tolerance.org>: A web project of the Southern Poverty Law Center offers programs, lessons and resources to teachers, students and parents designed to fight hate and increase tolerance and understanding.

<http://www.esrnational.org/wtclessons2001.htm> [Educators for Social Responsibility Lesson Plans](#): Offers tools for the classroom to teach about social responsibility as a core practice in education.

[Not in Our Town](#): This website offers program guides and programs, including a September 2002 PBS presentation, to teach respect for our changing communities.

[Stop Hate 2000](#): A web based clearinghouse for information on hate and violence.

[Words Can Heal.org](#): A national campaign to eliminate verbal violence, curb gossip and promote the healing power of words to enhance relationships at every level.

Credit:
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Attachment A

Roles People Play Worksheet

<p style="text-align: center;">TARGET</p> <p>A time when you were on the receiving end of prejudice or bias.</p>	<p style="text-align: center;">PERPETRATOR</p> <p>A time when you said or did something prejudiced or biased to someone else.</p>
<p style="text-align: center;">BYSTANDER</p> <p>A time when you did not interrupt prejudice or bias.</p>	<p style="text-align: center;">ALLY</p> <p>A time when you interrupted prejudice or bias.</p>

Attachment B

Strategies to Confront Bias

When confronting acts of bias or prejudice, it is important to incorporate a process that helps people to take control of a situation. The following process has proved helpful for many people, from elementary school children to adults.

1. Begin the process by clarifying for yourself what you want to get out of the interaction. If venting your anger is your primary goal, you may be unlikely to have a successful interaction with the other person. Similarly, making an equally offensive remark or publicly embarrassing the person who made the comment or told the joke is not a productive response.
2. Try to assume good will. Many people who make offensive remarks do so out of ignorance. Because they do not intend harm, they often assume no harm is done.
3. Talk to the person privately. By speaking to the person who offended you one-on-one, you remove his or her necessity to “save face” publicly or to defend his or her actions in front of a group.
4. Start the conversation by “vesting your relationship.” People listen better when they know they matter to the other person. For example, start the conversation by saying something like, “I want to talk with you, Mary, because your friendship is very important to me.”
5. Use “I” statements, not “you” statements. The point of this conversation is to let the person who offended you know how you feel about what was said. The conversation will be less successful if it focuses on what the other person did “wrong.” Choosing words accordingly will help eliminate the person’s need to defend his or her actions.
6. Remember your “rights.” You do not have the right to dictate someone else’s sense of humor. You do, however, have the right to request that this type of humor not be used in your presence.

Attachment C

“The world is too dangerous to live in – not because of the people who do evil, but because of the people who sit and let it happen.”
– Albert Einstein

“There was no particular day on which I said, From henceforth I will devote myself to the liberation on my people; instead I simply found myself doing so, and could not do otherwise.”
– Nelson Mandela

“Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against an injustice, he send forth a tiny ripple of hope.”
– Robert F. Kennedy

“Never doubt that a small group of thoughtful committee citizens can change the world. Indeed, it is the only thing that ever has.”
– Margaret Mead

“Not everything that is faced can be changed. But nothing can be changed until it is faced.”
– James Baldwin

“Let us not forget, after all, that there is always a moment when a moral choice is made.”
– Elie Wiesel

Please give us your feedback

We want to know what you think of this lesson plan. Please answer the following evaluation questions and send it back to us via fax, email or post mail:

9/11 As History

c/o Families and Work Institute
267 Fifth Avenue
Floor 2
New York, NY 10016

Fax: 212.465.8637

Email: 911AsHistory@familiesandwork.org

Or you can also fill out this evaluation online in the [Feedback section](#) of our Web site

1. Please tell us who you are. Check all that apply.

- Educator, Pre-K through 2nd grade
- Educator, 3rd through 5th grade
- Educator, 6th through 8th grade
- Educator, 9th through 12th grade
- Parent
- School administrator
- Community/youth worker

2. How did you find out about the "9/11 As History" website? Check all that apply.

- TV
- Newspaper
- Magazine/journal
- Radio
- A friend or family member
- School
- School district
- Community organization
- Found it on my own
- Other (please describe) _____

3. How useful did you find this lesson plan in helping you and the youth you work with address the September 11th anniversary?

- Very useful
- Somewhat useful
- Not very useful
- Not useful at all

4. How well did this lesson plan meet its stated objectives?

- Very well
- Somewhat well
- Not very well
- Not well at all

5. How easy was this lesson to incorporate into your curriculum or other lesson plans for the day?

- Very easy
- Somewhat easy
- Not very easy
- Not easy at all

6. Overall, how many lesson plans did you use from the "9-11 As History" website?

7. How would you describe the response you got to this lesson from the young people?

8. What was the most successful aspect of the lesson plan?

9. Do you have any suggestions for adapting or modifying the lesson plan?

10. Please share with us any special activities you have done with young people to commemorate the anniversary of September 11th.

We are planning to develop additional materials for educator use. Would you like to be kept up to date via our e-mail list about these initiatives?

Email Address: _____