

**Statement of Anti-Defamation League  
on  
Jena 6 and the Role of Federal Intervention in Hate Crimes and Race-Related  
Violence in Public Schools  
House Judiciary Committee  
October 16, 2007**

The Anti-Defamation League (ADL) is pleased to provide this statement as the House Judiciary Committee conducts hearings on “Jena 6 and the Role of Federal Intervention in Hate Crimes and Race-Related Violence in Public Schools.”

ADL and, especially, its New Orleans Regional Office, have closely followed the situation at Jena High School and in the Jena community over the past several months. The League is deeply concerned about the racial tensions in the community and allegations of unfair treatment between black and white students, as well as the allegations of racial disparity in subsequent criminal charges filed against six black students.

We share the Committee’s view that the escalating series of intimidating and violent events in Jena is worth examining to determine what guidance can be provided for other communities. The inadequate response to the intimidating tactics and escalating violence in Jena provides lessons for school administrators and community leaders on the need to confront racial and ethnic tensions directly and constructively – and to defuse them before they can lead to confrontations and reprisals. In addition to our concerns for the students directly involved, our thoughts are also on the future well-being of all students at Jena and all members of the community. We have offered to meet with school leaders to discuss ways in which the League might be able to bring our extensive education and community resources and programming to the Jena schools in an effort to help heal tensions and constructively bring the community together.

This statement will provide some background – explaining why this issue is important to ADL, why hate crimes laws and the pending Local Law Enforcement Hate Crime Prevention Act are relevant, how extremists are seeking to exploit the situation in Jena, and what can be done to promote anti-bias intervention and more long-term programmatic initiatives. The statement also summarizes ADL’s anti-bias resources and provides a listing of selected materials on hate crime and hate group response and counteraction.

I. Why the Issue is Important to the Anti-Defamation League

Since 1913, the mission of ADL has been to "stop the defamation of the Jewish people and to secure justice and fair treatment to all citizens alike." Dedicated to combating anti-Semitism, prejudice, and bigotry of all kinds, defending democratic

ideals and promoting civil rights, ADL is proud of its leadership role in the development of innovative materials, programs, and services that build bridges of communication, understanding, and respect among diverse racial, religious, and ethnic groups.

Over the past decade, the League has been recognized as a leading resource on effective responses to violent bigotry, conducting an annual *Audit of Anti-Semitic Incidents*, drafting model hate crime statutes for state legislatures, and serving as a principal resource for the FBI in developing training and outreach materials for the Hate Crime Statistics Act (HCSA), which requires the Justice Department to collect statistics on hate violence from law enforcement officials across the country.

The attempt to eliminate prejudice requires that Americans develop respect and acceptance of cultural differences and begin to establish dialogue across ethnic, cultural, and religious boundaries. Education and exposure are the cornerstones of a long-term solution to prejudice, discrimination, bigotry, and anti-Semitism. In addition, effective responses to hate violence by public officials and law enforcement authorities can play an essential role in deterring and preventing these crimes.

## II. Background: Confronting Escalating Community Tensions in Jena

The September 28, 2007 issue of *Education Week* carried a detailed report on mounting tensions in the Jena schools and the community ('Jena Six:' Case Study in Racial Tensions *Education Week*, September 28, 2007.

<http://www.edweek.org/ew/articles/2007/10/03/06jena.h27.html?tmp=2035878054>.

According to *Education Week*, the escalating series of incidents started in August, 2006 when a black student at a Jena High School assembly asked if blacks were "allowed" to sit under a tree on campus that had been a frequent gathering place for white students. School officials told the student that blacks were allowed to sit there, but the next day nooses were found hanging from that tree. Even if the students involved considered the hanging of nooses on school grounds a joke or a prank, school officials and administrators should have taken decisive steps to demonstrate that these actions were absolutely unacceptable.

In addition to the highly-publicized Jena noose episode, similar incidents involving nooses recently have been reported at schools in College Park, Maryland; Columbia, South Carolina; and on Columbia University's campus in New York City. With its past associations with lynchings in the South, the noose has long been used to threaten and intimidate others, particularly black Americans. Sadly, we are still fighting the old demons of hatred and prejudice – even among young people who have no memory of the civil rights era and Jim Crow.

We believe the situation in Jena – and the copycat incidents that followed – demonstrate the need for education, so that our young people have a deeper understanding of the consequences of unchecked racism, bigotry and hate.

### III. Addressing Juvenile and School-Based Bias-Motivated Violence

#### A. Data on Juvenile Hate Crime

Unfortunately, there is a paucity of published information about juvenile hate crime offenders. A 1996 OJJDP "Report to Congress on Juvenile Hate Crime" stated: "the research team found very little information pertaining to the issue of hate crimes in general and even less on the nature and extent of juveniles' involvement."

The FBI's annual Hate Crime Statistics Act (HCSA) report, though clearly incomplete, provides the best snapshot of the magnitude of the hate violence problem in America. As documented by the FBI in its 2005 HCSA report, <http://www.fbi.gov/ucr/hc2005/index.html>, violence directed at individuals, houses of worship, and community institutions because of prejudice based on race, religion, sexual orientation, national origin, and disability is far too prevalent. Highlights from the Bureau's 2005 report include:

- Approximately 54.7 percent of the reported hate crimes were race-based, with 17.1 percent on the basis of religion, 14.2 percent on the basis of sexual orientation, and 13.2 percent on the basis of ethnicity;
- Approximately 67.1 percent of the reported race-based crimes were anti-black, 21.1 percent of the crimes were anti-white, and 5.1 percent of the crimes were anti-Asian/Pacific Islander. The number of hate crimes directed at individuals on the basis of their national origin/ethnicity decreased from 972 in 2004 to 944 in 2005.
- The 848 crimes against Jews and Jewish institutions comprised 11.8 percent of all hate crimes reported in 2005 -- and 69.1 percent of the reported hate crimes based on religion. The report states that 128 anti-Islamic crimes were reported in 2005, 10.4 percent of the religion-based crimes and a decrease from 156 reported anti-Islamic crimes in 2004.
- Of the 12,417 police and sheriffs departments that reported HCSA data to the FBI in 2005, more than 84 percent of these agencies affirmatively reported to the FBI that that they had zero hate crimes. Only 2,037 agencies reported one or more hate crimes to the Bureau. Even more troublesome, over 4000 agencies did not participate in this hate crime data collection effort at all. These figures strongly suggest a serious undercounting of hate crimes in the United States.

The FBI's HCSA report does not provide specific information about either juvenile hate crime offenders or victims. However, in every year for the past decade, schools and colleges have been the third most frequent location for hate crime incidents in America. An October 2001 report by the Justice Department's Bureau of Justice Statistics provided disturbing information about the too-frequent involvement of juveniles in hate crime incidents. This report, <http://www.ojp.usdoj.gov/bjs/abstract/hcrn99.htm>, carefully analyzed nearly 3,000 of the 24,000 hate crimes to the FBI from 1997 to 1999, and revealed that a

disproportionately high percentage of both the victims and the perpetrators of hate violence were young people under 18 years of age:

- 33 percent of all known hate crime offenders were under 18; as were 31 percent of all violent crime offenders and 46 percent of the property offenders.
- Another 29 percent of all hate crime offenders were 18-24.
- 30 percent of all victims of bias-motivated aggravated assaults and 34 percent of the victims of simple assault were under 18.
- 34 percent of all persons arrested for hate crimes were under 18; as were 28 percent of those arrested for violent hate crimes and 56 percent of those arrested for bias-motivated property crimes.
- Another 27 percent of those arrested for hate crimes were 18-24.

#### B. Hate Crime Statutes: A Message to Victims and Perpetrators.

In partnership with human rights groups, civic leaders and law enforcement officials can advance police-community relations by demonstrating a commitment to be both tough on hate crime perpetrators and sensitive to the special needs of hate crime victims. While bigotry cannot be outlawed, hate crime penalty enhancement statutes demonstrate an important commitment to confront criminal activity motivated by prejudice.

At present, forty-five states and the District of Columbia have enacted hate crime penalty-enhancement laws, many of which are based on an ADL model statute drafted in 1981. In Wisconsin v. Mitchell, 508 U.S. 476 (1993), the U.S. Supreme Court unanimously upheld the constitutionality of the Wisconsin penalty-enhancement statute – effectively removing any doubt that state legislatures may properly increase the penalties for criminal activity in which the victim is intentionally targeted because of his/her race, religion, sexual orientation, gender, gender identity, or ethnicity.

However, the paradigm of enhanced penalties for hate crime perpetrators is not well-suited for juvenile offenders and school-based incidents – especially for first-time and non-violent offenders. The enforcement of a hate crime statute against a juvenile is, essentially, an indication that the system has failed – it would have been much better to have prevented the bias-motivated conduct in the first place.

#### C. The Local Law Enforcement Hate Crime Prevention Act

The League has also helped lead a broad coalition of civil rights, religious, education, law enforcement and civic organizations in support of H.R. 1592, the Local Law Enforcement Hate Crimes Prevention Act (LLEHCPA). This legislation, approved by the House of Representatives by a vote of 237-180 on May 3, 2007 and added by the Senate as an amendment to their version of the Department of Defense Authorization legislation on September 27, would establish a new federal criminal code provision, 18 U.S.C. §249. This section would complement an existing statute, 18 U.S.C. §245 – one of the primary statutes used to combat racial and religious bias-motivated violence. Enacted in 1968, 18 U.S.C. §245 prohibits

intentional interference, by force or threat of force, with the enjoyment of a federal right or benefit (such as voting, going to school, or working) on the basis of race, color, religion, or national origin.

The Local Law Enforcement Hate Crime Prevention Act would strengthen existing federal hate crime laws in two ways: First, the bill would eliminate a serious limitation on federal involvement under existing law – the requirement that a victim of a bias-motivated crime was attacked because he/she was engaged in a specified federally-protected activity, such as serving on a jury or attending public school. Second, current law, 18 U.S.C. Sec. 245, authorizes federal involvement only in those cases in which the victim was targeted because of race, color, religion, or national origin. The LLEHCPA would also authorize the Department of Justice to investigate and prosecute certain bias-motivated crimes based on the victim's actual or perceived sexual orientation, gender, gender identity, or disability. Federal law does not currently provide sufficient authority for involvement in these four categories of cases. .

There are two elements of the LLEHCPA that merit special attention at this hearing. First, the measure would give local law enforcement officials important tools to combat violent, bias-motivated crime. Federal support – through training or direct grants and assistance – will help ensure that bias-motivated violence is effectively investigated and prosecuted at the state and local level. The legislation would also facilitate federal investigations and prosecutions when local authorities are unwilling or unable to achieve a just result. Second, the LLEHCPA includes an important new data collection requirement for crimes committed by, and crimes directed against, juveniles. This information will be incorporated into the FBI's HCSA data collection programs and publications.

#### IV. Extremists' Efforts to Exploit the Jena Community Tensions

White supremacists have reacted to the national attention focused on the Jena 6 with violent language and a call for violent action and intimidation tactics.

- Bill White, leader of the Virginia-based neo-Nazi American National Socialist Workers Party, posted the addresses of the "Jena 6" on his Web site, under the title "Lynch The Jena 6." He also stated in the post that, "if these ni--ers are released or acquitted, we will find out where they live and make sure that white activists and white citizens in Louisiana know it. We'll mail directions to their homes to every white man in Louisiana if we have to in order to find someone willing to deliver justice." White continues to post racist statements on his Web site regarding the Jena 6 and their addresses, phone numbers, and relatives' names remain on his site.
- New Jersey-based white supremacist and radio host Hal Turner is selling what he calls the "Jena-6' style Hangman's Noose!" on his Web site. Advertising the noose, Turner wrote that it was a "great conversation piece; just hang one in a public area of your town and you'll get the whole town

talking!" He added, "Hang one of these in YOUR town - or better yet on a tree in YOUR yard! The Black 'Race-Hustlers' can't protest these things everywhere, so let's show them what we really think about Black Crime and their disgusting rallies to support the 6 black thugs in Jena, LA.!"



Available now!

The JENA-6 Style Noose

Tired of Black Crime?

Exercise YOUR right to free speech by hanging one of these from a tree in YOUR town!

Only \$10.

Mail \$10 to:

Available at:

(Foreign Orders add \$5)

Other white supremacists made efforts to organize around the case of the Jena 6 by painting the issue as one in which a white victim of a black hate crime was being unfairly treated and targeted.

- On Stormfront, the largest and most popular white supremacist Internet forum, two members of the forum created a petition entitled "Justice for Justin Barker [the victim of the assault by the Jena 6], his family and Jena's European-American community." The document states that "no Government should ever expect their people to remain idle while six vicious young black men are made into national heroes for a 'Civil Rights' movement that does not recognize Civil Rights for Whites as well."
- The Brotherhood of Klans (BOK), a large and active Ku Klux Klan group based in Marion, Ohio, is planning a parade/protest in Jena "in support of this White Victim Child of a racial hate crime." The BOK Website reports that the

group is filling out an application to protest and will soon announce the date of the event.

The community tensions in Jena also have prompted a powerful response from the New Black Panther Party (NBPP), the most anti-Semitic and racist black militant group in the United States.

- The NBPP promoted and mobilized for a large rally held in September in support of the six defendants, which drew attendees in the tens of thousands. In the months leading up to the rally and ever since, the NBPP has used the Jena case to bring attention to other issues facing the black community, including police violence and racial inequalities in the U.S. justice system. Most recently, the group announced that the Jena case would be among the key issues addressed as part of its annual conference, the theme of which was “The Attack on Black America.”
- Days after the September protest rally in Jena, Malik Zulu Shabazz, NBPP national chairman, announced that the organization would be implementing an effort called the “Security and Protection Committee of the Jena Six” (SPC-Jena 6) in response to threats from white supremacists that followed the mass rally. The goal of the initiative, in which NBPP members and other volunteers would patrol the streets of Jena, would be to provide “personal security” for the families of the six defendants, as well as for Jena’s black community in general. “In the spirit of the Deacons of Defense,” the NBPP announcement stated, “we intend to exercise our full range of legal rights of defense and protection to ensure that this very real threat of violence is neutralized. I want to be clear; in the name of God we as Black Men will not stand idly by and be weak in this hour.” David X, NBPP Information Minister/Defense Minister, echoed Shabazz’ call to action in an interview with *New York Amsterdam News*, vowing to mobilize and adding that the effort had been missing “a little touch of force.”

## V. Anti-Bias Intervention is Necessary

The extremist exploitation of the Jena situation is appalling, and law enforcement official should be keeping a close watch on these activities. For this Committee and for the Congress, however, a high priority should be the need for anti-bias intervention and programming in our nation’s public schools.

### A. The Classic Continuum of Prejudice

Anti-bias educators describe a classic continuum of prejudice. The progression of hate can be understood by imagining a pyramid with different levels, starting at the bottom, the base, with stereotyping and acts of bias (e.g., jokes and slurs, insensitive remarks), and escalating into prejudice and bigotry (e.g., name-calling and bullying, epithets), discrimination (e.g., harassment, housing discrimination), to, vandalism, and violence (e.g., assaults, murders) at the apex. This pyramid shows biased behavior growing in complexity from the bottom to the top. Although the

behaviors at each level negatively impact individuals and groups, as one moves up the pyramid, the behaviors have more violent and threatening consequences. Like a pyramid, the upper levels are supported by the lower levels. If people or institutions fail to address these actions and treat behaviors on the lower levels as being acceptable or “normal,” behaviors at the next level become more accepted.

Criminal behavior and violence is very rarely the beginning – it frequently occurs at the end of an escalating pattern of unresolved incidents. Because of this fact, teachers, school administrators, parents, community-based organizations and government officials and policymakers must ensure that we are doing everything possible to interrupt this dangerous evolution, to recognize early warning signals, and to intervene before violence erupts.

### B. A Snapshot of Bias in Schools Today

Children are not born prejudiced — bigoted behavior is *learned* behavior. By preschool age, children have already adopted negative stereotypes and attitudes toward those they perceive as “others.” Children labeled as “different” for *any* reason are often victimized and isolated. Left unexamined, biased attitudes can lead to biased behaviors, which have the potential to escalate into violent acts of hate.

Research consistently indicates that school violence, bias, name-calling, bullying, and other forms of harassment are serious concerns for school communities:

- More than a third of all students ages 12–18 report having observed hate-related graffiti and one in nine students have had hate-related words used against them.<sup>1</sup>
- Recent research indicates that almost a third of students in grades 6–10 report direct involvement in bullying each month, either as a target, perpetrator, or both.<sup>2</sup>
- An estimated 10,000 children stay home from school at least once a month due to the fear of being bullied.<sup>3</sup>
- Students who are bullied are more likely than other children to be depressed, lonely, and anxious, have low self-esteem, feel unwell, and think about suicide.<sup>4</sup>

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<sup>1</sup> Rachel Dinkes et al., “Indicators of School Crime and Safety: 2006,” (Washington, DC: U.S. Departments of Education and Justice, 2006). Available at <http://nces.ed.gov/programs/crimeindicators/index.asp>

<sup>2</sup> Tonja R. Nansel et al., “Bullying Behaviors among US Youth: Prevalence and Association with Psychosocial Adjustment,” *Journal of the American Medical Association* 285, no. 16 (2001): 2094-2100.

<sup>3</sup> Centers for Disease Control and Prevention, “School Health Guidelines to Prevent Unintentional Injuries and Violence,” *Morbidity and Mortality Weekly Report* 50 (December 2001).

Available at [www.cdc.gov/mmwr/PDF/rr/rr5022.pdf](http://www.cdc.gov/mmwr/PDF/rr/rr5022.pdf)

<sup>4</sup> Susan P. Limber, “Addressing Youth Bullying Behaviors,” *Proceedings from the American Medical Association Educational Forum on Adolescent Health: Youth Bullying*. (Chicago, IL: American Medical Association, 2002). Available at <http://www.ama-assn.org/ama1/pub/upload/mm/39/youthbullying.pdf>

- Students who bully their peers are more likely to get into frequent fights, vandalize or steal property, become truant from school, drop out of school and carry a weapon.<sup>5</sup>
- It is important to remember that adults can bully children, too. A study of urban elementary school teachers in the U.S. found that 40 percent of teachers admitted that they had bullied a student, and 3 percent said they did so frequently.<sup>6</sup>
- A recent survey reports that almost 90 percent of students hear gay epithets in school on a regular basis.<sup>7</sup>
- An overwhelming majority of students (83 percent of girls and 79 percent of boys) report having experienced sexual harassment during their school lives, and more than 25 percent of students regularly experience sexual harassment at school.<sup>8</sup>
- Research also indicates a significant disparity between the educational experiences of students of color versus those of most of their white peers. A recent school climate survey shows that students of color feel less respected by their teachers and are less likely to believe that teachers treat everyone fairly or care about their academic success.<sup>9</sup>
- Another report demonstrates that students of color are more likely to report academic shortfalls, and see drop-out rates, truancy, unrest, drug and alcohol abuse, fighting and weapons, profanity and disrespect for teachers as serious problems in their schools.<sup>10</sup>

While academic knowledge is critical to the maintenance and building of our democratic society, given the rise in bias-motivated violence, the upsurge of anti-immigrant animus, the prominence of safety issues in the schools, and the high percentage of youth who have experienced or witnessed prejudice, a sole preoccupation with traditional academic fields is not enough. When diversity –

<sup>5</sup> Tonja R. Nansel et al., "Relationships between Bullying and Violence Among US Youth," *Archives of Pediatric Adolescent Medicine*, no. 157 (2003): 348-353

<sup>6</sup> Stuart W. Twemlow et al., "Teachers Who Bully Students: A Hidden Trauma," *International Journal of Social Psychiatry*, no. 52 (2006): 187-198.

<sup>7</sup> Joseph G. Kosciw and Elizabeth M. Diaz, "The 2005 National School Climate Survey: The experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools." (New York: GLSEN, 2006).. Available at [http://www.glsen.org/binary-data/GLSEN\\_ATTACHMENTS/file/585-1.pdf](http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/585-1.pdf)

<sup>8</sup> American Association of University Women Educational Foundation, *Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School* (Washington, D.C., 2001): 4.

Available at [www.aauw.org/member\\_center/publications/HostileHallways/hostilehallways.pdf](http://www.aauw.org/member_center/publications/HostileHallways/hostilehallways.pdf)

<sup>9</sup> Brian K. Perkins, "Where We Learn: The Cube Survey of Urban School Climate," (Alexandria, VA: National School Boards Association, 2007)

Available at <http://www.nsba.org/site/docs/38100/38081.pdf>

<sup>10</sup> Jean Johnson, Ana Maria Areumi and Amber Ott, "Reality Check 2006: How Black and Hispanic Families Rate Their Schools," (New York: Public Agenda, 2006)

Available at <http://www.publicagenda.org/research/pdfs/rc0602.pdf>

differences among race, religion, sexual orientation, language, culture, learning style, class – is not valued and respected, the resulting fear and lack of understanding can fuel inter-group tension and violence. Left uninterrupted, today's name-calling can easily become tomorrow's hate crime.

### C. The Federal and State Commitment to Anti-Bias Education Should be Increased

Nowhere is the rapidly increasing diversity of the United States better reflected than in our nation's schools. Today, more than 40 percent of the children in public schools are from what have traditionally been called "minority" groups.<sup>11</sup> It is projected that this figure will rise to almost 50 percent within the next two decades. While this shift represents tremendous opportunities, interaction among diverse groups also poses the challenges of intergroup tension, stereotypes, and discrimination.<sup>12</sup>

The demographic disparity between an 85 percent white teaching force<sup>13</sup> and an increasingly diverse student population further highlights the need for educators to possess the knowledge and skills to effectively teach students with whose culture, language, learning style, language, and experience they may not be familiar.

Academic achievement is not the only challenge schools face. The increased attention on youth violence and hate crimes, school harassment, and bullying point to the importance of providing students an educational environment in which social, ethical, and academic development are inseparable goals. Simply working to improve test scores will do little to increase the capabilities of tomorrow's adults to live peaceably and effectively in a nation that is becoming increasingly diverse – or to function productively in a changing workplace that demands higher education qualifications. What is needed now is an approach that fosters positive intergroup relations, challenges prejudice, and enhances learning for all students: an increased focus on anti-bias education.

Anti-bias education is an active commitment to challenging prejudice, stereotyping, and all forms of discrimination. Anti-bias education provides schools a framework to fight personal and institutional prejudice and advance student learning through responses based on teacher training, inclusive curriculum, classroom instruction, and the building of a school community. Ultimately, anti-bias education empowers students to create a more just and peaceful world, where all groups share equal access to opportunity and every person can flourish.

According to a recent study, relational trust in the schools, which incorporates respect, competence, integrity and regard for others, is of immense significance in

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<sup>11</sup> U.S. Department of Education, National Center for Education Statistics, "The Condition of Education 2007," (Washington, DC, 2007): 26.

<sup>12</sup> James A. Banks et al., "Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society," *Phi Delta Kappan* 83, no. 3 (November 1, 2001): 196.

<sup>13</sup> National Center for Education Information, "Profile of Teachers in the U.S. 2005," (Washington, DC, 2005)

creating this environment and improving student academic achievement.<sup>14</sup> Teachers are active partners in this process and it is critical that they have all the resources necessary to be involved in creating an anti-bias learning environment. This necessitates ensuring that they have skills training and professional development opportunities available to them to aid them in their efforts to meet the needs of diverse students and promote an anti-bias environment. Parents, caretakers, family members and the larger community must also be invited to participate in the learning process, as their role in providing the context in which students learn and are motivated to learn is critical.

Schools have the power – and the responsibility – to equip students with the skills and knowledge to be successful in our increasingly diverse society and to make that society a place where the ideals of equity and democracy are embodied in the social order. However, to do so requires the consistent and forceful leadership of the overall school community (and the larger community). Prejudice is learned – and as research shows it can be unlearned – but to do so requires rigorous work and the active engagement of school leaders at every level.

### **Anti-Bias Resources for Schools and the Community**

#### **The ADL's A WORLD OF DIFFERENCE Institute®**

ADL's A WORLD OF DIFFERENCE® Institute is a leading provider of anti-bias and diversity education training programs and resources used by schools, universities, corporations, community organizations and law enforcement agencies throughout the United States and abroad. Programs for families and caregivers of children aged three to five years old help children develop positive attitudes about themselves and others before stereotypes and prejudice can take root. Programs for administrators, teachers and students in grades K – 12 foster safe, respectful and inclusive learning environments for all. University, corporate, civic leadership, and law enforcement trainings for adults ensure that ADL's message reaches the workplace and community.

The League's long commitment to fighting anti-Semitism and all forms of bigotry serves as the basis for its extensive range of anti-bias initiatives. The ADL's A WORLD OF DIFFERENCE® Institute is a market leader in the development and delivery of diversity education resources and anti-bias training. Customized to meet the different needs of a range of audiences, programs are available to schools, universities, corporations, community-based organizations, and law enforcement agencies throughout the United States and abroad.

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<sup>14</sup> “‘Trusting’ Student School Community Linked to Student Gains,” by Catherine Gewertz, from *Education Week*, October 16, 2002.

Since its inception in 1985, the A WORLD OF DIFFERENCE® Institute has trained approximately 420,000 K-12 educators in the United States and, through them, has reached an estimated 38 million students with these critical messages of respect, understanding, and responsible citizenship.

### **Peer Training Initiatives**

A 2002 study by the Families and Work Institute and The Colorado Trust reports that over a one month period 66 percent of young people were targets of teasing and gossip and 32 percent were bullied. The report recommends that schools promote civility and respect for differences as the first and vital step to combat problems of hatred, bigotry and discrimination. Without such intervention, bias and stereotyping can lead to violence. Mentoring programs were also cited as ways to counteract these behaviors. One student interviewed in the study said that teachers, parents and administrators should “help students understand that we are all different and should be treated equally” (Galinsky, Salmond 2002).

Following the riots in Crown Heights, Brooklyn in 1991, ADL’s A WORLD OF DIFFERENCE® Institute staff began working with a group of students from Clara Barton High School in Crown Heights. The motivation of this group of young people to take action against prejudice resulted in the creation of ADL’s A WORLD OF DIFFERENCE® Institute Peer Training Program.

Today, the A WORLD OF DIFFERENCE Institute Peer Training Program is an international program operating in 15 countries overseas and at regional offices of the Anti-Defamation League across the United States. Over 8,000 young people have been trained as A WORLD OF DIFFERENCE® Institute Peer Trainers since the program’s inception in 1991, impacting tens of thousands of other young people in their schools and communities.

A WORLD OF DIFFERENCE® Institute Peer Trainers assume leadership roles in creating respectful and inclusive schools and communities. Peer Trainers learn how to effectively respond when they hear racial slurs, name-calling, and put-downs in the hallways, lunchrooms, and classrooms of their schools. They also develop the skills to lead interactive discussions and workshops for their peers and younger students that promote an environment that is respectful and civil.

### **Partners Against Hate**

The anti-bias education and outreach initiative, Partners Against Hate, is a collaboration of the Anti-Defamation League (ADL), the Leadership Conference on Civil Rights (LCCR), and the Center for the Prevention of Hate Violence (CPHV). The initiative features a comprehensive and innovative approach of outreach, education, and training. The project received a three-year grant from the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, and the U.S. Department of Education, Safe and Drug-Free Schools Program.

The Partners Against Hate Web site, [www.partnersagainsthate.org](http://www.partnersagainsthate.org), is an important outreach and resource tool for youth, parents, teachers, criminal justice and youth-service professionals, librarians, and law enforcement officials. The Web site now provides the most comprehensive hate crime-related information, resources and counteraction tools – with access to online training and technical assistance addressing bias-motivated behavior. In addition, the Web site includes access to an extensive database of hate crime laws that form the basis of criminal enforcement in the 50 states, with links to the laws searchable by state and cross-referenced by categories, including penalty enhancement, data collection, and law enforcement training statutes.

### **ADL Online Educational Resources to Address Prejudice and Hate**

*What Did You Just Say? Challenging Biased Language* @  
[http://www.adl.org/education/bias\\_language/](http://www.adl.org/education/bias_language/)

➤ Posted in response to Don Imus (Released April 2007)

*Words that Heal: Using Children's Literature to Address Bullying* @  
[http://www.adl.org/education/curriculum\\_connections/winter\\_2005/](http://www.adl.org/education/curriculum_connections/winter_2005/)

➤ Curriculum lessons for elementary school students (Winter 2005)

*Responding to Bias in the Aftermath of Hate* @  
[http://www.adl.org/education/responding\\_bias\\_language/](http://www.adl.org/education/responding_bias_language/)

➤ Posted in response to VA Tech Shooting (April 2007)

#### Other Recent Educational Resources

➤ *Trickery, Trolling and Threats: Understanding and Addressing Cyberbullying*  
<http://www.adl.org/education/cyberbullying/>

On-line resources + Workshops Training (August 2007)

➤ *Fifty Years After Little Rock: Successes and Setbacks* @  
[http://www.adl.org/education/little\\_rock/](http://www.adl.org/education/little_rock/)

Online resources and curriculum connections re: 2006 Supreme Court ruling @  
[http://www.adl.org/education/curriculum\\_connections/little\\_rock/default.asp](http://www.adl.org/education/curriculum_connections/little_rock/default.asp)  
(Released September 2007)

#### Educator and Student-Based Programs

➤ A CAMPUS OF DIFFERENCE Program @  
[www.adl.org/education/edu\\_awod/awod\\_campus.asp](http://www.adl.org/education/edu_awod/awod_campus.asp)

➤ A CLASSROOM OF DIFFERENCE Program @  
[www.adl.org/education/edu\\_awod/awod\\_classroom.asp](http://www.adl.org/education/edu_awod/awod_classroom.asp)

- Peer Training Program (middle and high school) @ [http://www.adl.org/awod\\_new/awod\\_peer\\_descr.asp](http://www.adl.org/awod_new/awod_peer_descr.asp)
- Becoming An Ally: Interrupting Name-calling and Bullying (middle and high school)
- Names Can Really Hurt Us Assembly Program (high school) @ [http://www.adl.org/education/edu\\_awod/awod\\_pilot.asp](http://www.adl.org/education/edu_awod/awod_pilot.asp)
- Hate Comes Home CD-ROM @ [http://www.adl.org/education/hate\\_comes\\_home2.asp](http://www.adl.org/education/hate_comes_home2.asp)

### **Selected Resources on Hate Crime Response and Counteraction**

#### **Anti-Defamation League**

*How to Combat Bias and Hate Crimes: An ADL Blueprint for Action*

[http://www.adl.org/combating\\_hate/blueprint.asp](http://www.adl.org/combating_hate/blueprint.asp)

*Hate Crime Laws*, <http://www.adl.org/99hatecrime/intro.asp>

#### **FBI**

*Hate Crime Data Collection Guidelines* <http://www.fbi.gov/ucr/hatecrime.pdf>

*Hate Crime Statistics, 2005* <http://www.fbi.gov/ucr/hc2005/index.html>

*Training Guide for Hate Crime Data Collection*

<http://www.fbi.gov/ucr/traingd99.pdf>

#### **Department of Education**

*Preventing Youth Hate Crime*, <http://www.ed.gov/pubs/HateCrime/start.html>

#### **Department of Education/National Association of Attorneys General**

*Protecting Students from Harassment and Hate Crime*,

<http://www.ed.gov/offices/OCR/archives/Harassment/harassment.pdf>

#### **Department of Justice**

*Addressing Hate Crimes: Six Initiatives That Are Enhancing the Efforts of Criminal Justice Practitioner*,

<http://www.ncjrs.gov/pdffiles1/bja/179559.pdf>

*Hate Crime Training: Core Curriculum for Patrol Officers, Detectives, and Command Officers* <http://www.usdoj.gov/crs/pubs/hct.pdf>

*A Policymaker's Guide to Hate Crimes*,

<http://www.ncjrs.gov/pdffiles1/bja/162304.pdf>

**International Association of Chiefs of Police**

*Hate Crime in America Summit Recommendations*

[http://www.theiacp.org/documents/index.cfm?fuseaction=document&document\\_id=160](http://www.theiacp.org/documents/index.cfm?fuseaction=document&document_id=160)

*Responding to Hate Crimes: A Police Officer's Guide to Investigation and Prevention,*

[http://www.theiacp.org/documents/index.cfm?fuseaction=document&document\\_id=141](http://www.theiacp.org/documents/index.cfm?fuseaction=document&document_id=141)

**Leadership Conference on Civil Rights**

*Cause for Concern: Hate Crimes in America, 2004*

[http://www.civilrights.org/publications/reports/cause\\_for\\_concern\\_2004/](http://www.civilrights.org/publications/reports/cause_for_concern_2004/)

**National Criminal Justice Reference Service**

[http://www.ncjrs.org/spotlight/hate\\_crimes/publications.html](http://www.ncjrs.org/spotlight/hate_crimes/publications.html)

**National District Attorneys Association**

*A Local Prosecutor's Guide for Responding to Hate Crimes*

[http://www.ndaa.org/publications/apri/hate\\_crimes.html](http://www.ndaa.org/publications/apri/hate_crimes.html)

**Organization of Chinese Americans**

*Responding to Hate Crimes: A Community Action Guide, 2<sup>nd</sup> Edition*

<http://www.ocanational.org/images/stories/doccenter/ocahatecrime2006.pdf>

**Partners Against Hate**

*Building Community and Combating Hate: Lessons for the Middle School Classroom*

[http://www.partnersagainsthate.org/educators/middle\\_school\\_lesson\\_plans.pdf](http://www.partnersagainsthate.org/educators/middle_school_lesson_plans.pdf)

*Hate on the Internet: A Response Guide for Educators and Families*

[http://www.partnersagainsthate.org/publications/hoi\\_full.pdf](http://www.partnersagainsthate.org/publications/hoi_full.pdf)

*Investigating Hate Crimes on the Internet*

[http://www.partnersagainsthate.org/publications/investigating\\_hc.pdf](http://www.partnersagainsthate.org/publications/investigating_hc.pdf)

*Peer Leadership: Helping Youth Become Change Agents in Their Schools and Communities*

[http://www.partnersagainsthate.org/publications/Peer\\_Leadership\\_Guide.pdf](http://www.partnersagainsthate.org/publications/Peer_Leadership_Guide.pdf)

*Program Activity Guide: Helping Children Resist Bias and Hate, Elementary School Edition*

<http://www.partnersagainsthate.org/publications/pahprgguide302.pdf>

*Program Activity Guide: Helping Youth Resist Bias and Hate, Middle School Edition*

[http://www.partnersagainsthate.org/educators/pag\\_2\\_ed.pdf](http://www.partnersagainsthate.org/educators/pag_2_ed.pdf)

**West Virginia University -- USHateCrimes.com**

<http://www.ushatecrimes.com/>

### **Selected ADL Resources on Extremism and Organized Hate Groups in America**

Racist Skinhead Project

[http://www.adl.org/racist\\_skinheads/](http://www.adl.org/racist_skinheads/)

Extremism in America

[http://www.adl.org/learn/ext\\_us/](http://www.adl.org/learn/ext_us/)

Dangerous Convictions: Extremist Recruitment in America's Prisons

[http://www.adl.org/learn/Ext\\_Terr/dangerous\\_convictions.asp](http://www.adl.org/learn/Ext_Terr/dangerous_convictions.asp)

Extremists Declare 'Open Season' on Immigrants: Hispanics Target of Incitement and Violence

[http://www.adl.org/main\\_Extremism/immigration\\_extremists.htm](http://www.adl.org/main_Extremism/immigration_extremists.htm)

Hate On Display: A Visual Database of Extremist Symbols, Logos and Tattoos

[http://www.adl.org/hate\\_symbols/default.asp?LEARN\\_Cat=Hate\\_Crimes&LEARN\\_SubCat=HSD](http://www.adl.org/hate_symbols/default.asp?LEARN_Cat=Hate_Crimes&LEARN_SubCat=HSD)

The Ku Klux Klan Today

[http://www.adl.org/learn/ext\\_us/kkk/klan\\_report.pdf](http://www.adl.org/learn/ext_us/kkk/klan_report.pdf)

Jihad Online: Islamic Terrorists and the Internet

[http://www.adl.org/internet/jihad\\_online.pdf](http://www.adl.org/internet/jihad_online.pdf)

Public Enemy Number 1: California's Growing Racist Gang

[http://www.adl.org/main\\_Extremism/peni\\_california\\_racist\\_gang.htm](http://www.adl.org/main_Extremism/peni_california_racist_gang.htm)

