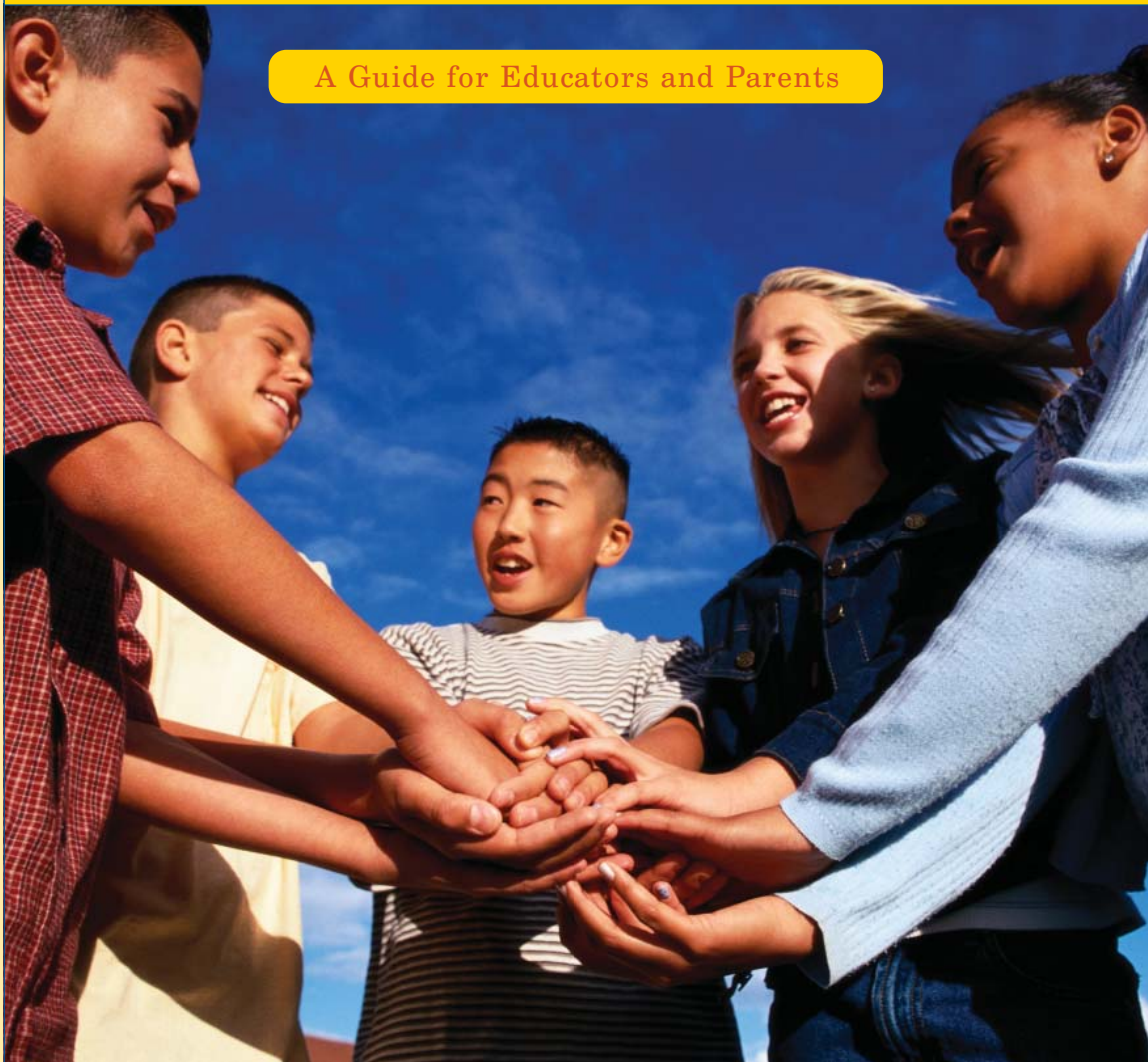


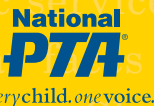
Empowering Children

in the Aftermath of Hate

A Guide for Educators and Parents



“As school principals serve increasingly diverse communities, they need and value resources that emphasize mutual respect and empathy for their students and staff. Empowering Children in the Aftermath of Hate offers important life lessons for learners of all races and cultures.” – Vincent Ferrandino, Executive Director, National Association of Elementary School Principals • “Until we develop a vaccine against hate, the only proven antidote is education. ADL is proud to partner in this important Court TV initiative, and that materials from our A World of Difference® Institute anti-bias programs are central to the Empowering Children in the Aftermath of Hate educational effort.” Abraham H. Foxman, National Director, Anti-Defamation League • “As we reflect on last year’s national tragedy, discussions are being prompted by children and youth in classrooms and homes across the nation. Parents and teachers want to help children understand difficult issues of hatred and discrimination, diversity and inclusion — they want to help children express their feelings.” – Shirley Igo, President, National PTA • “Court TV respects the process of growing up, and their ongoing commitment to using television to support kids’ exploration of the big issues that come with being human is impressive. This project offers kids excellent and concrete ways to deal with hate and prejudice. Kids can’t avoid facing these issues, so Court TV puts them front and center.” – Dr. Peggy O’Brien, Executive Director, Cable in the Classroom • “Music is a universal language that has the power to bring all people together. After 9/11, over 200 celebrities came together and sang “We Are Family,” to start the healing process and promote the idea of a global family. Shortly thereafter over 100 beloved children’s characters united to perform their version of the song to prove that even on a multi-species level the message of family and togetherness cannot falter in times of despair. The We Are Family Foundation is honored to partner with Court TV’s public service effort and provide the song, songs and many families to bring us together as one community.” – Nick Rodgers, Chairman, We Are Family Foundation • “Young adolescents are especially sensitive to inequity and violence. Court TV, through the new initiative Empowering Children in the Aftermath of



A Message from First Lady Laura Bush

“The events of September 11th and their aftermath had a profound impact on our lives and the lives of our children. That day was a turning point for all of us. In the weeks that followed the tragic events, parents, teachers, principals and all who care about children were concerned about making them feel safe and loved. The National Association of Elementary School Principals responded to the challenge of helping children cope with the crises, with both veteran and new principals guiding schools and parents in helping America’s children.

We must continue to find ways to build true understanding, to teach children that while bad things happen, many more good people do good things in our country every day. Children mirror what adults say and do, so it’s important to reinforce the values of understanding and respect for others. Schools and educators must demonstrate ways that people can listen to and learn from each other, support each other and respect others’ backgrounds and perspectives.

I congratulate Court TV and the partners in this initiative for working together to communicate powerful messages in **Empowering Children in the Aftermath of Hate**. Helping children find positive ways to contribute to national healing and to make a difference in others’ lives will in turn help them feel reassured in their own lives.

Education has always been important to our nation, but since September 11th we appreciate its importance even more. President Bush and I applaud you for working together on behalf of our nation’s schoolchildren.”

— First Lady Laura Bush

An Overview for Educators and Parents

Court TV has a long-standing commitment to America's youth through **Choices and Consequences**, the network's national, award-winning public affairs initiative that empowers youth to make responsible decisions and to contribute positively to society. The overall goal of **Choices and Consequences** is to "resensitize" youth to the risks of aggressive behavior with the realization that decisions made in a moment can have consequences for a lifetime.

The devastating attacks on the World Trade Center and the Pentagon, the war in Afghanistan and the acts of bioterrorism shook America's sense of security and, in parts of the nation, gave rise to acts of intolerance. In the wake of September 11th, parents and educators have been seeking ways to respond to the fears and anxieties of young people. Court TV is proud to present **Empowering Children in the Aftermath of Hate**, a public affairs and education initiative that uses the voices and experiences of youth to frame issues that adults are struggling to address.

Court TV's partners in this initiative are the Anti-Defamation League (ADL), Cable in the Classroom (CIC), the National Association of Elementary School Principals (NAESP), the National Middle School Association (NMSA), the National PTA and the We Are Family Foundation (WAFF).

Empowering Children in the Aftermath of Hate is a public service broadcast and education initiative targeting 60,000 K-8th grade schools with activities addressing the critical issues of diversity and acceptance.

Empowering Children in the Aftermath of Hate consists of a resource guide (in print and on the Court TV Web site) and a nationally televised program. Used separately or together, these educational tools offer young people the opportunity to explore their feelings with trusted adults and to enhance their appreciation for diversity.

Viewing the Program

- This commercial-free program airs nationally on **Court TV** on **October 4, 2002**, at **8 a.m. ET/PT**.
- The program will air for taping **every Saturday in October, 2002** at **4 a.m. ET/PT**, Court TV's regularly scheduled Cable in the Classroom time slot.



Who will benefit from using these free materials?

- K-8 classrooms and assemblies
- Guidance counselors



- Youth groups and clubs
- Community organizations and law enforcement officers
- After school programs
- Families

Empowering Children in the Aftermath of Hate

features a broad range of activities and messages. The lessons contained in the Resource Guide focus on issues and attitudes that are affecting youth post-September 11, including stereotyping, prejudice, discrimination and scapegoating. All the activities were created by the Anti-Defamation League and are constructed to help children and adults work together to develop the skills and understanding that foster respect for one's self and for others.

About the Program

Empowering Children in the Aftermath of Hate

is a half hour television special that holds important messages for a wide range of grade level students and for adults as well. Although this program is an observance of the anniversary of a significant event in time, the messages contained in it are evergreen. The program features children talking about their personal experiences and is designed for viewing in its entirety or in individual segments.

Highlights

- First Lady Laura Bush sharing her perspective about the importance of taking the time to talk

with children about the violence we have witnessed and continue to see post-September 11.

- Showcase of artistic images from the ARTifacts exhibition of the *Alliance for Young Artists & Writers*. This work was created by students who attended schools located near the World Trade Center on September 11.
- Producer/songwriter Nile Rodgers' special music video including over 100 beloved children's characters singing their rendition of Nile's world-renowned song "We Are Family," co-written with his late partner Bernard Edwards.

Using the Resource Guide

Parents, family members, educators and community leaders know that young people are concerned about the world around them and need to talk about their concerns. Together we can engage youth in activities that empower them to make wise decisions. Together we are responsible for nurturing and educating young people. We need to create opportunities for them to share their viewpoints and develop positive attitudes toward themselves and others.

The Guide provides suggestions for:

- Establishing ground rules for open and positive discussions;
- Creating an inclusive and comfortable environment for students to express ideas and concerns;
- Providing action steps for supporting children with tools to fight prejudice and discrimination.

The Community Outreach

Empowering Children in the Aftermath of Hate

and its related resource guide will be made available to the nation's K-8th grade students, their parents and guardians, educators, and members of their communities directly through Court TV, by visiting www.courttv.com/choices.

Through the extensive support from our partners, this initiative will be distributed widely throughout the country.

- ADL reaches out through a network of 30 regional and satellite offices in the United States and abroad.
- CIC serves 81,000 public and private schools

throughout the United States through a broad reaching effort of cable operators and cable networks.

- NAESP serves more than 28,000 elementary and middle school principals nationwide and overseas.
- NMSA serves more than 30,000 educators nationally and internationally.
- National PTA is comprised of 6.2 million members organized in 26,000 local units in public schools, work sites, and community centers throughout the United States.
- WAFF, the We Are Family Foundation, includes over 200 celebrities worldwide, embracing the cause of common humanity.

Introducing The Partners

Court TV is a basic cable network that provides a window on the American system of justice through distinctive programming that both informs and entertains. As the destination for programming that focuses on the investigative process, Court TV broadcasts trials by day and such brand-defining original programs as *Forensic Files* and popular off-network series as *NYPD Blue* in the evening. The network reaches more than 73 million homes. www.courttv.com

The **Anti-Defamation League** has for nearly a century fought to expose and root out racism, anti-Semitism, and other forms of hatred in our society. The League has developed **Empowering Children in the Aftermath of Hate**, a leading set

of activities and materials that provide important tools for educators and parents. www.adl.org

Cable in the Classroom represents the cable telecommunications industry's commitment to education – to improve teaching and learning for children in schools, at home, and in their communities. Since 1989, 8,500 cable companies and 39 cable networks have provided free access to commercial-free, educational cable content and new technologies to 81,000 schools. www.ciconline.org

The **National Association of Elementary School Principals** serves as the voice of the nation's elementary and middle school principals who are responsible for the schooling of over 33 million children nationwide. www.NAESP.org

The **National Middle School Association** serves a membership of 30,000, reaching teachers, principals, administrators, school board members, parents and community members who share the common goal of educating and nurturing 10 to 15 year olds. www.nmsa.org

The **National PTA** is the largest volunteer child advocacy organization in the United States. A not-for-profit association of parents, educators, students and other citizens active in their schools and communities, the PTA is a leader in reminding our nation of its obligations to children. www.pta.org

The **We Are Family Foundation** has worked with over 200 celebrities worldwide and over 100 characters from the world of children's television to embrace the idea of a common humanity. www.wearefamilyfoundation.org



What Educators and Parents Can Do

How can we, as teachers and parents, give our children the tools they need to confront hate effectively in the aftermath of the frightening and violent events of September 11th, 2001?

People tend to fear or distrust people who are not like themselves. When we convince ourselves that our way is the “right” way, we are more likely to strike out at those who are different. In fact, intolerance of differences is at the root of most violence.

As parents, we cannot assume that children are unaware of what is happening around them. As educators, we know that we must talk about these issues with our children. All people feel vulnerable when attackers go after “people like them.” To counteract the fear, we must ensure that children receive opportunities to express how they feel and to channel these feelings into positive actions in their own lives and in their communications.

Before any discussion begins, it is imperative that every effort be made to create an environment where children will feel comfortable expressing their views.

Establishing ground rules for discussion can be a positive way of beginning. You may want to ask children to imagine they are playing a game of basketball. Ask then if they can imagine playing the game without rules. What would happen if nobody followed the rules? Then ask the children to think about the rules they would like to see in place to help them feel safe, especially when

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– Abraham H. Foxman
National Director,
Anti-Defamation League

they want to talk about issues that may be fearful to them. Points to stress include respecting one another’s opinions, being open to new ideas, having empathy, listening actively, and maintaining confidentiality.

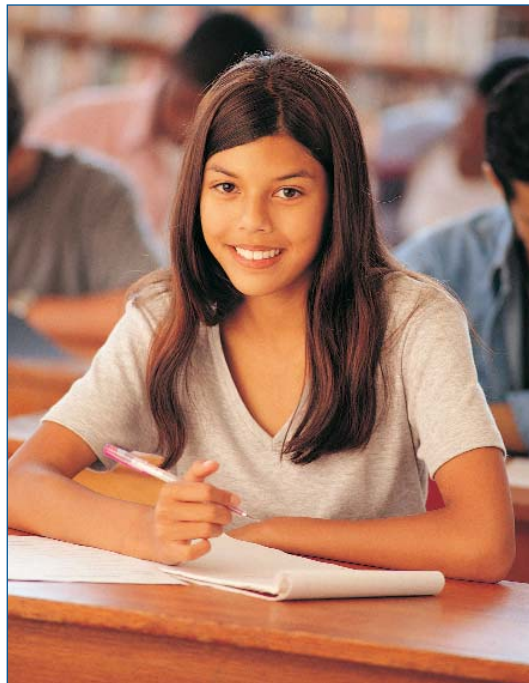
How can we begin and continue conversations about terror and violence with children? What can we say or do to help our children feel safe?

The skills we need to dialogue effectively with children change as they grow. Each child develops differently, and at his or her own pace. There are a few guidelines that are consistent regardless of the stage the children are in:

- Treat all children’s questions with respect and seriousness, no matter how difficult they may

seem to you. Do not shush, ignore or dismiss them. If they make you feel uncomfortable or anxious, ask yourself why. Your own discomfort is not a valid excuse for silence. A child will most likely sense your discomfort and interrupt it as an indication of danger. It is okay to tell a child that you feel uncomfortable, and that you need to think about his or her question.

- Clarify children's questions so that you can understand what is being asked, what has led to the question and how much information a child wants. A child who asks: "Why was the World Trade Center attacked?" could be curious about the political issues of the attacks, or may be asking, "Could I or someone I love be hurt in an attack?" A good way to clarify what a child wants to know is to repeat the question to the child; for example, "You've been thinking about the attacks on the World Trade Center and are wondering why they happened." In this way a child can say, "Yes, that is what I've been thinking," or can correct what you said in order to redirect the conversation to something he or she wants to discuss.
- Answer questions as clearly and honestly as you can and use developmentally appropriate language and definitions. Be sure that you define terms in a way that is age-appropriate. Try not to preach; rather, be matter-of-fact. If you do not know the answer, say so and make a plan to try to find out.
- Correct yourself if you give incomplete or inaccurate information. Don't be afraid of making



a mistake; when we admit our mistakes, adults model for children how to admit their own mistakes. Be direct about acknowledging mistakes and avoid defensiveness; say, "I made a mistake."

- Be alert to signs of upset. These include withdrawal, lack of interest, acting out, and fear of school or other activities.
- Point out when an ethnic group is stereotyped on television or in a book and explain why it is unfair to stereotype. Address any biased comments a child makes and help them understand that words can hurt. Children who yell a racist or hurtful name as a reaction to anger or fear need to be talked with. They must learn that these words are unacceptable under any circumstances. They should be helped to understand that hate-based violence doesn't start out physically; it usually starts with words, then escalates.
- Take appropriate action against prejudice and discrimination. Children need to know that discriminatory behavior is unacceptable. They will look to adults to learn how to confront bigotry. Children should also be encouraged to know that they, too, can confront prejudice and can create positive change (e.g., painting over racist graffiti, collecting contributions for those hurt by hate).

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— Vincent Ferrandino
Executive Director,
National Association of Elementary
School Principals

Feelings:

An Activity for Pre-School Children

Rationale:

The purpose of this activity is to help children develop the skills and understanding that foster respect of self and of others.

Directions:

1. Invite children to talk about familiar feelings and to use their bodies and faces to show how they look when they are feeling a particular emotion. Make sure the discussion includes a range of emotions, including anger, sadness, happiness, surprise, pride, fear and frustration.
2. Play music with different tempos and moods, and ask the children how the music makes them feel.

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President, National PTA





3. Choose a feeling, such as sadness, and ask, "Can you tell me some times when you felt sad?"
4. Let the children respond, and then add, "Do you feel sad when someone doesn't ask you to play? How about when someone hurts your feelings?"
5. Let the children explore all the different times that they feel sad. Then ask them, "What are some ways we can help a sad person feel better?"
6. Ask, "Can you tell me some times when you felt afraid?"
7. Let the children respond, and then add, "Do you feel afraid when something bad happens to someone?" "Do you ever worry that it could happen to you, too?"
8. Let the children explore the different times that they feel afraid. Then ask them, "What are some ways we can help a person who is afraid feel better?"
9. Explore other emotions in the same manner, using examples that will heighten the children's

awareness. Suggest positive feelings to counteract the negative feelings that may have come up during this activity. Examples could be acceptance, bravery and hope.

Adapted from The Miller Early Childhood Initiative of A WORLD OF DIFFERENCE® Institute *Bias Free Foundations: Early Childhood Activities for Educators.*

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– Dr. Peggy O'Brien
Executive Director,
Cable in the Classroom

The Gift:

An Activity for Elementary School Children

Rationale:

The purpose of this activity is for students to examine how and why people often make premature judgments, and to understand that doing so can have harmful consequences for oneself and others.

Materials & Requirements:

Two boxes of almost identical size (shoe boxes work well for this activity); attractive wrapping paper, ribbons, bows, etc; old paper or newspaper, string; a treat that can be shared by children participating in the activity; gravel or dirt.

Directions:

1. Find two boxes of almost identical size and put a treat in one and gravel or dirt in the other so that the boxes are approximately the same weight.
2. Wrap the two boxes in very different ways, one with beautiful wrapping and the other in used paper or ripped and wrinkled newsprint. Put the gravel or dirt in the first box wrapped as attractively as you can. Put the treat in the second box wrapped in newspaper or old paper.
3. Display the two boxes and tell the children they may choose as a class which gift they would like for the class. Usually children will choose the pretty one. Have them open the beautiful gift and then the less attractive one.

Ask the Following Discussion Questions:

- How did you feel about your choice?
- How did you choose the one you did?
- Do you think you can judge a present by what it looks like on the outside?
- Do people sometimes judge people this way too?
- What should we remember so we don't do this?
- Is the way people look on the outside kind of like the wrapping paper?
- What does the word prejudice mean?
- If we judge people by how they look on the outside instead of getting to know them first, is that prejudice?
- What does prejudice look like? Sound like? Feel like?
- How can prejudice be hurtful?

Prejudice: Prejudice is pre-judging, making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes.

Stereotype: A stereotype is an oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

Adapted from *Teacher, They Called Me A _____!* New York: Anti-Defamation League, 2002

Scapegoating:

An Activity for Middle School Children

Rationale:

The purpose of this activity is to examine how stereotyping, prejudice and discriminatory practices can lead to unfairly blaming individuals and groups for events when, in reality, the cause or causes are unclear or when the blame actually belongs elsewhere. This lesson also provides students with an introduction to the internment of Japanese Americans during World War II.

Part I: Understanding the Difference Between Stereotyping, Prejudice, Discrimination and Scapegoating

Directions:

1. Write the sentences below on a piece of chart paper, an overhead transparency or the chalkboard. Have students identify each statement as an example of stereotyping, prejudice or discrimination.

- Third graders are all babies. (Stereotype)
- We don't like the third graders. (Prejudice)
- Let's not let the third graders play with us. (Discrimination)

2. Review the definitions of the terms stereotyping, prejudice and discrimination with the class and then have students develop examples similar to the ones in Procedure #1. The definitions are as follows:

- A stereotype is an oversimplified generalization about an entire group of people without regard for individual differences.

- Prejudice is pre-judging, making a decision about a person or group of people without sufficient knowledge. Prejudice thinking is based on stereotypes. Prejudice is an attitude.
- Discrimination is the behavior that can follow prejudicial thinking. Discrimination is the denial of justice and fair treatment in many arenas, including employment, housing and political rights.

When it is clear that students understand how the terms differ, show them the statements below and again have them identify each as an example of stereotyping, prejudice or discrimination:

- All teenagers shoplift. (Stereotyping)
 - I don't like teenagers. (Prejudice)
 - Teenagers aren't allowed in my store. (Discrimination)
3. After students have correctly identified each of the statements, add a fourth statement as follows:
- Teenagers are the reason why prices are so high.
4. Ask students to consider the following questions about the statement, using the following questions:
- What is the underlying assumption in this statement? (e.g., teenagers are to blame for high prices)
 - How could you know if this information is accurate?
 - What are some other possible reasons why

prices might be high? (e.g., storekeepers want to make a profit)

- Do you think it is fair to blame teenagers for high prices without more factual information? Explain your thinking.
- How might stereotyping lead to blaming?

Write the word “scapegoating” on the chalkboard or on chart paper. Explain that scapegoating is when people unfairly blame a person or a group of people for something when in fact the blame lies somewhere or when it is uncertain where the blame lies. Saying that teenagers are to blame for high prices is an example of scapegoating.

Part II: A Historical Example of Scapegoating: The Internment of Japanese Americans

1. Tell students that there are many examples of how scapegoating has taken place throughout history, both in the United States and around the world. Among other things, groups of people have been blamed for economic problems, diseases, unemployment, illegal drug problems and wars. One example of how stereotypes, prejudices and discriminatory practices against people led to scapegoating was the treatment of Japanese Americans during World War II. Ask students to share any knowledge they have about the internment of Japanese Americans.

Shortly before 8:00 a.m. on December 7th, 1941, Japanese aircraft attacked the naval base at Pearl Harbor, Hawaii. By the time the attack was over, a large part of the U.S. Naval Fleet in the Pacific Ocean was lost. The United States immediately declared war on Japan and entered World War II.

Many people in the United States were angry and afraid. They began to worry that if the Japanese could attack Hawaii, they might also be able to attack other cities on the West Coast. Prejudice and discrimination against Japanese immigrants and Japanese Americans did not start with the bombing of Pearl Harbor, however. In fact, Japanese Americans had faced discrimination in both employment and education since they began immigrating to the

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United States in the late 1800s. Following the bombing of Pearl Harbor, the U.S. military was able to pressure the government to suspend many Japanese Americans’ Constitutional rights.

2. Using resources like *The Children of Topaz: The Story of a Japanese American Internment Camp* by Michael O. Tunnell and George W. Chilcoat (New York, NY: Holiday House, 1996), show students pictures of internment camps and explain the meaning of the word “internment.” Explain to students that because many people were afraid that people of Japanese ancestry were a threat to the United States, they wanted to keep them in an area where they could be watched constantly. Once the government decided to relocate people of Japanese ancestry to internment camps, they were told where and when they were to report and what they were allowed to bring or not bring (e.g., no pets were allowed, people could only bring what they could carry).

Web Site Source: Photographs from various time periods in United States history, including many photographs from the time period of Japanese-American relocation and internment, are available from the National Archives and Records Administration. For photographs specific to Japanese-American internment visit www.nara.gov/education/cc/relocate.html

3. Have students list what they would take with them if they were suddenly told that they had to leave their homes for an indefinite amount of time and could only take with them what they could carry.
4. Explain to students that there were many factors that led to the treatment of Japanese Americans during World War II. Tell students that you want them to think about the following questions:
 - What were some stereotypes about Japanese Americans that people believed prior to World War II?
 - What were some of the prejudices against Japanese Americans?
 - How was the internment of Japanese Americans an example of discrimination?
 - How did rumors and misinformation create a distrustful attitude toward Japanese Americans following the bombing of Pearl Harbor?

“Young adolescents are especially sensitive to inequity and violence. Court TV, through the new initiative **Empowering Children in the Aftermath of Hate**, helps middle level educators open the door to new ideas about what it means to be an ethical citizen, *one who appreciates the dignity and diversity of all individuals.*”

– Sue Swaim
Executive Director,
National Middle School Association

- Do you think people felt they had to blame someone for the bombing of Pearl Harbor? Explain your thinking.
 - How were Japanese Americans scapegoats?
5. End this lesson by having students read a book about the internment of Japanese Americans and write one or more diary entries from the perspective of one of the characters in the story.

Adapted from A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (Elementary/Intermediate Level) New York: Anti-Defamation League, 2000.



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