



Instructional Resources to Combat Current Events Stemming from:

Hatred, Racism, Intolerance, and Bigotry



“No one is born hating another person because of the color of his skin or his background or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”

Nelson Mandela: “Long Walk to Freedom” 1992

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Miami-Dade County Public Schools
Department of Social Sciences and the Division of Student Services

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Instructional Resources to Combat Current Events Stemming from: Hatred, Racism, Intolerance, and Bigotry

Introduction:

In the wake of the troubling incident that recently took place in Charlottesville, Virginia, many of our students will be returning to school with questions and concerns. Although this is a sensitive subject, educators are encouraged to find ways to discuss these difficult topics.

The current climate in our country dictates that Values Matter now more than ever. Schools should be starting the school year with a focus on our nine core values which support educating our students on the importance of empathy and tolerance. Schools must create a culture where all students are encouraged to treat others with respect and dignity regardless of their religion, socio-economic background, race, ethnicity, sexual orientation, gender identify, or political beliefs. The Values Matter Miami initiative continues to be the foundation for our behavioral expectations for our students.

Schools should also provide a safe space for students and allies to discuss concerns about their well-being and safety. The promotion of acceptance and sensitivity to diversity in the school to include LGBTQ students, immigrants, and respect for individuals from all religious and cultural backgrounds is a priority for our District. Schools should plan to incorporate "Start with Hello" activities into the opening weeks of school. Sandy Hook Promise's "Start with Hello" initiative seeks to educate students to create a connected and inclusive community.

In addition to the District's Values Matter Miami Initiative, the Department of Social Sciences has compiled the following instructional resource materials for teachers to assist them in teaching lessons that combat racism, hatred, and bigotry.

The overarching goal of providing these resources is to assist schools and teachers in establishing school and classroom cultures based on mutual respect and acceptance where all learners feel safe to succeed.

Background Information for Teachers:

- **Overview:** See following link to the *New York Times* article: “A Guide to Charlottesville Aftermath” provides a summary, **including video narrative**, of the events that recently occurred in Charlottesville, Virginia:
<https://www.nytimes.com/2017/08/13/us/charlottesville-virginia-overview.html>
- **Political Opinions:** See the following link to the *New York Times* article: “Right and Left on the Violence in Charlottesville” for a detailed analysis reflecting opinions on all sides of the political spectrum:
<https://www.nytimes.com/2017/08/14/us/politics/trump-charlottesville-left-right-react.html>.
- **Confederate Symbols and Statues in Charlottesville, Virginia:** See the following link to the *CBS News* article and accompanying video footage titled: “Behind the fight to Remove Confederate Statues in the South” for a detailed overview of the debate in removing Confederate symbols:
<http://www.cbsnews.com/news/confederate-statues-removal-south-charlottesville-virginia/>.
- **Removal of Confederate Symbols and Statues in New Orleans, Louisiana:** See link below to New Orleans Mayor Mitch Landrieu's speech regarding the removal of the Robert E. Lee memorial:
<https://www.youtube.com/watch?v=t0jQTHis3f4>
- **Historical Background on the removal of Confederate Statutes:**
 - Most of the statues and monuments went up not during the Reconstruction Era but decades after Reconstruction ended in 1877.
 - Those decades were when Southern states introduced black codes (restricting former slaves' newfound freedoms) Jim Crow, and other forms of oppression.

Suggested Learning Activities

Activity for all Grade Levels:

1. Provide students with an overview of the events that occurred in Charlottesville, Virginia either via showing a video or through one of the articles provided in the teacher background information found above. Discuss accordingly with students asking pertinent questions checking for understanding.

2. Write the following quote on the board or project it on a screen:

“No one is born hating another person because of the color of his skin or his background or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”

Nelson Mandela: “Long Walk to Freedom” 1992 (Nelson Mandela’s autobiography).

3. Have students read the quote and discuss its meaning.
4. Have students think about how this quote is especially important given recent events due to the protests in Charlottesville, Virginia. Have them explain either in writing or as a class discussion why Mandela’s message is important for all.

Elementary Activities:

1. Have students create an anti-hate poster or symbol. Have students share their poster or symbol with the class and then have students vote for one poster or symbol that the class adopts for the year. Place the poster or symbol in the room as a reminder to the students to exercise behavior that stops hate.
2. Have students write “I pledge to...” statements expressing their commitment to anti-hate behavior: for example- “I pledge to not call anyone a bad name” or “I pledge to respect others.”

Middle School Activities:

1. Have students work in pairs and discuss the issue of the removal of Confederate symbols. Have one student take the side of “symbols should NOT be removed.” Have the other take the side of “symbols SHOULD be removed.” Have them collectively write their major points in two-column note style and then engage on a whole-group discussion on the topic.
2. Have students work in collaborative groups to write morning announcements that can be read each morning encouraging students to engage in behavior that reduces hate and increases respect, understanding, and appreciation for diversity. Share with school leadership to help develop a school-wide campaign to reduce hate.
3. See detailed and complete lesson plan from the Bill of Rights Institute: “Setting Classroom Expectations for Trust, Tolerance, and Civil Discourse.”

<http://www.billofrights.org/elesson-setting-classroom-expectations-trust-tolerance-civil-discourse/>

Senior High School Activities:

1. Have students write a rap, poem, or persuasive article expressing their viewpoint of the recent events in Charlottesville, Virginia.
2. Have students research Florida’s confederate symbols and engage in a debate of if the symbol should be removed or not.
3. See detailed and complete lesson plan from the Bill of Rights Institute: “Setting Classroom Expectations for Trust, Tolerance, and Civil Discourse.”

<http://www.billofrights.org/elesson-setting-classroom-expectations-trust-tolerance-civil-discourse/>



Establishing a respectful, biased-free, and culturally sensitive classroom culture is the perfect opportunity to discuss with students M-DCPS' Nine Character Core Values.

See each value and its accompanying definition below. See the next page for a list of suggestive activities to provide students with an overview of the Nine Core Values.

Nine Character Core Character Values

Citizenship: Helping to create a society based upon democratic values; e.g., rule of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities, and democratic decision-making.

- Obeying classroom and school rules.
- Forming a representative government in school; i.e., student government.

Cooperation: Working together toward goals as basis as human survival in an increasingly interdependent world.

- Practicing cooperative learning activities in the classroom.
- Being a member of the team on the athletic field.

Fairness: Treating people impartially, not playing favorites, being open-minded, and maintaining an objective attitude toward those whose actions and ideas are different from our own.

- Taking turns in a game/activity.
- Treating people the same, no matter what their ethnicity, race, religion, gender, or physical condition may be.

Honesty: Dealing truthfully with people, being sincere, not deceiving them nor stealing from them, not cheating nor lying.

- Doing one's own work when taking a test or working on an individual assignment.
- Telling the truth although it may place a person in a negative circumstance.

Integrity: Standing up for your beliefs about what is right and what is wrong and resisting social pressure to do wrong.

- Expressing one's conviction in a group of peers although it may not be popular with the majority.
- Not joining fellow students who are abusing drugs when "everyone" is doing it.

Kindness: Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.

- Participating in a class project to help lost or stray pets.
- Helping a fellow student who has been injured.

Pursuit of Excellence: Doing your best with the talents you have, striving toward a goal, and not giving up.

- Putting forth one's best effort when taking an exam or doing homework.
- Trying one's hardest when participating sports.

Respect: Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. It takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.

- Practicing acceptable manners in the school cafeteria.
- Not damaging or defacing property (graffiti) belongs to someone else.

Responsibility: Thinking before you act and being accountable for your actions, paying attention to others, and responding to their needs. Responsibility emphasizes our positive obligations to care for each other.

- Fulfilling one's part of an assignment in a group project.
- Performing a community service project.

Suggested Activities Using M-DCPS' Core Values

Elementary K-5:

- While discussing your classroom rules with your students, connect the core values to the rules and point out to students how following school and classroom rules is the same as following the core values. For example, by waiting one's turn in line, one is practicing fairness.
- Divide students into nine different groups and assign each group a value. Have them either act out in a skit, draw, or share examples of their assigned core value.

Secondary 6-12:

- Review the core values with your students. Have them share examples in their own lives when following one or more of the core values resulted in a positive outcome.
- Have students think about their studies in history and provide concrete examples of individuals or groups who are recognized for their moral leadership. Have students link this recognition to one or more of the core values.

Counselor and Teacher Resources for Addressing Current Events Stemming from Hatred, Intolerance, and Bigotry

[A Framework for Safe and Successful Schools](#): This framework is supported by educators for improving school safety and increasing access to mental health supports for children and youth. Efforts to improve school climate, safety, and learning are not separate endeavors. They must be designed, and implemented as a comprehensive school-wide approach that facilitates interdisciplinary collaboration and builds on a multi-tiered system of support.

[https://www.schoolcounselor.org/asca/media/asca/home/Framework for Safe and Successful School Environments.pdf](https://www.schoolcounselor.org/asca/media/asca/home/Framework%20for%20Safe%20and%20Successful%20School%20Environments.pdf)

Anti-Defamation League- [11 Ways Schools Can Help Students Feel Safe in Challenging Times](#): Recently, we have seen alarming images and biased language in schools and universities: name-calling, hate-filled taunts, vandalism, racial slurs and epithets, offensive graffiti on desks and bathroom walls. In addition, many young people, especially those whose identities were targeted during the campaign—are fearful about their futures. Teachers have had to work overtime to console students and provide resources to get help. Schools must be places where students feel safe, supported and respected, especially in these challenging times. <https://www.adl.org/education/resources/tools-and-strategies/11-ways-schools-can-help-students-feel-safe-in-challenging>

[Guidance for Reinforcing Safe, Supportive and Positive School Environments for All Students](#): Schools play a critical role in this process by creating a positive learning environment for *all* students. It is imperative that educators facilitate respectful discussions among students and safeguard the well-being of those who may feel at risk. This article includes recommendations for how adults can support children and youth in the days and months ahead. <http://www.nasponline.org/about-school-psychology/media-room/press-releases/nasp-guidance-for-reinforcing-safe-supportive-and-positive-school-environments-for-all-students>

How to Help Children Cope with Frightening News: This article provides tips and suggestions on what parents can do to aid scared kids in processing fear in a healthy way. <https://childmind.org/article/helping-children-cope-frightening-news/>

Immigrant and Refugee Children: A Guide for Educators and School Support Staff: This guide was created for educators, school support staff and service providers who teach, mentor and help open the doors of opportunity for undocumented youth and unaccompanied and refugee children currently living in the United States. Educators, school support staff and service providers are often the first individuals to whom a student and/or family reveals their undocumented status. <https://www.tolerance.org/magazine/spring-2017/immigrant-and-refugee-children-a-guide-for-educators-and-school-support-staff>

PBS.org: This website provides information on how to develop strategies for discussing today's headlines from mass shootings, natural disasters and war. Learn how to calm kids' fears, stimulate their minds, and encourage them to think about their place in today's world. <http://www.pbs.org/parents/talkingwithkids/news/>

[School Climate Resources](#): Teaching Tolerance created a package of our most-requested school climate materials. The package contains tools, protocols and practical advice for making your school more open and welcoming to all students. <https://www.tolerance.org/moment/school-climate-resources>

SHP's Start with Hello Educator Guide for Grades 6 - 12: Sandy Hook Promise's (SHP) educator's guide complements the Start with Hello initiative and allows educators to continue the conversation about inclusivity and connectedness within the classroom.

https://www.dropbox.com/sh/2kithvwxdaf3ke7/AAAB-83q5oFhwV85P_2_8Ajma/SWH_EducatorGuide_6-12.pdf?dl=0

SHP's Start with Hello Student Leader Guide for Grades 6 - 12: Sandy Hook Promise's (SHP) short guide designed to assist schools in implementing Start with Hello. Implementation of Start with Hello assists schools in tackling social isolation by creating cultures of inclusion and connectedness.

https://www.dropbox.com/sh/2kithvwxdaf3ke7/AAC00KGnl-43iWKKtwyNrNXKa/SWH_StudentGuide_6-12.pdf?dl=0

SPLC's Ten Ways to Fight Hate: Community Response Guide: Southern Poverty Law Center (SPLC) has created a guide to assist communities in the fight against hate. This guide includes a section on how schools can offer lessons of tolerance and acceptance. <https://www.splcenter.org/20170814/ten-ways-fight-hate-community-response-guide>

Teacher Resources for Addressing Current Events Stemming from Hatred, Intolerance, and Bigotry

ASCD's Resources for addressing Racism and Hatred in the Classroom: Association for Supervision and Curriculum Development (ASCD) has compiled an extensive list of online resources for teachers to use in order to address issues of racism and hatred and establish a culture-friendly and responsive classroom:

http://inservice.ascd.org/resources-for-addressing-racism-and-hatred-in-the-classroom/?utm_source=twitter&utm_campaign=Social-Organic&utm_medium=social

Teaching Tolerance for addressing acceptance and diversity in our communities: Teaching Tolerance provides free K-12 resources that focus on reducing prejudice, improving intergroup relations, and support equitable school experiences for our nation's children. Lessons are available to educate all students for full participation in a diverse democracy. <https://www.tolerance.org/classroom-resources/learning-plans>

A Lesson Plan for Helping Young Children Learn to Accept Differences:

<https://www.edutopia.org/blog/lesson-plan-helping-young-children-learn-accept-differences-maurice-elias>

Not In Our Town is a movement to stop hate, address bullying, and build safe, inclusive communities for all. Lesson plans are available for the K-12 classroom. <https://www.niot.org/nios/lesson-plans>

Active Citizen Lessons:

Eleven Times When Americans Have Marched in Protest on Washington

<http://www.smithsonianmag.com/history/suffrage-civil-rights-war-and-puppets-when-and-why-americans-have-marched-washington-180961809/>

History of Marches and Mass Actions:

<http://now.org/about/history/history-of-marches-and-mass-actions/>

**Anti-Discrimination Policy
Federal and State Laws**

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - Prohibits discrimination against employees or applicants because of genetic information.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition: School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited. **Rev. (05-12)**