

BECOME AWARE OF HOW WE SPEAK TO AND TREAT ONE ANOTHER AT SCHOOL

OBJECTIVE: We are going to begin investigating our school's culture and its language. On the continuum below indicate with a mark your estimate of how often we (adults and students) use biased language here at our school. Biased speech includes offensive or hurtful words that demean people.

Rarely-----Many times a day

Share:

- Using your fingers (1, 2, 3, 4, or 5) indicate how often you hear students but down other students in their school on a typical day: one finger for rarely 5 fingers for many times a day.

On any given day students and staff hear demeaning comments, whether intentional or not. The first step in being able to address the issues is to identify the problem itself.

Examples of biased speech:

- "You're so lame!"
- "You're acting like girl!"
- "That's so gay!"
- "There go the nerds."
- He's a SPED kid."
- "Another dumb jock."
- "You're a retard."
- Let's ask the Asian, he'll fix it."
- "That looks really ghetto."

Now it is our turn: Tracking Biased Speech Worksheet

Definition of biased speech: prejudice, offensive, hurtful, words that demean or exclude people because of age, gender, religion, race, and ethnicity, social class, sexual orientation or physical or mental traits.

During one full school day, listen carefully to the conversations around you: things said by students and adults anywhere in the school, including by you. Tally derogatory remarks you hear in any of the categories. Do this privately. Don't comment on the biased remarks, just record with a tally marks that you heard them.

Category	Tally
Race and Ethnicity	
Gender	
Religion	
Sexual Orientation	
Physical or mental ability	
Appearance	

Let's brainstorm- How could you record an incident of biased speech if you od have your form with you at the moment?

- _____
- _____
- _____

Reflect: Write down a couple of the biased statements you overheard. Discuss how you felt before, during and after doing the assignment. Also answer these questions:

- Was any of the biased speech your own?
- Was any of it language you sometimes you?

Day 2: Become aware of the amount and nature of biased speech in our school.

Compiling the results of our survey. Below is a chart about biased speech with the same headings as your Tracking Biased Speech forms. Do this now: Record your data on this master chart, and we will see the results we got as a group. Make a tally mark for every comment you have heard under each category.

Race and Ethnicity	Gender	Religion	Sexual orientation	Physical/mental ability	Appearance

Partner Share: Discuss the results of the survey on the frequency of biased speech and any specific examples you recorded.

Together come up with some possible responses to biased speech that might shut it down or least reduce its frequency.

Examples: "I don't think that's funny." Or "That's the kind of language that really hurts people." Or "I am surprised to hear you talk like that, I don't think of you as a person who is so prejudiced."

Examples of things to say to stop biased speech

Reflection: Using the positive character traits determine how these activities fit into each of the skills below

Knowledgeable	Caring	Reflective

Can any of this lesson fit into any of the other character profiles or skills? If so which ones and why?
(Example: Risk takers, Caring, Principled, Reflective, Open minded, Communicators, balanced)

Understand the courage and character needed to take a stand

We will begin talking about what it takes to survive hard times, even atrocities, and come away with courage and determination to help others.

Listen to: Arn Chorn Pond: <https://youtu.be/9uHeCzSM PI>

The Khmer Rouge was a political and military regime that controlled Cambodia with immense cruelty from 1975-1979. During its reign, more than 1.5 million Cambodian men, women and children were murdered. Millions of Cambodians fled to refugee camps just over the border, in Thailand, where they lived in fear and hunger for years. Arn Chorn Pond's family was murdered in a Khmer Rouge death camp when Arn was nine years old. Of the 500 children in the camp only 60 survived. The Khmer Rouge forced Arn to undress the children and hold their hands as they killed them. Arn finally escaped. He survived on his own in the jungle for a time, and then go to a refugee camp in Thailand. Eventually, he was adopted by an American couple and moved with them to New Hampshire, where he graduated from high school. But he was haunted by dreadful memories. The fact that he had survived when so many had died depressed him. In 1984, Arn co-founded Children of War, dedicating his life to ending the suffering of children who survived the Khmer Rouge nightmare. He has helped Cambodian youth in Cambodia and in the United States and has also worked to preserve Cambodian traditional music.

Reflection: Answer the following questions and be prepared to discuss them in a pair, or as a whole group. Once you are down it will be the beginning of a project in which your group gathers thoughts, memories and observations about moments of courage when people take a stand against prejudice and justice.

1. How might the saying "What doesn't kill you strengthens you" apply to Arn's life? What qualities does Arn exhibit that probably helped him survive his ordeal.

2. Do you know someone who survived hard times and helped other? Have you?

3. If Arn had to come to your school when he left Thailand, would you have done out of your way to be his friend? Why or why not?

4. Describe any courageous acts you have witnessed, heard about or done yourself, recently or in the past. Using the space below brain storm some courageous acts. These are a draft, once you have them down you will transfer them to an index card, that will be posted on our Moments of Courage Wall.

<p>Moments of Courage Cards:</p> <ol style="list-style-type: none">1. Who took the action? (Identify the person in some way: name, age, gender, or relationship to you).2. Where did you witness the event?3. What happened?4. What were your thoughts and feelings about it at the time?5. Do you think you could do this yourself?	<h2 style="text-align: center;">Moment of Courage Card</h2>
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Become aware of people who take stand

Giraffe Stories: “From students who speak up when someone is being bullied to young people who establish organizations to reduce the violence that cultural hatred breeds there are young people who take action instead of walking away. The Giraffe Heroes Project honors risk takers, ordinary people who “stuck their necks out” for what was right, in the US and around the world.

Giraffe Heroes Project

1. Sarah Cronk was a high school cheerleader when she decided to create a more inclusive cheerleading squad in her school. Her brother was excluded from many activities because he was on the autism spectrum, and this made her aware of the outsider status of students with disabilities. The Spartan Sparkles cheerleading team now includes 10 cheerleaders with disabilities. Her goal is to start 100 inclusive cheerleading squads through her organization, Sparkle Effect.
2. Eric Love was a college student when he led protests against white supremacist rallies and worked to make Martin Luther King Day a state holiday in Idaho. He also spoke publicly against homophobia at a rally and lost some support by doing so, but he continued his anti-biased stand.
3. Tammie Schintzer, Sarah Anthony, Wayne Inman, Margaret Macdonald, Brian Schnitzer and Keith Toney all responded to intimidation from anti-Semitic Aryan supremacists in Billings, Mont., by showing solidarity with Jewish families at Hanukkah time. Like the Jewish families, they all out menorahs in their windows, despite the possibility that their homes might become targets of the bigots.
4. Cheryl Perara, of Toronto, Canada, was inspired as a teenager to work to protect children being used as sex slaves in countries around the world. Cheryl founded OneChild, run by youth working to stop commercial sexploitation of girls and boys.
5. Desiray Bartak wanted all kids who have been sexually abused to know they could stand up for themselves, so she went public about being abused by a relative. She convinced a high-profile attorney to bring a suit for damages against her abuser, and she one. Despite harassment from her classmates, Desiray continued to speak out and founded a support network for abused kids.
6. John Demarco was 13 when he reported a neighbor for painting “racial” epithets on a home in his neighborhood, a home that a black family was considering buying. Neighbors objected to John’s action, but he persisted and testified against the perpetrator, who was convicted.
7. Ernesto Villareal was a star high school football player who to a stand to stop racist taunts at football games. He risked his spot on the team by organizing Latino players to boycott football practice. The action stopped the name calling.
8. Franklin McCabe III, a Navajo/Sioux teenager in Parker, Ariz., used a music and light show he created in seventh grade to speak out against substance and alcohol abused at Native American social events.
9. Roosevelt Johnson, a high school student in Selma, Ala., founded a local chapter of 21st century Leadership, an organization that enlists gang leaders in confronting racism. He also helped pressure slumlords to improve housing and established study groups, peer counseling and voter registration drives.
10. Alberto Exparaze took a stand to use his time and knowledge to help others. He created programs that help especially poor people and minorities in Arizona improve their lives.

11. _____ (your name),
