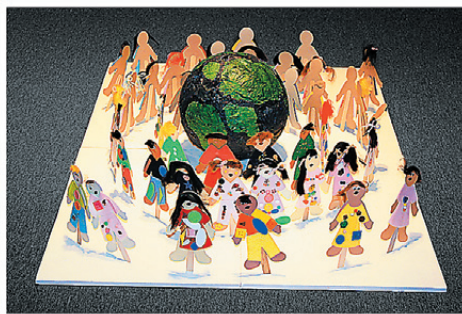


Celebrating DIVERSITY



Learning About Diversity: Overview

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“Always remember that you’re unique. Just like everybody else.” – Anonymous

Have you ever had someone ask you, “Hi, can I embrace your diversity?” That may feel a little weird. Most people do not want to be the center of “different” attention. Yet, diversity is supposed to be a good thing, right? Embracing and celebrating what makes every person in this world unique is the very foundation of understanding diversity.

Do you disagree? Companies and stores, like where your parents and your friends’ parents work, want to have employees who are different from each other because they understand that has

a positive impact. Many materials have been put together to help companies promote diversity in the workplace. You can think of your workplace as your school. Diversity programs like the ones developed for companies, and like this one for your school, help others understand how to appreciate everyone’s differences.

Our ability to understand, accept and appreciate ourselves allows us to see clearly how we can and how we do appreciate others. Acceptance leads to appreciation. Appreciation is always cause for celebration!

Age

Gender

Race

Immigration

Economic Status

Oklahoma

24.9% under age 18;
13.5% age 65 and over
50.6% female; 49.4% male
78.1% white; 8.0% black; 7.6% Hispanic;
8.0% American Indian; 1.7% Asian
3.8% foreign-born
15.8% below the poverty line

United States

24.3% under age 18;
12.8% age 65 and over
50.7% female; 49.3% male
79.8% white; 12.8% black; 15.4% Hispanic;
1.0% American Indian; 4.5% Asian
11.1% foreign-born
13.0% below the poverty line

Here’s what we looked like 50 years ago, in the 1960 Census:
+ There were a little more than 179.3 million people living in the U.S. (There are now roughly 305 million.)
+ 22.4% of the U.S. population lived below poverty.
+ Oklahoma was 90.5% white. Hispanics were not counted as a unique group.
+ Fewer than 1% of Oklahomans were foreign-born.
Source: U.S. Census Bureau

How diverse are we?

Credits: Special thanks go to the following for their contributions and dedication to developing the Celebrating Diversity program: Pamela Anderson, Julia Clifford, Rob Howard, Colleen Iasiello, Linda Kaye, Wendy Kleinman, Joan Korenblit, Michael Korenblit, Nan Ray, Rachel Rettinger, and Jet Torrence.

2

Understanding these terms will help you learn and grasp the information throughout this program. Refer back to this glossary as often as you need to!

Acceptance: a form of approval or assent

Anti-Semitism: discrimination or hostility against Jews

Appreciation: recognition of the value of people and things

Awareness: a state of being alert and knowledgeable

Bias: an outlook that is especially favorable or especially unfavorable

Bigotry: belief or opinion that differs from one's own intolerance, irrationality and animosity toward those of differing beliefs or genetics

Bullying: to force one's way aggressively or by intimidation

Change: to become different or to become gradually modified

Choice: the power to make and act upon a decision

Compassion: a feeling of care toward others

Conflict: a fight or controversy

Culture: the customary beliefs, customs and material traits of a racial, religious or social group

Difference: the quality of being unlike something else

Discovery: the act of learning or realizing something new

Discrimination: treatment of a person or thing based on a group, class or other category rather than on individual merit

Diversity: the state of having variety

Equality: the same value

Empathy: identification with the feelings, thoughts or attitudes of another

Egocentric: having concern for one's self rather than society

Ethnic: relating to the characteristics of a group of people that share unique traits and customs

Ethnocentric: an attitude that one's own ethnic group is superior

Feminism: the theory of the political, economic, and social equality of sexes

Homophobia: fear of homosexuality

Humanistic: a philosophy that stresses an individual's dignity and worth

Ignorance: a state of being unaware or uninformed; uneducated

Inclusion: the act of taking in as part of a whole group

Islamophobia: a fear or prejudice against Islam or Muslims

Peace: harmony in relations between people and cultures and countries

Multiculturalism: relating to several different cultures

Prejudice: a preconceived opinion made without knowledge or examination of what is true

Racism: discrimination based on racial differences

Religion: a set of beliefs, practices and morals relating to the purpose and history of the universe

Respect: to show regard for; to avoid interfering with

Sexism: prejudice based on gender

Sympathy: feeling sorry for another

Tolerance: to allow a differing or conflict with one's own beliefs

Xenophobia: fear of foreigners

ACTIVITIES

1. Change is a normal part of life. Think about what changes have already occurred in your personal life as you have grown up. What changes will happen for you in the next six months? In the next year? How have these changes shaped who you are?
2. Think about what stories you have read that any of the words above are a part of. For younger students, think about how even fairy tales include ideas about appreciation and discovery. For older students, think about novels whose themes delve into some of the other topics. Talk about what these words mean in the context of the stories. Can they mean different things in different situations?

Learn more about Learning About Diversity in Celebrating Diversity: Lesson 1 in the September 23 edition of The Oklahoman.

**Note: The incorrect cost of the 2010 US Census was printed in the newspaper for Lesson 1. The correct cost is estimated to be between \$13.7 billion to \$14.5 billion.*

Recognizing Diversity: Types of Diversity

“We may have different religions, different languages, different colored skin, but we all belong to one human race.” – Kofi Annan, Former Secretary-General of the United Nations



Some types of diversity seem obvious. When you look around, you may see people with different skin color than yours, you may hear people speak a different language than from yours, and you may witness someone whose physical ability is different than from yours.



Here are common types of differences that help make Oklahoma, the U.S. and the whole world diverse. Remember that ignoring that different types of people exist doesn't make the differences go away. Also remember that tolerating and accepting differences are not the same, and that recognizing different types of people does not change who you are.

There are other types of diversity that you may know about but that you cannot see, such as whether someone identifies with a particular religion and whether a person is an immigrant to the U.S.

There are still other types of differences that you may not have realized contribute to diversity. Age differences create diversity. Economic status differences create diversity. Geographic differences create diversity.



- | | |
|---------------------------|---------------------------|
| + Age | + Immigration Status |
| + Body Type | + Language Fluency |
| + Disability (or Ability) | + Nationality |
| + Economic Status | + Political Views |
| + Education Level | + Race |
| + Family Structure | + Religion |
| + Gender | + Sexual Orientation |
| + Geography | + Talents |
| + Ethnicity | (Athletic, Musical, etc.) |

ACTIVITIES

1. How do you contribute to diversity? Think about how you would classify yourself within these categories – you might say you are young, with a certain body type, able-bodied, in a middle-economic status family, still in primary or secondary school, living with a single parent, a male, born and living in Oklahoma, etc. Now think about your best friend. How would you expect his or her answers to differ? What about a relative? A neighbor? Discuss whether you ever thought of some of these personal characteristics as being a part of diversity.
2. At home later, talk about your family history. Where are your family's roots? With the exception of Native Americans, all U.S. residents at one time emigrated here from another country, even if it was several generations ago. How do your family's roots influence the culture(s) you identify with?



Sometimes, you may use a word to describe someone that may hurt their feelings, and may make that person feel that you don't understand, respect or embrace their differences. For example, "colored" is not an appropriate way to refer to a black person. That word is derogatory.

Regarding individuals with disabilities, you should know that the word "crippled" has a negative connotation to it. It is better to say "person with a disability." "Crippled" is an unacceptable term because it characterizes the whole person

as incapacitated. The truth is, the person has a disability, but that does not define their existence. That person, like you, is a human being who wants to be happy, safe and valuable.

Other terms to be aware of:

- + "Retarded"
- + "Confined to a wheelchair"
- + "Deaf and dumb"
- + "Crazy"
- + "Victim of"

Being sensitive to how your choice of words makes others feel is an important part of being aware of diversity and recognizing that diversity is good.



ACTIVITIES

1. Discuss as a class why the terms to be aware of are not appropriate. What are better ways to refer to individuals with disabilities?
2. With guidance from your teacher, go through activities to help you better understand how it "feels" to have a disability. The activities and simulations your teacher will lead you through will help you experience what it's like for individuals with certain disabilities to accomplish what may seem like simple tasks.

Afterward, write a diary entry about how you would feel if you were faced with those challenges every day. Now that you can better empathize with people with disabilities, your class may even choose to ask a special education teacher how you could help students with disabilities in your own school.

Learn more about Recognizing Diversity in Celebrating Diversity: Lesson 2 in the September 30 edition of The Oklahoman.

Appreciating Diversity: Pivotal Contributions

“For those who have seen the Earth from space, and for the hundreds and perhaps thousands more who will, the experience most certainly changes your perspective. The things that we share in our world are far more valuable than those which divide us.” – Donald Williams, Astronaut



People of all backgrounds have made contributions to society that we would find it difficult to live without. Scientist George Washington Carver, born in Missouri in 1864, invented more than 300 new uses for peanuts. One of the uses he invented was peanut butter! He also discovered uses for peanuts in cookies, coffee, caramel and chili sauce, and non-edible items like hand lotion and axle grease.

Carver was a former slave, a black man, gay and a member of the African Methodist Episcopal Church. Like Carver, many individuals belonging to groups that were historically discriminated against have made a host of key contributions to society.

GEORGE WASHINGTON CARVER MONUMENT IN DIAMOND, MISSOURI

K'ééhwíł'í doo
(We will live)

Talking in Code

Code Talkers is a term used to describe Navajo Indians who served in the U.S. Marine Corps during World War II. “Code talkers” from other Native American tribes served in the Army in both world wars, but the term usually refers to the group of Navajo Marines. The approximately 400 Code Talkers transmitted secret codes from battlefields in their native language, which was too difficult for the Japanese – who were skilled at cracking codes – to understand. Their unbreakable code was responsible for saving an untold number of lives.

Breaking Through Barriers

One white woman and two black men are particularly well known for breaking barriers of discrimination in emergency response fields. Alice Stebbins Wells, a Pentecostal minister, was the first female police officer in the U.S. She began her job in 1910 with the Los Angeles Police Department. Carl Holmes became Oklahoma’s first black firefighter in 1951 in Oklahoma City. He went on to establish the Carl Holmes Executive Development Institute, which has become a nationally recognized firefighter training program. Bass Reeves, a Christian whose body is buried in Muskogee, was the first black U.S. Marshal west of the Mississippi River. He was known as a tough, courageous and fair deputy in Indian Territory.



Global Business Success

Coca-Cola is the second most recognized word in the world (“OK” is first), and it’s also a company led to its height by Roberto Goizueta, a Cuban whose first language was Spanish. Goizueta was born in Havana, Cuba. He and his family defected to the U.S. with just \$40 in cash. This Catholic Hispanic went on to lead The Coca-Cola Company for 17 years and turn the company into the powerhouse that it is today.

Heard for Generations

The Girl Scouts of America, which has 2.4 million girl members worldwide, was started by Juliette “Daisy” Low. Low lost half her hearing at age 25 and the rest of her hearing several years later, around 1886. Low, a Christian, didn’t organize the first Girl Scout Troop until 1912 in her home state of Georgia. She became interested in scouting during a trip to Europe – after she had gone deaf – on which she met the founder of the British Boy Scouts.



Working Together

Sir Ernst Chain was a German-born British citizen who led the first clinical trials of antibiotics. Chain, a Jew, shared a 1945 Nobel Prize with Baron Howard Florey, an Anglican/Episcopalian, and Sir Alexander Fleming, a Roman Catholic, for their work. Alexander had discovered penicillin earlier, but it was Chain who figured out how to produce it in a sanitary way and, with Florey, developed its modern-day use to help cure infections.

Cracking the Books

Sometimes achievements are collective, not individual. Morocco and Egypt are home to the two oldest degree-granting universities in the world. The University of Al-Karaouine was established in the year 859 in Fes, Morocco. In Cairo, Egypt, Al-Azhar University was founded about the year 988. They are both considered pillars of education in the Islamic world and the world at large. The world needs to have diversity.



ACTIVITIES

1. Research at least two other minorities who have had a significant impact on some aspect of society. One should relate to one of the things that makes you diverse. This means that if you are Asian-American, you might search for an accomplished Asian individual.

The second should relate to one of the types of diversity that you are less familiar with. This means that if you have never met someone who uses a wheelchair, you might choose to profile President Franklin D. Roosevelt, or, if you live in a home with two parents, you might research someone important who grew up in an orphanage.

The individuals you highlight do not have to be world-famous. They can be people who have contributed to your local community.

2. Imagine a world without diversity, a world where every person is EXACTLY alike - the same color, same religion, same age, same talents and same abilities. Could a world without any diversity even exist? If you think it can exist, write a story or essay describing such a world. If you think it cannot exist, write a letter explaining why, to a person (real or fictitious) who wishes everyone could be the same.

Learn more about Appreciating Diversity in Celebrating Diversity: Lesson 3 in the October 7 edition of The Oklahoman.

“We need not think alike to love alike.” – Ferenc Dávid, Unitarian preacher

Although we don’t always think about it, diversity is being celebrated around the world every day! Here is a look at some of the traditions, celebrations and customs that make the world so diverse.



La Tomatina, Spain

Although the origins of the festival are not fully known, the world’s largest tomato-only food fight in the world takes place each year in the quiet town of Bunol, Spain. La Tomatina is a weeklong celebration complete with fireworks, parades, food and street parties that culminate with a food fight with 90,000 pounds worth of tomatoes on the last Wednesday in August. More than 20,000 tourists and locals take part in the celebration each year.



St. Nicholas Day, Croatia

According to Croatian tradition, on the eve of St. Nicholas Day, children polish a pair of boots and place them on a window sill for Saint Nicholas to fill; however, what they are filled with depends on how well behaved the child has been. Children are reminded that instead of candy, fruit and gifts, their boots could be filled with less favorable items like coal.



Cake Pull, Peru

In the South American country of Peru, a wedding tradition has developed which offers a twist to the bouquet toss which is practiced at most traditional weddings in the U.S. For the cake pull, several ribbons are baked into the cake. During the reception, all of the single women are asked to come and pull a ribbon from the cake. Most women will pull a ribbon with nothing on the other end; however, one lucky lady will find a ring attached to her ribbon when it is pulled out of the cake. This means that she will be the next woman to get married and will be blessed with good luck. Variations of this wedding tradition can be found all over the world, including the Southern U.S.



MassKara Festival, Philippines

Nicknamed “The City of Smiles” it was only natural for the town of Bacolod City, Philippines, to create a week long Smiling Festival in 1980 to help promote happiness during a time of economic trouble. A common representation of the MassKara festival, a smiling mask, helps show the positive outlook of the Filipino spirit.



Giraffe Women, Thailand

Known as “Giraffe Women” or “Long Necks” throughout the world, the women of the Kayan tribe wear brass coils around their necks to make it look like their necks are longer. Starting around the age of 6, Kayan girls begin wearing their first coil which is slowly replaced with longer, heavier coils over time. Although it is impossible to actually make their necks longer, the weight of the rings actually presses the collar bone down and compresses the rib cage which makes it look as though the women have longer necks. Today, most Kayan women do this as part of their tribal identity and beauty.



Bar/Bat Mitzvah, Jewish Tradition

In the Jewish faith, when a boy turns thirteen he is considered an adult. Therefore, he is expected to assume the religious, spiritual and ethical responsibilities that come along with being an adult or a bar mitzvah. The literal translation of bar mitzvah is “son of the commandments,” which indicates that the boy is now obligated to follow the Jewish commandments. The bar mitzvah ceremony became popular during the Middle Ages and is now seen as an important life event for many Jewish boys and girl. For a girl, the term is bat mitzvah and is celebrated when a girl reaches 12 years old.

ACTIVITIES

1. Create a heritage potluck in your classroom. Talk with family members or family friends who know about your family heritage. Then, take the percentage of your heritage that is the smallest (for example, a person is 25% Croatian, 25% Welch, 25% English, 20% Scottish, and 5% Irish) and bake a traditional item of food from that country – Ireland for example. Everyone in the class will talk about that country and the cultural significance of that food.
2. As a class or individually, create a project that shows “peaces” of the world. For example, each student in a class could draw a flag from a different country. Then research how to say “peace” in the primary language spoken there and write that on the back of the flag. String your flags together hanging down from a globe that you have or that you make. Or, be creative and make something completely different! How does your project illustrate the global nature of diversity?

Learn more about Celebrating Diversity in Celebrating Diversity: Lesson 6 of the in the October 28 edition of The Oklahoman.

“For in the final analysis, our most basic common link, is that we all inhabit this small planet, we all breathe the same air, we all cherish our children’s futures, and we are all mortal.”

– John F. Kennedy, 35th U.S. President



Understanding that we are more alike than different is key to accepting one another and respecting those differences that make us unique. Lack of respect for differences between and among groups of people led to countless cases of persecution and execution of innocent people in the history of our world.

History is a story waiting to be told, a common legacy shared by humankind. As storytellers of this legacy, it

is our responsibility to be true to those events so that we and all our families and descendants to come will learn from the experiences that have made us who we are.



“The Day of the Water Fountain”

By Michael Korenblit

Respect Diversity Foundation Co-Founder

Co-Author of “Until We Meet Again: The True Story of Love & Survival in the Holocaust”

When I was six years old, I was sitting in the living room with my parents in Ponca City. It was the first time I noticed something on my parents’ wrists – a K and an L in blue ink on my father’s arm, and on the inside of my mother’s forearm the letter A followed by the number 27327. I asked them what these were. They explained to me in the simplest of terms that they were both survivors of the Holocaust. They had endured the worst of intolerance, bigotry, hatred and violence. Each had lost almost their entire immediate and extended families.



In August of 1958, when I was just 7 years old, my dad saw a news story on the television. For the next few days he followed it in the news. On the following Saturday afternoon, after work, he and my mom drove me to a park and we walked up to a water fountain. My dad asked me to take a drink. “How does it taste?” he asked. I said it tasted great. “Read the sign on the fountain,” he said. I read: “Whites Only.” They then walked me over to another water fountain not even 10 feet away and asked me to take a drink out of it. “How did that taste?” “The same as the water over there,” I said. “Read the sign,” my dad said. I read: “Colored Only.”

They then drove me to a bus station where they took me inside and showed me the nice “Whites Only” waiting area and then to a not-so-nice area that was the “Colored Only” waiting area. My dad looked at me and said, “I want you to always remember what I have shown you here today, because that is the reason you don’t have any grandparents or lots of aunts, uncles and cousins – because people looked at them as being different and inferior human beings.”

The story that my parents saw on the news, which led them to take me to the park and the bus station on that hot August day, was of 13 young black children, ages 6 to 16, and their chaperone, Clara Luper. They walked into Katz Drugstore in downtown Oklahoma City, sat down and ordered 13 Coca-Colas. They were refused service because of the color of their skin. On that day, they started the longest peaceful and nonviolent demonstration

Jewish Woman on a park bench labeled “For Jews only.” Austria, shortly after the Anschluss, 1938. Institute of Contemporary History and Wiener Library, London, England.

The World Must Know, used by permission of the United States Holocaust Museum.



in the history of this country. These 14 people, most close to my age at the time, started the Sit-In movement, which helped break down the barriers of segregation in this country. Soon after that August day, they were joined by others until finally people of all colors, all religions, no religions and various political parties joined them.

ACTIVITIES

1. Discuss as a class or write an individual essay explaining what Michael Korenblit’s father meant when he told him: “I want you to always remember what I have shown you here today, because that is the reason you don’t have any grandparents or lots of aunts, uncles and cousins – because people looked at them as being different and inferior human beings.” How did the intolerance of diversity allow the Holocaust and segregation to take place? What injustices still exist in today’s world because of intolerance?
2. Compare the Jim Crow laws of the U.S. with the Nuremberg Laws of Nazi Germany. The Jim Crow Laws were the treatment of African-Americans compared to Whites. The Nuremberg Laws were the treatment of Jews compared to Germans.

Intermarriage allowed?
Right to vote?
Right to use public transportation?
Freedom to live anywhere?
Freedom to eat at any place?
Freedom to stay in any hotel?

Ability to attend school together?
Allowed to attend college?
Allowed to be out after dark?
Allowed to be in parks?
Allowed to use public bathrooms?
Allowed to play with others?

Learn more about Studying Diversity in Celebrating Diversity: Lesson 4 in the October 14 edition of *The Oklahoman*.

Welcoming Diversity: Personal Relationships

***“Since when do you have to agree with people to defend them from injustice?”
– Lillian Hellman, American playwright***

One way to show that you recognize, appreciate and welcome diversity is by maintaining positive personal relationships with people who are different from you. There is a model known as Compassionate Communication, or Nonviolent Communication, that will help you welcome diversity into your personal relationships, even if you think your words are already compassionate.

In this model, there are two ways to communicate. One way is represented by the Jackal, and the other is represented by the Giraffe. The Jackal communicates in ways that alienate and offend others. The Giraffe communicates in a way that embraces differences and positively influences life.

When looking at diversity in people, the Jackal would:

- + Label what people are
- + Make moral judgements
- + Use guilt, blame or shame

The Giraffe would:

- + Acknowledge how people are
- + Make value judgments
- + Use negotiation to meet everyone's needs



In Giraffe language, the formula for communicating is: Observations, Feelings, Needs and Requests. First, we observe and say exactly what we see. Then we focus on what we are feeling at the moment. It might help to close your eyes to get in touch with your feelings. Then we use our feelings to notice which of our needs are not being met.

Lastly, we make a request of ourselves or another person to help us get our needs met. It is very important to remember a request is something you are asking of someone, not a demand. A demand expects the answer to be “yes.” A request allows room for a “no.” If no is the answer to your request, you can follow up with questions in a calm, compassionate conversation with the other person.

One day, there was a student in the eighth grade who stood in the aisle of the bus looking for a place to sit. The student, a girl, was wearing a white shirt. From behind, she heard a boy say, “Get out of the way you big marshmallow.” The girl was overweight and felt like he was calling her fat. She felt hurt and shamed. Her need for respect and acceptance were not met.



The boy used Jackal language by using shame to get the girl to move. If he used Giraffe language instead, he would have said, “I see you are standing in the aisle.” (Observation) “I feel irritated.” (Feeling) “I feel that way because I need cooperation to get past you.” (Need) “Would you be willing to let me get by you?” (Request)

What is bullying and what does it have to do with celebrating diversity?

When someone tries to hurt another person on purpose, this is called bullying. Bullying happens when a person acts stronger and more powerful than another person and uses their strength to make the other person (or group of people) feeling scared or sad.

Can you think of a time when someone you know was being bullied or maybe someone was bullying you? Chances are, the answer is yes. Bullying can happen to anyone, and at any time for a number of different reasons. There are many types of bullying; however, at school the most common types of bullying are verbal (spreading false rumors and name-calling) and physical (hitting, kicking, spitting, taking money or other items and being forced to do things against your will).

Some of the other types of bullying are:

- + social (isolates and/or excludes a person or groups of people)
- + racial (directed toward a certain person or group of a specific race)
- + sexual (based on perceived sexual orientation: heterosexual, homosexual or bisexual)
- + religious (directed toward a person or group based on religious beliefs)
- + special needs (directed toward a person or group of people who have special needs)
- + cyber bullying (use of cell phones and/or the Internet to bully victims)

Each and every form of bullying is equally as victimizing, degrading, and destructive as the other and it is important to be aware of all of the forms of bullying in order to recognize and being able to help someone who is being victimized.

Research tells us that people who bully:

- + have a strong need for power and negative dominance
- + find satisfaction in causing injury and suffering to others
- + are rewarded in some way for this behavior, psychologically or with material things



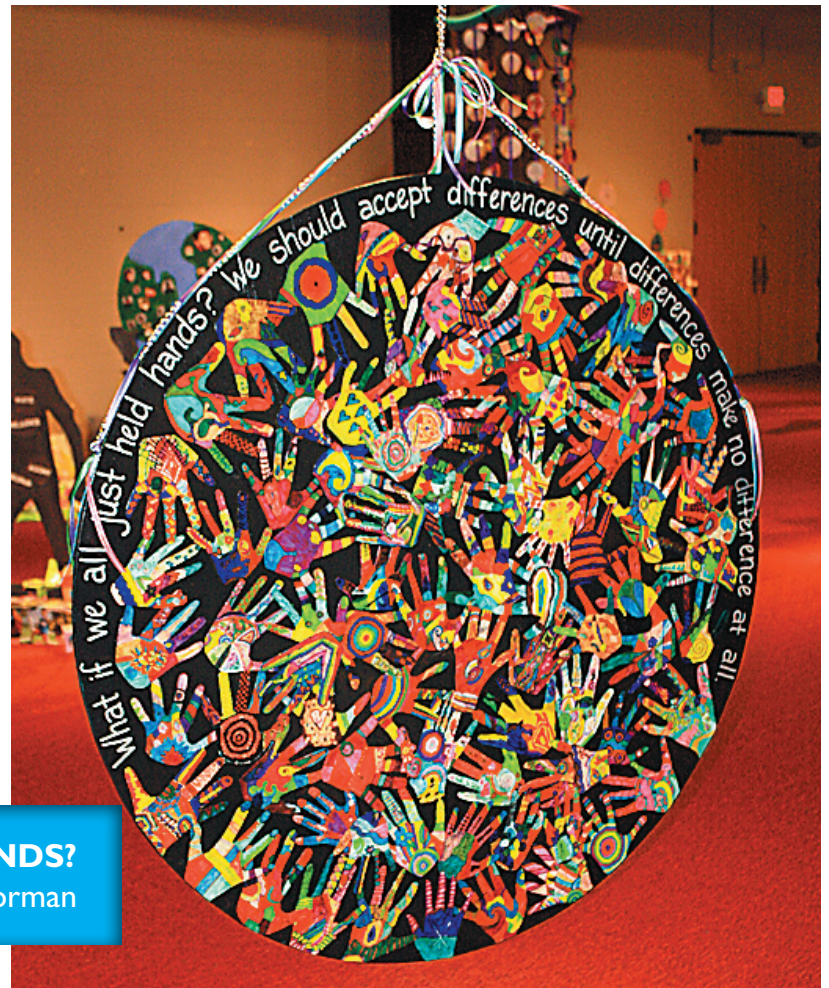
Learn more about Welcoming Diversity in Celebrating Diversity: Lesson 5 in the October 21 edition of The Oklahoman.

Respect Diversity Foundation

The Respect Diversity Foundation (RDF) teaches tolerance and respect for all people in order to create friendlier, safer schools and a higher quality of life in communities in Oklahoma and around the world. RDF helps individuals of all ages explore diversity through the arts with annual contests and exhibits that show students' reflections on issues such as human rights, different cultures, special needs and their personal role in a diverse global community. RDF, through its speakers' bureau, sends a diverse group of individuals into schools and after-school programs to teach respect and tolerance; topics include the Holocaust, civil and human rights movement, visual arts, poetry, literature, music and story-telling. In addition, RDF conducts workshops and panel discussions throughout the year to help educators be better equipped to address diversity issues on classroom, school and district levels. RDF strongly believes that preparing students to understand differences will help them work together in a positive way as young adults and future community leaders. For information about the Respect Diversity Symbol Exhibit and/or the Respect Diversity Art & Poetry Contest visit www.respectdiversity.org or email at rdfrdf@cox.net

WHAT IF WE ALL JUST HELD HANDS?

Kindergarten – 5th Grade Students, Monroe ES, Norman



*This is our symbol of diversity.
What's yours?*



PEACEABLE KINGDOM

4th – 5th Grade Students, Jefferson Heights & Washington ES, Sapulpa

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Oklahoma's Only Statewide Anti-Bullying Conference

NOVEMBER 5, 2010

8:30 a.m. – 4:30 p.m.

Registration Fee: \$50

Limited Capacity, Register Today!

A critical conference for teachers, administrators, policy-makers and mental health professionals. International anti-bullying experts will provide the tools necessary to make your school a bully-free zone.



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The Jewish Federation of Greater Oklahoma City

endeavors to build a better world

by **PROMOTING** tolerance, understanding, and mutual respect

by **SPONSORING**

- The annual community Holocaust Commemoration
- Teacher workshops and resources
- The Henia Ring Schiff Holocaust Collection at the Ronald J. Norrick Downtown Library
- Internationally renowned speakers
- U.S. Holocaust Memorial Museum traveling exhibits
- Classroom presentations including the Giant Map of Israel

by **SUPPORTING** other organizations with similar values and goals and

by **PARTNERING**

with community agencies to maximize resources for meeting local needs
as well as broadening the scope of available programming.

Clean Places ♥ Friendly Faces

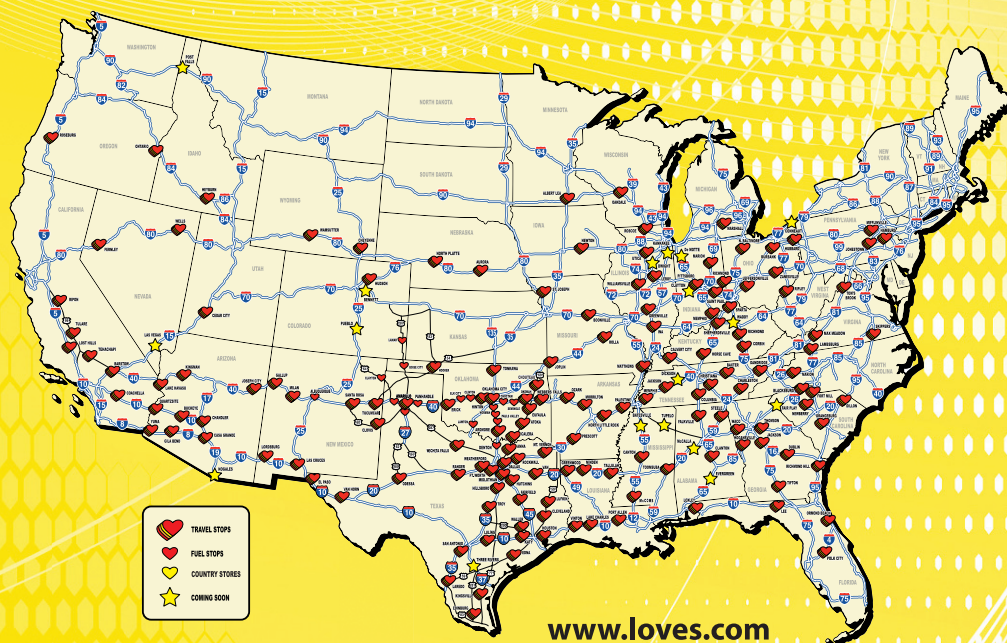
You know Love's from our stores, but do you know Love's as a company?

Tom and Judy Love founded what is now Love's Travel Stops & Country Stores in 1964. Headquartered in Oklahoma City, today Love's is still 100 percent family owned and operated. With a national footprint of more than 270 stores in 39 states, Love's current growth rate is approximately 15 stores per year. We are currently ranked No. 15 on the Forbes annual list of America's largest private companies. But, we're not a stereotypical nameless, faceless corporation. The Love family and the company is very active in the Oklahoma City community, donating more than 2 percent of the company's net profits each year to non-profits here in our home city and across the nation where we operate stores. And, Love family members personally visit each and every store across the country several times a year. From the first filling station in Watonga, Okla., the Love's commitment has remained the same:

"Clean Places, Friendly Faces."

So next time you stop at Love's, you'll know more about the Love's difference. Before your next trip, use our online Trip Planner for driving directions to your destination, including a route showing all the Love's Travel Stops & Country Stores along the way!

Visit www.loves.com.



www.loves.com
800 OKLOVES
800 655-6837

