

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001a. calendar	re: Hillary Rodham Clinton [partial] (1 page)	09/1999	b(6)
001b. calendar	re: Hillary Rodham Clinton [partial] (1 page)	10/1999	b(6)
001c. calendar	re: Hillary Rodham Clinton [partial] (1 page)	11/1999	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19578

FOLDER TITLE:

Possible Events

2013-0436-S

rc1283

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

OFFICE OF THE DIRECTOR

FAX TRANSMITTAL

TO:

Ann O'Leary

PHONE:

FAX:

456-2878

FROM:

OFFICE OF PUBLIC AFFAIRS

Kevin Sullivan

PHONE:

202-401-3026

FAX: (202) 260-7753

PAGE(S) TO FOLLOW: 2

MESSAGE:

DETERMINED TO BE AN
ADMINISTRATIVE MARKINGINITIALS: ELCR DATE: 05/06/13

2013-0436-S

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Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

December 2, 1999

TO: BRUCE REED
ANN LEWIS

Rertw cdeks

FR: KEVIN SULLIVAN
DAVID FRANK

RE: RELEASE OF RELIGIOUS GUIDELINES

To follow-up our conversation with Ann earlier this week here is the information about this coming release. Secretary Riley will be releasing a comprehensive packet of guidelines on religion in public schools in the near future. This is scheduled for Monday, December 13th at 11:30 am with religious and educational leaders. The packet will include a cover letter from the Secretary and the following pieces.

1. *Religion in Public Schools: A Statement of Principles*. (reprint of our 1995 document)
2. *A Parents Guide to Religion in Public Schools* (reprint)
3. *A Teachers Guide to Religion in Public Schools* (new)
4. *Public Schools & Religious Communities: A First Amendment Guide*. (Freedom Forum document released last July)
5. *Guidelines for volunteers participating in Partnerships with Public Schools* (2 page list of do's and don'ts) (new)
6. *How Faith Communities Support Children's Learning in Public Schools*. (an extract from a longer Department report released in Sept) (new)

Unlike previous mailings that only went to school superintendents this packet will be sent to all public schools in addition to a separate mailing to religious leaders. We are printing a 150,000 copies of everything. This is a joint effort of the Department and the Freedom Forum First Amendment Center. Our goal is to get good information down to the school level where the problems start to help school leaders avoid the divisive law suits that so often tear a community apart.

Given the President's strong record on religious issues you many want to consider the possibility of a White House release. Ann Lewis already has the majority of the documents in her office and a courier will bring a complete set of documents over to Bruce shortly.

The three guidelines that will generate the most interest will be a new "*Teachers Guide to Religion in Public Schools*" which has been endorsed by over 21 religious and education groups including the NEA, AFT, NSBA, National PTA, American Jewish Committee, American Jewish Congress, Anti-Defamation League, National Association of Evangelicals, etc. This guide was developed by the Freedom Forum at our request. The two guidelines on developing partnerships with public schools and faith based communities will also generate interest.

The scope of the mailing, the timing of this release just before the Holidays when many schools have to deal with religious issues, and the recent Congressional debate over posting the Ten Commandments in schools, will in our opinion generate strong press interest. None of the guidelines deal with the contentious issue of creationism but Secretary Riley is well prepared to answer that question.

This comprehensive mailing is in many ways the culmination of a great deal of work that has been done over the past five to six years by many religious leaders and educators to find a new common ground when it comes to religion and public schools.

Should you have interest either of us can be reached at 401-3026

c.c. Ann O'Leary
Maureen Shea
Kris Bladerston



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

OFFICE OF THE DIR

FAX TRANSMITTAL

TO:

Ann O'Leary
DRC

PHONE:

FAX:

FROM:

OFFICE OF PUBLIC AFFAIRS

Kevin Sullivan

PHONE:

202-401-3026

FAX:

(202) 260-7753

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MESSAGE:

① official function② 400-500 people③ majority probably from myPHOTOCOPY
PRESERVATIONBinge Drinking big issue on coll
we put \$5 million into stopping

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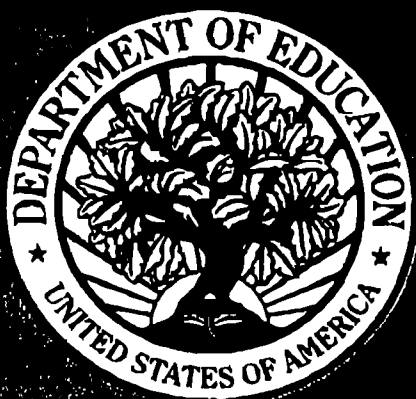
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BUILDING ON SUCCESS: PREVENTION FOR THE 21ST CENTURY

Building on Success: Prevention For the 21st Century



The U.S. Department of Education
13th Annual Meeting
**ALCOHOL, OTHER DRUGS, AND VIOLENCE
PREVENTION IN HIGH SCHOOLS**

**Saturday-Tuesday
November 6-9, 1999**

**The Desmond Hotel
Albany, New York**

As we approach the 21st century, it is important to focus on the success we have achieved in prevention and to explore many promising strategies, including outcome-based models, and to conduct research. This year's National Conference will highlight those accomplishments as building blocks for future success in prevention. Specifically, four focus areas have been identified for emphasis and exploration.

1. Networking and Collaboration

including model campus and community partnerships.

2. Research-Based Strategies

that support what works in the field and are designed to document effectiveness and provide information for replication.

3. Professional Development

to provide education, support, and guidance to practitioners in the field of alcohol, other drug, or violence prevention.

4. Current Issues and Controversies

including restructuring Green Book organizations, media coverage of alcohol issues, and the role of the institution.

**This year's conference
three Pre-Conference
on Saturday, November**

1. **A CAMPUS OF DIFFERENCE™: An Diversity Training Program of the Anti-Defamation League's a WORLD OF DIFFERENCE**
Presented by the Anti-Defamation League, this hands-on workshop begins with an experiential exercise that builds understanding of diversity, explores identity, and encourages proactive campus coalition building. Limited to 100 attendees.
2. **The Social Norms Prevention Model**
Presented by H. Wesley Perkins, Ph.D., will present the evaluation and norms approach. Theoretical and on student misperceptions about psychological and social causes of these misperceptions will be examined through program activities at HWS College demonstrated. Limited to 100 attendees.
3. **Program Evaluation For the Slight**
--A Workshop for Practitioners.
Presented by Linda Langford, Sc.D., Evaluation and Assessment, Higher Education for Alcohol and Other Drug Prevention, offers a hands-on introduction for the process of collecting data to help justify your programs and policies. Individuals are welcome. No prior research is necessary. Space is limited.

Conference Topics Include

- Reducing underage and other high-risk drinking
- Countering violence, sexual harassment, vandalism, and other crimes
- Campus-community, regional and state wide partnerships
- The Higher Education Act: Issues, Implementation and Impact

To register for one of these Pre-Conference Institutes, check the appropriate box on the registration form.

Although the Call for Participation conference abstracts are due, the Planning Committee may still enter abstracts. Contact Program Chair Anne Ahong (ahong@nwu.edu) for details.

The Anti-Defamation League respects the sanctity of the Sabbath for many people. Saturday Sabbath Observers can be accommodated. The Anti-Defamation League directly to schedule their participation in the "A Campus of Difference" showcase workshop at a different time.

PROGRAM INFORMATION

Making the Most of the National Meeting

While attending the National Meeting, you are encouraged to contribute and make the most of this learning opportunity. It is important to ask questions, interact with others, and share your knowledge and experience. Take the opportunity to explore the full range of program activities and all that the National Meeting has to offer.

It is a good idea to bring along a notebook and pen or pencil to take notes on the sessions. You may also want to bring a small notebook with you to take notes on the sessions. You may also want to bring a small notebook with you to take notes on the sessions.

The National Meeting features a variety of session formats:

- **Workshops**—In these sessions, presenters will highlight innovative programs that have been successful on campus, in the community, or statewide. Workshops also may describe emerging theory assessment tools, or other methodologies. Length: 60 minutes.
- **Skill-Building Sessions**—These sessions are designed to impart practical, hands-on knowledge of a specific prevention technique, approach, or organizational development skill. Length: 90 minutes.
- **Town Meetings**—Led by two or more presenters, this is an opportunity to intensively examine a substance abuse issue or controversy, through interactive discussion with participants. Length: 2 hours.

Information Table

Volunteers will be on hand to assist as you make plans to visit the Albany area. Information will be available about museums, restaurants, shopping, theater, sporting events, etc.

National Forum for Senior Administrators

Once again, the U.S. Department of Education and the Network of Colleges and Universities to the Elimination of Drug and Alcohol Abuse will host a National Forum of campus chief and other senior administrators. We invite presidents, chancellors, trustees, vice presidents, and deans to join in a day-long meeting to share leadership strategies for promoting safe learning and living environments.

The National Forum will address issues with substance abuse and violence suppression and reduction; campus law enforcement issues; the role of the institution in the Education Act implementation, including notification; statewide initiatives; and governance issues.

The day will include the opportunity for administrators to meet with officials from the Department of Education. Be sure to visit the National Meeting web site for detailed developments. Register for the Forum by checking the appropriate box on the meeting registration form.

Volunteer

Several opportunities are available during the National Meeting. For example, you can serve as a workshop facilitator by introducing speakers and collecting workshop evaluations. Also, we are looking for volunteers who can assist attendees at registration, direct conference attendees to special events, and assist in the Resource Zone. If any of these volunteer opportunities sound interesting to you, check the appropriate box on your Registration Form. A volunteer orientation will take place on Saturday, November 6 at 4:00pm.

Special note: Volunteers should bring a T-shirt, sweatshirt, or mug with them to the National Meeting. There will be an exchange of these items during the Volunteers Orientation.

SHARE IDEAS IN THE RESOURCE ZONE AND AT POSTER SESSIONS

Resource Zone

Poster Session

Poster Session

Exchange ideas one-on-one with attendees during an hour-long designated session(s), through visual/graphic presentations of your work on higher education issues and concerns. We'll supply the display panels and pushpins; you supply the graphics and any interpretive handouts. We encourage you to design a high-quality exhibit that is visually appealing and encourages attendees to stop by and visit. To submit a Poster Session, please check the appropriate box on the Registration Form.

THE NETWORK OF COLLEGES AND UNIVERSITIES COMMITTED TO THE ELIMINATION OF DRUG AND ALCOHOL ABUSE

The Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse was created in 1988 by the U.S. Department of Education and was established to establish common standards for campus alcohol and other drug prevention programs, as well as to facilitate communication between schools in various regions throughout the nation. The Network consists of 21 regional networks. Each regional network is responsible for providing information on relevant policy reforms that affect campuses; encourage advocacy at the legislative level; and provide local and networking opportunities.

During the National Meeting, there will be regional meetings for current and prospective members, so be on the lookout for designated locations to find out how to get involved. If you want to receive more information about the Network and how to join, visit

<http://www.edc.org/hec/network>

Building Success

Prevention

For the 21st Century

PROGRAM AGENDA AT A GLANCE

Saturday, November 6

8:00am-5:00pm Registration

10:00am-6:00pm Registration

12:00pm-6:00pm Registration

8:30am-12:30pm Registration

1:00pm-6:00pm Registration

4:00pm-6:00pm Registration

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6:00pm-6:00pm Registration

Sunday, November 7

7:00am-8:00am Fitness Activities

9:00am-4:00pm Registration/Information

9:00am-4:00pm Resource Zone

9:00am-11:00am Town Meetings

11:15am-1:15pm Brunch and General Session

1:30pm-3:00pm Professional Development/Showcase Session

1:30pm-2:30pm Workshop Session

2:45pm-3:45pm Workshop Session II

2:45pm-3:45pm Poster Session

4:00pm-5:00pm Regional Meetings

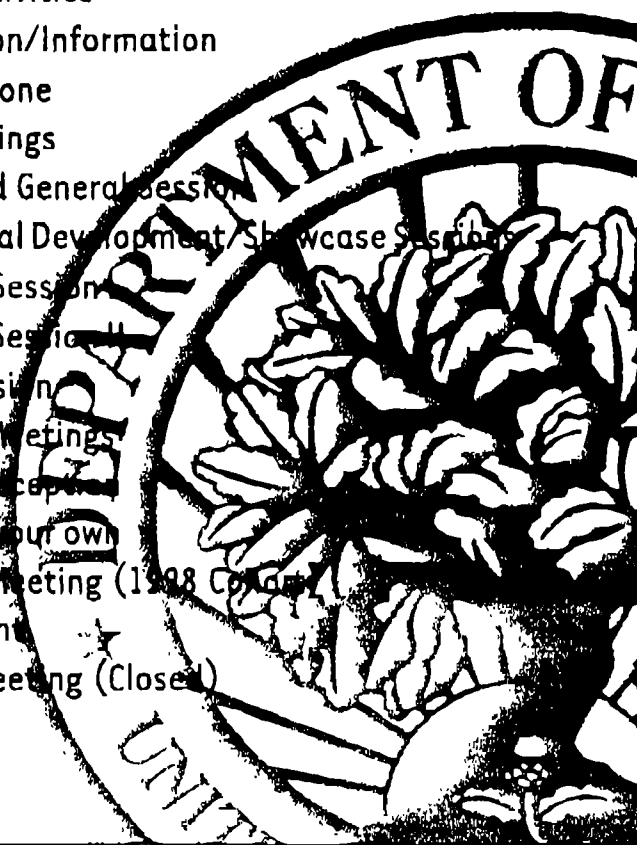
5:00pm-6:00pm Network Reception

6:00pm Dinner on your own

7:00pm-9:00pm Grantees Meeting (1998 Contract)

8:30pm Social Event

9:00pm 12 Step Meeting (Closed)



PROGRAM AGENDA AT A GLANCE

7:00am-8:00am**7:30am-8:30am****8:00am-1:30pm****9:00am-11:00am****9:45am-10:45am****11:45am-1:15pm****Tuesday, November 9****7:00am-8:00am**

Fitness Activities

8:30am-9:30am

Workshop Session VII

9:00am-1:30pm

Technical Assistance (Higher Education Center)

9:00am-11:00am

Town Meeting

9:45am-10:45am

Workshop Session VIII

11:45am-1:15pm

Brunch and Closing Session



INFORMATION

Travel

Albany International Airport is convenient minutes from hotel.

US AIRWAYS, convenient service. Albany International is offering discounts of 10 percent off applicable purchase with 60-day cancellation reservations. Contact Stewart International travel professionals at 800-441-8666 and refer to Group Code 12611083.

Getting Around Albany

It is highly recommended that you make arrangements to rent a car or hire someone while in town. Although many shopping establishments are in proximity to the hotel, they are not easily accessible on foot. The hotel is not directly accessible by public transport. Therefore, plan to get a rental car to enjoy your stay in the District.

The Desmond Hotel & Conference Center

66 Albany Shaker Road

Albany, NY 12211

Telephone: 518/487-8100 Fax: 518/487-7400

For reservations, call 1-800-441-3500

Room Rates

Note: Taxes are waived only with a copy of the New York State Exempt Form from your institution (see form for specific instructions).

Hotel Check-in time is 3:00pm and check-out time is 12:00pm.

A complimentary courtesy shuttle is available to guests from the airport. When you arrive at Albany International Airport, you can call the Desmond Hotel from the courtesy phone located near the baggage claim area.

REGISTRATION INFORMATION

Register Online

You can register quickly and easily via the National Meeting Web site at <http://www.edu.org/hec/>.

- Just follow the prompts and record your personal data.
- Include how you'd like your name to appear on your name badge.
- If you've already submitted an abstract, we'll have that personal data on file already. However, your registration will remain provisional until we've received your payment in the mail.

Registration fee

Payment must be postmarked by September 30, 1999 to qualify for early registration.

Note: for student scholarship information, please contact Ellen Gold at ellen.gold@emich.edu

Registration after September 30, 1999: \$295

Registration fee

(non-student rate)

Early registration by September 30, 1999: \$125
(student rate)

Registration fee

(student rate)

Please note: Anyone registering for the student rate must provide a copy of their current student ID to verify their status.

The registration fee includes admission to all National Meeting general sessions, workshops, and Resource Zone exhibits; refreshment breaks; and hosted meals each day (Saturday dinner, Sunday brunch, Monday dinner, Tuesday brunch).

Method of Payment

You may pay by check or credit card.
(Master Card and Visa will be accepted.)
Sorry, no purchase orders.

Substitutions

Please notify The Higher Education Center for Alcohol and Drug Prevention by September 30, 1999 of any substitutions.

Please mail or fax notice of substitution or cancellation

1999 National Meeting on Alcohol, Drug, and Violence Prevention in Higher Education
The Higher Education Center for Alcohol and Drug Prevention

C/O Educational Development Center,
55 Chapel Street

Newton, MA 02158-1060

800/676-1730

Fax: 617/928-1537



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

OFFICE OF THE DIRECTOR

FAX TRANSMITTAL

TO:

Ann O'Leary
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FROM:

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202-401-3026

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EDUCATION

Belying Up to the Bar

A new Harvard study finds that binge drinking is still a big problem on many college campuses

By Claudia Kalb and John McCormick



Young men quaff beers in ritualized manner

Four years ago a Harvard research team issued a shocking report about alcohol abuse among college students. Last week Harvard was back with a new assessment--and the news wasn't good. Despite years of national publicity about the problem, the percentage of students who binge-drink--consuming five or more drinks in a sitting for men, and four or more for women--has declined only from 44 to 43 percent. Other details were even more damning: half of all bingers do so regularly--at least three times within a two-week period. And one-third more students now admit they drink just to get drunk. "Maybe I'm expecting change too fast," says Henry Wechsler, the study's lead author and an expert on alcohol abuse at the Harvard School of Public Health, "but I am disappointed."

Are colleges doing enough to crack down on risky drinking? The stakes are high: cases like the notorious alcohol poisonings at LSU and MIT last year kill an estimated 50 students annually. Although some schools present comprehensive programs to educate students about the dangers of drinking, many campuses offer only perfunctory efforts. College presidents are caught between the desire to act boldly and the fear that heavy-handed actions will scare off prospective students. David Anderson, a George Mason University researcher who tracks college alcohol policies, says that in 1997, the average school spent just \$13,300 to discourage substance abuse. Typical efforts: freshman-orientation workshops and alcohol-awareness pamphlets. Many college presidents delegate their alcohol programs to administrators already overburdened with other tasks. Says Anderson: "It's no wonder we're not making much progress."



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Alcohol still top health risk to college students

November 23, 1998

Web posted at: 7:51 p.m. EST (0051 GMT)

From Correspondent Bill Delancy

BOSTON (CNN) -- Despite some high-profile deaths and years of "drink responsibly" campaigns, alcohol remains the No. 1 health risk to college students, according to alcohol abuse experts.



On average, 50 students die from drinking every year. And the epidemic of on- and off-campus "binge drinking," defined as putting down five drinks at one sitting for young men or four for young women, continues. A recent Harvard study concludes that 44 percent of college students binge drink.

"It is not simply enough to tell them not to engage in high-risk drinking," said Bill DeJong of the Center for Alcohol and Drug Prevention. "Presidents need to say 'Yes, this is a priority' in order to provide a safe environment."

DeJong also said colleges will have to curb binge drinking to stay competitive in the academic marketplace.

"Parents are not going to be willing to send their students to schools that they feel pose a risk to their children's lives," he said.

■ AIDS

■ Alternative

■ Cancer

■ Diet & Fitness

■ Heart

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STYLE

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Scott Krueger

The parents of Scott Krueger are suing the Massachusetts Institute of Technology fraternity their son was pledging when he died after a drinking binge last September. Krueger consumed an estimated 15 shots in an hour.

"We sent our son to MIT for five weeks and came down here and picked him up in a box and took

him back in the back of my station wagon," says Scott's mother, Darlene Krueger.

MIT has had more alcohol-related problems since Krueger's death. Now, one fraternity there is going alcohol-free. Phi Delta Theta goes on the wagon nationwide in 2000.

"The reason that our national fraternity did it really," said Phi Delta Theta member Mark Histed, "is to get away from the focus on alcohol, in the fraternities, and move toward a focus on friendship, on brotherhood."

For the Media

News Releases

For Immediate Release Tuesday, August 24, 1999

NATIONAL INITIATIVE TO REDUCE BINGE DRINKING BRINGS POSITIVE CHANGE TO COLLEGE CAMPUSES AND COMMUNITIES

CHICAGO - Some college students returning to school this fall are finding more than just a new course schedule. They're finding changes that will significantly effect their health and safety because they attend one of the 10 universities participating in *A Matter of Degree: The National Effort to Reduce High-Risk Drinking Among College Students*, a collaboration of the American Medical Association and The Robert Wood Johnson Foundation.

A Matter of Degree is the only national program designed to reduce binge drinking on college campuses. The seven-year, \$10 million initiative includes universities that have formed partnerships with their surrounding communities to address the factors that contribute to binge drinking. Such factors include:

- lax enforcement of the 21-year-old legal drinking age,
- alcohol advertising and promotions that encourage heavy alcohol consumption in short periods of time, and
- a large number of venues that sell alcohol in close proximity to campus.

A Matter of Degree began in 1996 with six campus/community partnerships, and expanded last year when four more universities were added. During the last three years, the participants have successfully initiated critical changes on and off campus to reduce the harm caused by binge drinking. Some of their more notable accomplishments to date include:

Tackling the sports and alcohol connection.

- The **University of Wisconsin in Madison** opened its new Kohl Center Arena in 1998. Alcohol is no longer sold at any sporting events, and as a result, the university is forfeiting \$500,000 in revenue from alcohol sales.
- The **University of Colorado** banned beer sales in its football stadium, resulting in a 75 percent decline in arrests and a drop in assaults from nine to zero.
- This fall, the **University of Iowa** will introduce its first-ever alcohol-free tailgate area.

Changing community laws that govern alcohol consumption

- The **University of Nebraska**, one of the newest *A Matter Of Degree* schools, worked with community leaders in Lincoln, NE to convince the city council to pass an ordinance banning "bottle clubs" in the community. Such clubs provide alcohol mixers to patrons who bring their own alcohol.
- At the urging of the **University of Delaware's** campus/community partnership, the City Council of Newark, Delaware, placed deed restrictions on three properties on Main Street, which prohibits alcohol from being sold there. The city is trying to improve this area, which is a popular drinking destination for students.

Challenging Social Norms

- At the **University of Delaware** and the **University of Colorado**, students created posters targeting their fellow students with unique messages urging them not to binge drink. For example, one poster features smiling graduates embracing one another at commencement, and the tagline reads, "Happy Hour." Another poster urges students: "Before you get wasted tonight, consider the tests you may have to take tomorrow," and then lists phone numbers for anonymous HIV and pregnancy testing.

"That these campus/community partners have accomplished so much since the inception of *A Matter of Degree* is truly admirable," said Thomas R. Reardon, MD, president of the AMA. "They have initiated environmental and cultural changes that will help to protect and improve the health of everyone on their campuses and within the surrounding communities. Through their work they are literally saving lives - and for that they should be commended."

The problem of binge drinking continues to be widespread on college campuses throughout the country. In fact, a 1998 Harvard University study reported that on one-third of American campuses, more than 50 percent of the students are binge drinkers. A 1996 AMA survey showed that 20 percent of Americans aged 18-30 reported binge drinking - and many of them also admitted to drunken driving. According to the National Highway Traffic Safety Administration, more than 2,000 youth died in alcohol-related car accidents that year. In addition to car crash fatalities and injury, binge drinking can result in alcohol poisoning deaths, physical violence, property damage, sexual assault and academic failure.

Because so many college students are already binge drinkers when they first arrive on campus, the AMA also administers *Reducing Underage Drinking Through Coalitions: Youth and Adults United for Change*. This initiative, also in its fourth year, consists of 10

statewide coalitions, plus Puerto Rico and Washington, D.C. that work with youth leaders and diverse organizations to change those factors in the environment that contribute to underage drinking.

#

For more information, please contact:

LaNae E. Davis
Public Information Officer
312/464-4418

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Director of Scheduling and Advance
Office of the Vice President

FROM: Thurgood Marshall, Jr.
Assistant to the President and
Secretary to the Cabinet

REQUEST: The Vice President to recognize and acknowledge exemplary American high schools from throughout the nation

BACKGROUND: In an economy that is increasingly dominated by global competition and constantly changing technology, high schools must prepare all students to succeed in college and careers. In 1996, the Department of Education launched the New American High Schools initiative to recognize and showcase outstanding high schools committed to achieving high academic standards for all students, preparing all students for college, and providing students with opportunities to explore careers.

New American High Schools are on the leading edge of reform, combining strong academics with technology to prepare students for the 21st century. High standards, small and safe learning environments, and technology to enhance achievement characterize these schools. They also have strong principal leadership, effective collaboration among faculty, and partnerships with parents and business and community leaders

PREVIOUS
PARTICIPATION: None

DATE & TIME: The Vice President would join Secretary Riley at this event on Thursday, November 18, at 5:30 p.m. To accommodate the Vice President's schedule, other possibilities include the time 10:30 a.m. – 2:30 p.m. on Thursday, November 18, or the morning of Friday, November 19.

DURATION: The awards presentation will last approximately 45 minutes. The format of the event can be changed to accommodate the Vice President's

schedule and interests.

LOCATION: Radisson Barcelo Hotel
2121 P Street, NW

PARTICIPANTS: Principals from the winners of the 1999 New American High School Award; Secretary Riley; Patricia McNeil, Assistant Secretary for Vocational and Adult Education; Gerald Tirozzi, Executive Director, The National Association of Secondary School Principals; and members of the Congressional delegations for the award winning high schools

OUTLINE OF EVENTS: Secretary Riley would introduce the Vice President. The Vice President would serve as the "Master of Ceremonies." This would include scripted remarks recognizing the accomplishments of each school and the presentation of an engraved trophy. Brief remarks from other invited guests would follow the Vice President's presentation.

REMARKS REQUIRED: The Department of Education can prepare all necessary remarks for the Vice President.

MEDIA COVERAGE: Both national and local news media will be invited to the event. Video news release packages will be edited for same-day satellite distribution to major media markets.

RECOMMENDED BY: Richard W. Riley, Secretary of Education

CONTACT: Leslie T. Thornton
Chief of Staff, Office of the Secretary
401-3001

Tamara Monosoff
Chief of Staff, Office of Vocational and Adult Education
205-3684



United States Department of Education

Office Of Vocational and Adult Education

The Assistant Secretary

Fax Cover Sheet

TO: Bethany Little

FROM: Tamara Monosoff

Education For The 21st Century

www.ed.gov/offices/OVAE

Date

Sept. 28, 99

Sender

Your Fax Number

456-5581

Number of Pages

Comments:

Bethany - current
Here are two New American High Schools
in New York and one finalist.
Thank you!!

330 C Street, SW, Washington, DC 20202-7100

Telephone: 202.205.5451

Fax: 202.205.8748



NEW AMERICAN HIGH SCHOOLS . . . in brief

SAUNDERS TRADES AND TECHNICAL HIGH SCHOOL
YONKERS, NEW YORK

"We are training our young people for a viable occupation, and/or an opportunity to attend post-secondary institutions. Unless you graduate with a skill or go to college, where are you going?"

— BERNARD P. PIERORAZIO, PRINCIPAL,
SAUNDERS TRADES AND TECHNICAL HIGH SCHOOL

Type of School:	Comprehensive High School/Tech Prep Magnet
Type of Location:	Urban
Students Served:	1,222 (40% Hispanic; 38% Caucasian; 17% African-American; 5% Asian; 57% of students qualify for free/reduced-price lunch)
Compelling Outcomes:	Nearly 100-point increase in SAT verbal and 70-point increase in SAT math scores, with average annual participation of 50%; increases in numbers of students taking and passing most rigorous state assessment (Regents) in the nation; average daily attendance 94.5% in 1998; decrease to near 0 dropout rate since 1993; 89% of 1996 graduates enrolled in postsecondary education or vocational training; Middle States Association of Secondary Schools Exemplary Rating, 1994-95; New York State School of Excellence, 1995 and 1997. (School Year 97-98)

LEARNING IN ACTION

A dedicated magnet school with a diverse student population, Saunders Trades and Technical High School is as proud of its recent history as it is of its 80-year-old past as the first public trades and technical high school in Yonkers, on the outskirts of New York City. Prior to 1990, Saunders was lacking the perception of academic challenge and direction needed for students to attain postsecondary admission. The school did not offer high-level academic courses; the SAT scores were low; and there were a limited number of students graduating with the distinction of a New York State Regents diploma. The drop-out and attrition rates were unacceptable and the attendance rate was below 90%. The school realized it needed to change the community's understanding of Saunders to a school which not only offered high-level vocational and technical programs of study, but also a comprehensive and challenging academic core that would meet the expectations of parents as well as college admissions officers.

Today, Saunders is providing a uniquely dynamic environment that encourages learning and anticipates suc-



exploratory program. Students then select a three-year trades or technical major from a choice of food service/restaurant management, design and production (including cosmetology, fashion design, and graphics/printing/visual communications), or a rigorous pre-engineering technical program with options in architectural design, industrial design, electronic/computer circuitry, environmental technology, and chemical technology. Through the granting of a tech prep award, articulation agreements were brought about for students in all majors with a wide variety of renowned colleges and universities, including the State University of New York, the University of Connecticut, St. John's University, Manhattan College School of Engineering, New York Institute of Technology, Westchester Community College, and Johnson and Wales. Saunders students can earn college credit or be granted advanced status in various programs including engineering by taking an articulated course of study at Saunders. These students are also provided with college tutoring and media services.

No matter what students major in, course requirements, particularly in math and science, have been reviewed, reorganized and made more rigorous. For example, all students must now take a minimum of three years of Regents-level mathematics (which exceeds the state minimum) as the school makes the transition to becoming an "all Regents" school. Whenever possible, content is related to the majors students are studying. For example, sine and cosine waves are applied to electrical circuits or surveying problems for architectural design students, and imaginary numbers to electrical theory. For other majors, there is emphasis on business applications such as profit and cost equations. In science, all students must complete at last Regents earth science and biology. In addition, Advanced Placement courses now offered include calculus, English, chemistry, American history, physics and environmental science. The English department has also made a shift to give more students the option of college by incorporating SAT preparation. Reading and writing are a school-wide priority spearheaded by the English department, in which students regularly engage in "writing workshop" and write reports using rigorous Modern Language Association procedures which are graded jointly by English and content teachers. All subjects require students to read extensively in authentic sources, including scientific and social science literature.

To ensure student success the school changed its daily schedule to incorporate an extended day and additional periods per week in the math and science areas. Through a tech prep grant, tutorials were also established, including after-school and Saturday sessions. For more support, the school has found great success with its grade level team concept, including an assistant principal, dean, teacher advisors, and guidance counselor, who monitor the same group of students from freshman year to graduation. To address the large multicultural population, there are bilingual personnel, including two bilingual counselors as well as ESOL teachers. In response to parental concerns, the ESOL teacher now presents an "English for Specific Purposes" program, incorporating English assistance within the vocational curriculum.



Staff development and teacher leadership are a priority at Saunders. Well in advance of implementation, the staff is participating in "all-Regents" workshops. Department chairpersons are scheduled to share the same prep time as most vocational instructors, which facilitates curriculum integration. Teachers have also collaborated to create uniform homework policies. It was classroom teachers/chairpersons who designed the new environmental technology magnet, and wrote the numerous accompanying curriculum guides. Another staff emphasis is authentic assessment, including student portfolios of achievement to be presented at employment and/or college interviews. Rooted in tradition, responding to the challenges of excellence, and anticipating change, Saunders Trades and Technical High School is dedicated to excellence in vocational and academic instruction.

CONTACT:**RICARDO P. PIEROGAZZO****Principal****SAUNDERS TRADES AND TECHNICAL****High School****184 PINELE ROAD****YONKES, NY 10701****TEL: (914) 516-8149****FAX: (914) 516-8151****E-MAIL: RPIEROGAZZO@PDSK.COM**



NEW AMERICAN HIGH SCHOOLS ... in brief

HIGH SCHOOL OF ECONOMICS AND FINANCE
NEW YORK, NEW YORK

"You don't get to work on Wall Street anymore without a college diploma. So all the youngsters in this school take a full Regents program, which in New York state is the highest level of courses. Simultaneous with that is the vision of a school [that is] just small and humane and caring."

— SUSAN EWEN, PRINCIPAL

Type of School:	Magnet Academy
Type of Location:	Urban
Students Served:	Enrollment 576 (39 % Hispanic, 32 % African American, 16 % Asian, 12 % Caucasian)
Compelling Outcomes:	The 1996 attendance rate was 93.3%; In 1995-96, 99 companies and nonprofit organizations sponsored community service and unpaid internships; In 1995-96, 55 companies conducted 108 student seminars. (School Year 95-96)

LEARNING IN ACTION

Where can a student take rigorous academic courses and learn the intricacies of high finance at the same time? With its focus on high-level study and its network of business support, the High School of Economics and Finance is just such a place. The school weaves weekly business seminars, community service, internships, and individualized tutoring into broad but personalized in-depth mentoring experiences that augment students' academic achievement and career goals.

Founded in 1993, the school uses the theme of economics and finance to focus its 4-year curriculum. That curriculum is based upon Regents classes, the highest level of coursework that New York offers. There is no tracking. Every student takes Regents courses in every core academic discipline to prepare for the Regents exams and competency tests—12 in all. They must pass them to earn the Regents diploma that is necessary to enter the State University of New York college system.

But it is the economics/finance theme that makes the school unique. All students must take coursework from the Academy of Finance, a program of finance-related study. In addition, they must complete three phases of work-based learning, progressing from 120 hours of community service to 120 hours of unpaid internships to 240 hours in paid internships. Throughout each phase, the student prepares a resume, passes job interviews, completes daily work assignments, and submits a final report. When the students complete 11 Academy courses

and internships, they receive a certificate that verifies their expertise for financial sector jobs.



The school's location in the heart of Wall Street's financial district provides students a distinct advantage to pursue their aims. That location offers them the unique opportunity to connect with partners that continually reinforce the economics/finance theme. The most important of these is the Sanford I. Weill Institute for Lifelong Learning, a small-business school that offers short courses by almost 180 business professionals throughout the year. Every Wednesday, students don their business clothes and trek to the Institute for their 8-week, 2-hour seminars, workshops, or similar finance-related activities. Through the Institute, students may request individualized tutoring, work at internships after school, develop personal relationships with industry representatives, and participate in job shadowing opportunities. The Institute program manager works with the student to ease the connection between classes and work experiences.

Another key partner is Baruch College, the City of New York's business school, which operates a satellite campus at the school. Students may take up to four undergraduate courses at Baruch College free, which count toward high school and college credit.

Support for teachers at the school also reflects its special purpose. Teachers take a 2-week summer institute where they participate in workshops facilitated by the Council on Economic Education. These workshops focus on how the economic concepts of the marketplace can be infused in the regular curriculum. In addition, teachers enjoy regular common planning periods in which they learn from one another. Many also attend centers through the Weill Institute, and they all regularly tour corporate sites, where they learn from the experts in the industry. They have an opportunity to take continuing education or graduate courses at Baruch College.

School evaluation is done through a team composed of teachers, parents, students, and the principal. The team prepares an annual needs assessment and evaluation plan and sets annual improvement goals. The team also gauges the number of students participating in work-based learning and in the NASDAQ Incentive Plan, which rewards students with cashable shares for academic achievement. These measures allow the school to track student progress in the unique areas that underlie its mission.

CONTACT:
DR. PATRICK BOKEL,
PRINCIPAL
HIGH SCHOOL OF
ECONOMICS AND FINANCE
100 TRINITY PLACE
NEW YORK, NY 10006
TEL: (212) 346-0708
FAX: (212) 346-0712

Brooklyn Technical High School
29 Ft. Greene Place
Brooklyn, New York 11217-1299
Principal: Dr. Lee D. McCaskill
(718) 858-5150

Type of School: Magnet

Type of Location: Urban

Students Served: 4,187 (27.6% African American; 18.3% Caucasian; 14.3% Hispanic; 39.8% Asian and Others; 23.8% students qualify for free/reduced-price lunch)

Compelling Outcomes: Compares favorably with state and district standards on NY State Regents Exams; 98.4% of all 1998 graduates went on to four year colleges, .8% to two year schools and .6% entered the military. Data not available for .2% of the graduating seniors. Named one of Redbook's America's Best Schools and a U.S. News and World Report outstanding high school.

*One of 15 finalists in the U.S. Department of Education's 1999 NAHS Competition

Ann -
What do you
think? Will you
pls check w/
Mary ~~Smith~~ to

see if this is the
same conveying
that she has men-
tioned to us that is
being broadcast via
cable in NY? ~~work~~

Tamlyn Martin

→ tamlyn.peter@

SPPS. Spauld. KIR
mm. 45

Ann
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5-773 (45) - 6600 - 2973

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2002 x 5052-9

Oct 26

Monisha
Berry

Schedule Proposal

Date 8/25/99

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____ ACCEPT

____ REGRET

____ PENDING

Nicole -
What think?
do you think?
Patti

TO: Patti Solis-Doyle
Director of Scheduling for the First Lady

FROM: Thurgood Marshall, Jr. T.M.
Assistant to the President and
Secretary to the Cabinet

REQUEST: Participation in a national televised forum, "Opening the Door to
Diversity: Voices from the Middle School"

PURPOSE: To promote understanding in the middle grades of the value of
diversity

BACKGROUND: The U.S. Department of Education will join AT&T, Court TV,
the National Middle School Association, the Anti-Defamation
League, Cable in the Classroom, and the U.S. Department of
Justice to co-sponsor a national televised forum on diversity for
middle grades students during the fall 1999 school year.

Planned activities include suggested in-school lessons designed to
meet local curriculum needs and supported with cable TV
programming, videos, and websites. They will reinforce the
message of the show and provide positive action steps for
students.

PREVIOUS
PARTICIPATION: Two years ago, President Clinton taped a "Think College Early"
message for programming produced by Court TV with the
participation of the National Middle School Association and the
U.S. Department of Education. Secretary Riley participated in
that live program as well.

DATE AND
TIME: Tuesday, October 26 at 12:00 noon ET

Patti - this is
since this is
going to be in
Littleton, CO, maybe
HRC could do
a video.
M

DURATION: The program airs from 12:00 noon to 1:00 p.m. Eastern Time.

LOCATION: Littleton, Colorado, the studios of TCI, Inc. There will be several remote locations, such as Cheyenne, Wyoming and the San Francisco area, where the Community of Caring will be involved in the programming.

PARTICIPANTS: Middle grades students, parents, community organization representatives, distinguished officials. The celebrity host is not yet confirmed.

OUTLINE OF EVENTS: The programming will include a partially scripted dialog with students, parents, and other adults at the studio. Video clips will be interspersed. For specifics and a complete outline of program, the contact is Scoot MacPherson, Senior Vice President for Public and Government Affairs at Court TV, (212) 973-3251.

REMARKS REQUIRED: Participation would involve a dialog with students, parents, and community members. Remarks/talking points would be prepared by the U.S. Department of Education.

MEDIA COVERAGE: Court TV is broadcasting the program live into thousands of middle grades schools and will show the program by tape at 7:00 p.m. In addition, Court TV has decided to devote its entire day of programming to diversity. The National Middle School Association and Cable in the Classroom have planned extensive print notification, and the forum will be broadly publicized through cable television networks.

ATTENDANCE REQUESTED: First Lady

RECOMMENDED BY: Richard W. Riley, Secretary of Education

CONTACT: Leslie T. Thornton
Chief of Staff, Office of the Secretary
U.S. Department of Education
Telephone: 202/401-3001; Fax: 202/401-2098

Schedule Proposal

Date _____

ACCEPT_____
REGRET_____
PENDING

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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001a. calendar	re: Hillary Rodham Clinton [partial] (1 page)	09/1999	b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19578

FOLDER TITLE:

Possible Events

2013-0436-S

rc1283

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
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b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

September 1999

Hillary Rodham Clinton*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																																																																														
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26 DSCC Tally \$, NYC Share Our Strength (T)	27 Philliv. HRC \$ (b)(6) School Construction Event (T)	28 Prayer Bkft Breast Cancer Dinner Heritage Awards McCarthy \$ (T) Trails Event	29 Arts Dinner	30 First Ladies Conference, Ottawa Watertown (T)																																																																																																

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001b. calendar	re: Hillary Rodham Clinton [partial] (1 page)	10/1999	b(6)

COLLECTION:

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Domestic Policy Council
Ann O'Leary
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FOLDER TITLE:

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PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

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001c. calendar	re: Hillary Rodham Clinton [partial] (1 page)	11/1999	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19578

FOLDER TITLE:

Possible Events

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PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

November 1999

Hillary Rodham Clinton*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 HRC \$,DC 6-8p HRC \$,DC 8-10p	2 HRC \$ Bkft (T) HRC \$ Lunch (T) HRC \$, NYC (T)	3 HRC \$ Bkft (T) HRC \$ Lunch (T) HRC \$, NYC Westchester Fund for Girls	4 Cocktails \$, Vegas	5 Lunch \$, Los Angeles (b)(6) Dinner \$	6 Bkft Los Angeles (b)(6)
				California Swing		
7	8 WLF Issues Conference (b)(6)	9	10	11 Veterans Day	12	13
		Hold for Foreign Travel				
14	15	16	17	18 OSCE Turkey	19 OSCE Turkey	20 Italy
		Hold for Foreign Travel				
21 Italy	22	23	24	25 Thanksgiving Day	26	27
		Hold for Foreign Travel				
28	29 Wiener \$ (T) Crowley \$ Lunch Engle \$(T)	30 Ackerman (T) 5-7 Council of Black Elected Offi- cials 7:30-9:30 (b)(6)				

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December 1999

Hillary Rodham Clinton*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																										
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CongressDailyAM

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SEPT. 29, 1999

Health Bill Scenario At Critical Crossroads For GOP

HEALTH

REPUBLICAN HOUSE MEMBERS supporting a wide range of managed care reform plans continued to negotiate Tuesday on several fronts in an effort to reach agreement. The lines between different factions have become blurred, as Republicans struggle to craft a package for which they can all vote during next week's scheduled floor debate. "We're getting down to the nitty gritty here," said **Rep. Charles Norwood**, R-Ga. "Decisions have to be made. Time is running out." Norwood Tuesday night filed two new discharge petitions in a bid to ensure a clean vote on his bipartisan bill.

In the middle of the bargaining is **Rep. Tom Coburn**, R-Okla., who formerly supported Norwood's bills and is a

physician by profession. But after Norwood teamed up with **House Commerce ranking member John Dingell**, D-Mich., to introduce a bipartisan bill that has the support of virtually all Democrats and at least 20 Republicans, Coburn broke away to write his own bill with **Rep. John Shadegg**, R-Ariz. The Coburn-Shadegg bill — which allows patients some limited rights to sue their health plan — has not gained any traction or support.

Republicans seem to be choosing either Norwood's bill, which grants broad power to sue health plans, or a bill drafted by **House Education and the Workforce Employer-Employee Relations Subcommittee Chairman John Boehner**, R-Ohio — which still leaves *continued on page 14*

Dems To Renew Tobacco Tax Push

APPROPRIATIONS

DEMOCRATS are preparing to dramatically intensify their push for a tobacco tax, betting they can force Republicans to accept the idea by framing the search for appropriations funds as a choice between seniors and cigarette makers.

"We are going to begin a campaign to pressure them, saying, 'Before you raid Social Security for money, how about having a tobacco tax?'" a senior Democratic Senate aide said.

Republicans so far have shown little appetite for a tobacco tax. But Democrats believe that in the end, GOP leaders may find it more distasteful to break their pledge not to touch the Social Security surplus.

There has been growing speculation in recent days that Republicans will be forced to do just that. The strategy, devised by top Senate Democrats, has the blessing of the White House, where officials in recent public statements have sought to frame the "choice" facing Republicans in a similar manner. House De-

mocrats also are expected to enlist in the effort.

The campaign could feature news conferences and other publicity garnering events. It is being launched with a letter that will be sent to **Senate Majority Leader Lott** today.

The letter, a draft of which was obtained by *CongressDaily*, is signed by **Senate Minority Leader Daschle**, **Budget ranking member Frank Lautenberg**, D-N.J., **Agriculture ranking member Tom Harkin**, D-Iowa, **Health, Education, Labor and Pensions ranking member Edward Kennedy**, D-Mass., and **Sen. Kent Conrad**, D-N.D.

It proposes a new strategy for extracting funds from the tobacco industry — a type of "legislative assessment" against cigarette makers similar to the Justice Department's lawsuit against the industry.

"As Congress moves toward completing work on appropriations bills for the fiscal year 2000, we urge the Republican leadership to abandon current plans to spend *continued on page 12*

▼ TODAY'S HIGHLIGHTS

Floor Schedule

Senate

Convenes at 10 a.m. to consider FY2000 Labor-HHS appropriations with votes expected throughout the session. The Senate also may consider any available conference reports.

House

Convenes at 10 a.m. to consider the Agriculture Risk Protection Act, the FY2000 Foreign Operations appropriations conference report, and any other available conference reports and motions to go to conference.

(Committee schedules begin on page 16.)

Inside Stories

Outside Influences

■ Seniors advocates are not persuaded by Clinton's Medicare push, page 5.

Appropriations

■ Labor-HHS spending bill clears panel, heads to Senate floor, page 12.

TO: Ann O'Leary

FROM: Kitty Chiles

RE: Madison Square Garden, Sept. 19, 1999

DATE: Sept. 14, 1999

August 21, 1999

First Lady Hillary Rodham Clinton
The White House
1600 Pennsylvania Avenue
Washington, D.C.

Dear Mrs. Clinton:

On Sunday, September 19, 1999, over fifteen thousand New York women will gather at Madison Square Garden to share a day of spiritual inspiration and entertainment. Each year, the New York City Church of Christ sponsors "Women's Day" and each year more women attend to hear the stories of heartbreak and triumph. Some of New York's most talented women will move our hearts through song and dance. Included among the entertainers are some of the women you heard perform for us at my father-in-law's, Governor Lawton Chiles', memorial service as well as the service for John Kennedy, Jr.

We would love to have you make brief remarks to the women; I know your schedule is very tight. While they are not focused on political issues as a group, they share with you a dream for their children and for themselves. Bud and I have attended the New York City Church of Christ since moving from Florida six years ago. The church has provided over 5,000 volunteers for HOPE for Kids to support our immunization outreach.

The program begins at 2:00 pm and concludes at 5:00 pm. Should you find yourself in Manhattan that day, we would be honored to have you attend. I can be reached at the office at (973) 754-1400 or at home at (201) 652-4423.

Sincerely,

Kitty Chiles



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

August 20, 1999

MEMORANDUM

TO: Thurgood Marshall, Jr.
Assistant to the President and
Secretary to the Cabinet

FROM: Leslie T. Thornton
Chief of Staff

SUBJECT: Request for the President or the First Lady to Participate in a Live
Televised Forum

Attached are scheduling requests for the President's or the First Lady's participation in a live televised dialog focused on promoting diversity. The program's intended audience will be middle grades students. The event will be held at the TCI studios in Littleton, Colorado, on October 26, 1999, and shown live in middle and junior high schools across the nation.

I appreciate your review of this request and thank you for your assistance. If you have any questions, please contact me at 401-3001.

Attachment

Schedule Proposal

Date _____

_____ ACCEPT

_____ REGRET

_____ PENDING

TO: Stephanie Streett
Assistant to the President and
Director of Presidential Scheduling

FROM: Thurgood Marshall, Jr.
Assistant to the President and
Secretary to the Cabinet

REQUEST: Participation in a national televised forum, "Opening the Door to
Diversity: Voices from the Middle School"

PURPOSE: To promote understanding in the middle grades of the value of
diversity

BACKGROUND: The U.S. Department of Education will join AT&T, Court TV,
the National Middle School Association, the Anti-Defamation
League, Cable in the Classroom, and the U.S. Department of
Justice to co-sponsor a national televised forum on diversity for
middle grades students during the fall 1999 school year.

Planned activities include suggested in-school lessons designed to
meet local curriculum needs and supported with cable TV
programming, videos, and websites. They will reinforce the
message of the show and provide positive action steps for
students.

PREVIOUS
PARTICIPATION: Two years ago, President Clinton taped a "Think College Early"
message for programming produced by Court TV with the
participation of the National Middle School Association and the
U.S. Department of Education. Secretary Riley participated in
that live program as well.

DATE AND
TIME: Tuesday, October 26 at 12:00 noon ET

DURATION: The program airs from 12:00 noon to 1:00 p.m. Eastern Time.

LOCATION: Littleton, Colorado, the studios of TCI, Inc. There will be several remote locations, such as Cheyenne, Wyoming and the San Francisco area, where the Community of Caring will be involved in the programming.

PARTICIPANTS: Middle grades students, parents, community organization representatives, distinguished officials. The celebrity host is not yet confirmed.

OUTLINE OF EVENTS: The programming will include a partially scripted dialog with students, parents, and other adults at the studio. Video clips will be interspersed. For specifics and a complete outline of program, the contact is Scoot MacPherson, Senior Vice President for Public and Government Affairs at Court TV, (212) 973-3251.

REMARKS REQUIRED: Participation would involve a dialog with students, parents, and community members. Remarks/talking points would be prepared by the U.S. Department of Education.

MEDIA COVERAGE: Court TV is broadcasting the program live into thousands of middle grades schools and will show the program by tape at 7:00 p.m. In addition, Court TV has decided to devote its entire day of programming to diversity. The National Middle School Association and Cable in the Classroom have planned extensive print notification, and the forum will be broadly publicized through cable television networks.

ATTENDANCE REQUESTED: President

RECOMMENDED BY: Richard W. Riley, Secretary of Education

CONTACT: Leslie T. Thornton
Chief of Staff, Office of the Secretary
U.S. Department of Education
Telephone: 202/401-3001; Fax: 202/401-2098

Schedule Proposal

Date _____

_____ ACCEPT

_____ REGRET

_____ PENDING

TO: Patti Solis-Doyle
Director of Scheduling for the First Lady

FROM: Thurgood Marshall, Jr.
Assistant to the President and
Secretary to the Cabinet

REQUEST: Participation in a national televised forum, "Opening the Door to
Diversity: Voices from the Middle School"

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ATTENDANCE REQUESTED: First Lady

RECOMMENDED BY: Richard W. Riley, Secretary of Education

CONTACT: Leslie T. Thornton
Chief of Staff, Office of the Secretary
U.S. Department of Education
Telephone: 202/401-3001; Fax: 202/401-2098

**U.S. Department of Education to Co-Sponsor National Forum on Diversity
for Middle Grades Students**

The U.S. Department of Education will join AT&T, Court TV, the National Middle School Association, the Anti-Defamation League, Cable in the Classroom, and the U.S. Department of Justice to co-sponsor a national forum on diversity for Middle School students during the Fall '99 school year.

The overall program, built on national standards, will include suggested in-school lessons and activities designed to meet local curriculum needs and supported with cable TV programming, videos and websites; a nationally-televised forum on diversity and tolerance; and suggested post-show lessons/activities to reinforce the show and to provide positive action steps for students.

This public/private initiative was announced by President Clinton in connection with his hate crimes legislation announcement on April 6, 1999.

Background:

For the past two years a major cable company (formerly known as TCI and now called AT&T Broadband & Internet Services) has partnered with Court TV and the National Middle School Association in a program called "Choices and Consequences." This educational initiative helps kids avoid violence by fostering an understanding of the consequences of violent behavior. Through TV shows that created in communities across the country, kids are encouraged to think hard before they act and to make healthy choices when faced with real-life situations. The shows are later broadcast nationally on Court TV.

When Matthew Shepard was beaten to death in Laramie, WY for being gay, TCI, which owns the cable franchise in Laramie, wanted to do something to address the tragedy. In meetings with Court TV, TCI decided to create a national educational initiative to foster diversity and tolerance in middle school children.

Needing expertise in helping to create the overall plan, TCI sought the contributions of the National Middle School Association, the Anti Defamation League, Cable in the Classroom, the US Department of Justice and the US Department of Education. Meetings began in March and continued bi-weekly to hammer out the bones of the initiative, which will involve television programming and materials.

Overview:

Young adolescents are ready to explore the world. Often, these youngsters are self conscious, seeking approval from their peers and wanting very badly to "fit in." At the same time, they are experimenting with independence, sometimes questioning the behavior of adults and hoping to find a unique place in the world.

As they walk the continuum from childhood to young adulthood, they need supportive tools and proactive steps they can take to deal with complex and sensitive issues. As their world broadens, young adolescents confront difficult questions about diversity, fairness and tolerance. And they want us to help them learn how to respond.

We see young adolescence as the last best chance to reach this vulnerable, sensitive, questioning population with a positive learning experience.

This program is designed to:

Show that differences are all right and are needed to create the strong foundation upon which the United States is founded

Educate students about the harmful impact of intolerance

Highlight positive ways adolescents are dealing with diversity issues

Provide an opportunity for students to be heard and have their voices counted on this topic in a nationwide forum.

Program activities will:

Heighten awareness of diversity among Middle School students in their daily lives

Promote a dialogue on our differences

Empower Middle School students to explore issues of diversity on their own

Give students the tools to confront biased thinking.

Using this program students will:

Begin to value the importance of diversity

Develop appropriate strategies to use in real situations.

The suggested lesson plans and activities will be developed by a teacher team designated by the National Middle School Association.

It has always been planned that the television/cable programming will take place at the headquarters of TCI, Littleton, CO, in October. That location will stay the same. **The date for the live program is Tuesday, October 26.** Middle grades students will be involved, as will parents and community organization representatives. Steven Spielberg has offered his help and has suggested incorporating short segments of his films dealing with intolerance, alienation, etc., to stimulate discussion among nationwide audiences, especially middle grades students and their families and schools.

The working committee and Court TV are planning to hold a press conference on Monday, June 7, in Washington, DC.

In addition, Court TV senior staff are offering to help promote and produce national efforts from the planning stages regarding, for example, programming, televising, marketing and distribution.

Diana



National Middle School Association

Headquarters Office 4151 Executive Parkway, Suite 300 Westerville, Ohio 43081
TEL 614-895-4730 FAX 614-895-4750 1-800-528-NMSA www.nmsa.org

Washington Office 1800 Diagonal Road, Suite 600 Alexandria, Virginia 22314

Sue Swaim, Executive Director

June 15, 1999

Dear Will,

On April 6, 1999, President Clinton announced a public-private working group formed to produce television programming, resources, and materials for students in middle schools. Its goal is to promote a national dialogue on tolerance and diversity among students, parents, and the members of the communities where they live.

We want to ask your help in drawing the attention of young adolescents (ages 10 through 14) across the country to these issues on a program to be televised on October 26, 1999. You're a person these young people will listen to and we feel that the warmth, humor, and energy you'd bring to the project would have a significant impact on our viewers.

On October 26, 1999, twenty-five extraordinary young adolescents will assemble at the national Digital Television Center in Littleton, Colorado, to take part in a national dialogue on tolerance and diversity. Their opinions about issues of identity and stereotyping will be the backbone of an hour-long program televised live to thousands of middle schools across the country. We'd like to invite you to host this program.

We're working on curriculum materials to be used in conjunction with this program; a website for disseminating information about the project to schools, families and community organizations is also in the works. (I've attached a description of the program and newspaper articles regarding proposed changes in the prosecution of hate crimes.)

The effort involves many who are convinced that reaching kids early is the best strategy for change. Although the public-private group began working on this effort several months ago, the tragedy at Columbine High School in Littleton, Colorado shook the nation and reinforces the importance of this work. Court TV, AT&T Cable, AT&T Inc., Steven Spielberg's Shoah Foundation, the US Department of Education, the US Department of Justice, the Anti-Defamation League, and the National Middle School Association are all active participants in the production of this show and the development of curriculum material.

We're hopeful that you'll join us for this exciting event on October 26th. (Rehearsal date: October 25th)

Thank you for considering our request. I look forward to hearing from you.

Sincerely,

Sue Swaim
Executive Director
National Middle School Association



Opening the Door to Diversity: Voices from the Middle School

On October 26, 1999, Court TV will go live into middle school classrooms across America. Our message will be an important one -- a call to explore the issues of tolerance and diversity as they affect young adolescents in their classrooms and communities. Participating students in our Denver studio will be part of an interactive classroom connected via video streaming with remote sites from around the country.

The Opening the Door to Diversity: Voices from the Middle School program is designed to:

- Show that differences are OK and are needed to create the strong foundation upon which the United States is founded.
- Educate students about the harmful impact of intolerance.
- Highlight positive ways adolescents are dealing with diversity issues.
- Provide an opportunity for students to be heard and have their voices counted on this topic in a nationwide forum.

Using this program, students will:

- Begin to value the importance of diversity.
- Develop appropriate strategies to use in real situations.

Part I of our hour-long program begins with a segment called Defining Diversity, a dramatic montage that explores the words kids use to describe themselves and others. We'll provide ample opportunity for interactive classroom kids to respond to the material they've seen.

Part II continues the focus on the feelings behind the words. A segment taped at Mount View Middle School in Maryland features interviews with kids about the way stereotypes play out in school. Feedback from our remote sites may include responses from gay teens concerning their interactions with their peers, immigrants and kids of color describing the importance of developing a sense of racial/ethnic identity and pride, as well as a discussion of religious differences.

In Part III, we'll look at where all these ideas come from: parents, classmates, and the media -- where we're bombarded with images of us and them, cool and uncool, black/white/brown/yellow, gay/straight. . . . A teen narrator will guide us through the words and pictures we hear and see every day.

In Part IV, we'll get a chance to re-think some of our attitudes about other groups. Three scenarios for investigation present situations where stereotyping is evident. Interactive classroom kids will have a chance to consider what's going on in each scene and suggest alternative ways of responding. Experts on the topic at hand, such as an organization designed to empower girls or a group devoted to promoting wheelchair accessibility, will provide feedback.

Part V allows us to look into the future, exploring where our viewers might take things from here. We'll look at one community that put words into action, transforming a tense environment into one of acceptance and tolerance.

Clinton pushes for anti-hate legislation

President: Prevent crimes against gays

By Mimi Hall
USA TODAY

WASHINGTON — President Clinton called on Congress Tuesday to pass an expanded version of hate-crimes legislation to include crimes based on sexual orientation.

Evoking the killings of two gay men on U.S. soil and the ethnic cleansing in Kosovo, Clinton said, "America will not be able to be a force for good abroad unless we are good at home."

Last year, Congress held hearings but did not vote on a bill that raised criminal penalties for crimes based on hatred of a person because of race, color, religion or national origin. The proposed Hate Crimes Prevention Act of 1999 also would include crimes based on a person's sex, sexual orientation or disability.

If it passes this year — and sponsors believe it has a better chance in the wake of recent killings of gay men in Wyoming and Alabama — the bill would make federal prosecution of hate crimes easier.

In the Senate, Judiciary Committee Chairman Orrin Hatch, R-Utah, plans a hearing this month on the new bill, which is being co-sponsored by 30 Democrats and four Republicans. Last year, he questioned whether a federal law was necessary since the crimes are covered by state law.

But last month, Hatch said, "I have become increasingly shocked and appalled by the level of viciousness associated with a type of criminal activity that is bigoted, ugly and downright un-American — hate crimes."

Advocates say a federal law would allow the Justice Department to go after people who commit hate crimes in more than one state and allow federal authorities to investigate crimes not solved by the states.

Current federal law covers hate



By J. Scott Applewhite, AP

President Clinton on hate crimes: 'America will not be able to be a force for good abroad unless we are good at home.'

crimes only when victims were engaged in certain federally protected activities, such as attending public school or serving on a jury. "We're not talking about everybody agreeing with everybody else on every political issue," Clinton said. "We're talking about whether people have a right, if they show up and work hard and obey the law and are good citizens, to pursue their lives and dignity without fear of being abused."

Clinton's comments came a day after one of the two men charged with last fall's murder of Wyoming college student Matthew Shepard pleaded guilty. Russell Henderson was sentenced to two consecutive life terms.

Shepard's death, and the beating death earlier this year of Billy Jack Gaither in Alabama, made national headlines. Two men have been charged with killing Gaither and burning his body on a tire pile.

The president also:

► Ordered the departments of Education and Justice to publish data on hate crimes at colleges and to in-



Shepard: Killed in Wyoming

clude hate crimes in an annual report on public school safety.

► Announced a government-and-business project to teach middle-school students about tolerance. Sponsors will include AIG Corp. and Court TV. Lobbying for and against the expanded legislation intensified after Clinton's announcement.

"The president has always understood the importance of sending the message that a hate crime committed against one American is a crime against all Americans," said Winnie Stachelberg of the Human Rights Campaign, a gay-rights advocacy group.

But Robert Knight of the conservative Family Research Council criticized the law as unnecessary and said Americans should resist Clinton's "attempt to use the federal government as a giant scold, re-educating America's children away from traditional morality under the guise of tolerance."

Hate crime laws are on the books in 42 states, but only 21 cover crimes based on sexual orientation.

Mr. Millan is enrolled in an unusual 16-

programs f ers and their families.

mother her grandmother were in one women's prison for separate crimes.

in his arms. Unfortunately, the baby had picked this moment to take a nap. But Mr.

clearly and learn how important ents are to their children."

Citing 'Primitive' Hatreds, Clinton Asks Congress to Expand Hate-Crime Law

By KATHARINE Q. SEELYE

WASHINGTON, April 6 — Citing the dangers of "primitive" hatreds from Kosovo to the Old South, President Clinton today urged Congress to expand the definition of Federal hate crimes to include incidents based on a person's sexual orientation, sex or disability. The current law covers crimes based on race, color, religion or national origin.

"America will not be able to be a force for good abroad unless we are good at home," Mr. Clinton said at the White House, referring several times to growing up under segregation in Arkansas. He said that in 1997, more than 8,000 hate crimes were reported in the United States, almost one per hour.

The Clinton Administration

backed a similar bill last year and expected that the murder of Matthew Shepard, a gay Wyoming college student, would increase support for it. But the bill languished in the Senate Judiciary Committee without a vote.

Today's announcement took place the day after Russell A. Henderson was sentenced to life in prison for Mr. Shepard's murder, but White House aides said the event had been scheduled a month ago and its timing was coincidental.

Still, Mr. Clinton did link hate crimes in America with the "ethnic cleansing" in Kosovo and said the United States should at least set an example by not tolerating such bias.

"When someone dies in a horrible incident in America," Mr. Clinton

said, "or when we see slaughter or ethnic cleansing abroad, we should remember that we defeat these things by teaching and by practicing a different way of life and by reacting vigorously when they occur within our own midst."

He said several companies, including AT&T and Court TV, would join the Federal Departments of Justice and Education to help teach tolerance to middle school students.

The current law not only limits the categories of crime that can be considered hate crimes but also requires that the victims be participating in one of six Federally protected activities when the crime occurs. These include attending public school, voting and traveling on an interstate highway. The proposed legislation

'To be a force for good abroad,' a look in the backyard.

would eliminate these circumstances as a precondition for a hate crime to occur.

Prospects for the legislation in Congress are uncertain. Senator Orrin G. Hatch, the Utah Republican who is chairman of the Judiciary Committee and who has scheduled a hearing on the subject for this month, said last year that he had mixed feelings about it. He noted that state and Federal laws already al-

lowed for punishing hate crimes. But he also said the law might be needed to highlight the fact that "there's a punishment that comes from being vicious and vindictive against people who you might not agree with."

Robert Knight, senior director of cultural studies at the conservative Family Research Council, said he opposed the law because it would establish unequal protection for certain citizens and allow the President to advance a "homosexual agenda."

Mr. Knight said the President's real purpose was "to go into middle schools and teach children diversity — as if all children are being misled at home by their parents and have to be re-educated by the Federal Government." This, he said, "is a hate crime against parents."



Paul Heston/The New York Times

President Clinton yesterday explaining his views on hate crime.

NY Times 4/7/99

DRAFT

Court TV, AT&T and the National Middle School Association in an historic public-private partnership with the Anti-Defamation League, Cable in the Classroom,
and the U.S. Department of Education with the assistance of
the U.S. Department of Justice.

Invite you to a press briefing announcing a ground-breaking national program for middle-school students to teach tolerance in the classroom.

This partnership, announced by President Clinton in April, will unveil a multi-media program which addresses the critical issues of hate and intolerance in schools.

Speakers:

Richard Riley, Secretary, U.S. Department of Education
Abraham H. Foxman, National Director, Anti-Defamation League
Leo Hindery, President & CEO, AT&T BIS
Megan Hookey, Executive Director, Cable in the Classroom
Lorraine Quinn, Teacher, and **Mia Freyer**, Student, Mount View Middle School (Columbia, MD)
Henry Schleiff, President & CEO, Court TV
Sue Swaim, Executive Director, National Middle School Association

Monday, September 27, 1999

**The National Press Club
529 14th St. NW
Holman Lounge
Washington D.C.**

8:45 AM: Continental Breakfast
9:00-9:45 AM: Press Briefing

Please RSVP to Gillian O'Neill at Court TV: (212) 973-3347



National Middle School Association

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Washington Office 1800 Diagonal Road, Suite 600 Alexandria, Virginia 22314

September 3, 1999

To: Diversity Resource Guide contributors
From: Sue Swaim and Holly Holland/NMSA

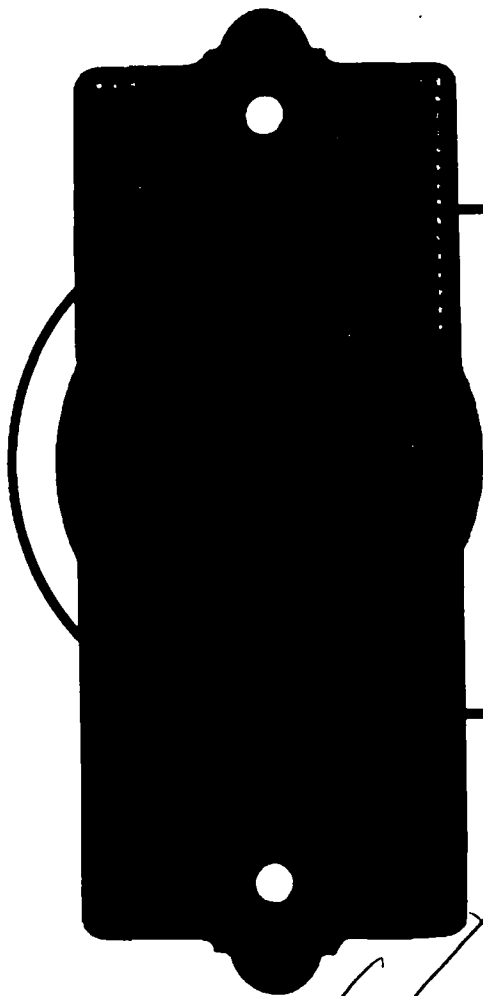
First of all, thanks so much for your wonderful contributions to this project. It's been a long drive to the finish — with plenty of potholes obscuring the road — but we've reached our destination.

This package contains the final draft of the resource guide. Please note that this version includes several additions, such as more extension activities and new standards-based lessons. We would like you to read through the guide one more time and bring any errors or significant omissions to our attention. At this point in the process, we can no longer make substantive changes to the text or graphics. Any alterations must be confined to spelling, grammar, or stylistic presentations. (The inside back cover is reserved for your company's logo and copy. We have waited to design the inside and outside back cover until final copy and art is supplied.)

We're sorry to ask you to work during the Labor Day weekend, but we must hear back from you by Tuesday, September 7 in order to meet our printing and publication deadlines. Please call Holly Holland at NMSA headquarters — 614-895-4730 — with any suggested changes.

Do you have
ED's?

Changes
called in
9/7, to
Holly Holland.
dep.

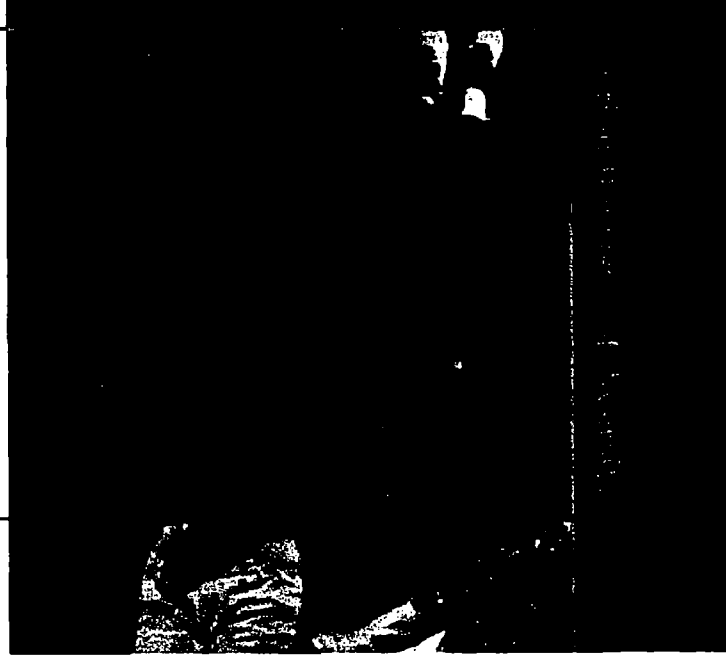


Opening the Door to Diversity

Voices from the
Middle
School

[communication]
[respect]
[tolerance]
[stereotypes]
[media images]
[cliques]
[prejudice]
[hate]

choices
CONSEQUENCES



Middle Level

Welcome! By exploring this new resource guide, you have uncovered an exciting new project in American education. National Middle School Association, in partnership with Court TV and AT&T, is pleased to announce the third annual Month of the Young Adolescent.

To celebrate this event, the sponsors have teamed up to produce "Opening the Door to Diversity: Voices from the Middle School," an interactive television program that focuses on America's growing diversity and its impact on young adolescents. The hour-long program will be broadcast live at 12 p.m. (EST) Oct. 26, 1999; a taped version of the program will repeat the same day at 7 p.m. and 11 p.m.

The television program and its supporting materials were produced through the cooperation of Court TV, AT&T, National Middle School Association, Cable in the Classroom, the Anti-Defamation League, the Educational Development Center, and the U.S. Department of Education, with assistance from the U.S. Department of Justice.

During the live presentation, Court TV anchorwoman Catherine Crier will interview middle school students from Denver, Colorado, and talk with other young adolescents through video connections at remote sites around the country. This nationwide forum on diversity aims to demonstrate the importance of differences in our heterogeneous society, teach students the harmful effects of intolerance and hate, and highlight the positive ways that young adolescents are dealing with diversity in their classrooms and communities. Students will participate in exercises designed to raise their awareness of hidden prejudices, explore the impact of stereotypes in their lives, and discover effective strategies for building communities that value all individuals.

In addition to the television program, the sponsors have provided four important resources that will help you continue these discussions beyond the Month of the Young Adolescent:

- On Oct. 9, 16, and 23, Court TV will broadcast four video segments that correspond to four lesson plans available online at <www.courtvtv.com>. Teachers who do not have access to Court TV can purchase the four video segments for \$17.95 (price includes shipping and handling but not applicable state sales tax). To order, call 800-888-4580.
- On Oct. 30, Court TV will rebroadcast the one-hour interactive show at 4 a.m., the time Cable in the Classroom sets aside for teachers to make videotapes for classroom use.
- FamilyEducation.com, the largest K-12 Internet community, will give viewers an opportunity to continue the discussion of diversity and tolerance issues immediately following the 7 p.m. rebroadcast on Oct. 26. A panel of specialists in adolescent development will be available for on-line dialogues.
- This resource guide will aid your exploration of diversity and tolerance throughout the school year. You can obtain additional guides at <www.courtvtv.com/choices>.

At National Middle School Association, we recognize that many educators are under increasing pressure to help students meet state and local academic standards, which leaves little time for topics that fall outside the core curriculum. To show you how easily the lessons in this resource guide lend themselves to thoughtful interdisciplinary connections, we have included some suggested activities that reflect common academic standards. But we also want to stress that diversity is not a curriculum "add-on." It should be an integral part of what and how we teach young adolescents. Learning how to get along with others, how to sift fact from opinion, and how to anticipate and accept the consequences of our actions are skills that all children need to know.

This resource guide presents many options for integrating diversity lessons into your curriculum. The choice is yours. But we hope you will use these resources to enrich your instruction and show your students the important role they play in shaping our society in positive ways. Thank you for your efforts on behalf of young adolescents!

Sincerely,

Sue Swaim

Sue Swaim
Executive Director
National Middle School Association

Introduction

➤ **A**sk people to define "diversity" and many will explain that it has to do with race, ethnicity, religion, or, perhaps, language. Look inside a typical middle school classroom, however, and the definition also would have to include gender, learning style, physical maturity, family background, and many other factors that shape young adolescents.

These distinctive qualities make each student unique and worthy of respect. But each characteristic also can draw negative attention from peers who have not yet learned to appreciate diversity in the human population. We know that name-calling, stereotyping, and bullying escalate just as adolescents begin searching for a strong identity and a safe place to belong.

Teaching children about diversity is not just a way for schools to be "politically correct." It's a way for them to survive. Unchecked, ignorance can grow into intolerance, harden into hatred, and explode into violence. The mass murders in schools across America are a tragic testament to this evolution. In 1994 the FBI counted more than 7,000 hate crimes in this country – and half were committed by teenagers.

We can help break that pattern. As middle level educators, we have the opportunity to reach adolescents at the peak of their curiosity about the world. Intellectually, they recognize the different ways people treat each other, and they wonder why: "Why do rich people get better service?" "How come all the U.S. presidents have been men?" "Why did Hitler persecute the Jews?"

Developmentally, young adolescents are at an age where they can, with careful guidance, recognize discrimination and apathy in themselves and others. They can learn positive alternatives to those behaviors. But emotionally, they no longer will accept platitudes or dictums from adults. "Be nice to each other" will not placate them. They need opportunities to discuss controversial issues and to try out new responses in a climate that is safe enough for them to be open and caring enough for them to be honest.

Teachers can establish this kind of climate from the first day of school. For example, one middle level educator banished the "four S-words" — sucks, stupid, sh___, and shut up — from her classroom. And throughout the year, she held the students and herself accountable for following that rule.

It is critically important that we as educators counter bias and harassment, whenever we hear or see it. Young adolescents carefully observe the actions of adults. Silence in the face of injustice suggests acceptance of these negative behaviors and sends potentially life-changing messages to the victims, the perpetrators, and any observers. Conversely, by taking a stand against prejudice and discrimination, we show our students that our classrooms and our schools will safeguard diversity in all its forms.

As *USA Today* reminded us in a 1999 editorial: "The First Amendment demands that the nation's haters be allowed to hold and express their poisonous views. But that doesn't require others to be silent against them."

"We have learned through the grim realities of life and history that hate and violence solve nothing. They only serve to push us deeper and deeper into the mire. Along the way of life, someone must have enough sense and morality to cut off the chain of hate."

— Martin Luther King, Jr.

Guidelines

This resource guide consists of 10 sequential lessons designed for 55-minute class periods. The lessons are highly interactive and should inspire students to become involved in issues that affect their schools and communities. As students share diverse perspectives and solve problems together, they will learn to communicate, cooperate, and think critically. Research indicates that these skills help decrease discriminatory behavior. The following guidelines will help you conduct classroom discussions of sensitive and controversial issues:

Plan Ahead

- Become comfortable with the issue(s) yourself. Identify and clarify your own feelings and try to recall concrete incidents from your own experience that might help your students understand the issue(s) at hand more clearly.
- Approach discussions as a curious learner yourself. If you are relaxed and open to hearing different perspectives, your students will be more likely to do the same.

Create a Comfortable Climate

- Students will be more comfortable discussing sensitive issues when they can see each other face to face. Consider rearranging the room or moving to another setting to accomplish this.
- Assure students that the goal of these discussions is to learn from one another, to recognize similarities and differences, and to find common principles we all share such as respect and fairness.

Establish Ground Rules

- Help your students develop some guiding principles for discussions. This will enable everyone to participate freely and safely.

Don't Dominate the Discussion

- Remember that your role is to listen, interpret, and prompt, not to judge. Refrain from telling and preaching.
- Give students time to reflect on ideas that are raised in the discussion; don't jump in with a comment to fill an awkward silence.
- Encourage students to think about comments by asking questions such as, "What do you base your opinion on?" and "What do you think would change that?" and "Why might someone believe this?"

What If...

- Someone breaks the ground rules? Stop the discussion and repeat the rules.
- The debate becomes heated? Remind students that the goal is to learn and grow in a spirit of collaboration, not to win an argument.
- Someone introduces false information or stereotypes? Present the facts without judgment. Remind students that while each person has a right to his or her opinion, all views should be supported with factual evidence. If there is a disagreement over facts, challenge students to find evidence for their positions.

Closure/Debriefing

- Provide opportunities for students to reflect on what they learned from a discussion. Ask: "What discoveries did we make today?" "Do we share some common values?" "How do we differ?"
- Encourage social action. Elicit ideas for concrete follow-up actions such as cleaning racist graffiti from a public site; writing a reasoned opinion article for a newspaper; or designing posters with messages about tolerance.
- Remind students that you will have discussions about these topics throughout the year so they will have additional opportunities to learn from one another and examine and clarify their beliefs.

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1 communication

[Setting the Stage]

Rationale

The lessons in this resource guide call on students and teachers to use effective communication skills when discussing diversity topics. In this two-part lesson, students will explore different ways of communicating and examine the reasons why they should be careful listeners and thoughtful speakers.

Materials

TV/VCR; brief segment from a television program or movie showing people interacting (this is your choice based on what you deem appropriate for your students and community); cassette tape recorder; cassette tape with a variety of recorded sounds; and chart paper and markers (optional)

Procedure: First Class Period

- View a video segment without sound. As the students watch, ask them to pay attention to the types of non-verbal communications — such as gestures and facial expressions — that the characters use.
- After viewing the segment, ask the students to work with a partner to list ways the characters communicated without talking. Ask each group to name the techniques they noted and list the different responses on the chalkboard.
- After completing the initial list, show the same video clip again, this time with sound. Ask the students to add to the list the different ways people communicated verbally such as talking louder, interrupting, or groaning.
- Allow about 10 minutes for the student groups to write short definitions for communication, then list the definition on the chalkboard or the chart paper.
- Discuss the key concepts of communication. For example, you might clarify that communication involves both giving and receiving messages. Ask the class to consider some of the most effective ways to communicate.

Procedure: Second Class Period

- Remind the students that listening (receiving information) is an important part of communicating, and being a good

listener takes practice.

- Ask the students to close their eyes and listen to their surroundings. Remind them that they must be extremely quiet during this exercise. Introduce a series of sounds by playing the previously recorded cassette tape.
- After a few minutes, ask the students to write down what they heard during the session, including as many details as they can remember. List all the different responses on the chalkboard or the chart paper.
- Discuss the responses. You might ask: What influences what we hear or don't hear? What are we most likely to remember from communications? What do people mean when they say that *hearing* and *listening* are not the same thing? When do we need to practice good listening skills (Example: When a teacher is giving directions)? How can we improve our listening skills? (Example: Focus on what the speaker is saying.) What are the benefits of listening well? (Example: We get accurate information.) What can happen if we don't listen well? (Example: A misunderstanding can occur.)
- Develop a simple and succinct class definition of communication. Post the definition in the classroom and refer to it whenever appropriate. Share ideas about how the class should respond when effective communication does not occur, such as someone not being a good listener during a classroom discussion.

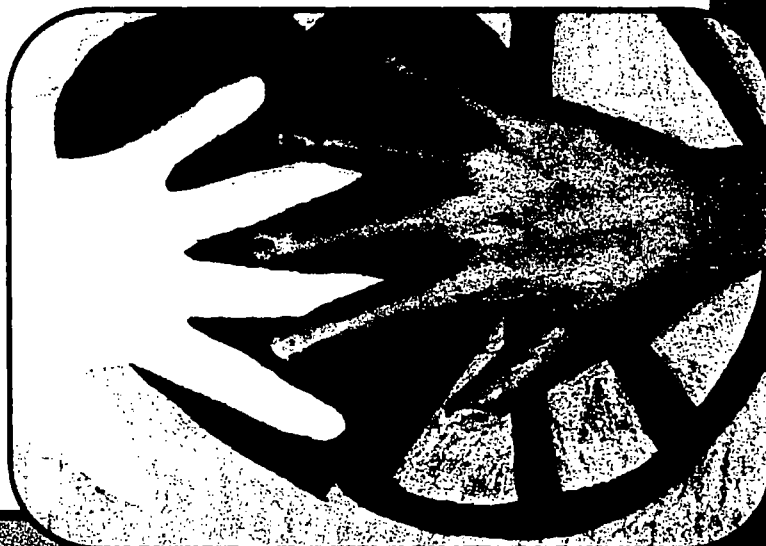
Adapted with permission from *A WORLD OF DIFFERENCE*® Institute Anti-Bias Study Guide. New York, New York: Anti-Defamation League, 1998.

Extension Activities

- Ask students to work in small groups and create skits that demonstrate effective and ineffective communications. For example, one group could develop a skit to demonstrate how distractions can interfere with clear communications. Another skit could demonstrate how body language does not always match what is being said aloud.
- To simulate how communications change when people

cannot see, hear, or use their hands, ask students to wear blindfolds, place cotton balls in their ears, or wear socks on their hands to represent different physical challenges. Ask students to reflect on how it feels to have limited use of their senses as they experience normal activities such as watching television, eating meals, or brushing their teeth. How did these physical challenges influence their communications? Were they able to find new ways to express themselves?

- Use a modified version of charades to teach students that people can understand nonverbal communications in different ways. In his book, *Bodytalk: The Meaning of Human Gestures* (Crown Trade Paperbacks, 1994), anthropologist Desmond Morris presents nonverbal communications from around the world. Discuss some of the different interpretations with students, emphasizing how misunderstandings can lead to conflict. Select a few gestures pictured in the book and imitate them for the class. Ask students to try to guess the meaning of each gesture and its country of origin. Explain the actual meanings and the different interpretations in various countries. After you have used several examples from the book, ask students to share their own experiences with mixed messages.



Lesson 2

[Establishing Ground Rules]

Rationale

To learn how to respect differences in society at large, young adolescents must first become more tolerant of their peers. As students work collaboratively to establish ground rules for class discussions, they will examine their group values, discover how to minimize conflicts, and create a safe climate for considering different points of view.

Materials

Chart paper, markers, and colored adhesive dots

Procedure

- Explain to students that establishing ground rules will help them create a safe and respectful environment for discussing sensitive or controversial topics. Talk about the different ways that ground rules might help the class, such as keeping discussions on track, encouraging fairness, and preventing fights.
- Divide the students into small groups. Using chart paper and markers, each group should write two ground rules the students consider important. They should begin each ground rule with the following statement: We agree to... because... (Example: We agree to speak one person at a time because it is important that each of us has an opportunity to share.)
- After all the groups have had time to develop two ground rules, they should take turns sharing with the rest of the class. Compile a class list. Discuss any unclear rules, clarify the meanings, and give examples.

It is very important that everyone understands each ground rule.

- Pass out four colored dots to each student. Ask them to silently walk around the room, read all the ground rules again, and place a dot beside the four ground rules they consider most important.
- Total the scores. Ask the students to reflect on the list and determine if the four top ground rules will be sufficient to create a safe climate for class discussions. If not, what should they add or subtract?
- Ask some or all of the following questions: How can we ensure that all members of the class agree to the ground rules? How often, or under what circumstances, should we review and/or modify the rules? What should happen if someone does not abide by the ground rules?
- Post a list of the ground rules beside the class definition of communication so both can be referred to when needed.

Adapted with permission from *A WORLD OF DIFFERENCE* © Institute Anti-Bias Study Guide. New York, New York: Anti-Defamation League, 1998.

Extension Activity

- Several weeks after establishing the ground rules, ask the students to consider whether the rules are working or should be updated. Reflect on ways the class can ensure that the rules continue to be vital to discussions and not simply a list posted for appearances.

Video Viewing 1

Diversity

Get to know me; I might surprise you!



Lesson 3

[Discovering Similarities & Differences]

Rationale

This two-part lesson provides an opportunity for students to examine the similarities and differences of their classmates. It also should help them develop a working definition of diversity.

Materials

Blank, five-pointed paper stars with space in the middle for a student's name or picture; markers;

Similar/Different Survey

Procedure: First Class Period — Finding Similarities

- Give each student a star to personalize based on the categories identified below. Each student should write his or her name in large letters in the center of the star. Photographs also are fun to use.
- Each point of the star represents a category, which should be the same for the entire class. Some suggested categories: state or country where I was born; my favorite musical group; my intended career; the number of siblings I have; my favorite hobby; type of pet at home; my strongest subject in school; my regular volunteer activity; the quality I like best about myself.
- After completing the stars, ask the students to move around the room and find as many matches as they can then make a list of all the classmates with whom they have something in common.
- List all the different categories and responses on the chalkboard. Ask the students to consider these questions: Are you surprised at the number of similarities? How is recognizing these similarities important to how we live together? Could any of these similarities cause problems? How might this class change if all of us were exactly alike?

Second Class Period — Similarities and Differences

- Distribute the *Similar/Different Survey* and ask students to fill in the correct personal responses in each box. They also should guess how many of their classmates will respond exactly as they do.

- Ask the students to get into small groups and tally the similar and different responses to the questions.
- Encourage the students to form new groups and repeat the survey activity. Continue rotating students into new groups until each student has exchanged answers with every other student.
- Ask the students to consider these questions: Were you surprised at the number of similar and different answers in each category? What are other examples of how people can be different? How is having an understanding of these differences important to how we live together? How might this class change if all of us were completely different from one another?
- Complete this session with a short introduction to the term *diversity*.

Extension Activities

- **Unique Me!** — Try this activity as a way to recognize every student at some point during the school year. Ask students to write their names at the top of an index card and describe special talents, interests, experiences, or achievements they would be willing to share with their classmates. Collect the cards and keep them for use throughout the year. At the appropriate time, select a card and read it aloud. Give the students time to guess who wrote the comment; identify the student if she or he is not named after three or four guesses. Each time you do this, ask the recognized student if he or she cares to elaborate on the description.
- Using an overhead projector and a transparency, share the following diversity slogans. Celebrate Diversity; Diversity is our Strength; Honor Diversity; It is not our Differences that Divide Us, It is our Inability to Recognize and Celebrate those Differences; Stop the Hate; Honor Diversity; and Respect for All. Ask the class to reflect on these slogans and use them as a springboard for a discussion about creating a class definition of diversity.
- On the classroom walls, tape a series of signs labeled with some or all of the following identity terms (it's your choice): human; boy/girl; student; religious

[2]
 (✓) meaning it's
 the students who
 write the list.
 Other students
 have similar ideas.

Lesson 3

CONTINUED

[Discovering Similarities & Differences]

affiliation (such as Protestant, Catholic, Jewish, Muslim, Hindu, Unitarian, Buddhist, or other); nationality; race; ethnic group; preferred political party; daughter/son; and other. Explain each of the signs to the students so they will understand the meanings. For example, if students identify most strongly with being Catholic or Asian American, they would stand under religion or ethnic group, respectively. Tell the students that on your signal, each of them should stand under the one sign that best defines who they are; don't let them discuss their choices beforehand. Some students will have a difficult time narrowing their choices. This is expected — and helpful for the

discussion. After a few minutes, ask the students to reflect on their choices. Try some of these questions to help them explain their reasoning: What experiences have you had that made you select a particular identity? If we were to do this exercise in a different place, would your choices have been different? Why? Could we stand under separate labels and still have common identities and experiences? Can one label ever define us? Consider repeating this exercise later in the school year to see how the students' choices change based on new feelings and experiences. As they begin to recognize the fluid nature of personal identities, point out how stereotypes prevent people from seeing individual differences.



Similar/Different Survey

Directions: Before completing this survey, guess how many of your classmates will answer the same way you do. Guess how many will give different answers. Write those numbers in the parentheses next to each category. After completing the survey, find out how many of your classmates agreed or disagreed with your answers and place tally marks next to each category.

1. My favorite food _____ () () Number who Agree: _____ Disagree: _____
2. My hero _____ () () Number who Agree: _____ Disagree: _____
3. My usual weekend activity _____ () () Number who Agree: _____ Disagree: _____
4. My religion _____ () () Number who Agree: _____ Disagree: _____
5. My least favorite chore _____ () () Number who Agree: _____ Disagree: _____
6. My ethnic background _____ () () Number who Agree: _____ Disagree: _____
7. My age _____ () () Number who Agree: _____ Disagree: _____
8. My middle name _____ () () Number who Agree: _____ Disagree: _____

Video Viewing 2

Lesson 4

[Understanding Stereotypes]

Rationale

This lesson provides an opportunity for students to examine how people develop stereotypes and how stereotypes can lead to prejudice.

Materials

Paper, pencil, chalkboard

Procedure

- Write the following list on the chalkboard:
Cheerleader; construction worker; grandmother; doctor; teacher; librarian; gang member; athlete; honor roll student; nurse; dancer
- Ask students to copy the list from the chalkboard and write down the first thought that comes to their minds about each type of person. After they have had a few minutes to think about this, ask them to turn over the paper until it's time to review the responses.
- Now encourage the class to select two names from the list on the chalkboard, such as *construction worker* and *librarian*. Arrange the students into groups of two or three and assign the first selected name to half of the groups the other name to the rest of the groups. Give each group four or five minutes to list all the "characteristics" of the assigned names. When they have completed this task, list all of the different choices on the chalkboard.
- Discuss the accuracy of the characteristics. For example, you might ask: Are all librarians quiet? Are all construction workers burly? Which of the characteristics listed under each name could be considered assumptions — ideas we believe are true without verifying them? Can assumptions cause people to develop stereotypes? How?
- Ask the students to return to their small groups and, based on their class conversation, write a brief definition of the word *stereotype* and copy it on the chalkboard for everyone to see and consider.
- Ask the students to turn over the papers containing their initial impressions of the types of people listed on the board. Ask the following questions: Do you feel uncomfortable with any of your first thoughts? If so, explain. Do you think that, if we tallied the responses to each of the items listed, the answers would be similar? Why or why not? Can you find examples of stereotypes in your original answers? If so, how did you first learn those stereotypes? Ask for volunteers to share some of their responses and see if the class agrees that the examples fit the class definition of a stereotype.
- In this summary activity (allow about five to eight minutes), ask the students to reflect on the difference between a positive and a negative stereotype. Can assumptions that appear positive still be harmful to those being stereotyped?
- End the class period with a short reflective writing exercise. Suggested themes: How can people combat stereotypes? Have you ever challenged yourself to reject a stereotype? Can stereotypes ever be justified?

Lesson 4 CONTINUED

[Understanding Stereotypes]

Extension Activities

- Use magazine and newspaper advertisements to make a collage of pictures and words that illustrate common stereotypes.
- Write a short story about how a person (yourself or someone else) challenged a stereotype.
- Review newspapers over a two- or three-day period. Cut out at least two articles that show how stereotypes have affected the news and may have led to prejudice. Write a short explanation of how the stereotype(s) developed. (Examples might include articles about a hate crime, war refugees, or people with disabilities.)

The Connection to

Many state and district standards expect middle school students to understand and apply the democratic principles of justice, equality, and freedom. Investigating the influence of stereotypes throughout history is a wonderful way to tie this diversity lesson to standards for social studies, language arts, and technology, among others. U.S. history offers numerous examples of the ways Americans have used ethnic, racial, and religious stereotypes to incite fear about certain groups of people. Many of these stereotypes eventually led to broad social prejudice and discriminatory policies, such as the burning of heretics during the Salem witch trials, the forced migration of Native Americans along the Trail of Tears, the use of Jim Crow laws to limit the rights of African Americans, and the internment of Japanese Americans during World War II.

Students can explore these historical events as they review the U.S. Constitution and examine the limits and power of government and the ways in which citizen involvement shapes public policy. In addition, students can meet technology standards by learning how to find primary source documents on the Internet and create multimedia projects based on their findings. They can meet English standards through verbal and written reports that demonstrate the correct use of content area vocabulary, provide evidence for their positions, and draw conclusions that show they can distinguish fact from opinion.

A good resource for exploring the historical consequences of hate is *Us and Them: A History of Intolerance in America*, published by the Southern Poverty Law Center and Oxford University Press.

Other
subject
areas
^

discrimination
stereotypes
observers?

Video Viewing 3

Lesson 5

[Examining Media Images]

Rationale

According to Nielsen, Inc., the average child watches about 24 hours of television a week. Five-year-olds typically have spent about 5,000 hours in front of the television before they enter kindergarten — more time than they have spent in conversation with their parents and longer than it takes to earn a college degree (Source: *Rethinking Our Classrooms*, a publication of Rethinking Schools). What does television teach us? In this lesson, students will have an opportunity to analyze how the media contributes to stereotypes.

Materials

Eye on Television: Investigative Report worksheet; blank paper; chart paper; markers; television section of a newspaper (optional)

Procedure

- Explain to the students that they will be investigating whether television programs create or contribute to stereotypes. To make sure students analyze a variety of shows, randomly distribute slips of paper that indicate one of six program types. (Modified procedure: Bring in the television section of the newspaper and ask students to choose the shows they want to analyze at home).
- Distribute the *Eye on Television: Investigative Report* handout and review all the items with the students

before assigning a completion date for the project.

- After they have completed the assignment, divide the students into groups of six. Each group should include students who have analyzed one of the six types of programs. The groups should share their findings first with the small groups then with the entire class.
- Discuss the findings using some or all of the following questions:
 - Have you reached any conclusions about how television portrays various groups?
 - Did any shows use stereotypes to add humor? How else could the shows add humor to scripts without resorting to stereotypes?
 - Were any groups depicted differently depending on the type of show? For example, news programs may have shown African Americans as violent while sitcoms portrayed them as fun-loving.
 - Can you think of any groups that television programs often exclude? What difference would that make?
 - What are the possible implications of always filming particular types of shows in the same setting (such as police dramas in urban areas)?
 - What effect might television stereotypes have on viewers?
 - What steps can viewers take to avoid being taken in by what they see on television?

[]
1

Police
Criminals
Show two
CREATED kind
of program
News is thing
it is really
what we get
to learn
6!



Eye on Television: Investigative Report

Name of Program: _____

Day: _____ **Time:** _____

Type of Program:

- | | |
|---------------------------------------|--|
| ☐ Drama | ☐ Sitcom |
| ☐ Sports | ☐ Talk Show |
| ☐ Music Videos | ☐ Weekly News Program |

1. Why might someone watch this program? (entertainment, information)

2. Write down the names of the main characters and the ethnic group(s) they represent.

3. Does the program include a conflict? If so, what?

How was the conflict resolved?

4. What is the setting of the program? ☐ City ☐ Country ☒ Suburbia *Suburb*
How do people communicate, solve problems, interact? Is their behavior realistic for this setting?

5. If the program is a weekly news program or talk show, does it include different points of view? Explain.

6. If the program is a sporting event, how do sportscasters describe individual players and teams? (For example: "She's such a lovely player.")

(continued)

Eye on Television: Investigative Report

7. Does the program create or perpetrate any stereotypes? How?

Does the program disprove any stereotypes? How?

Does it do both? Explain.

8. Rate the program for quality and entertainment.

☐ Excellent ☐ Very Good ☐ Fair ☐ Poor

Explain the reasons for your rating.

9. Rate the program's representation of people and events.

☐ Excellent ☐ Very Good ☐ Fair ☐ Poor

10. How would you improve this program, if at all?

[Examining Media Images] CONTINUED

Extension Activities

- Tired of seeing the same old stereotypes on television? Speak out! Many television stations have phone numbers that let you leave recorded messages about their programs. Better yet, write — and encourage your friends and family to do the same. Contact local television stations for network addresses, find them on the Internet, or look them up at the library. A good source is *The Address Book: How to Reach Anyone Who's Anyone*, by Michael Levine (New York: Putnam, 1993).
- Suggest that students conduct an investigation of stereotypes in teen magazines and general-interest magazines. What do the models look like? What products do the publications advertise? (An ad-free magazine for girls that might be used for comparison is *New Moon*, P.O. Box 3587, Duluth, MN 55803-3587, or newmoon@newmoon.duluth.mn.us.)
- Ask students to bring in examples of music lyrics that perpetuate stereotypes. Encourage them to write their own song lyrics celebrating diversity. Suggest that they set up a panel discussion about music lyrics, with classmates assuming the roles of musician, music industry executive, politician, teenager, and others.

6

[Identifying Stereotypes in the News]

Rationale

As students try to sort through information from movies, television, the Internet, radio, newspapers, and magazines, they often have a difficult time figuring out who's "telling the truth." This lesson looks at how the media contributes to the perpetuation of stereotypes. Students will learn how to identify "loaded words" that contribute to stereotypes, recognize that news coverage varies from source to source, and understand that the amount and type of coverage influences our perceptions of the people in stories.

- Ask each group to share its findings with the class. Trigger words might include *teenagers*; *African Americans*; *adopted*; or *prominent physician*. In scenario #5, words such as *accidental*; *held up at knifepoint*; *their purchases*; *free themselves*; and *escape* give facts that contradict negative perceptions based on age, race, family status, and geography.
- Discuss the ways in which the use of particular words can perpetuate stereotypes. Which descriptions are needed to convey factual information? Which could be omitted?
- Suggest that the class select a continuing news story to follow for several days. Assign students to different news sources such as long-format news coverage (C-SPAN or CNN), specific news broadcasts, and newspaper articles. Keep a written list of key words and phrases used to describe the event and note whether the words and phrases change from one broadcast to another. Students also should note film clips or photos that accompanied the story, what experts reporters interviewed, and whether the coverage included different points of view. Share the results.

Materials

Flip chart and markers, one copy of *Two Teens Accused* scenarios reproduced and cut into five separate news stories.

Procedure

- Ask students to define "fiction" and "non-fiction." Write the characteristics of each on chart paper.
- Ask them if they think the news we get from television, newspapers, radio, magazines, and the Internet is fiction or non-fiction. Refer them to the flip chart definitions for support and clarification.
- Explain that while news reports are non-fiction, the information in news stories often represents a particular point of view. The topic of whether news reporting is objective and impartial has been debated since the beginning of the news industry in this country.
- Divide the class into five groups. Give each group one of the five news stories from the *Two Teens Accused* scenarios. Ask each group to look for words and phrases that might influence a reader's perception of the characters in the story then brainstorm the perceptions triggered by these words (five to 10 minutes).

Extension Activities

- Ask the students to write a complete version of the story that is as unbiased as possible.
- A 1989 publication, *Asian Pacific Americans: A Handbook on How to Portray Our Nation's Fastest Growing Minority Group* (National Conference of Christians and Jews, the Asian American Journalists Association, and the Association of Asian Pacific Americans) identified "loaded words" the media uses to describe individuals who belong to certain groups. These words reinforce stereotypes and prevent readers from appreciating differences among people. For example, words used to describe Asian-Pacific people include *serene*, *shy*, *quiet*, *revered*, *stocky*, *buck-toothed*, *myopic*, *delicate*, *submissive*, and *inscrutable*. Ask students to search news presentations — print and broadcast — for words used to portray members of other groups (Source: *Respecting Our Differences*).
- Encourage students to examine the front-page photos in

two or three daily papers for fairness. For one month, they should track who is featured in these photos.

Students might suggest comparisons such as men and women, whites and people of color, and government officials and grassroots activists. What percentage of the coverage is devoted to which groups? Of these, which are "hard news" stories and which are human-interest stories? Which depict athletes, criminals, or victims? (Source: *Rethinking Our Classrooms* and *Extra!*, a publication of Fairness and Accuracy In Reporting).

- Ask students to tabulate who is quoted in the paper, using a different color highlighter marker for each group of interest. For example, students can analyze by gender, race, government officials versus ordinary citizens, or celebrity status. Students also can count the number of times people of specific groups are featured in stories of crime or drug addiction compared to positive portrayals (Source: *Rethinking Our Classrooms*).

Two Teens Accused

1. Two teenagers have been accused of stabbing a man in the parking lot of a suburban mall.
2. Two African-American teenagers have been accused of stabbing a man in the parking lot of a suburban mall.
3. Two teenagers have been accused of stabbing a man in the parking lot of a suburban mall. The teens are the adopted sons of prominent Washington, D.C., physician, Lawrence Cutter.
4. Two teenagers have been accused of stabbing a man in the parking lot at a suburban mall near Lovelystown, Maryland. According to friends, the youths often borrowed a car to make the trip from their home in near-by Washington, D.C.
5. Two teenagers have been accused of stabbing a man in the parking lot of a suburban mall. According to eye-witnesses, the stabbing was accidental. The unarmed teens were held up at knifepoint as they left the mall with their purchases. The would-be robber was stabbed when the teens attempted to free themselves and escape to the safety of their car.

Many state and district standards for language arts expect students to read both classic and contemporary literature that describes the experiences and traditions of diverse ethnic groups in the United States. Through such literary forms as autobiographies, essays, novels, plays, and speeches, students can gain an understanding of how human perspectives, motives, and conflicts shape the recollections of our shared history.

Select a period or event from history and ask students to read several literary interpretations by people of different gender, race, social class, or ethnic background. Through class discussions, help students learn to distinguish biases and stereotypes in the writing. Ask them to write an analytical paper that describes how each author's point of view provides a different record of the same event or experience.

Video Viewing 2 & 4

types



Lesson 7

[Avoiding Put-downs & Name-calling]

Rationale

When we attach labels to other people, we reveal more about ourselves than the individuals we are trying to define. Young adolescents often use put-downs to conform to the behavior of what they consider to be the "popular" group without considering the painful impact of their insults. This lesson is designed to help students consider the consequences of the stereotypical labels they use to describe other people. It also provides an opportunity for students to consider non-combative responses to put-downs and name-calling.

Materials

Paper and pencil for each student

Procedure

- Ask students to think about names they have been called and write them at the top of a sheet of paper. Don't force the issue by asking the students to think only of negative examples. Allow them to choose the type of responses they wish to share. Most students will assume that name-calling is negative. Don't censor them. Students should feel secure about using the same words they heard. Reassure them that their responses will remain anonymous.
- Ask the students to write, at the bottom of the same sheet of paper, how they felt about the name-calling incident. Again, reassure them that their responses will remain anonymous.
- Collect the papers and ask the students to listen quietly as you read each name or label. Most of the names will be negative, perhaps cruel or shocking. The impact of this activity lies in the cumulative effect of the list.

- Read the list of emotions or feelings in similar fashion, but this time record the words on the board as you go. Put a checkmark by repeated words and phrases.
- Discuss the impact of name-calling and put-downs. Are the results primarily constructive or destructive? Ask students to share how they felt about the person doing the name-calling?
- Use the following questions to check their understanding: Is there anyone who has never called someone a name based on a stereotypical perception? Anyone who has never been the victim of name-calling? Why is name-calling so common? What are some appropriate ways to respond when you are called a name without using more hateful and hurtful words? (Possible answers might include ignoring the person, suggesting politely that the person should get to know you better before making assumptions, or asking an adult for help.) What are non-confrontational ways to respond if you overhear someone else being called a name?

Extension Activities

- Name-calling and put-downs are only one way of communicating negative bias toward individuals or groups. Explore ways that people communicate bias with body language and other actions.
- Invite students to design a lesson for elementary school students about name-calling and put-downs.
- Name-calling is common among young adolescents. Often they are unaware of the origins of labels such as "faggot," "chink," or "wetback" and will reconsider their use of such words when they learn about their oppressive roots. Encourage students to trace the history of hatred behind these and other labels.

Lesson 8

[Confronting Prejudices]

Rationale

This lesson encourages students to share their personal experiences with prejudice to help them understand discrimination on many levels. In addition, students will have an opportunity to examine the different ways people respond to prejudice.

Materials

Chart paper and markers (optional)

Procedure

Before class begins, ask four volunteers to present the short skit outlined below:

- Juan:** "Hey guys, let's go play some basketball."
Brian: "Cool. I'll go get the ball and meet you at the court."
Ahmad: "Yeah, I'll come, too."
Brian: "You can't be on my team!"
Ahmad: "Why not?"
Brian: "'Cause you shoot like a faggot."
Steve: "Man, why are you saying stuff like that? He played on my team the other day and we won."
Brian: "It must have been a lucky day; he usually shoots like a girl."
Juan: "Hey guys, are we gonna play or not?"

- On the chalkboard or a piece of chart paper, draw four large squares. Label the squares *Victim*, *Perpetrator*, *Bystander*, and *Challenger*. Ask the students to consider the skit they just witnessed and identify the victim, the perpetrator, the bystander, and the challenger. Write the names of the characters in the squares.
- Ask the students to consider what each of the labels means and write a brief description under the heading.
- Divide the class into groups of four. Each group member should describe a time when she or he was a victim of prejudice, a perpetrator, a bystander,

and a challenger.

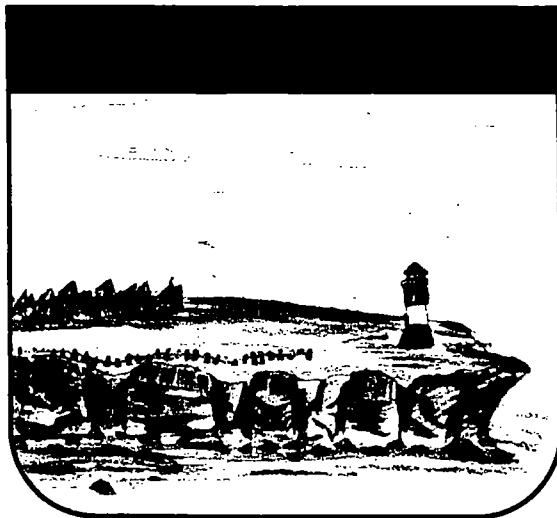
- After all the students have shared their experiences, ask each group to create a skit that will further demonstrate unfairness and prejudice. If necessary, review the definition of prejudice found at the beginning of this resource guide. Suggest that students change the names of participants if the skit is based on a real event.
- After watching the demonstrations, ask the class to identify the victim, perpetrator, bystander, and challenger in each situation.
- Discuss the presentations, using some of these suggested questions: Were some of the experiences you shared difficult to talk about? Were most of you able to identify a time when you played all four of the roles? What conclusions can you draw from this? Is the victim always right? What factors can cause people to be perpetrators (such as peer pressure)? What are some factors people might consider when deciding whether to challenge prejudice or remain a bystander? If you are a bystander, what could you do besides keeping quiet? What are the possible costs of challenging prejudice (such as losing friends or being ostracized yourself)? What are some of the possible long-term effects of not challenging prejudice?

Extension Activities

- Ask students to refer to a time when they were bystanders and rewrite the ending, this time in the role of the challenger.
- Suggest that students create comic strips based on the skit provided in this lesson or choose a similar dramatization. One possible story line would depict the challenger as a superhero who saves the day.
- Read pre-selected passages from literature and ask students to identify the victims, perpetrators, bystanders, and challengers in each. Consider using some of these books about the Holocaust: *Anne Frank: Diary of a Young Girl*, *Night* by Elie Wiesel, and *I Have Lived a Thousand Years: Growing Up in the Holocaust*, by Livia Bitton-Jackson.

When discussing whether or not to challenge prejudice, stress that students must consider their personal safety in each situation. If it is not safe to challenge another person's words or actions on the spot, they can choose another response, such as speaking to the person privately or telling an adult.

An excellent resource for helping students understand the concepts discussed in this lesson is *Names Can Really Hurt Us*, a 24-minute film produced by WCBS-TV in New York. Teenagers in an ethnically diverse urban middle school talk about their painful experiences as victims of bigotry and also reveal their own prejudices and stereotypes. Available from the Anti-Defamation League for \$100 plus \$7 shipping and handling. To order, call 800-343-5540.



“Together, we can try to stop prejudice and hate. My hope one day is to put a stop to all of this and live in peace.”

Art submitted as part of the 1998 Month of the Young Adolescent Campaign by Brianne Pena, age 12, Our Lady of Mount Virgin, Middlesex, New Jersey.

was it
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The Connection to

Middle school standards for science typically expect students to understand and use the scientific process, including designing investigations, measuring, classifying, making hypotheses, identifying and controlling variables, and verifying results. Students also should be aware of how some scientists have contributed to the spread of prejudice by developing flawed hypotheses, misrepresenting data, and using logical fallacies. For example, at the turn of the century, social scientists often used physical measurements to explain the social, emotional, intellectual, and moral development of certain ethnic groups. In most cases, scientists used these measurements to affirm the superiority of Caucasians. Examples include giving IQ tests to immigrants in a language they didn't understand, using human skull sizes to determine intellectual and moral ability, and predicting criminal tendencies on certain physical traits.

Ask students to conduct an informational science fair for the school community. Working in teams, students should research different principles in astronomy, biology, medicine, physics, and other branches of science. Ask them to trace the development of current theories and show how they have evolved throughout history. Using art work, reports, and sample experiments, students should explain how scientists have advanced our understanding of the world by disproving faulty reasoning and prejudicial statements.

Lesson 9

[Stopping the Spread of Hate]

Rationale

In this lesson, students will explore how bias, if left unchecked, can escalate into discrimination and violence. In the process, students will begin to understand the vocabulary of hate.

Materials

Chart paper or construction paper and markers

Procedures

- On the left-hand side of an overhead transparency, handout, or piece of chart paper, write the following words: *Stereotype*; *prejudice*; *scapegoat*; *discrimination*; *violence*; and *genocide*. Down the other side, write the following statements:
 - (1) The gay community is often blamed for AIDS.
 - (2) Between January 1995 and May 1996, more than three dozen churches with predominately African-American congregations were victimized by arson.
 - (3) During World War II, German Nazis killed six million Jews ^{and others} to protect the so-called "Aryan Race."
 - (4) Employers often do not hire people whose native language is not English.
 - (5) People often refer to Asian Americans as the model minority.
 - (6) Fashion magazines rarely photograph overweight people. ^{a possibility}
- Ask students to read the words and think about what they mean then match the examples to the terms. [Answer key: 1-scapegoat; 2-violence; 3-genocide; 4-discrimination; 5-stereotype; 6-prejudice]
- Ask students if more than one word could be applied to some of the statements. Give examples.
- On a large piece of chart paper, draw a triangle and divide it into four sections. Starting at the top of the pyramid, label each one of the sections: Genocide, Violence and Hate Crimes, Discrimination and Stereotyping, Prejudice and Scapegoating. Explain to students that this diagram is called the "Pyramid of

Hate." It helps demonstrate how hate can escalate if left unchecked.

- Assign students to small groups, and give each group a large piece of construction paper or a piece of chart paper and markers. Explain that they are to work together in small groups to develop a definition, as well as examples, for each level of the pyramid.
- Afterward, display the pyramids and discuss the exercise with the entire class, using the some or all of these questions: Why do you think the pyramid is a good symbol for the way hate escalates? Can you think of another symbol, shape, or structure that could be used instead of a pyramid? What kinds of things must be in place for hate to escalate? Why is it important to challenge acts of bias, bigotry, and hatred? What can individuals do to stop hate from spreading? What can communities do? What is the cost to the individual who does not act to challenge hate? What is the cost to the victims of hate? What is the result for society?

Extension Activity

- Post a large "Pyramid of Hate" in the classroom. As students read newspaper, magazine, or Internet stories about prejudice and hate, they can attach the stories to the pyramid in the appropriate categories. Set aside time for a class discussion about how the events described show the escalating nature of hate. For example, the brutal deaths of Matthew Shepard in Laramie, Wyoming, and James Byrd in Jasper, Texas, did not happen without someone planting the seeds of prejudice and hatred.
- Adolescents often accept stereotypes about certain groups of people because they don't know anyone from that group. Ask students to examine common misunderstandings about groups that are frequently subjected to prejudice — such as homosexuals, obese people, immigrants, elderly people, and male ballet dancers — and find evidence to dispel the stereotypes. Working in teams, students can create multimedia presentations to teach their classmates and parents about misperceptions of selected social outcasts.

Video Viewing 5

Action



Lesson 10

[Taking Action to Reduce Hate]

Rationale

By developing individual and community service projects, students will identify concrete steps they can take to make the world a safer, more tolerant place and learn how to work together to encourage respect for diversity. Research shows that both cooperative learning and community service can help reduce prejudice.

Materials

Print and computer references as needed; access to the Internet and telephones; names and contacts of local human rights agencies

Procedure: First Class Period

- Explain to students that by developing community service projects to inform people about the harmful effects of prejudice, they can demonstrate the power of individuals taking a stand against hate. Provide evidence of young people who have made a difference in their communities. For example, after the racially motivated murder of a black man in Reno, Nevada, a student founded the group, Teens Against Racial Prejudice. For other examples of middle school students who promote peace in their schools and communities, contact the Center for the Prevention of School Violence in North Carolina (800-

299-6054 or <www.ncsu.edu/cpsv/>), which sponsors the free national program known as Students Against Violence Everywhere (S.A.V.E.).

- Review types of projects that students might develop:
 - Media** — Write letters to local newspapers and television or radio stations detailing your efforts to reduce prejudice. Ask for an opportunity to write a guest editorial, convene a teen forum on hate crimes that reporters could cover, or write the script for a public service announcement.
 - Research** — Investigate the activities of hate groups in your community or state and write a report about it. Follow the issues over time by clipping newspaper articles, asking local human rights agencies for background materials, and monitoring Web sites sponsored by hate groups and the organizations that seek to expose them. A good place to start is The Southern Poverty Law Center — <www.splcenter.org> — which lists hate crimes self-reported by each state and monitors activities of hate groups across the country. The U.S. Department of Justice's Uniform Crime Reports — <www.fbi.gov/ucr.htm> — lists reported hate crimes by state, bias motivation, and type of offense. You can improve the collection of data

about hate crimes by sending newspaper clippings to the Southern Poverty Law Center's Intelligence Project, 400 Washington Ave., Montgomery, AL 36104. Include the name of the newspaper and the date the article(s) appeared.

- **Legislative** — Write letters to local and state government officials and ask them to support any legislation to protect victims of hate crimes. Provide evidence of hate group activities gleaned from your earlier research. Encourage legislators to support measures to expand prejudice reduction programs in schools.
- **Community Action** — Increase public awareness of discrimination and increase the community's respect for differences by doing some of the following: Publish an article about your research on hate groups in a school or community newspaper; create a multimedia slide show about hate crimes and the positive ways young people can act to stop them and demonstrate your work at a school board meeting or other local events; volun-

teer at local human rights organizations; invite people from those agencies to speak to your class or school; sponsor a dinner where people can bring dishes representative of their ethnic heritages.

- **Education** — Arrange to place a question box in a public place so people can deposit their questions about other cultures, religions, races, and genders. Research the answers and post them on a bulletin board near the box.
- Separate students into groups of four or five and ask them to decide on a project. Explain that each group will be responsible for presenting their findings to the class at a later time. Review the requirements and time frame.

Procedure: Second Class Period

Devote this session to the group presentations. Afterward, ask students to discuss the problems they encountered and how they resolved or attempted to resolve them. Ask them to reflect on their ability to reduce discrimination and hate.

This lesson was adapted with permission from *Teaching the Social Studies Curriculum for Middle Schools*, published by the National Center for Hate Crime Prevention, Education Development Center, Inc., Newton, Massachusetts.

The Connection to

Many state and district standards expect middle school students to understand the contributions different cultures have made to modern society and the similarities and differences among world religions, languages, and customs. The arts and humanities present wonderful opportunities for exploring and demonstrating these common bonds.

Organize an international arts festival in your school or community. Working in groups, students can prepare for the festival by researching different art forms, including architecture, clothing, dance, drama, jewelry, music, and sculpture. For each art form, ask students to find examples from three or four countries and explain their similarities and differences. Encourage them to explore how the various styles have influenced each other over time.

On the day of the festival, schedule performances by different groups of students. In addition, ask the students to set up demonstration booths where they can teach participants how to make the various art forms they've researched. A small admission fee can offset the cost of materials.

Sample Letter to Parents

Dear Parent or Guardian,

We want to tell you about some exciting new topics that we will be exploring with your child over the next few months. Through a national initiative called "Opening the Door to Diversity: Voices from the Middle School," we will examine ways to create a more positive school community. The project is sponsored by National Middle School Association, Court TV, AT&T, the Anti-Defamation League, Cable in the Classroom Association, and the Education Development Center, with assistance from the United States Department of Justice and the United States Department of Education.

Although school violence actually declined nationally in the last two years, several high-profile shootings such as those in Littleton, Colorado, and Pearl, Mississippi, have given all of us a heightened concern for students' safety. Two common factors that contribute to school violence are a general lack of empathy for others and a sense of rejection. Evidence of these feelings is found in the 1993 Lou Harris Study on Racism and Violence in American High Schools in which 75 percent of all students who were surveyed said they regularly hear about or see conflicts that result from racial or religious misunderstandings.

"If in education we're relying on fences and security guards, then we're not going to be successful," said Bill Bond, principal of Heath High School near Paducah, Kentucky where a classmate shot three students to death in 1997. "There has to be a change of attitude. There has to be a change of values; there has to be a feeling of inclusion."

During the next few months, we will address ways that students often become excluded and provide opportunities for all of their voices to be heard. "Opening the Door to Diversity" will help students understand how fears and misunderstandings develop into intolerance and, ultimately, into hatred and discrimination. Through a series of activities and assignments, students will reflect on their similarities and differences, study the impact of media images and stereotypes, and find ways to stop the spread of hatred.

Our goal is not to have universal agreement about controversial topics or to force students to adopt "politically correct" positions. We aim to create cooperative classrooms where all students are accepted and valued.

As Sanford Cloud Jr., national president of The National Conference for Community and Justice, has observed: "Our nation is experiencing a rash of prejudice and a wave of copycat crimes, all grounded in hate and targeted toward individuals because they are somehow different... This pattern leaves us with choices. We can be silent, by we know that is wrong. We can condemn the hate crimes, but we know that is not enough... We must actively participate in the solution, come to know one another, and learn how to work better together, and make our communities more inclusive for all."

We agree with Mr. Cloud, and we hope you do, too. Please talk to your child about the lessons we're exploring in class. Let us know if they're having a positive effect. We look forward to working with you as we teach your child about the important role young adolescents can play in making the world a better place for all of us to live.

Sincerely,

Resources

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- Choy, C., & Tajima, R. (1989). *Who Killed Vincent Chin?* 82 min. c. New York, NY: Film Makers Library.

ED resources? esp. protecting students from assessment and hate crime

Resources

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Education Network.

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Urban Life Productions.

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Web Resources

Many organizations have excellent diversity
materials online. For a complete list, go to
www.courtvt.com/choices



National Middle School Association serves as a voice for professionals, parents, and others interested in the educational and developmental needs of youth ages 10 to 15. As our mission states, we are dedicated to improving the educational experiences of young adolescents by providing vision, knowledge, and resources to all who serve them in order to develop healthy, productive, and ethical citizens.



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Do you have other logos?

Cable in the Classroom is a public service of the cable communications industry. Members such as Court TV and AT&T BIS, provide approved K-12 schools free with cable connections and over 50 hours of commercial-free, copyright-cleared educational programming each month.



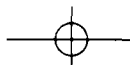
Founded in 1958, Education Development Center (EDC) is a nonprofit research and development organization which links research with practice to address important challenges in health, education, human rights, justice, technology, and the environment. EDC is implementing the National Center for Hate Crime Prevention.

The National Center for Hate Crime Prevention within EDC, is funded through a grant from the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention and by the U.S. Department of Education Safe and Drug-Free Schools Program. The goal of the center is to improve hate crime prevention efforts among youth-serving disciplines. Staff of the center provide training, technical assistance, and resource materials to help professionals and communities address the complex issues involved in juvenile hate crime and its impact on society.

It is the sole responsibility of the teacher using these materials in the classroom, and their administrators, to assure appropriate instruction, that reflects the needs of their communities.



Back Cover



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FACT SHEET

1999 NATIONAL DISTINGUISHED PRINCIPALS PROGRAM

The National Distinguished Principals Program (NDP Program) is an annual event, established in 1984, to honor elementary and middle school principals who set the pace, character, and quality of the education children receive during their early school years.

Purpose

The program promotes educational excellence for pre-kindergarten through eighth grade (pre-K-8) schooling, and calls attention to the fundamental importance of the school principal. Recognition of the exceptional leadership of the men and women who are responsible for the day-by-day operations of the nation's K-8 schools instills pride in their accomplishments and reinforces their leadership in helping children develop a lifelong love of learning.

Sponsors

The NDP Program is jointly sponsored by the U.S. Department of Education and the National Association of Elementary School Principals (NAESP), in corporate partnership with the Variable Annuity Life Insurance Company (VALIC). The Honorable Richard W. Riley, Secretary of Education, has been invited to attend and present each honoree with a certificate and brass school bell at the awards banquet to be held on October 15, 1999.

Number of Honorees

Fifty-nine principals were chosen in 1999. They include one public school principal representing each of the 50 states, one from the District of Columbia, four from private K-8 schools, and two each from the Department of Defense Dependents' Schools and the Department of State Overseas Schools.

How Honorees are Chosen

Principals are nominated by peers in his or her state, and the final selection for the NDP is then made by NAESP state affiliates. Honorees from private schools and overseas schools are selected by special committees.

Selection Criteria

Criteria suggested by the U.S. Department of Education and NAESP require that the individual be a practicing principal of a school that is: (1) clearly committed to excellence; (2) has programs designed to meet the academic and social needs of all students; and (3) has firm ties to parents and the community. The principal must show evidence of outstanding contributions to the community and to the education profession.

Location

All ceremonies take place in Washington, D.C., on October 14 and 15, 1999. The October 15th black-tie awards banquet will be held at the JW Marriott Hotel, 1331 Pennsylvania Avenue, N.W., (202) 393-2000.

About NAESP

The National Association of Elementary School Principals, founded in 1921, is a professional organization serving more than 28,000 elementary and middle school educators nationwide. It operates through a network of affiliated associations in every state, the District of Columbia, Canada, and countries overseas.

**Facsimile Transmittal*****National Association of Elementary School Principals****Development and Special Projects**1615 Duke Street**Alexandria, VA 22314-3483**Phone: (703) 684-3345**Fax: (703) 518-6281 - Development and Special Projects*Date: 09 / 16 / 1999Attention: *Ann O'Leary*Company: *Office of the First Lady*Fax: *202-456-2878*From: *Deborah B. Reeve, Ed.D./dls*Number of pages in
addition to cover page: 2☐ Reply requestedComment(s): *Re: National Distinguished Principals Program*

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**NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS***Serving All Elementary and Middle School Principals*

September 16, 1999

MEMORANDUM

To: Ann O'Leary

From: Deborah B. Reeve 

Re: October 15th National Distinguished Principals
Black-Tie Awards Dinner

Hello Ann! Many thanks for your call back — as a follow-up to our discussion, please find a fact sheet on the National Distinguished Principals Program attached. The program is held in partnership with the U.S. Department of Education for the purpose of recognizing the important leadership that school principals bring to assuring quality schooling for America's youngest citizens — those who attend our nation's elementary and middle schools. As you can imagine, it is a huge disappointment that Secretary Riley will not be able to join us this year. However, it would be an extreme honor should Mrs. Clinton's or Mrs. Gore's schedule allow one of them to make brief remarks and present the awards to the 59 principals who are being honored.

Over 300 guests representing every state and the District of Columbia are expected for the awards dinner, including the distinguished principals and their guests. Other educators, governmental officials and corporate representatives are also invited. In addition, the Executive Directors of the state principals' organizations will also be in attendance.

Should there be an outside possibility that either Mrs. Clinton or Mrs. Gore may be available, we can certainly be flexible in whatever way within the dinner time frame to accommodate their schedule. Ideally, brief remarks and the presentation of the awards would encompass from forty-five minutes to one hour of time.

If either were able to join us, it would provide an excellent opportunity for the nation's principals to express their gratitude to the President and this administration for their exemplary leadership in education and issues that make a difference for children and families. Both the President and Mrs. Clinton have met with the NAESP State Leaders in 1996 and 1997.

Again, Ann, many thanks for your time and effort. I'll be in the office tomorrow and all of next week and can be reached on my direct line at (703) 518-6267 or by e-mail at dreeve@naesp.org.