



learn



teach



global

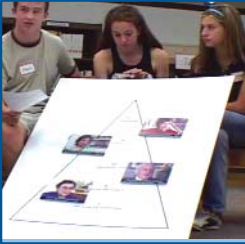
unity



diversity



peace



respect



community



Court TV®  
Keep America Safe



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# AN OVERVIEW FOR EDUCATORS AND PARENTS

***COURT TV HAS A LONGSTANDING COMMITMENT TO KEEPING AMERICA SAFE THROUGH THE EDUCATION OF OUR YOUTH. IN TODAY'S TUMULTUOUS TIMES, PARENTS AND EDUCATORS AROUND THE WORLD ARE LOOKING FOR POSITIVE MODELS AND TOOLS THAT PROMOTE UNITY AND UNDERSTANDING. NOW, MORE THAN EVER, TEACHING RESPECT AND CELEBRATING DIVERSITY ARE GLOBAL IMPERATIVES.***

Court TV is proud to present *We Are Family: Educating our Children for a Safer World*, a public service and education initiative that connects young people worldwide in a spirit of unity and diversity. This special initiative is part of Court TV's public affairs program, *Keep America Safe*.

On November 17, 2003, Court TV and its partners will join together to produce a live musical event at the United Nations to connect people worldwide in celebration of UNESCO's "International Day for Tolerance."

Court TV's partners in this initiative are the Anti-Defamation League (ADL), Operation Respect, Survivors of the Shoah Visual History Foundation, the United Nations Department of Public Information and the We Are Family Foundation (WAFF).

Court TV and its partners will release an accompanying resource guide, designed for Pre-K to 12th grade teachers and students, which includes classroom activities and tools for teaching and learning the critical lessons of diversity and acceptance. These important tools can be adopted for use within the home and in the after-school environment.

Both the *We Are Family: Educating our Children for a Safer World* live Webcast event and resource guide will both be available on Court TV's Web site free of charge. Used separately or together, these educational tools offer young people the opportunity to explore their feelings with trusted adults and to enhance their appreciation for diversity.

## ***WHO WILL BENEFIT FROM USING THESE FREE MATERIALS?***

- Pre-K–12 classrooms and assemblies
- Guidance counselors

## ***VIEWING THE LIVE EVENT***

**November 17, 2003  
1pm (Eastern Time)**

This program airs live via broadband technology (RealPlayer required) on Court TV's Web site at [www.courtvtv.com/saferworld](http://www.courtvtv.com/saferworld); the United Nation's Web site at [www.un.org/webcast](http://www.un.org/webcast); and the WAFF Web site at [www.wearefamilyfoundation.org](http://www.wearefamilyfoundation.org).



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

The *We Are Family: Educating Our Children for a Safer World Resource Guide* features a broad range of activities and messages. The lessons focus on issues and attitudes that affect youth on a daily basis, including stereotyping, prejudice and discrimination. Each activity was created by a leading education expert and has been used successfully in classrooms and after-school programs around the country. All are constructed to help children and adults work

***" We build understanding through education. The more we know about each other, the less we fear each other. Once caution becomes fear, anger and intolerance are not far behind. Regardless of outward differences we are all basically the same inside. My school teacher used to say, "Children, after the game, the kings and pawns go into the same box." This simple statement has stayed with me all my life and served me well as one of life's important lessons. I look at the world as the giant box that both kings and pawns all go into."***

– Nile Rodgers  
Founder & Chairman,  
We Are Family Foundation

together to develop the skills and understanding that foster respect for one's self and for others. The messages contained in these materials are timeless and without boundaries. Young people around the world will surely connect with the content of this guide.

## **ABOUT THE LIVE EVENT**

On Monday, November 17, 2003, Court TV and its partners will join together to produce a live musical and educational event at the United Nations to connect young people worldwide in celebration of UNESCO's "International Day of Tolerance". This one-hour live Web-cast will be hosted by NBC's *Today* show host Al Roker, a passionate advocate for America's youth and the voice and face for Court TV's *Keep America Safe* initiative. The program will include videos of workshops held in New York City kindergarten, elementary, middle and high schools using activities in the *We Are Family: Educating our Children for a Safer World Resource Guide*, live musical performances, presentations by the leaders of each partner organization and interaction with students.

## **HIGHLIGHTS**

- Mrs. Nane Annan, lawyer, painter and wife of UN Secretary-General, Kofi Annan, will give welcoming remarks.
- Producer/songwriter Nile Rodgers' special music video including over 100 beloved children's characters singing their rendition of his world renowned song "We Are Family," co-written with his late partner Bernard Edwards.
- Using resources created in partnership with Sesame Workshop, the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute will demonstrate programs designed to encourage children to appreciate diversity at an age when the seed of prejudice can begin to take root.
- Peter Yarrow, of the legendary folk group *Peter, Paul and Mary*, and founder of *Operation Respect*, will sing "Don't Laugh at Me," a song that is part of a program that uses music to reach the hearts of children and educators to help create safe and respectful school environments.

- Peer Trainers from the Anti-Defamation League will demonstrate their skills using material developed by ADL and Survivors of the Shoah Visual History Foundation.
- Mattie J.T. Stepanek, a 13-year old best selling author/poet and peacemaker, whose amazing story of living with muscular dystrophy has inspired millions of children and adults worldwide, will play a special role in the event.
- The United Nations International School Concert Choir will showcase their voices to global listeners in a very special rendition of “We Are Family” for the program’s finale.

### **USING THE RESOURCE GUIDE**

Parents, family members, educators and community leaders know that young people are concerned about the world around them and need to talk about these concerns. We have a responsibility to create opportunities and forums through which they can share their viewpoints and develop positive attitudes toward themselves and others. It is incumbent on all of us to nurture and educate our young people and properly engage them in activities that will enable them to make wise decisions. The guide provides a series of lessons, one each for the pre-school, elementary, middle and high-school levels and is available for download on Court TV’s Web site at [www.courtstv.com/saferworld](http://www.courtstv.com/saferworld).

### **INTRODUCING THE PARTNERS**

*Court TV* is the network of engaging mystery and suspense stories, revealed through the process of investigation. Court TV broadcasts trials by day and top-rated original programs by night. Primetime originals include *Forensic Files*;



*I, Detective; The Elite; Dominick Dunne’s Power, Privilege and Justice; and The System*, and popular off-network series such as *NYPD Blue* and *Profiler*. The network is seen in almost 80 million homes. Court TV has a longstanding commitment to public service through Keep America Safe, which encompasses award winning educational and outreach initiatives such as Choices and Consequences. [www.courtstv.com](http://www.courtstv.com)

The *Anti-Defamation League* was founded in 1913 “to stop the defamation of the Jewish people and to secure justice and fair treatment to all citizens alike.” Now one of the nation’s premier civil rights/human relations agencies, the ADL fights anti-Semitism and all forms of bigotry, defends democratic ideals and protects civil rights for all. A leader in the development of materials, programs and services, the ADL builds bridges of communication, understanding and respect among diverse groups, carrying out its mission through a network of 30 regional and satellite offices in the United States and abroad. The ADL’s long-term commitment to fighting anti-Semitism and working for the fair treatment for all people provides the context for its anti-bias initiatives. <http://adl.org>

Since Steven Spielberg established *Survivors of the Shoah Visual History Foundation* in 1994, the Shoah Foundation has videotaped the testimonies of more than 50,000 Holocaust survivors and witnesses in 56 countries and in 32 languages. Today, the Shoah Foundation’s mission is to overcome prejudice, intolerance, and bigotry, and the suffering they cause, through the educational use of the Foundation’s visual history testimonies. To this end, the Foundation preserves and provides access to the archive; builds and supports educational programs; and develops educational products based on the use of its testimonies. <http://vhf.org>

*Operation Respect* is a non-profit organization working to transform schools, camps and other youth serving organizations into safer, more caring and respectful environments. Founded by Peter Yarrow of the folk group *Peter, Paul & Mary*, Operation Respect’s free Don’t Laugh At Me program (DLAM) fuses music and video with highly acclaimed character-building curricula that give students the skills and sensitivity to interact

***“ Because we know that education is the only antidote we have to fight hate, ADL is proud to be a partner in the “We Are Family: Educating Our Children for a Safer World” initiative. The expertise provided by our partners at Court TV, the We Are Family Foundation, the United Nations Department of Public Information, the Shoah Foundation and Operation Respect, and our own A WORLD OF DIFFERENCE curriculum will be a giant step in the effort to make our environment hate-free.”***

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

compassionately and resolve conflict peacefully. DLAM can either enrich character-and-civic-education school programs, or start schools out with an effective, powerful introduction to such work. It helps to establish habits and attitudes of respect, and create a classroom climate that is free of emotional, and sometimes physical, violence; a place where students can grow to their full academic and human potential as productive and ethical adults. [www.operationrespect.org](http://www.operationrespect.org)

The *United Nations* was founded in 1945 to “save succeeding generations from the scourge of war.” Since then it has been both a witness and a catalyst to an extraordinary transition in global relations. From the ruins of the Second World War and through the years clouded by nuclear threat and numerous regional conflicts, the United Nations has evolved into an organization in which the collective search for stability founded on peace and development is an overriding concern. Today, peace and security are no longer viewed only in terms of the absence of military conflict. The common interests of all people are also seen to be affected by poverty, hunger, environmental degradation and human rights violations which are often at the heart of national and international tensions. Educational resources on these and other issues are provided by the Educational Outreach Section of the United

Nations Department of Public Information.  
[www.cyberschoolbus.un.org](http://www.cyberschoolbus.un.org)  
[www.un.org/Pubs/chronicle/eosportal-index.asp](http://www.un.org/Pubs/chronicle/eosportal-index.asp)  
[www.un.org/works](http://www.un.org/works)

The *We Are Family Foundation* (WAFF) was founded in 2002 after the events of 9/11 by legendary songwriter/producer/artist Nile Rodgers and named after his world-renowned song “We Are Family.” WAFF celebrates our common humanity and the vision of a global family by creating and supporting programs that inspire and educate individuals of all ages about understanding, respect, tolerance and multiculturalism. WAFF has kicked these issues into high gear by combining information and entertainment into powerful, educational resources and maximizing opportunities in every form of technology and media available to distribute these messages: the Internet, film, television and radio. In using today’s many levels of communication, WAFF works toward the goal of educating children about the virtues of cultural diversity, teaching them that we should see differences as a source of strength rather than friction. [www.wearefamilyfoundation.org](http://www.wearefamilyfoundation.org)

**In Association with the following educational organizations:**

- American School Counselors Association
- Cable in the Classroom (CIC)
- National Association of Elementary School Principals (NAESP)
- National Association of Secondary School Principals (NASSP)
- National Middle School Association (NMSA)
- National PTA



# WHAT EDUCATORS AND PARENTS CAN DO



How can we, as teachers and parents, give our children the tools they need to foster understanding and effectively confront hate and bigotry in these racially-charged times?

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

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

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

Establishing ground rules for discussion can be a positive way to begin. You may want to ask children to imagine they are playing a game of basketball. Then ask if they can imagine playing the game without rules. What would happen if nobody followed the rules? Then ask the children to think about the rules they would like to see in place to help them feel safe, especially when they want to talk about issues that may cause them to be fearful. Points to stress include respecting one another’s opinions, being open to new ideas, having empathy, listening attentively, and maintaining confidentiality.

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

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

- Treat all children’s questions with respect and seriousness, no matter how difficult they may seem to you. Do not shush, ignore or dismiss them. If they make you feel uncomfortable or anxious, ask yourself why. Your own discomfort is not a valid excuse for silence. A child will most likely sense your discomfort and interpret



it as an indication of danger. It is okay to tell a child that you feel uncomfortable, and that you need to think about his or her question.

- Clarify children's questions so that you can understand what is being asked, what has led to the question and how much information a child wants. A child who asks: "Why is there so much violence in the world?" could be curious about current political issues, or may be asking, "Am I or someone I love at risk?" A good way to clarify what a child wants to know is to repeat the question to the child; for example, "You've been thinking about hate crimes and wondering why they happen." In this way a child can say, "Yes, that is what I've been thinking," or can correct what you said in order to redirect the conversation to something he or she wants to discuss.
- Answer questions as clearly and honestly as you can and use developmentally appropriate language and definitions. Be sure that you define terms in a way that is age-appropriate. Try not to preach; rather, be matter-of-fact. If you do not know the answer, say so and make a plan to try to find out.
- Correct yourself if you give incomplete or inaccurate information. Don't be afraid of making a mistake; when we admit our mistakes, adults model for children how to admit their own mistakes. Be direct about acknowledging mistakes and avoid defensiveness. Say, "I made a mistake."
- Be alert to signs of being upset. These include withdrawal, lack of interest, acting out and fear of school or other activities.
- Point out when an ethnic group is stereotyped on television or in a book and explain why it

is unfair to stereotype. Address any biased comments a child makes and help them understand that words can hurt. Children who yell a racist or hurtful name as a reaction to anger or fear need to be talked with. They must learn that these words are unacceptable under any circumstances. They should be assisted in understanding that hate-based violence doesn't start out physically; it usually starts with words, then escalates.

- Take appropriate action against prejudice and discrimination. Children need to know that discriminatory behavior is unacceptable. They will look to adults to learn how to confront bigotry. Children should also be encouraged to know that they, too, can confront prejudice and can create positive change (e.g., painting over racist graffiti, collecting contributions for those hurt by hate).

***" I am pleased that the Shoah Foundation is partnering with the Anti-Defamation League and Court TV to participate in the United Nations International Day for Tolerance. The survivors and other witnesses in the Shoah Foundation's visual history archive give us and our children something that no other generation in history has had, the opportunity to see the faces and hear the voices of historical eyewitnesses. If we watch and listen to these testimonies attentively, they will help us to live in and to create a better world, a world where genocide can be neither imagined nor perpetrated."***

– Douglas Greenberg  
President and Chief Executive  
Officer, Survivors of the Shoah  
Visual History Foundation

# EVERYBODY'S BODY

The Miller Early Childhood Initiative of  
A World of Difference® Institute of the Anti-Defamation League

Pre-school

*The Miller Early Childhood Initiative of A WORLD OF DIFFERENCE® Institute (The Initiative)* of the Anti-Defamation League provides anti-bias training and resources for the early childhood community. The goal of *The Initiative* is to assist caregivers, educators and families in creating and sustaining bias-free early childhood programs and homes that encourage children to appreciate diversity at an age when the seeds of prejudice can begin to take root. To achieve this goal, ADL's trained facilitators deliver workshops to early childhood caregivers, educators, and families while supporting them with additional print resources, created in partnership with Sesame Workshop (producers of Sesame Street) to use in early childhood programs and homes. The below activity is a sample of one such activity that appears in the print materials.



## **EVERYBODY'S BODY**

An activity from *The Miller Early Childhood Initiative of A World of Difference® Institute*



*Bias-Free Foundations: Early Childhood Activities for Educators.*

### **OUTCOMES:**

- Respecting self
- Respecting others

### **WHAT YOU NEED:**

- Two similar items shaped different from each other, such as two flowers or two teddy bears
- Sheets of paper, each large enough for a child to lie on
- Art supplies such as crayons, markers, and paints in a variety of skin, hair, and eye colors
- Decorative materials such as sequins, pieces of fabric, yarn, dried pasta, etc.
- Paste
- Scissors
- Space for the children to lie down, and someone to help as you work with one child at a time



### **WHAT YOU DO:**

- Talk about shapes that the children recognize, such as squares or triangles. Then talk about the shapes of two different items, such as a flower. Say, "Each of these is called a flower. How are they the same? How are they different?" Then choose two children. Ask all the children to tell you how the two children are the same and different from one another.
- Invite children to join you one by one. One by one, have the children lie down on the paper while you trace their bodies. Let the

***" Human beings are truly one big family. Children all over the world need something to eat and drink; they need love and care and a hand to hold when they are frightened. They have hopes and dreams, and their curiosity helps them to learn. As we grow older, let's keep that healthy curiosity about each other to overcome walls of fear and prejudice. It heartens me to see young people interrelating on so many levels, finding ways to appreciate their differences without losing sight of what they have in common. Their fundamental respect for each other is our best promise of a better and more peaceful existence for future generations around the world."***

– Mrs. Nane Annan  
Lawyer, painter and wife of  
United Nations Secretary-  
General, Kofi Annan

children get comfortable, and then use the marker to make an outline of the outside of their whole bodies.

- When children have their shape outlined, give them the paper and direct them to the space where you have put out the art materials. Provide time for them to decorate their shapes creatively in ways that tell about themselves.
- When everyone is finished, gather the children into a circle. Have them bring their body shape with them. Invite each child to show his or her artwork. Have the children discuss the similarities and differences between each child's shape.
- If possible, display all the body shapes in the room.

### **EXTENSIONS:**

- As a math activity, children can create charts indicating the various hair and eye colors of class members.
- Read the following books to your children:
  - *Cornrows* by C. Yarbrough (Paperstar, 1979)
  - *Different Just Like Me* by L. Mitchell (Charlesbridge Publishing, 1999)
  - *Hats Off to Hair!* by V. Kroll (Charlesbridge Publishing, 1995)
  - *The Land of Many Colors* by Klamath County YMCA Family Preschool (Scholastic, 1993)
  - *We Are All Alike...We Are All Different* by Cheltenham Elementary School Kindergartners (Scholastic, 1991)

For more information on A WORLD OF DIFFERENCE® Institute and further education resources from the Anti-Defamation League, visit [www.adl.org/education/](http://www.adl.org/education/).

Reprinted from *The Miller Early Childhood Initiative of A World of Difference® Institute Bias-Free Foundations: Early Childhood Activities for Educators* New York: Anti-Defamation League, 2001

# WE ARE ALL THE SAME INSIDE®

## "SAGE" DOLL MAKING WORKSHOP

Timothy Bellavia  
Elementary School



### LESSON:

"We may be different on the outside ..."

### LESSON OBJECTIVES:

- To identify the word tolerance
- To express tolerance through imagination, visualization, and play-acting
- To foster creative expression through the "Sage" doll-making workshop

### MATERIALS:

*We Are All The Same Inside*® book, pre-sewn linen, scissors, permanent markers, inside stickers, white glue, water, brushes, fabric paints and/or markers, pencils, corrugated card board, newspaper, yarn., wide-eyed / kid safe needles,

To obtain the *We Are All The Same Inside*® book and further information on author Timothy Bellavia, visit [www.weareallthesameinside.com](http://www.weareallthesameinside.com) or [www.wearefamilyfoundation.org](http://www.wearefamilyfoundation.org).

rag for stuffing, assorted felt squares, sketch paper, fun fur, pom-poms, evaluation form, etc.

### PROCEDURE:

1. Explain to children they will be hearing a story entitled *We Are All The Same Inside*®.

- Read the story.
- Show the children the "Sage" dolls.

### Discussion Questions

- What does "tolerance" mean?  
Ponder a bit...
- Acceptance of other people that are different from you.
- If you lived in a planet where people had no skin, what would you do and say if you came to earth? What would your planet look like?

*Note: Jot down students' responses for use in the next activity.*

- What would it be like if everyone had no skin?
  - What does "Sage" have inside that we all have? heart, brains, veins, etc.
  - What would you do if "Sage" or any person from his land walked into this very room?
  - Would you be scared of him? How would that make "Sage" feel?
  - What has occurred in your life that could have made you feel different from others?
2. Have the children either sit in a circle or lie on the floor with their eyes closed. (Eyes should

remain shut for the rest of the exercise.) Explain to them that they are about to go on a journey to a universe or land where they have no skin and they are all kin (family). Describe how they get there (by ship, flying, walking); what will they do (play all day, eat, make friends); and what will they see, smell, hear, touch, and taste based on the answers to the discussion questions. Be as specific as possible. Note: If there is a cat in the skin less land where Sage is from, ask them if it is very friendly, ask them what color it is and is it like our cats on earth?

3. At the end of the above exercise, ask the children to slowly open their eyes and stand up. Tell them that they have just arrived in Sage's home town where everyone has no skin and all are kin (family). How would they feel being different on the outside? How would they try to show Sage's kin that they are just the same under the skin?
4. Begin Doll-making Workshop: Pass out the "Sage" doll-making materials to the children. Demonstrate and then have them cut out the insides from the "Sage" sticker detail (heart, brains, stomach, lungs, etc.). Add veins and eyes with a black permanent marker. Once all inside organs are in place have children cover with white glue to seal the stickers to the doll. Note: Make sure students have corrugated cardboard inside the pre sewn blue linen doll; so that the glue/paint does not bleed through.
5. Once the blue inside part is dried either naturally or by a hair dryer; the children may stuff the doll and sew the bottom part.
6. Have the children ponder a bit about what is the largest organ in our body? Our skin is an



***" My efforts on behalf of Operation Respect, to make sure that the social and emotional growth of children becomes as important an educational priority as their academic growth, probably are the most important advocacy work of my life. If we at Operation Respect, along with others reaching for the same goal, are truly successful, then the need for mass movements and protest marchers to right societal wrongs will surely diminish, or perhaps, be eliminated. One can only hope — and carry on."***

– Peter Yarrow  
 Founder, Operation Respect

organ like our hearts, brains, but it is on our outside; and oddly we are judged by it or treated differently because of its color or shade. Have the children create their outside skin shade. For older children, try to have them investigate an ethnicity or identity other than their own. Have the students then paint over the outside skin linen with the entire shade they mixed. Demonstrate first.

7. Have students plan or design their character on sketch paper, drawing the facial features, clothing, etc. Demonstrate. The students will then pencil in their designs over the painted outside skin linen and then outline it with black permanent marker. Have students paint in the details of the outside doll. Let the doll dry.
8. Have children sew or glue in the hair, choosing any one color or several colors.
9. Have children evaluate what they have learned. Have the children write, in complete sentences if possible, three things that they learned through this "Sage" experience.
10. Have students do an impromptu puppet theater based on the story, *We Are All The Same Inside*®

## **WE ARE ALL THE SAME INSIDE® PUPPET SCRIPT**

### **Narrator:**

The moon was bright, and the stars were light.  
It was a quiet, peaceful night.

*Visuals shown from book; row of houses on  
2 feet by 2 feet square*

### **Narrator:**

But suddenly a ship from outer space appeared.  
All those who saw it had great fear.

*Visuals shown from book; space ship illustrated  
on 2 feet by 2 feet square*

### **Narrator:**

Clyde Mark did not know what to do...

### **Clyde Mark:**

"Look it's an alien with insides of red and blue"

*Visuals shown from book; Sage on 2 feet by  
2 feet square and/or stuffed 5 feet doll*

### **Sage:**

"I have a mission. I have a goal. I have a purpose  
I have a soul. I am like you and you don't know...  
On my planet we are all kin, because I am an  
inside with no outside skin."

### **Narrator:**

The people began to flee, when only the inside  
they could see.

*Visuals shown from book on 2 feet by  
2 feet square*

### **Narrator:**

Sage was all alone and needed a home, so Sage  
looked far and near.

*Visuals shown from book on 2 feet by  
2 feet square*

### **Narrator:**

Sage found an abandoned dump complete with a  
cluttered trunk. The trunk was filled with a lot of  
stuff, enabling Sage to sew earthling's outside fluff.

*Visuals shown from book on 2 feet by  
2 feet square*

### **Narrator:**

The insider was filled with delight, and said...



### **Sage:**

"My mission is in flight! Now I can be their kin  
because I have made some outside skin."

*Visuals shown from book on 2 feet by  
2 feet square*

### **Narrator:**

Sage approached a great big crowd, but this time  
they did not cry out loud. Because his skin was  
dark, they thought Sage was Clyde Mark.

*Visuals shown from book on 2 feet by  
2 feet square*

### **Narrator:**

The people were in shock, when Sage changed  
his hair but forgot his outside frock.

*Visuals shown from book on 2 feet by  
2 feet square*

### **Sage:**

"Please listen to me — I am Sage...people we  
need to get on the same page. On my planet  
we are all kin, because we don't have any outside  
skin. Now take a look around. You may be different  
on the outside, but inside you are all the same."

*Puppets appear dressed with skin around the  
alien Sage*

### **Narrator:**

Finally peace had come. Perhaps not to all, but to  
some. And those who knew Sage finally realized,  
it is ok to be different on the outside, because  
we are all the same...inside.

*Puppets are undressed at the final narrator pause  
— children come around with Sage tees*

We Are All The Same Inside® Puppet Script, By Timothy D.  
Bellavia, Copyright © 2000-03 All Rights Reserved

# THE CARING BEING

From *Don't Laugh At Me*, Operation Respect, Inc. and Educators for Social Responsibility

Middle School



Students name ways that they like to be treated and ways they do not like to be treated as preparation for making group agreements.

## OBJECTIVES

- To raise awareness about positive and negative behaviors
- To explore creating agreements around behaviors

## MATERIALS

- Large sheet of paper (big enough for an outline of a student)
- Markers (enough for each student in your classroom)
- Two colors of construction paper (a ream of each)
- The *Don't Laugh at Me* video

To learn more about Operation Respect and *Don't Laugh At Me*, visit [www.operationrespect.org](http://www.operationrespect.org).

- (Optional) A waste can, red and/or orange fabric or tin foil, red and orange construction paper, scissors, clear tape

## GATHER TOGETHER: PLAY MIRRORS (5 MINUTES)

Have students break into pairs facing one another for a game of mirroring. Person B reflects all the movements initiated by Person A, including facial expressions. After a short time, call “change” so that the positions are reversed. Ask: “What did it feel like to mirror someone?”

## EXPLORE CARING: THE CARING BEING (30 MINUTES)

Pair students and ask them to stand back to back. For each question, when you indicate, students will turn around and face each other and answer the question. Each student will have one minute to answer the question. After each question is answered by both students in the pair, they will return to their back-to-back position. When you indicate, they will turn around and face one another to answer the next question, and so on. Ask for a few volunteers after each question to share with the larger group.

Ask students to think about a time when they felt they were part of a group and felt respected, cared for, and safe being themselves.

- What was it about that experience that made you feel respected, cared for, and safe being yourself?

- How did members of that group treat each other?
- How did people of that group treat nonmembers?
- How did people in that group show that they cared for each other?

Have a volunteer lie down on a large sheet of paper. Have a few group members trace the outline of his or her body. This outline becomes your class's "Caring Being"—a class mascot of sorts who will symbolize the agreements you will make together to help create a caring classroom. Have a short brainstorming session to think of a name for such a mascot (or simply use the Caring Being).

Gather everyone around the Caring Being (or whatever name your class has chosen) and ask them to think about what actions, ways of treating one another, and attitudes would make your classroom the best possible place to be—a place where everyone felt included, cared for, and respected. After they have had a minute or two to think, have each student who wants to contribute take a marker and write these positive things inside the outline of the Caring Being. (Some possible things to include are sharing, listening, waiting my turn, giving put-ups.) Feel free to include your own suggestions after the students have had a chance to share.

Ask the group to think of some actions, ways of treating one another, or attitudes that they do not want as part of your classroom (thumbs-down behaviors) because of their negative consequences (put-downs, name-calling, exclusion, etc.). Have each student who wants to contribute write these words on the outside of the Caring Being. Add your ideas.



Have each group member say what he or she meant by the words offered. Even if the words were the same as someone else's, the meaning may be slightly (or greatly) different.

Hang up your classroom's Caring Being where everyone can see it.

Have students as a group choose three thumbs-down behaviors each from the Caring Being that they feel they would most like to see stopped in your classroom and school. Help move the group to consensus. Then, together in pairs, ask them to create signs with fun, catchy slogans to remind one another to stop those behaviors (all on the same color of paper). Similarly, ask them to choose three thumbs-up behaviors that they would most like to see encouraged in your classroom and school and create signs to encourage each behavior (all three thumbs-up signs should be on a second color of paper). Post the colorful slogans around your classroom as a reminder to students.

Discuss ways to bring your campaign for caring to other classrooms in your school.

## CLOSE TOGETHER

(10 MINUTES)

- Do a go-round: Have each student complete the statement “If the Caring Being could talk, she would tell us...”
- (Optional) Sing “Don’t Laugh at Me” with the CD.
- (Optional) Ask for three student volunteers to decorate a waste can to represent a small campfire (using red and orange fabric, construction paper, and/or tin foil) for use in the next Don’t Laugh at Me activity. The goal is for the “flames” of the fire to encircle the opening of the waste can.
- Throughout the Don’t Laugh at Me project revisit this activity. Have students add new behaviors inside and outside of the Caring Being that reflect their deepening awareness and understanding about how best to create a caring classroom environment.

## CURRICULUM CONNECTIONS

(OPTIONAL)

### Literature.

Use *The Bridge to Terabithia*, by Katherine Paterson (Harper Trophy, 1987) to further explore friendship and caring. Jess, a middle school-aged boy who wants to be the fastest in his class, learns about friendship and himself when Leslie moves in next door. Though he is amazed and dismayed to learn that “even though she’s a girl,” she is a faster runner than he, the two develop a friendship. Some possible reflection points include:

- What qualities do Jess and Leslie admire in each other?



- Janice is very unkind to Jess’s sister Mary Belle. What does it feel like to be an outsider—a person who doesn’t feel accepted? How might an outsider deal with the exclusion? How might “insiders” help a new person who is excluded feel better?
- Jess changes a great deal because of his friendship with Leslie. Is there someone that has brought out good qualities in you that you didn’t know you had?

### Daily Dialogue.

In their journals have students reflect for ten minutes on: How might we all make people in our school who feel excluded feel more included? Have students pair/share their journal entries for an additional five minutes (two and a half minutes each) and then ask for volunteers to share with the large group. Reflect on common themes that emerge.

## CHILDREN’S CONSCIOUS ACTS OF CARING

To minimize elitism and foster teamwork, Indiana’s Plainfield Middle School abolished tryouts for extracurricular activities. Every student who wants to can participate in sports, band, cheerleading, and student council. The goal in eliminating tryouts for extracurricular activities is to promote equity of participation, so all students can learn the lessons of cooperation, collaboration, and teamwork.

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# THE PYRAMID OF HATE

The Anti-Defamation League and  
Survivors of the Shoah Visual History Foundation

## High School



The Anti-Defamation League and Survivors of the Shoah Visual History Foundation are partnering to provide resources to educators and students for anti-bias education. To commemorate the United Nation's International Day for Tolerance, they have combined one of ADL's anti-bias learning tools, its Pyramid of Hate®, with visual history from the Shoah Foundation's unmatched archive of Holocaust survivor and witness testimonies, to create an innovative classroom lesson for contemporary educators. This multimedia activity draws on video, a medium with which today's students are particularly comfortable, and which has the power to bring them face to face with people whose life experience is both different from — and relevant to — their own.

### **RATIONALE:**

History provides examples of the way in which stereotyping, scapegoating, dehumanization and discrimination can escalate to mass murders that have, in some instances, resulted in genocide.

This activity provides participants with the opportunity to understand the pain caused by bias and the ways in which prejudice can escalate. It is designed to promote recognition of the value of interrupting that progression.

### **OBJECTIVES:**

Students will be able to:

1. Examine how discrimination based on bias can escalate into acts of violence.
2. Discuss the impact of prejudice on individuals and on society.
3. Recognize the role of individuals in interrupting the escalation of hate.

### **REQUIREMENTS:**

#### **Materials:**

- *Have You Ever...?* Student Handout (one copy for each participant)
- *Genocide* Transparency
- Shoah Foundation Testimony Reel
- Photographs of survivors with quotes
- *Pyramid of Hate* Student Handout
- Chart paper, markers and push pins or velcro
- (Optional: easels)

View the photographs of survivors with quotes and the Shoah Foundation Testimony Reel online at [www.vhf.org/courtvtv](http://www.vhf.org/courtvtv), free of charge. A VHS version of the video is available for \$2.60 per unit (plus shipping and handling) from Reso Direct at 1.877.871.6469.



**Space:**

Room for students to work in small groups

**Time:**

45 – 60 minutes

**Participants:**

High school students/maximum: 40

**PROCEDURES:**

1. Distribute *Have You Ever...?* Student Handout to each student and tell them they are to answer yes or no to each of the questions in the handout. Assure the students that the handouts are for their eyes only. (3 minutes)
2. When students have completed their questionnaires, lead a discussion using some or all of the questions listed below. List students' responses on chart paper or on the chalkboard. (10 minutes)
  - Why do you think people tell ethnic jokes about other groups, insult others, or exclude them socially? (A possible response might be "Because 'others' are different.")
  - Why would these differences cause a person to "put down" someone else? (Possible responses might be: it makes them feel superior or more important or they are afraid of the "other"; failure to understand another's culture.)
  - Where do people learn to disrespect people who seem different? (Responses may include home, school, friends, or the media — newspapers, television, movies, music.)
  - Can you give examples of a prejudice you have learned through the media?
3. Read the following case study.

*In one school, a group of four boys began whispering and laughing about another boy in their school that they thought was gay. They began making comments when they walked by him in the hall. Soon, they started calling the boy insulting anti-gay slurs. By the end of the month, they had taken their harassment to another level, tripping him when he walked by and pushing him into a locker while they yelled slurs. Some time during the next month, they increased the seriousness of their conduct — they surrounded him and two boys held his arms while the others hit and kicked him. Eventually, one of the boys threatened to bring his father's gun into school the next day to kill the boy. At this point another student overheard the threat and the police were notified.<sup>1</sup>*

4. Ask the students if something similar to this could happen at their school? How do they think a situation like this could affect the entire school? What could have been done to stop the situation from escalating? Who should have stopped it? (7-8 minutes for case study and discussion)
5. Tell the students that they have been discussing a situation that started out as "whispering and laughing" and became more intense, escalating to violence. One visual representation of this type of progression is called the Pyramid of Hate.
  - Distribute the *Pyramid of Hate* Student Handout or draw a Pyramid on chart paper or the chalkboard. Briefly review each level of the Pyramid starting with Level I. Ask students to provide one or two examples to exemplify each level. (5 minutes)

Based on the case study, ask students the following questions:

- Where would you place "whispering and laughing" on the Pyramid (Level I)?
- Why do you think that something which, at first, seemed harmless, progressed into violence? (Answers might include: nobody stopped it, the perpetrators gained confidence

<sup>1</sup> Description of school incident adapted from "Sticks and Stones" by Stephen L. Wessler. *Educational Leadership*, December 2000/January 2001 (p.28). Used with permission.

that they could continue without interference or consequences, the victim did not seek help, etc.)

- Even if it seemed harmless to the perpetrators and bystanders, do you think it felt harmless to the victim? How do you think he felt?
  - At what level of the pyramid do you think it would be easiest for someone to intervene? What would be some possible ways to intervene? (5 minutes)
6. Ask the students if they can think of examples of genocide that occurred due to race, national origin, religion, sexual orientation, etc. (e.g., Native Americans, Aborigines of Australia, enslaved Africans, Rwandans, Armenians, Muslim Bosnians, and Jews in Nazi-occupied Europe.) Chart their responses. (2 minutes)
  8. Present the United Nations definition of "genocide" by using the *Genocide Transparency*. (3 minutes)
  9. Ask the students what they have heard about the Holocaust and list their responses on chart paper or the chalkboard. (Make sure that the students are aware that this was the deliberate and systematic murder of 6 million Jews based upon their religious or cultural identity, as well as the death of thousands of political dissidents, Roma, Polish intellectuals, people with disabilities, homosexuals and other targeted groups.) (3 minutes)
  10. Divide the students into groups of four or five. Explain that they are about to see some brief video clips of survivors of the Holocaust talking about their personal experiences during this period. Tell them that when the video is over, each group will be assigned the story of one survivor. The task of the small groups will be



to decide where on the Pyramid of Hate that person's experience belongs. (2 minutes)

11. Show the video. (4 minutes)
12. Distribute to each group a photo of a different survivor. Have each group select a reporter and, when the group members have reached consensus, instruct the reporter to bring the photo of the survivor to the large Pyramid and affix it to the appropriate level. Explain to the students that there is no one, correct placement. When all the photos have been placed on the Pyramid, ask the reporters to explain why their group selected the level they did for the survivor they have been assigned. (3 minutes)

(Alternative procedure: Divide the students into groups of four or five and give each a Pyramid of Hate and individual photos of each survivor accompanied by a quote from his or her testimony. Have each group decide where on the Pyramid they should place each survivor's testimony. Remind the students that there is no one correct placement. After 10 minutes, have the groups bring their Pyramids to the front of the room and place them on easels.)

13. After all the photos have been put in place, ask if there is agreement with the placement of the photos. If students don't agree, have them explain their thinking. (4-8 minutes)
14. Ask students what they learned during this activity.
15. Ask students to recall the different clips of testimony that they viewed. Ask the students the following questions:



to research and present in the form of a case study using the *Case Study Activity Sheet*.

### **WEB SITES RESOURCES:**

To view the survivors' testimonies, visit [www.vhf.org/courttv](http://www.vhf.org/courttv). To download this lesson, visit [www.ADL.org/education/courttv](http://www.ADL.org/education/courttv).

- In each testimony, there were other people who were present, and who didn't act on behalf of the survivor or his/her family. Why do you think others did not act?
  - What might have happened in, for example, Milton Belfer's testimony, if someone had acted on his behalf? What could have been done? By individuals? By groups? How would this have changed the situation he recounted?
  - Can one person make a difference in such a situation? How?
  - Have you ever been in a situation where you had the opportunity to act as an ally for someone who was being victimized?
16. Conclude the activity by showing the testimony of Mollie Stauber from *One Human Spirit*.

To purchase a copy of the Shoah Foundation classroom video, *One Human Spirit*, call United Learning at 800.323.9084 or visit their website at [www.unitedlearning.com](http://www.unitedlearning.com)

### **OPTIONAL ACTIVITY:**

#### **Variation:**

Distribute the *Pyramid of Hate*. Divide the whole group into small groups of 5 to 6 participants. Assign one level of the *Pyramid* to each small group and have the students brainstorm examples from history, current events, or their personal experience that demonstrate the word.

### **FOLLOW UP ACTIVITY:**

Have students work in groups to research other genocides that have occurred in the 20th Century, such as in Cambodia, Rwanda, and Bosnia-Herzegovina. Assign each group a genocide

## ***HAVE YOU EVER...?***

Answer yes or no to the following questions.

Answer truthfully. This is for your eyes only!

Overheard a joke that made fun of a person of a different ethnic background, race, religion, gender or sexual orientation?

Been the target of name calling because of your ethnic group, race, religion, gender or sexual orientation?

Made fun of someone different from you?

Left someone out of an activity because they are different from you?

Were not invited to attend an activity or social function because many of the people there are different from you?

Engaged in stereotyping (lumping together all people of a particular race, religion, or sexual orientation? Ex: White men can't jump!)

Were threatened by someone who is different from you because of your difference?

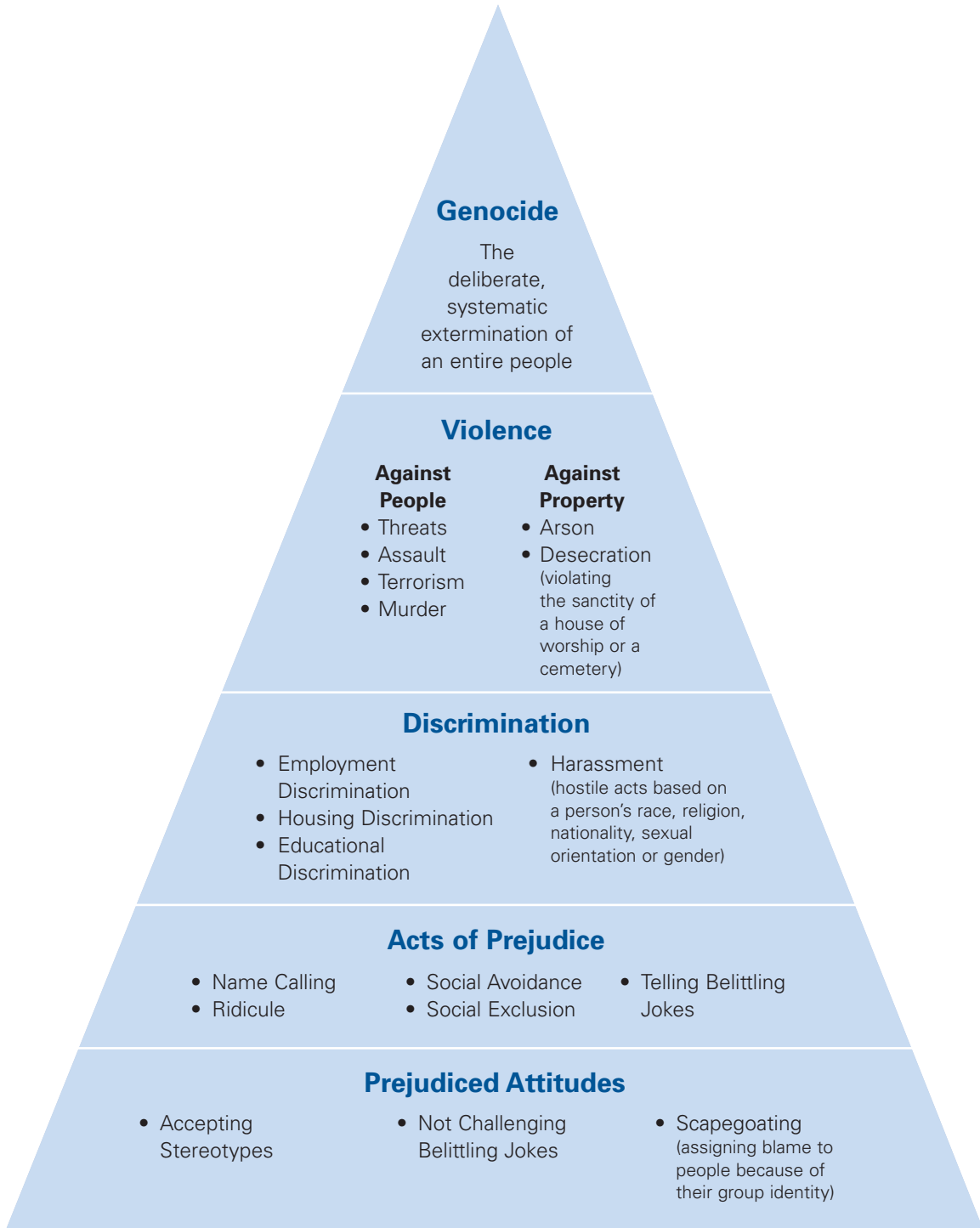
Committed an act of violence against someone because that person is different from you?

# ***GENOCIDE***

Genocide as defined by the United Nations in 1948 means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial, or religious group, including:

- Killing members of the group
- Causing serious bodily or mental harm to members of the group
- Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part
- Imposing measures intended to prevent births within the group
- Forcibly transferring children of the group to another group

# ***PYRAMID OF HATE***



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# ***CASE STUDY: GENOCIDE IN \_\_\_\_\_***

## **Summary of the Event:**

Present the basic facts: what happened, by whom, when, and where.

## **The Background:**

Prepare a summary of the political, economic, social, and geographic factors that contributed to the problem.

## **Organizers:**

What group or groups of people were responsible for the mass killings?

Motives?

## **Victims:**

What group(s) of people were victimized?

What survival tactics were used?

What was the ultimate death toll?

## **World Response:**

What was the response of the other countries to the mass killing?

Could this genocide have been prevented?

## **Aftermath:**

How has this genocide affected both perpetrators and victims and their families?

What is the general situation in this country at the present time?

League and Court TV to participate in the United Nation's International Day for  
Tolerance. The survivors and other witnesses in the Shoah Foundation's visual history  
archive give us and our children something that no other generation in history  
has had, the opportunity to see the faces and hear the voices of historical eyewitnesses.  
If we watch and listen to these testimonies attentively, they will help us to  
remember and to create a better world, a world where genocide can be neither imagined  
nor perpetrated." – Douglas Greenberg, President and Chief Executive Officer,  
Shoah Visual History Foundation • "We build understanding through education. The  
more we know about each other, the less we fear each other. Once caution  
becomes fear, anger and intolerance are not far behind. Regardless of outward differences  
we are all basically the same inside. My school teacher used to say "children,  
after the game, the kings and pawns go into the same box". This simple statement  
has stayed with me all my life and served me well as one of life's important lessons.  
I look at the world as the giant box that both kings and pawns all go into".  
Nile Rodgers, Founder & Chairman, We Are Family Foundation • "My efforts on  
behalf of Operation Respect, to make sure that the social and emotional growth of  
children becomes as important an educational priority as their academic growth,  
probably are the most important advocacy work of my life. If we at Operation  
Respect, along with others reaching for the same goal, are truly successful, then the  
need for mass movements and protest marchers to right societal wrongs will surely  
diminish, or perhaps, be eliminated. One can only hope — and carry on." – Peter  
Crow, Founder, Operation Respect • "Because we know that education is the only  
antidote we have to fight hate, ADL is proud to be a partner in the We Are Family:  
Educating Our Children for a Safer World initiative. The expertise provided by our  
partners at Court TV, the We Are Family Foundation, the Shoah Foundation and  
Operation Respect, and our own A World of Difference curriculum will be a giant  
step in the effort to make our environment hate-free." – Abraham H. Foxman,  
National Director, Anti-Defamation League • "Human beings are truly one big family.  
Children all over the world need something to eat and drink; they need love and  
care and a hand to hold when they are frightened. They have hopes and dreams, and  
their curiosity helps them to learn. As we grow older, let's help that healthy curiosity  
about each other overcome what is grand and precious that heartens me to see  
young people interrelating on so many levels, finding ways to appreciate their  
differences without losing what they have in common. The fundamental  
respect for each other is our best promise of a better and more peaceful existence  
for future generations around the world." – Nane Annan, Wife of United Nations



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for future generations around the world." – Nane Annan, Wife of United Nations

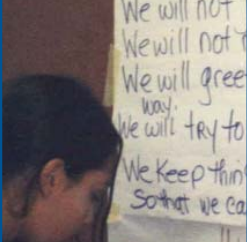


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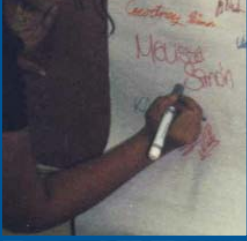


reach

love



youth



friendships

support



care



acceptance



grow



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