This—Most Awesome Manual—Belongs to:

You Can Reach This Person At:

Or:

Please return this! It’s great karma
The Inclusion Center Internship Program is not for haters, slackers, or bullies. It is designed to give motivated, passionate young activists the opportunity to make change in their school and community. The Internship allows youth to see the inner workings of a small non-profit, and participate in office administration, volunteer coordination, and event planning. The Interns also gain leadership skills as they build an action group in their school and motivate their peers to join them in creating an inclusive community.

To better understand these individual responsibilities please read below:

**Absolute Intern Responsibilities:** If you cannot commit to this, then the internship is not right for you.

1) As an intern at Inclusion Center, you will **visit the office once a week**. You should schedule a 3 hour block once a week to spend with us, engaged in various activities. From helping with projects, performing office tasks such as answering phones and taking messages, to running errands, to making copies, and other tasks. No matter how small or how large the task, Inclusion Center relies and trusts its Interns in complete confidentiality. This weekly visit gives us a chance to get to know you and work with you on your own projects/tasks.

2) Interns will attend **one monthly meeting together**. This meeting give you a chance to problem share/solve with other interns and hear how things are going in different schools. We will also schedule info sessions, events, outings, and discuss current projects.

3) Interns will be responsible for running or participating in a **social justice club** at their school or organized group in their community. If this is not possible, then the intern should join a service or Key club as an alternative.

4) Either within the club, or as an individual each intern must pick a social justice issue and run at least **one awareness campaign**

5) Interns will each **host 1 Community Circle** during the school year. These sessions will occur once a month, with the theme decided by the organizer. Interns are responsible for publicizing the event, organizing speakers/information or AV and for hosting the event. Months will be decided during the first Intern meeting. Alternatively, an Intern may propose a long-term project such as a fundraiser, or capacity building task for the office.

6) A great part of leading a social justice club is running **service projects**. Interns are responsible for organizing at least one service project for their club or the intern group.

7) Interns are expected to **recruit youth** in their school/community to attend Inclusion Center camps.
8) Interns are required to attend at least one Inclusion Center Workshop as a volunteer facilitator. In some cases this may require missing school, but the Inclusion Center will make as many workshops available as possible.

Other Intern Responsibilities
Every year, Inclusion Center Interns are invited to represent their work and efforts at our community events. This includes the Thanksgiving Interfaith Service (November), the Annual Humanitarian Awards Dinner (March), and The Drive Out Racism Golf Tournament (August). At these events, interns are asked to volunteer with event coordination, but also to participate in the celebrations and social time.

Email is quickly being outdated by text and phone calls, However, it is easiest for the staff at the Inclusion Center to reach as many people as possible in as little time as possible via email. While we will do our very best to reach every intern, we ask that interns check their email at least every other day to stay on top of current opportunities, scholarships, upcoming events and notices.

We strongly encourage interns to organize social events with each other’s groups and clubs. This provides a stronger network for youth to collaborate on their programs, as well as a more diverse experience as an intern.
Founded in 1927, we are a human relations organization dedicated to eliminating prejudice, bigotry and discrimination. The Inclusion Center develops inclusive solutions to promote respect for all people through conflict resolution, education, advocacy, and empowerment.

**OUR OFFICE**

**MISSION**

Founded in 1927, we are a human relations organization dedicated to eliminating prejudice, bigotry and discrimination. The Inclusion Center develops inclusive solutions to promote respect for all people through conflict resolution, education, advocacy, and empowerment.

**CONTACT**

Inclusion Center for Community and Justice  
InclusionCenter

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FAX: 1.866.506.4595  
WEB: www.inclusioncenter.org

**ADDRESS:**

Inclusion Center  
14 Heritage Center  
Salt Lake City, UT 84112

**OFFICE GUIDELINES**

When visiting the office, there are a couple things you should know:

- When you schedule you’re weekly day to come in, we ARE EXPECTING that you will show up. This helps us set aside work that you can do.
- We recommend calling before you come by, if you are unscheduled. This way, you don’t show up to an empty office.
- When you come in go see the Youth Program Director  
  - state your purpose. How much time do you have? Are you here to help, or are you needing a place to relax/ do homework  
  - What’s going on in your club? When is your next meeting? Do you need anything that we can provide?  
  - How are you? How’s life/ school/ family/ work
- Keep you voice low, we are often on the phone and this is a small office. The last thing a donor wants to hear is some young’n screaming bloody murder. That DOES NOT sound like peace and justice....
- Try to avoid parking yourself in front of a staff desk and then interjecting odd random questions ad infinitum while they are working (Especially Saundra because she is usually quiet while writing grants). We love being interrogated and interviewed by you when you hang out, but just be aware if someone looks really busy.
- You may stay at the office as long as you like, but remember that you must be with a staff member. So, if it is rounding 5:30 and you are still hangin out, please be aware that that staff member gets off work at 5:00 and has been chillin just to spend time with you. Maybe, you should both go home... The exception is Thursdays, when Emm will be available until 7:00.
- Crude language or jokes are NOT appropriate. The way we speak should never be used to make someone uncomfortable, or sad, nor should it be a way of trying to sound cool. Refrain from making jokes about any ism, and being gossipy or nasty to other volunteers.
HOW DO I USE THE PHONES?

Ah, the deep-seated fear that you all carry, answering the phones at the office. Well, we will address this here, and you will no longer have any excuse! Haha!

- When answering the phone, pick up the receiver, and press the button on the right side of the phone that has the “ringing phone” icon on it.

- Then, say, “Inclusion Center, this is __________, how may I help you?”

- When you are ready to pass the phone off to someone else, hit the “transfer” button. It is on the right side of the panel next to the dial pad, first button on the top. Then dial the extension of the person you want to dial to. Then hit transfer again, and hang up.

- If you want to put someone on hold, press the red “Hold Button” on the right side of the phone panel. To pick the line back up, you must go up to the screen and press the side button next to the line that is on hold (with the little upside down phone)

- If you are making a call, dial 9, then the area code, then the phone number.

- If you are making a long distance call, dial 9, then 1, then the area code, and then the phone number.

Staff extensions are as follows:

Saundra- 70824
Emm - 70826
Hande- 70828

-Multiple Lines: not only does the office have our main number, and multiple extensions, each phone has 3 separate lines. So for example, if I am on the phone with a volunteer, and then Saundra calls me from downtown, I can put the volunteer on hold by pressing the red button and then pick up Saundra’s by selecting the second line down on the screen panel (it will be indicated by a little ringing phone symbol).
Here it is, your Intern Contact list! Keep this on hand– cuz you never know!

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Setting up a club is a lot of initial work, but if you get it going, then you will have a structured way to involve your school in campaigns and activities. Having a club legitimizes your actions in your school, and give you the right to petition or meet with administration about concerns in a way that individuals can’t. For guidance on underground activities, keep reading...

To set up a club or social justice group at your school you need:
- An Advisor
- A name
- A mission statement
- A list of members (usually you need 3 or more)
- Some sort of constitution or organizational system

You must also find out what the due date is for submission for club approval, and who is in charge of collecting that info. Some schools are slow to help you so getting approved takes initiative and persistence.

Advisors
When searching for that special someone, there are a few things you should consider. An advisor serves as a support to your group on the administrative level. They should be willing and available to attend meetings with you, to help you sort out red tape and also support your work. Advisors should be comfortable allowing you access to their classroom for meetings and projects.

Names
Don’t stress! The naming process can be fun and also easy, if you let it be. Acronyms are always popular, because they allow creativity. However, they aren’t always explanatory like a simple ‘social justice club’ name. Consider both, or maybe brainstorm and then collaborate together. If this process takes you more than 1 hour, you are working too hard!

Past names for inspiration: KO2 (Knock Out Oppression), P.A.W. (Peace At West), Social Justice Club, BOND (Building One New Dream)
Mission Statement
A mission statement is a simple declaration of your goals and purpose. Why do you exist? What do you want to achieve? What avenues will you take to achieve those goals? What do you believe is possible for your school?

Members
Most clubs start with you and a few friends who care about a certain issue like you do. But most schools have a ‘School Clubs Week” or a “Club Fair” during “Welcome Week” (the week right before school starts, or the week of) and this is an EXCELLENT place to reach out to freshmen and new students. If you are unsure of how to get a spot, contact the SBO’s advisor. Even if you aren’t an official club yet, most Advisors will work with you if you have all of the information in the list (above) prepared. They want student involvement. So be persistent. Tabling at these events, and getting your club started as fast as possible will help your club get going. For other ways of gaining members, visit Promulgation in the Strategies section of the manual.

Club Constitutions
Setting up a hierarchy for decision making may seem a little like becoming the ‘man’ especially if you are a small club. But schools like to see that you have a plan should conflict arise, and that you know the inner workings of small organizations, even school clubs. And honestly, having designated roles for members is a great way to for you to create a system of accountability, and a way for each member to be involved. Here are a few different positions that might help:

Intern/ liaison to the office and school admin
This person would be you, and put you in charge of setting up meetings, getting paperwork done, and being the ‘front’ of the club for your school, and community partners.

Fundraiser/ treasurer
This position sounds dry but could be awesome! Fundraising involves getting in-kind donations, or organizing fundraising events. Remember, fundraisers can also be informational/ awareness events, so be creative.
CLUBS

Promulgation/PR

This person is in charge of helping you get the word out— they could create and manage a facebook page, twitter account, or blog. Also, they could be in charge of getting flyers made, approved, and help posting them. Think of this person as the amplifier to your club. They should also be in charge of any email-blasts, updates or could be the hosts of poster making parties.

In general, you will want to have a way to make decisions. Believe me when I say that everyone will not always be happy, able to make a meeting, or in love with a theme or name. There should be a way to make a vote work, either by unanimity, 2/3 or simple majority.

Approval

When submitting club forms, you will probably run into red-tape. Firstly, it is up to YOU to be proactive and persistent. But even then, some admins want to dilly dally, or treat your club differently because they don't like, are uninterested in, or think less of your group. In this case, you can do a couple things. Additionally, some schools will enforce a ‘club application deadline thing’ where you have to turn in all this stuff and then wait around to get started. Let's be real, many clubs NEVER go through this protocol. I recommend filling out the paper work, but then advertise you meetings via announcements and flyers as much as possible, as soon as possible. If you get slapped on the wrist, be sure to have other clubs’ behaviors to back you up, this de-legitimizes their focus on you.

Either way, fill out the club info. Here is the legitimate way to make sure it gets through:

- speak with your advisor about this problem, maybe they can send an email on your behalf
- Meet with the admin in charge of clubs. Ensure that all of your info was collected by this person and turned into the district, or is in their files. Find out when the ‘meeting to approve school clubs’ is happening.
- If this meeting date comes and goes, and you hear nothing, contact the district. Contact either the student services department, or the educational equity department, these people want the schools to do their jobs, so it may help.

-Go Rogue
Going Rogue is not something that should be taken lightly. Please remember that there are consequences for your actions. That being said, there are still things you can do.

If you already have a group together, this is much easier. You can create a small network of people who want to be involved, and just get to work. We recommend keeping a list of who is involved and running it like any other club, but in a secret place, and possible under a false name, like “Science Project Group”.

**Poster Bombs**

Your club will not be able to get posters approved, so what you put on them and who they are for is very special. You can simply advertise your club, with general info, if you think no one will notice. Also, you can advertise with a secret location nickname (a lot of schools have nicknamed areas, or areas known by students and not admin). You can advertise with only a symbol and a date, or with provocative language and images.

It is important that you put these ads in places where you think students will see them, where they will actually look. It could be on tables, or in bathrooms. Since these posters are not approved, where they are doesn’t matter as much.

**Campaigns and In School Activities**

A rogue group will always do well in guerrilla theater. But it is important that the nature of the club or group is never revealed. This means that either the group cannot take credit, or the members of the group must be anonymous. It is hard to keep members anonymous if in your activities, the members can be easily seen. Campaigns via posters, videos, announcements, or other media provide more anonymity for the group.

A rogue club should still be organized, and therefore function like any other club. The difference is the underground nature, which restricts public awareness and credit, but liberates creativity. The risks are high, but hey, it might make a great essay for college applications.
Club meetings should happen on a regular basis. We recommend one meeting every week, or every other week. And they should happen whenever 2 or more people are present. If you feel disheartened because only three people showed up, well count your lucky stars! Three people can make a difference, and do great things when they put their minds to it. No group is too small to take action in their communities.

If your members have a hard time getting together on the same day every week, consider scheduling your next meeting at the end of the current one. This way, you can find wiggle room. However, if you do schedule one meeting at a time be aware that you will need to advertise the new time and date for everyone’s benefit.

**What do we do at meetings?**

There is great room for creativity and interpretation when it comes to ‘meetings’. This is the formal time that your group is getting together. There are several different things that can happen at each meeting, or that can be an entire meeting in themselves.

**Project Planning**- this is a social action group right? So time should be spent getting logistics, themes, assigning roles, creating activities.

**Project Preparation**- this might be making posters, doing rehearsals of guerrilla theater, taking inventory of supplies, or hanging banners

**Processing**- discuss or celebrate a previous service project or campaign.

**Info Sessions**- some groups assign one person to give a presentation on a subject once a month or every other meeting. This keeps everyone up to date, and is great for continuing the learning process.

Clearly some meetings require preparation beforehand, and others don’t. This leaves room for creativity on your part, but also responsibility. As the liaison, you should always know what’s happening at the next meeting, but if you have dependable members, you don’t need to carry all the weight on your shoulders.
The Facilitator’s Role

The facilitator...
- Sets a tone of respect for different viewpoints
- Helps to make sure everyone’s voice is heard
- Helps everyone feel comfortable participating
- Stays neutral, regardless of their own opinion
- Helps keep the discussion on topic
- Ensures the conversation stays close to its time limit
- Pays attention to environment and energy of group
- Tries to grasp larger frameworks and paradigms that lie behind the comments of individuals within the group
- Adds expertise (as much as one knows) when possible

Facilitator’s Disclosure: You are a facilitator, not a participant
- Your responsibility to the group is to maintain a balanced, safe conversation, not to add your own input or opinions.
- The purpose is a reciprocal exchange of ideas and opinions, not to prove who is right or wrong
- In your introduction, make your responsibility clear
- Be clear that there will be times you have to gently interrupt them to bring them back onto track and/or maintain safety.
- Keep in mind that while it is hard to interrupt a group, participants love a competent facilitator who keeps them moving in a healthy direction.

Thumb Print Test

How much “imprint” should I have on my dialogue?
- In human relations dialogues, a facilitator is not completely vacant from the content of the conversation. However, their presence is minimal.
- Your focus is process, structure, safety, and expertise where needed.
- When it comes to content:
  - Do not lecture (large imprint in content)
  - Do not add your opinions (medium imprint in content)
  - Do add expertise (when you possess it) and minimize misinformation (minimal imprint in content)
- Let your opinions and identity remain anonymous
- Simple way to remember it: do not become a participant.
Sink Or Swim- Leading Group Discussions

Setting Limits:
Keeping the group emotionally and/or physically safe by being clear about ground rules and acceptable behavior.
Example: Telling a group member that it is not okay to swear at someone else.

Interrupting:
Sometimes a facilitator needs to interrupt to get a group back on the topic. Clearly state that you are interrupting someone and explain why. Be nice. Stick to doing this in a way that fits your personality and feels natural.
Example: “I’m going to interrupt you now because I want to be sure we have enough time to focus on the agenda topic”.

Naming:
Identifying the unspoken issue or problem in a group.
Example: A group that has not developed trust may need the facilitator to state that trust develops over time, and it makes sense that group members may need time to feel comfortable with one another. This can help a group relax because the issue has been identified.

Clarifying:
Helping a group understand or define an issue or question.
Example: The facilitator asks each group member what they hope to accomplish in the meeting, and then summarizes the main ideas.

Reframing:
This may include putting a positive interpretation on something that might be seen as negative.
Example: Someone who may be considered “stubborn” is called “determined” instead.

Supporting:
Validate comments from participants. It’s a great way to acknowledge that their input is valued and it encourages more positive conversation.
Example: “Thanks for that great comment.” “I really appreciate your honesty”

Mirroring:
The facilitator models the tone or attitude that they want the group to display. This may include lowering your voice, or waiting for the group to get quiet, or speaking in a manner that helps them to take an issue very seriously.
Example: The facilitator is calm and quiet in order to help relax a tense or upset group.
Sink Or Swim-

Which principle would you use to resolve these scenarios?

1) During one of your conversations, someone in your group says “people exaggerate discrimination. I grew up very poor with no future, and I worked hard to get where I am. Life is not easy. All this whining is just complaining and making excuses not to work.” What do you do?

2) A member of your group is often making jokes about their own group, as well as others, during the dialogue. The individual says things like, “but that stereotype is SO true!” and then laughs. What do you do?

3) Two of your participants begin to get in a tense conversation. Finally, the one of them points directly at the other and says, “Your people target my people. My kids are afraid to walk home after school for fear of being beat up by your kids.” What do you do?

4) You have a group that will not warm up. No one is volunteering to speak, so there is a lot of dead space, and you hear yourself speaking a great deal as the facilitator. What do you do?

5) A Caucasian in your group shares that s/he has “been the victim of reverse-racism” and that we need to stop categorizing people. In their opinion, “all this talk just keeps us separate, affirmative action and all that crap IS racism, how can we fix a problem by being racist?!” What do you do?

6) After expressing their view in an exasperated and heated fashion, one of your participants stands up, slides their chair in, and leaves the room. What do you do?

7) Your group is very small, only five people. Not many people are speaking up, and you are afraid they will not be interested/able to dialogue for the full one and a half hour. What do you do?
The first rule of improvisation is AGREE. Always agree and SAY YES. When you’re improvising, this means you are required to agree with whatever your partner has created. So if we’re improvising and I say, “Freeze, I have a gun,” and you say, “That’s not a gun. It’s your finger. You’re pointing your finger at me,” our improvised scene has ground to a halt. But if I say, “Freeze, I have a gun!” and you say, “The gun I gave you for Christmas! You bastard!” then we have started a scene because we have AGREED that my finger is in fact a Christmas gun.

Now, obviously in real life you’re not always going to agree with everything everyone says. But the Rule of Agreement reminds you to “respect what your partner has created” and to at least start from an open-minded place. Start with a YES and see where that takes you.

As an improviser, I always find it jarring when I meet someone in real life whose first answer is no. “No, we can’t do that.” “No, that’s not in the budget.” “No, I will not hold your hand for a dollar.” What kind of way is that to live?

The second rule of improvisation is not only to say yes, but YES, AND. You are supposed to agree and then add something of your own. If I start a scene with “I can’t believe it’s so hot in here,” and you just say, “Yeah…” we’re kind of at a standstill. But if I say, “I can’t believe it’s so hot in here,” and you say, “What did you expect? We’re in hell.” Or if I say, “I can’t believe it’s so hot in here,” and you say, “Yes, this can’t be good for the wax figures.” Or if I say, “I can’t believe it’s so hot in here,” and you say, “I told you we shouldn’t have crawled into this dog’s mouth,” now we’re getting somewhere.

To me YES, AND means don’t be afraid to contribute. It’s your responsibility to contribute. Always make sure you’re adding something to the discussion. Your initiations are worthwhile.

The next rule is MAKE STATEMENTS. This is a positive way of saying “Don’t ask questions all the time.” If we’re in a scene and I say, “Who are you? Where are we? What are we doing here? What’s in that box?” I’m putting pressure on you to come up with all the answers.
In other words: Whatever the problem, be part of the solution. Don’t just sit around raising questions and pointing out obstacles. We’ve all worked with that person. That person is a drag. It’s usually the same person around the office who says things like “There’s no calories in it if you eat it standing up!” and “I felt menaced when Terry raised her voice.”

MAKE STATEMENTS also applies to us women: Speak in statements instead of apologetic questions. No one wants to go to a doctor who says, “I’m going to be your surgeon? I’m here to talk to you about your procedure? I was first in my class at Johns Hopkins, so?” Make statements, with your actions and your voice.

Instead of saying “Where are we?” make a statement like “Here we are in Spain, Dracula.” Okay, “Here we are in Spain, Dracula” may seem like a terrible start to a scene, but this leads us to the best rule:

THERE ARE NO MISTAKES, only opportunities. If I start a scene as what I think is very clearly a cop riding a bicycle, but you think I am a hamster in a hamster wheel, guess what? Now I’m a hamster in a hamster wheel. I’m not going to stop everything to explain that it was really supposed to be a bike. Who knows? Maybe I’ll end up being a police hamster who’s been put on “hamster wheel” duty because I’m “too much of a loose cannon” in the field. In improv there are no mistakes, only beautiful happy accidents. And many of the world’s greatest discoveries have been by accident. I mean, look at the Reese’s Peanut Butter Cup, or Botox.

-From Bossypants

*Improv will not reduce belly fat
Rain Storm
All of the participants sit in a circle. A leader starts with an action. The leader passes the action to the next person, who then passes it on again. If done correctly, it will sound like a rain storm is passing around the circle. The actions are: snapping, clapping, slapping the thighs, and stomping feet.

Thrill of a life time
Each person is asked to write down their thrill of a life time (appropriate- rollercoaster, skydiving) on a piece of paper and place it into a bowl or hat. Then draw one or more of the papers. It is up to the group to create the “thrill” within a certain time limit.

Ying Yang Yoo
Each word has a separate action. Ying: hand on top of head pointing to the right. Yang: hand under chin pointing to the left. Yoo: regular pointing action. These three words may be spoken only in the correct order. It must always be Ying Yang Yoo. The first person starts and says Ying, doing the motion. The person to their right will respond Yang with the appropriate action. The person who was pointed to then must say Yoo and point to someone else. That person then starts the game over with Ying.

Zip Zap
The leader starts by saying either zip or zap to anyone in the circle. If they say zip, the person must respond with the name of the individual on their left. If they say zap, the person must respond with the name of the person on their right. If the person is wrong, then they take over as the new leader.

Starbursts
This is an easy way to learn something about someone. Pass out starbursts, letting each person take as many as they would like. For each color have a preset question. Let the participants then answer the questions based on which colors they have picked. Examples:
If you were stuck on a deserted island and could only listen to one album, what would it be?
What is a pet-peeve of yours
What is a phobia that you have?
What is your favorite food/ book/ movie?
What do you love about your work?
What is something you would like to get out of the week? What is an issues that is sensitive to you?

Skittles
In this game you pass out skittles much the same way as starbursts. You can either assign the colors questions, or you can simply ask each participant to share a fact about themselves for every skittle they took. This can also be done with toilet paper sheets instead of skittles.
Two truths and a lie
A simple game. Every participant must recall two amazing or interesting things about themselves and make up one lie of equal interest. They share all three facts in no particular order and the entire group must decide which of the facts is the lie.

The Square Game
You will need to use masking tape to mark a large square on the floor. Ask everyone to fit inside, with no feet remaining out of the square. Once this is accomplished ask them to step out, and pull up one part of the tape and move it in closer to the center, making a smaller square. Ask the group to perform the same task. Each time it will become harder, and they will need to become more cooperative. Throw in some challenges if you like, no verbal communication, or only elected leaders can talk, or even divide the square into two smaller squares ad group into two groups and have them race.

A What?
Create a circle. Have a number of monosyllabic objects (spoon, fork, rock) items ready. On Person, the leader, starts by choosing one object. She/ he hands this object to the person on their right and says, “This is a spoon.” The person replies, “A what?” Leader says, “A spoon.” Person one responds again, “A what?” Leader finally says “A spoon.” Person one “Oh a spoon!” Person one then takes the spoon and hands it to person two on their right, and is about to introduce the spoon to them as well. But simultaneously the leader has picked up a new object and is about to introduce it to person one. The second person must now carry on two conversations at once, looking from one person to the other. When the spoon gets back to the leader, the game is over.

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<th>Person 2</th>
<th>Person 3</th>
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<td>Oh a knife!</td>
<td>Oh a spoon</td>
<td></td>
</tr>
<tr>
<td>This is a fork</td>
<td>This is a knife</td>
<td>This is a spoon</td>
<td>A what?</td>
</tr>
<tr>
<td>A fork</td>
<td>A knife</td>
<td>A spoon</td>
<td></td>
</tr>
<tr>
<td>A fork</td>
<td>A knife</td>
<td>A spoon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oh a fork!</td>
<td>Oh a knife!</td>
<td>Oh a spoon!</td>
</tr>
</tbody>
</table>
So what's the deal with running a project? Well, it takes one thing above all else- initiative. Completing a project means making your own plans and adhering to your own timeline. You and your team will have to be motivated to get things done, and do it when you could be surfing the internet or sleeping. That means you will need to push yourself. Eventually, like any habit, you will master the art of the project, but in the mean time, we figured you could use some pointers and charts.

Permission
When getting Permission to run an event, the most important thing is to know your key players. If you are working through a school, you should know and record the following people.

<table>
<thead>
<tr>
<th>ROLE</th>
<th>NAME</th>
<th>EMAIL</th>
<th>ROOM #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedules events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admin who oversees events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/V and supplies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approves posters</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Once you have this info written down, you need permission for your event. Set up a meeting with BOTH your administrator/principal AND the persons in charge of scheduling events. Feel free to invite others on your list, including Emm.

What you need for your meeting:

- Name of project
- Goals or objectives
- Rough schedule
- Photos or evidence from previous years
- Dates you would like to use (have 2-3 ideas)
- Your calendars
Organizing a Project is all about understanding logistics and time management. Below is a chart that shows where/what you should be doing with regards to a campaign, social event and activity. We know it is hard to stay on task, but it is well worth the effort.

<table>
<thead>
<tr>
<th>Time</th>
<th>You should have</th>
<th>You should be working on</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Months</td>
<td>• Skeleton agenda (basic plans, what days there will be events, and general idea if they will be after school or during school)</td>
<td>• Creating a detailed schedule of events</td>
</tr>
<tr>
<td>Ahead</td>
<td>• Meeting with Key Players</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Proposed dates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Name of project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Goals</td>
<td></td>
</tr>
<tr>
<td>1.5 Months</td>
<td>• A theme or name for the event</td>
<td>• Getting forms turned in for AV / janitorial support</td>
</tr>
<tr>
<td>Ahead</td>
<td>• Permission for dates desired</td>
<td>• Making list of materials needed</td>
</tr>
<tr>
<td></td>
<td>• A full schedule of events and activities approved</td>
<td>• Begin long term actions (like videos)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Making publicity flyers/handouts</td>
</tr>
<tr>
<td>2 Weeks</td>
<td>• Flyers and announcements running</td>
<td>• Educational pieces like posters, signs, rehearsals</td>
</tr>
<tr>
<td>Ahead</td>
<td>• All materials gathered in central location</td>
<td>• Assigning event tasks to group members</td>
</tr>
<tr>
<td></td>
<td>• Nuts and Bolts creations (big banners/videos/flash mobs) solidified</td>
<td></td>
</tr>
<tr>
<td>1 Week</td>
<td>• All pieces finalized</td>
<td>• Final rehearsals and meet with group to review the logistical details and confirm assignments</td>
</tr>
<tr>
<td>Ahead</td>
<td>• all materials ready</td>
<td>• Create follow-up plan</td>
</tr>
<tr>
<td>Week Of</td>
<td>• Plans and information about the club for interested parties</td>
<td>• Taking notes of how to improve next year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Advertising and Publicity
Remember that when you make a poster, it must be approved by the administration/student body of your school. Find out who those people are, put them on your —Key Players‖ list. Information should always have, Who, What, Where, When, and WHY on them. But also remember that you can be creative! Use bright colors, a joke, or a cute pic to catch the eye of those around you. It is NEVER a waste of time to do quality work on an advertisement.

Educational Materials and Campaigns
Your peers may be quite ignorant to these issues. They might not know what Oppression is. Do you?? When creating a campaign with educational material, remember that you might need to spell things out on paper, or use creative images to get your message across.

In Class Activities
When running a project, you may want to encourage teachers to run activities during class. Create a letter to put in the boxes of all of your faculty. Make sure that there is an explanation of your project and a schedule of events. Then, you can tack on a list of activities that they can run in their classes.

Lunch Time Activities
There are hundreds of activities you can run during lunch. These serve to really get the school, your captive audience, involved. Lunch time activities can be performances, dances, or problem solving activities. Create your own! Just pick a style, pick an issue, and brainstorm like crazy.

After School Activities
The cool thing about after school activities is that you can spend more time with people. But, remember that when you advertise you should mention the duration of time. After school is a great time to have a BBQ, or a conversation, a service project, or watch a movie together. Once again, think creatively about what you can do— nothing is impossible!

Follow Up
After a project, you will want to have a future goal, maybe another project! Keep ideas in mind as you progress, and write them down, you can always keep them for the next year.

The next couple pages are for you to write down your ideas, as a resource list. Don’t worry too much about what’s practical— if you like an idea enough, you can find a way to make it work. Take some of the examples, and expand on them there, and then keep this record like a buried treasure!
<table>
<thead>
<tr>
<th>Class</th>
<th>Project/ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Write a poem about Oppression/ write a book report about a novel that discussion discrimination</td>
</tr>
<tr>
<td>All</td>
<td>Run a Mix It Up during class based on birthdays/ favorite color/ Shoe style</td>
</tr>
<tr>
<td>Math</td>
<td>Do a statistics report about hate crimes rates over time based on a certain ism</td>
</tr>
<tr>
<td>Drama</td>
<td>Read monologues from well known activist speeches</td>
</tr>
<tr>
<td>Music</td>
<td>How has music influence social change? Find a song in history and report</td>
</tr>
<tr>
<td>Art</td>
<td>Hold an art contest that depicts a theme, community change, fighting oppression, come together</td>
</tr>
<tr>
<td>Resource</td>
<td>What does hate look like? A group discussion</td>
</tr>
<tr>
<td>Social Science</td>
<td>Where is genocide happening now? What can you do?</td>
</tr>
<tr>
<td>Science</td>
<td>Is hate genetic? A scientifically accurate position paper</td>
</tr>
</tbody>
</table>
First Things First
Ask yourself, what kind of issues are you interested in? Do you want to create something and give it to a group, do you want to interact with clients at the organization? What are your skills? Write a short list of these ideas, and then decide what kind of work you want to do.

Google!
If a nonprofit or group matching your interests is not in the resource section of this manual, then hop online and google _______ nonprofits. This way you can begin talking to community groups. Be sure to ask the groups if there are opportunities for service projects, and what the best project would be. Don’t assume that your original idea is going to work for everyone.

Planning
Once you find a fit, be sure to save a name and number of a person who will organize with you at the location. Building these relationships is important to a successful project. Start a running list of the supplies you will need, how many people, and if anything needs to be done before the project. Bust out your contact list and start roping people in! Be sure to give them all the details, where they need to be and if you will be meeting before hand. (helpful hint, you will need to call and confirm these people again the day before the service project, otherwise they might forget!)

Inclusion Center
You can post the service project on our website calendar, make an event on our facebook, or use a twitter blast! You can also call Anytowners and ask for their help. Emm can even help you find the right organization. Remember that you are not alone and that we are here to help.

Follow Up
After a project, you will want to have a future goal, maybe another project! Keep ideas in mind as you progress, and write them down, you can always keep them for the next year. Also, it is good form to send the contact person a thank you card. Share with them something you learned or gained from this experience. This lets this person know you care about the work, and not just getting ‘service hours’.
Utah Pride Center
www.utahpridecenter.org
225 E 400 S
Salt Lake City, UT 84103
(801) 539-8800

Road Home
www.theroadhome.org
210 South Rio Grande Street (455 West)
Salt Lake City, Utah 84101
801.359.4142
info@theroadhome.org

Cross Roads Urban Center
www.crossroads-u-c.org
347 S 400 E, Salt Lake City, UT
(801)364-7765

Indian Walk In Center
www.indianwalkincenter.org
120 W 1300 S
Salt Lake City, UT 84115-5230
(801)486-4877

JCC
www.slcjcc.org
2 North Medical Drive Salt Lake City, Utah
84113 801.581.0098
Fax: 801.581.0718

Centro de la Familia
www.cdlfu.org
3780 South West Temple
South Salt Lake, UT 84115
801-521-4473
Email: info@la-familia.org

CRC
www.crc.org
231 East 400 South, Suite 50
Salt Lake City, UT 84111
801.328.1091.

UCASA
ucasa.org
284 West 400 North
Salt Lake City, UT 84103
(801)746-0404

Utah AIDS Foundation
www.utahaids.org
1408 S 1100 E
Salt Lake City, UT 84105-2435
(801)487-2323

YWCA
801-537-8600
322 East 300 South
Salt Lake City, UT 84111
SaltLakeCity@ywca.com

Rape Recovery Center
www.raperecoverycenter.com
2035 S 1300 E
Salt Lake City, UT 84105-3613
(801) 467-7273
Equality Utah  
www.equalityutah.org  
175 W 200 S #3001  
Salt Lake City, UT 84101-1446  
(801) 355-3479

Interfaith Roundtable  
http://www.utah-faiths.org/Index2.htm

Disability Law Center  
www.disabilitylawcenter.org  
205 N 400 W  
Salt Lake City, UT 84103-1125  
(801) 363-1347

Salt Lake City Public Library  
www.slcpl.lib.ut.us  
210 East 400 South  
Salt Lake City UT 84111  
(801) 524-8200

ACLU of Utah  
www.acluutah.org  
355 North 300 West  
SLC, UT 84103  
(801) 521-9862

Bad Dog Rediscover America  
www.baddogkids.org  
230 South, 500 West #220  
Salt Lake City, Ut 84101  
801.322.3816  
Email: moonlyon@baddogkids.org

Boys and Girls Club  
www.bgcgsl.org  
801.322.4411

KCPW  
www.kcpw.org  
210 East 400 South Suite 10  
Salt Lake City, UT 84111  
(801) 359-5279

Sego Lily Center for the Abused Deaf  
6526 S State St  
Salt Lake City, UT 84107-7261  
(801) 293-3263

Sorenson Unity Center  
www.sorensonunitycenter.com  
1383 S 900 W  
Salt Lake City, UT 84104-1603  
(801) 535-6533

South Valley Sanctuary  
www.southvalleysanctuary.com  
PO Box 1028  
West Jordan, UT 84084-7028  
(801) 255-1095
One of the most valuable tools in community organizing is the ability to name. Naming situations, partners and challenges helps us understand what steps need to be taken to reach our goals. In this section, we will discuss how oppressive institutions, “establishments”, will react to your, “agitator’s” missions and strategies. The following definitions are sourced from “The Rhetoric of Agitation and Control” By Bowers, Ochs, Jensen and Schulz.

Understanding Power
Three principles to understand:
1. The need for social power in some form is almost a universal attribute of Western culture.
2. An individual or group seldom gives up power voluntarily to another individual or group
3. The exercise of social power is satisfying in itself to most individuals in Western culture.

Types of Power
Reward Power-
   Giving positively perceived things and events
   Withdrawing negatively perceived things and events
   (the more rewards one can give, the more others are under the influence of their power)

Coercive power
   Exists when one individual or group is able to influence another’s behavior by the threat of punishment.

Legitimate Power
   Exists when one individual or group is perceived by another as having an assigned position somewhat like a charter or social contract, of wielding influence. The strength of this power depends on the degree by which others accept the authority of this position.

Referent Power
   Exists when one individual or group is attracted to or identifies with the person/group in power. The power comes from the strong desire to have a personal relationship with the attracting individual or group. This includes but is not limited to admiration, celebrities, and romance.

Expert Power
   Exists when one individual or group thinks that another has superior knowledge or skill in a particular area in which influence is to be exerted.

Power Distribution
   By definition, the establishment always controls legitimate power. However legitimate power alone is insufficient to maintain an establishment in its position of control.
2. The establishment is normally capable of exerting coercive power. Only rarely does an agitation group have coercive power, even over its own member.
3. Both the establishment and agitators have some reward power.
4. The agitators must depend almost completely on referent power and expert power. The members must like each other and must be willing to work to attract more members to the group.
RHETORIC & AGITATION

So we know that agitators have less access to power, and that they are going up against major forces. So how do we do it? This will help name the ways in which agitators push for change.

**Petition** - Petition is the strategy of being, nice, professional, and friendly. It is usually the initial approach to change, simply meeting with the establishment and making a case. It involves all the research and preparation that goes into a strong argument for change, and is presented to the establishment with a level of mastery and knowledge.

**Promulgation** - this is the strategy of spreading the word and letting the public know of your demands. When petition fails, promulgation steps in to recruit more support and air out the establishment's failure to make change. It announces the problem and attracts members. Promulgation includes posters, flyers, online campaigns, picketing, graffiti, and other means of publicity.

Sometimes the activists will use the media to help promulgate their issue. But beware, the media is less likely to report on the cause, and more on the 'event's that happen, painting agitators in whatever light they see fit. So when interacting with the media, consider carefully how you can manipulate their manipulation to your advantage.

**Solidification** - is the strategy of uniting followers and building cohesion among the group. This involves giving the memberships a slogan or mantra, but also educating and building relationships. Forms of Solidification include:

- **Arts and drama** - plays or guerrilla theater that help sway audiences
- **Music** - lyrics that emphasize a message or pit the group against the establishment
- **Slogans** - simplify the message, emphasize the point, create interest, and are easy to remember
- **Symbols** - to provide non-verbal forms of identification and membership
- **Terminology** - creating new, positive labels, or ‘insider’ language to build membership
- **In-group communication** - conscious/ awareness/ educational sessions to inform members and/or grow personal ties to the group

**Polarization** - is using promulgation/ solidification strategies to sway undecided citizens, or solidify members this is about creating extremes, in which the only reasonable option is the option of agitation. (Example: Meat is Murder- are you a murderer???) this relies on value laden terms and ideas to persuade the group to side with the agitation.

Flag individuals/ issues- when an issue is tied to a subject that is so positive or negative that the audience feels compelled to agree. Example: If you vote Republican, your voting for PALIN. Palin was such a negative subject that many people had to side against Republicans.

**Non-Violent Resistance** - the use of passive physical presence (protests, marches) or absence (boycotts, walk outs) to create tension and lead establishments towards negotiation.
Agitators must consider a few details of non-violent resistance. Firstly, non-violent does not always mean legal. Peaceful protests, walk-outs, sit-ins can all happen without permission or legal permits. This is because usually the establishments will collaborate with others (like law enforcement) to prevent resistance from being approved. Secondly, if the establishment does not give in to resistance, their only option is to respond with physical suppression. This may mean arrests, brutality, suspension or expulsion, or other forms of violence. Agitators MUST prepare for physical suppression as a possibility, and members must be educated and supplied with necessary documentation/ protection materials.

**Escalation/ Confrontation:** this strategy relies on the belief that establishments may over-prepare for agitation. Over-preparation results in excessive force on the behalf of the establishment, and exposes them as foolish, violent, and oppressive.

- Contrast- leading the establishment to expect a far larger turn out, causing them to spend time and resources over-preparing.
- Threatened disruption- using rumors, or ‘leaked’ information, the agitators cause the establishment to prepare to violent confrontation
- Non-negotiable demands- this tactic forces the establishment to escalate, as it will not be willing to surrender
- Non-verbal offense- using obscene gestures, symbols, or objects when agitating
- Verbal obscene deprecation- chanting and or singing that includes obscene words and imagery
- Token Violence- by using small, even individual acts of violence by an agitators, the agitation banks on the likelihood that the establishment will react violently towards the whole group, and be cast as the villain

**Ghandi/Guerrilla-** this strategy divides agitators into two camps, non-violent and violent. By using one group to protest passively and the other to confront the establishment simultaneously, the overall cause is advanced. Many protests in the past used this strategy secretly, and successfully. It allows the passive ‘group’ to play the victim, and the violent group to be the passionate few. Consider major social movements, and you will likely find that many use this strategy (black civil rights, chicano rights, women’s liberation, LGBT movement). The key is to be in on it together, and to be fully aware of the consequences one might face.

**Revolution-** this is the act of violent disruption of the establishment. It is important again to establish the definition of violence in this situation. Violence can be considered any kind of disruption that is otherwise considered illegal. This may be destruction or removal of property, physical intervention, or even actual force.
Just as agitators have strategies, establishments also have strategies. This section will cover how establishments maintain control.

**Avoidance**- The establishment tries to prevent having to deal with agitation

**Counter persuasion**- The establishment will try to persuade agitators to believe that their cause is wrong, or it will not work. If successful, the establishment will have prevented any other problems, and if unsuccessful, they have bought time to prepare.

**Evasion**- when large enough, an establishment can pull the ‘red tape’ card and give agitators the run-around, by delaying meetings, canceling meetings, or just sending the group to another group to avoid meetings.

**Postponement**- this tactic allows the establishment to waste the time of the agitators by creating ‘committees to investigate’, or scheduling meetings far in the future to ‘discuss’ the topic.

**Secrecy with a Rationale**- when the establishment claims that they cannot respond because of some sort of confidentiality or chain of command.

**Denial of Means**- eliminating the resources necessary for the agitation to promulgate ideas, such as paper, copiers or equipment. It can also be the denial of space for meetings or moving the meetings/ events to an undesirable locations. Lastly, it is also removing agitators from an event based on ‘rules’ of participation.

**Suppression**- this strategy is used to weaken the movement, or the leader of the agitation

**Harassment**- the establishment will harass the leader of a group in order to a) waste their time, and b) set an example for members of the cause as to what could happen to them. This may be verbal, economic, physical etc.

**Denial of demands**- establishments can simply say ‘no’. This is risky since the denial may not lend them referent power, and instead sway the audience to side with agitators.

**Banishment**- this refers to the establishment removing the agitator(s) from its premises as part of a punishment. Excommunication, expulsion or suspension.

**Purgation**- the act of murdering the leaders and members of a movement.

**Adjustment**- when an establishment must confront an issue, simple or small changes to placate the establishment without losing power

**Changing the name of the agency**- establishments can change their name and claim that the structure has reformed, even if it has not

**Sacrificing personnel**- the agitation may fire, or out the ‘flag’ person targeted by the agitators in order to please the cause, but without making any real changes to policy. However the establishment risks that the ousted person may turn on them.

**Accepting some means of dissent**- if the establishment encourages agitators to protest or picket, then the goals of disruption and interruption are not met. This may cause the agitators to abandon protests, and kill the movement.
Incorporate some of the personnel- in this situation, the establishment will invite an agitator, or someone who looks like an agitator, to join their organization. By doing this, they free themselves from blame. This is also known as tokenizing.

Incorporate parts of the ideology- In some situations, the establishment may compromise and adapt a few parts of the demands

Capitulation- surrender or failure of the establishment
UTAH STATE LAW
AND STATE BOARD OF EDUCATION RULE

Utah Administrative Code governing the Professional Practices and Conduct for Utah Educators. Section R686-103-6 states:
An educator shall:
B. deal with each student in a just and considerate manner.

E. not exclude a student from participating in any program, deny or grant any benefit to any student on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation, and may not engage in a course of conduct that would encourage a student to develop a prejudice on these grounds or any others;

F. impart to students principles of good citizenship and societal responsibility by directed learning as well as by personal example;
H. take appropriate action to prevent student harassment;

State Board of Education Rule 53A-13-101 (Health Instruction) mandates the following may NOT be taught:
• The intricacies of intercourse, sexual stimulation, or erotic behavior.
• The advocacy of homosexuality

(Prior to 1999 the rule read, "The acceptance or advocacy of homosexuality as a desirable or healthy sexual adjustment or lifestyle.")
• The advocacy or encouragement of contraceptive methods or devices.
• The advocacy of sexual activity outside of marriage.
Teachers must be aware that state law requires prior written parental consent before including any aspect of contraception in the curriculum.
Factual, unbiased information about contraception and condoms may be presented as part of this course. Demonstrations on how to use condoms or any contraceptive means, methods, or devices are prohibited.

In accordance with Utah State Board of Education Rule R277-474-6-D, Utah School Educators may...

• respond to spontaneous student questions for the purpose of providing accurate data or correcting inaccurate or misleading information or comments made by students in class regarding human sexuality. An educator may not intentionally elicit comments or questions about matters subject to parental consent requirements under this policy. Responses permitted under this section must be brief, factual, objective, and in harmony with content requirements of this policy regarding the importance of marriage and the family, abstinence from sexual activity before marriage, and fidelity after marriage. Responses must be appropriate to the age and maturity of the students involved, and limited in scope to that reasonably necessary under the circumstances. Students shall then be referred to their parents for further information. A response made in compliance with the requirements of this section shall not be considered a violation of policy.
What Does It Really Mean to "Affirm" Versus "Promote"?

Administrators who develop specific programs or non-discrimination policies to address the unique needs or realities of GLBT youth clients or employees often fear they will be accused of "promoting homosexuality."

Dr. Evonne Hedgepeth has created the following tool to explain the difference between AFFIRMING a group (or affirming respect for diversity in general) and PROMOTING a particular group.

Many administrators and front line staff given this tool during training on GLBT issues have praised its usefulness in handling actual or anticipated Opposition to a wide variety of diversity-related programs and policies not just those related to sexual orientation or gender identity diversity.

**Affirm versus Promote: Definitions and Notes**

1. Definitions (Webster's Encyclopedic Unabridged Dictionary of the English Language 1996)

   - Disparage: to belittle demean, ridicule discredit
   - Deny: to refuse to recognize or acknowledge
   - Acknowledge: to admit to be real or true; recognize the existence of
   - Affirm: to state or assert positively (about a group)
   - Promote to further advance or exalt put in a higher position (than another group)

2. Because individual attitudes and practices are slow to change, organizational climate typically lags at least one step behind official policy: for example, if the organizational policy is to acknowledge, most individuals will continue to deny.

3. Remember Promoting diversity is not the same thing as promoting a group: To spend public resources to promote diversity (i.e., respect for all) is a reasonable and productive organizational goal, and does not equate with promoting any particular group.

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P.O. Box 11844, Olympia, WA 98508
Permission is granted to photocopy What Does It Really Mean to "Affirm" Versus "Promote"? to distribute as a handout in training While it is not necessary to obtain prior written approval appropriate credit to Dr. Hedgepeth is much appreciated
www.safeschoolscoalition.org/ page1of2
<table>
<thead>
<tr>
<th>Disparage</th>
<th>Deny</th>
<th>Acknowledge</th>
<th>Affirm</th>
<th>Promote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women are weak irrational, more susceptible to influence and inferior to men. Men should protect and control them.</td>
<td>Women and women’s issues are excluded from history books, policies, positions of power, and even written and spoken language.</td>
<td>Women exist and have many of the same needs/interests/abilities as a man. Many have made unique contributions. They deserve fair treatment.</td>
<td>Women have unique strengths and qualities beyond procreative powers. They are an essential part of human diversity. Women’s ways of being are valuable.</td>
<td>Women’s qualities are better than men’s (men are deficient) society would be better if women, rather than men, were in control.</td>
</tr>
<tr>
<td>People of color are naturally deficient in some way and inferior to white people. White should hold the power in society</td>
<td>People of color and their issues/contributions are excluded from history books, policies, positions of power and language/discourse.</td>
<td>People of color exist and soon will represent the majority in the U.S. They have many of the same needs/interests/abilities as whites and have made unique contributions. They deserve fair treatment.</td>
<td>People of color have unique strengths and qualities and represent an essential part of human diversity, which enriches our society and institutions.</td>
<td>The qualities of people of color, because of their unique experiences, make them superior to white people. Society would be better off if “minorities” were in control.</td>
</tr>
<tr>
<td>Jews and Semetic people are morally deficient and not trustworthy. Jews are a threat to our free market and American way of life.</td>
<td>Jews (and Judaism as a faith) are excluded from history books, policies, positions of power, official holidays and discussions of religion.</td>
<td>Jews exist and are not that different from non-Jews. They have made many unique contributions and deserve fair treatment.</td>
<td>Jewish people have unique strengths and qualities and represent an essential part of human diversity, which has enriched our society and institutions.</td>
<td>Judaism is superior to other religions. Preferably everyone should be Jewish.</td>
</tr>
<tr>
<td>Christians are close-minded bigots who want a government controlled by Christians. They are a threat to democracy</td>
<td>Christians (and Christianity) are excluded from history books, policies, positions of power, official holidays, and discussions of religion.</td>
<td>Christians exist and have much in common with non-Christians. Many have made unique contributions to society. They deserve fair treatment.</td>
<td>Christian beliefs/traditions under lie much that is valuable in our culture. Christianity represents and important part of religious diversity.</td>
<td>Christianity is the one true religion. Preferably everyone should be Christian and our institutions should be based solely on Christian beliefs.</td>
</tr>
<tr>
<td>Lesbian, Gay, Bisexual, and Transgender people are immoral and a danger to children and institutions. People shouldn’t be GLBT.</td>
<td>LGBT people and their contributions are excluded from history books, policies, positions of power, and language/discourse.</td>
<td>LGBT people exist and share many qualities with non-LGBT people Many have made unique contributions to society. They deserve fair treatment.</td>
<td>LGBT people represent a valuable part of human diversity and enrich our society in many ways.</td>
<td>Being LGB is preferable to being heterosexual. Being transgender is better than being cisgender.</td>
</tr>
</tbody>
</table>
Harassment and Discrimination in schools

The department of education issued a statement called a Dear Colleague Letter (DCL) to all public educational entities in the country. Below is a summary of the letter, and what you and your school needs to know.

The Edu. Dept. is issuing the DCL to clarify the relationship between bullying and discriminatory harassment, and to remind schools that by limiting their responses to a specific application of an anti-bullying or other disciplinary policy, they may fail to properly consider whether the student misconduct also results in discrimination in violation of students’ federal civil rights.

What are the anti-discrimination statutes that the Office for Civil Rights enforces?

Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin. This also implicitly covers ethnic based faith groups (or individuals who are being attacked not because of purely religious practice, but a faith that is tied to their ethnicity and heritage)

Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex. This also implicitly covers individuals who are being harasses based stereotypes about their sex or gender. This includes stereotypes about sexual orientation and gender expression.

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability.

Once a school knows or reasonably should know of possible student-on-student harassment, it must take immediate and appropriate action to investigate or otherwise determine what occurred. If harassment has occurred, a school must take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment, and prevent its recurrence. These duties are a school's responsibility even if the misconduct also is covered by an anti-bullying policy and regardless of whether the student makes a complaint, asks the school to take action, or identifies the harassment as a form of discrimination.

A complaint of discrimination can be filed by anyone who believes that a school that receives Federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability, or age. The person or organization filing the complaint need not be a victim of the alleged discrimination, but may complain on behalf of another person or group. Information about how to file a complaint with OCR is at [http://www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html) or by contacting OCR's Customer Service Team at 1-800-421-3481.

You and your school should keep in mind that if a school does not satisfactorily address these concerns, they are also vulnerable to lawsuits. Lawsuits they may lose.