

Justice

Fairness, equality, tolerance

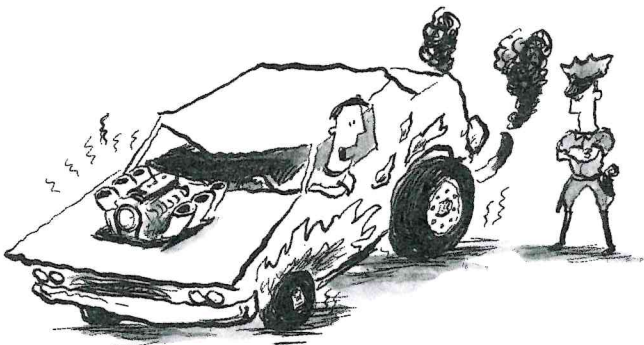
"Justice is . . . the conscience of the whole of humanity."

Alexander Solzhenitsyn

Justice

You're driving down a city street where the posted speed limit is 35 miles per hour, but you're doing 50. You're stopped by the police and given a speeding ticket. Is this justice?

What if you were doing 50 because you're late for work? You explain this to the officer, but she gives you a ticket anyway—and advises you to get up earlier tomorrow so you won't have to speed. Is this justice? Would it be justice if the officer decided *not* to give you a ticket because you had a "good reason" to speed?



"I'm positive I wasn't driving too fast. Are you sure your radar is accurate?"

And what if you were doing 35 and you got stopped anyway? When you ask the officer why she stopped you, she explains that a robbery just happened nearby. The robbery was committed by a young black man. You're a young black man, and the street you're driving down is in a predominantly white neighborhood. Is this justice? What do you think?

Here's how *Merriam Webster's Collegiate Dictionary*¹ defines justice:

- 1 **a:** the maintenance or administration of what is just esp. by the impartial adjustment of conflicting claims or the assignment of merited rewards or punishments
b: JUDGE
c: the administration of law; *esp:* the establishment or determination of rights according to the rules of law or equity
- 2 **a:** the quality of being just, impartial, or fair
b: (1): the principle or ideal of just dealing or right action
(2): conformity to this principle or ideal:
RIGHTEOUSNESS
c: the quality of conforming to law
- 3: conformity to truth, fact, or reason: CORRECTNESS

"What is just" means what is reasonable, proper, righteous, deserved, and lawful. "Impartial" means treating and affecting everyone equally, without bias. Getting a speeding ticket for going 15 miles over the limit is justice, even if you had a good reason. Getting stopped because you're a black man in a white neighborhood is not justice.

¹ *Merriam Webster's Collegiate Dictionary*, Tenth Edition (Springfield, MA: 1993).

Think about all the ways the word “justice” is used. The United States Pledge of Allegiance ends with the words “. . . with liberty and justice for all.” Superman fights for “Truth, Justice, and the American Way.” So do the members of the Justice League of America, to name other comic book characters. We have a criminal justice system to deal with people who commit crimes, and a juvenile justice system for those who aren’t yet adults. A person who “flees justice” runs from the law; if he’s caught, he’s “brought to justice.” In the days of the Wild West, “frontier justice” often meant taking the law into your own hands. If you’re given a task, assignment, or job and you “do it justice,” you’re giving it a good effort. “Social justice” calls for the fair distribution of goods. If we lived and practiced social justice, all children would have a safe place to live, clothing to wear, food to eat, and adequate medical care.

The legendary U.S. defense attorney Clarence Darrow once said “There is no such thing as justice—in or out of court.” What do you think he meant by that? Do you agree?

“Justice cannot be for one side alone,
but must be for both.”

Eleanor Roosevelt

CHECK IT OUT



What Are My Rights? Q&A About Teens and the Law by Thomas A. Jacobs, J.D. (Minneapolis: Free Spirit Publishing, 2019). Covers laws related to the family, school, workplace, growing up, and more that pertain specifically to teens. Ages 12 & up.

AsktheJudge.info

Visit Judge Thomas A. Jacobs’s Web site for free interactive educational tools that provide current information regarding laws, court decisions, and national news affecting teens. It’s the only site of its kind to provide legal questions and answers for teens and parents with the unique ability to interact with Judge Jacobs as well as with other teens.

Fairness

“Fairness is what justice really is.”

Potter Stewart

You probably learned about fairness long before you heard the word justice. As a child, you were taught to “play fair,” “be fair,” and “act fair.” This usually meant taking turns, sharing, and waiting your turn in line. When someone wouldn’t take turns, refused to share, or cut into the line, you hollered to your parent or teacher “So-and-so isn’t being FAAAAAIIIIIIIRRRRRR!”

When you’re fair, you’re impartial and honest. You make decisions free from bias, prejudice, favoritism, or self-interest (“what’s in it for ME?”). You follow the established rules, and you don’t cheat. Your family, friends, and teachers know that they can trust you and count on you. When you announce that you’re throwing a pizza party for everyone in your class, you really do invite *everyone*—even the kid who steals your lunch and calls you names. People who have a sense of fairness make good leaders and mediators.

Equality

“As long as you keep a person down, some part of you has to be down there, to hold him down, so it means you cannot soar as you otherwise might.”

Marian Anderson

If your parents give you and your brother the same opportunities to go to school, take guitar lessons, and do the dishes, you might say that they’re treating you as equals. Does this mean that you *are* equals? What if your brother is older than you are? What if you’re older than he is? What if he does better in school than you do? What if you do better in school than he does? What if you’re both boys? What if you’re a girl? And what does equality really mean?

Most people struggle with this concept at one time or another. It’s complicated, and there are no easy answers. To some people, equality means treating everyone the same. But everyone *isn’t* the

same, so this doesn't always work and can create big problems. Take school, for example. In a class of 30 students, some will be gifted, some will be "average" (another tricky word!), and some will have learning differences and need special help with things that average students learn more easily and gifted students might already know. What if the teacher treats everyone exactly the same? The average students might be okay with this, but the gifted kids and those who struggle to learn probably *won't* be okay.

The Declaration of Independence says that "all men are created equal." Does this mean that women aren't created equal? Is that what the signers meant to say, or was the word "men" supposed to include women, too? If it was, why did women have to fight for the right to vote, and why did it take until 1920 (and a constitutional amendment) before they were given that right? Does "all men" include men (people?) of all races and cultural backgrounds? If so, why do we need affirmative action . . . or do we?

"Men their rights and nothing more;
women their rights and nothing less."

Susan B. Anthony and Elizabeth Cady Stanton

You might have asked yourself questions like these. Or you might have talked about equality with your family, friends, classmates, and teachers. Keep asking, talking, and thinking about equality, because it's important to do so. What you feel and believe about equality will determine how you treat other people throughout your life—and how you expect them to treat you. Continue gathering information and opinions, then form your own conclusions about equality. You might start with these basic ideas:

- ▲ Equality isn't about sameness. It's about access, rights, and opportunity.
- ▲ Every person is unique, and all people should be able to reach their full potential without encountering artificial barriers of gender, race, religion, class, or cultural background.
- ▲ Hatred, harassment, discrimination, and prejudice have no place in a society that promotes equality.

CHECK IT OUT



Three organizations that fight for equality and fairness are:

Amnesty International (AI)

5 Penn Plaza
New York, NY 10001
(212) 807-8400
amnestyusa.org

National Association for the Advancement of Colored People (NAACP)

4805 Mt. Hope Drive
Baltimore, MD 21215
1-877-622-2798
www.naacp.org

National Organization for Women (NOW)

1100 H Street, NW, Suite 300
Washington, DC 20005
(202) 628-8669
www.now.org

Tolerance

"Every bigot was once a child
free of prejudice."

Sister Mary de Lourdes

You've probably heard the word "tolerance" often over the past few years—at school, in your faith community, and at home. We all need to learn to be more tolerant of others, regardless of whether their "differences" are due to race, cultural background, gender, age, intelligence, physical capabilities, or any other reason.

When you're tolerant, you have sympathy for beliefs or practices that are different from your own. You may not share or even agree with them, but you recognize their right to exist. You don't let prejudice and bigotry determine who your friends will be. You treat people with respect no matter who they are.

Why should you be more tolerant? Here are four great reasons:

1. ***The more tolerant you are, the more open you are to learning about other people.*** Have you ever

had a preconceived notion about a person or group, then found out you were wrong once you got to know them? What if you hadn't gotten to know them? You'd still be stuck in your old ways of thinking. When you're not learning, your brain becomes stale.

2. *The more you learn, the less you fear.* Remember when you were sure there were monsters under your bed? Or how afraid you were the first time you went swimming and put your face in the water? Then you looked under the bed or dunked your face in the water a few more times and suddenly you weren't afraid anymore. Unlearning prejudices works the same way. Once you learn that you have nothing to fear, you become willing to try more new things, ideas, and relationships. As you practice tolerance and become more comfortable with other people's differences, curiosity replaces fear. Your mind opens. You start respecting other people's opinions, practices, behaviors, and beliefs. You gain a deeper understanding of yourself and others. It's easy to hate a stereotype, hard to hate a friend.

3. *The less you fear, the more comfortable you feel around all kinds of people.* Wouldn't you like to feel safer and more secure anytime, anywhere? Studies have shown that people who get along with different kinds of people are emotionally and physically healthier—and more successful in their careers—than those who don't.

4. *The more people you know (especially different kinds of people), the more interesting your life becomes.* What if you were allowed to read books by only one author? If you had to wear blue jeans, a white T-shirt, and black sneakers every day? What if you were never permitted to try anything new, not even a new soft drink or computer game? What if all of your friends looked, thought, and behaved exactly alike? What if they all had to be the same age, religion, gender, and race?

How can you learn to be more tolerant of others? Here's how:

1. *Be willing to meet new people.* Don't ever judge a whole group of people by one person's actions.

That's poor deductive reasoning, and it leads to prejudice and discrimination.

2. *Be willing to listen and learn.* Ask people to tell you about their backgrounds, beliefs, and traditions. Sometimes this can challenge your own ways of thinking and make you reexamine your own ideas. It can also open the door to new friendships and experiences.

3. *As you're learning about differences, look for similarities.* You probably have more in common than you know.

"If four-fifths of the world's population consists of people of color, why are they still called 'minorities'?"

Lynn Duwall

CHECK IT OUT



The Misfits by James Howe (New York: Atheneum Books, 2001). Four best friends try to survive the seventh grade as they are teased about their weight, height, intelligence, and gender expression. These friends decide to fight back by running for student council and creating a platform aimed at wiping out name-calling of all kinds. Ages 11 & up.

Teaching Tolerance

400 Washington Avenue
Montgomery, AL 36104
(334) 956-8200
www.tolerance.org

A national education project dedicated to helping teachers foster equity, respect, and understanding in the classroom and beyond. *Teaching Tolerance* magazine is available free to teachers.

Character Dilemmas

For journaling or writing essays, discussion, debate, role-playing, reflection

Suppose that . . .

1 In Florida in 1993, a young boy named Gregory Kingsley tried to sue his mother for divorce. He wanted to be adopted by a family that had been caring for him. The Circuit Court ruled that Gregory had the right to do this. His mother took the case to the District Court of Appeals (a higher court), which

overruled the lower court and said that Gregory did *not* have this right. What do you think? Should children have the legal right to divorce their parents? Should they have the right to choose which parent to live with when parents divorce? What should the parents' rights be?

② There are two different ethnic groups in your school. They don't like each other and are constantly arguing, pushing each other around, and even fighting. One day, a new student arrives, and soon you start to think that you'd like to have him for a friend. The problem is, you're in one group and he's in the other. What should you do? What might be the consequences of your actions? Could you accept the consequences?

③ A college has a limited number of scholarships to award. How should it decide which students should receive the scholarships? Should the decisions be based on 1) financial need (which would help students from low-income families), 2) affirmative action (which would help women students and those from minority groups), or 3) merit (which would help students who have earned good grades and high test scores in high school)?

④ You know that one of your neighbors doesn't pay her income taxes. Instead, she reports her earnings in a way that takes illegal advantage of tax shelters. Do you think that people should have the right to decide whether or not to pay taxes? Who should decide how much they must pay? What, if anything, might you do about your neighbor?

⑤ A student in your class at school has been very ill this year. You learn that he needs a heart transplant; in fact, if he doesn't have one soon, he'll probably die. His parents belong to a religion that doesn't allow heart transplants, and they refuse to let your friend have the surgery. Do parents have the right to decide whether their children get medical help? Do they have the right to decide what kinds of medical help their children can have? Explain your answer—but first, try to see both sides of this dilemma.

⑥ You're an employer, and you're looking for someone to fill a job. Your favorite applicant is a man. But because of affirmative action, you have to hire a woman. What are the pros and cons of affirmative action? What do you think is the best thing to do in your situation?

Activities

GUESS THE PUNISHMENT OR CONSEQUENCE for each of the following crimes or infractions. Try to be just and fair. If you do this activity with your class or club, you might brainstorm punishments and consequences as a group. Afterward, invite a law student or an attorney to visit your class or club. Share your guesses, then ask for a legal point of view.

- During a locker search of your school, two cans of beer are discovered in a student's locker.
- The governor of your state accepts a bribe from a lobbying group.
- Your best friend borrows his parents' car without their permission, and the two of you go to a movie.
- Your older sister "borrows" money from your dresser without permission.
- The school secretary dips into the school lunch money to buy food for her family.
- A high-ranking officer in the military sells government secrets to another country.
- A drunk driver hits a child, causing minor injuries, and drives away.
- The owner of a small, struggling business doesn't report all of his earnings on his income tax return.
- One of your neighbors grows marijuana in her basement.
- Gang members graffiti your school.
- A student at your school has a handgun in the glove compartment in her car. She says it's so she'll feel safe.
- One of the clubs at your school refuses to let a new student join. You overhear the president say that it's because the new student is of a different race.

LEARN ABOUT FAIRNESS AND EQUITY LAWS. Research one or more of the following, then report your findings to your class or club. You might do this orally, in writing, or creatively (make a bulletin board or poster, have a debate, create a comic book, perform a skit, etc.).

- ⚖️ The Civil Rights Act of 1964 (Public Law 88-352) prohibits race-based discrimination in public places including hotels, restaurants, and buses.
- ⚖️ The Civil Rights Act of 1965 (Public Law 89-110) makes it illegal to use literacy tests and other unfair practices to prevent citizens from voting.
- ⚖️ Title VII of the Civil Rights Act of 1964 protects people against sexual harassment, including unwelcome sexual advances, contact, or conditions of employment.
- ⚖️ Title IX of the Educational Amendments of 1972 bans discrimination on the basis of sex. It applies to any educational program that receives federal funds, including school athletic programs.
- ⚖️ The Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 provide equal opportunities for persons with disabilities. Under these laws, schools that receive federal funds must provide accessible facilities for *all* of their students.
- ⚖️ The Equal Rights Amendment (ERA) states that "Equality of Rights under the law shall not be denied or abridged by the United States or any state on account of sex." Written in 1921 by suffragist Alice Paul, the ERA has been introduced in Congress every session since 1923 but has never been ratified by the 38 states needed to make it a law. Find out why. Do *you* think it should be ratified? Why or why not?

CHECK IT OUT

Guide to American Law: Everyone's Legal Encyclopedia (St. Paul, MN: West Publishing Company, 1983, supplemented annually). If you enjoy reading about landmark laws, look for this 12-volume set and its supplements at your library reference desk or local law library. It's written in language that even non-lawyers can understand.

HOLD A MOCK TRIAL of a fairy tale character. *Example:* Put Goldilocks on trial for breaking and entering, or the Wolf for destroying the Three Little Pigs' property. Make sure that your trial is just and fair. Write the history of the case. Assign people to play various roles: judge, defendant, prosecuting attorney, defending attorney, witnesses, experts, bailiffs, clerks, jurors. Allow time afterward for discussion and analysis.

FIND OUT IF THERE'S A TEEN COURT, Youth Court, or Student Court in your state, county, or community. If there isn't, contact your principal, mayor, state representative, or governor and ask that one (or more) be established. Teen courts are becoming increasingly popular alternatives to juvenile court for first-time offenders ages 16 and under including kids caught drinking, using drugs, or exhibiting other problem behaviors. The jurors, attorneys, bailiffs, and clerks are all teens; the judge is usually, but not always, an adult. The teen jurors decide on the punishment, which usually involves service, educational classes, and future jury service on the court rather than the traditional fines and sentences. When the defendant completes the sentence, the misdemeanor charge is usually dropped from his or her record. Since most teens must wait until age 19 to have their teen crimes erased, many young offenders are choosing to be tried in teen courts instead of regular courts.

CHECK IT OUT



American Bar Association
 Division for Public Education
 321 North Clark Street
 Chicago, IL 60654
 1-800-285-2221
www.americanbar.org

The ABA has materials available to help teachers hold lively mock trials in the classroom. It also offers a free packet of information about teen/youth/student courts, including a national directory of existing courts.

Center for Civic Education

5115 Douglas Fir Road, Suite J
 Calabasas, CA 91302
 (818) 591-9321
 www.civiced.org

The Center for Civic Education wrote the national standards for civics and government education (available on their Web site), as well as CIVITAS and other educational materials concerning concepts, principles, and values of democracy for K–12.

Constitutional Rights Foundation

601 South Kingsley Drive
 Los Angeles, CA 90005
 (213) 487-5590
 www.crf-usa.org

The Constitutional Rights Foundation provides educational materials and sends out an excellent newsletter that includes discussions about law-related topics.

MAKE A TIMELINE ABOUT PRAYER IN SCHOOLS. In 1962, the U.S. Supreme Court ruled in *Engel v. Vitale* that a school district can't compel students to pray in schools. Since then, there have been many lawsuits involving prayer in schools. Research several and show them on a timeline. TIP: See the *Guide to American Law* (page 147).

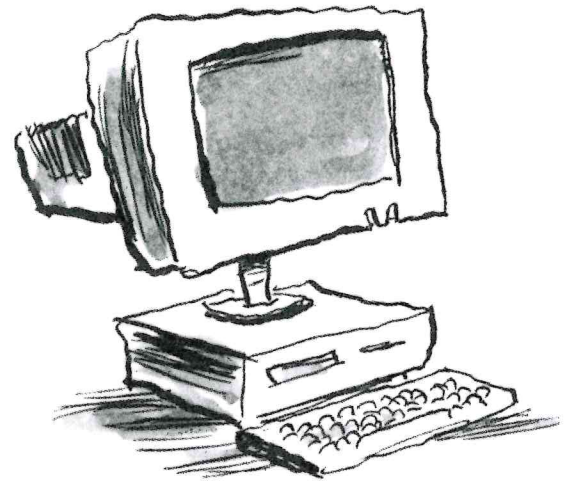
Variation: Debate both sides of this issue. Consider these questions: 1) Should students be *allowed* to pray in school? 2) Should they be *encouraged* to pray in school? 3) Should they be *prevented* from praying in school? 4) Who has the right to decide?

"As long as there are tests, there will always be prayer in schools."

Anonymous

LEARN ABOUT THE INTERNET and free speech. Research one or more current "hot topics." *Examples:* Should certain types of information be censored? What if Person A posts instructions for how to build a bomb and Person B finds them, uses them to make a bomb, and kills a dozen people? Should Person A be held accountable for the bombing? Should scientific information be screened before it's made public? Should people be allowed to slander each other? Should people be fined or punished for using bad language? For posting or accessing pornography? Learn as much as you can about your issue and write an essay that considers both sides.

Variation: Research the history of the Telecommunications Act of 1996 and/or the Communications Decency Act (CDA) of 1996.



WRITE IN YOUR JOURNAL² about how it feels to be treated unfairly. Think about a time when it happened to you. Maybe you were accused of something you didn't do. Maybe a parent or teacher didn't believe you when you told the truth. As you write, consider these questions:

1. How did you feel then?
2. How do you feel now?
3. What might you do to prevent that from happening again?
4. Is there anything you can do to clear the air between you and the person who treated you unfairly? Can you talk with him or her? Or is it too late?
5. Do you need to apologize for anything?
6. Do you need to replace or fix anything?
7. Have you tried forgiving the person who treated you unfairly?³
8. What have you learned from the experience?

IMAGINE THAT YOU'RE A PARENT with four children. You have \$25 a week to hand out in allowances. Your children are 1) a 15-year-old boy, 2) a 12-year-old girl, 3) an 8-year-old boy, and 4) a 5-year-old boy.

² See "Endurance," pages 88, 89, and 92, for journaling resources.

³ See "Forgiveness," pages 94–102.

What percentage of the \$25 will each child get? How will you determine this in a way that's fair to everyone? Will the amount stay the same each week? Why or why not?

CREATE A FAMILY FAIRNESS CHART. Who does what around your house? Do some people do all or most of the chores? Is there a way to divide up the work that's fair to everyone? Make a chart listing all of the different jobs that need to be done, from feeding the cat to washing the dishes, taking out the trash to mopping the floors. Hold a family meeting to discuss your chart. See if your family members will agree to sign up for jobs.

CONSIDER THE PROS AND CONS of coed team sports. Should team sports include boys/men and girls/women on the same teams, or should players be separated by gender into different teams or leagues?⁴ Does it make a difference which type of league or competition is involved? Think about college vs. high school, middle school, or elementary school; community vs. national leagues; football vs. basketball, soccer, tennis, swimming, or other sports you can think of. Break up into small groups and discuss this issue. Be sure to consider all sides. Then choose a spokesperson and share your conclusions with your class, club, or friends.

Variation: Is this an issue in your school or community? If it is, write a letter to the people who organize athletic competitions and teams and express your views. Or pass a petition, collecting names of those who agree (or disagree) that teams should be coeducational. Present your petition to those who have the power to make the decision.

RESEARCH CURRENT ANNUAL SALARIES for people in various professions. You might include professional athletes, corporate executives, teachers, electricians, librarians, plumbers, physicians, dentists, engineers, computer programmers, construction workers, etc. For athletes and executives, be sure to include money earned from other sources (endorsements, bonuses, stock options, etc.). Once you've gathered your information, make a graph that compares the salaries. Do they seem fair to you? Why or why not? Draw your conclusions and

report them to your class. TIP: In 1996, boxer Mike Tyson fought three times and earned \$75 million in purses. NBA star Michael Jordan earned \$52.6 million—\$12.6 million from basketball and \$40 million from other sources.

PRETEND THAT YOU'RE IN CHARGE of deciding the order in which patients receive heart transplants. There are five patients who need immediate transplants: 1) a heart specialist who has already saved hundreds of lives, 2) a four-year-old child, 3) a convict at a local prison, 4) a talented pianist, and 5) a mother of four children. Who will receive the first transplant? The second? The third? How will you decide? Create a list of requirements (in order of importance) for persons receiving heart transplants. Make your list as fair and just as possible. Share and discuss your list with classmates, friends, and family members.

PLAY A RELAY GAME. This game is an object lesson in fairness, but no one should know that but you (and anyone who helps you to organize it). The players should think that they're simply going to play a game, with no advance warning of what's *really* about to happen.

1. Divide the group into two teams—boys and girls. (Or you might divide them into groups by hair color, eye color, who's wearing brown or green, or any other criterion you choose.) It doesn't matter if the teams have equal numbers of players.
2. Have the teams stand in two lines behind a starting line. Mark off another line several yards away.
3. To play, team members take off their shoes, run to the marked-off line, and return. Before the next person on the team can start running, the first person must put his or her shoes back on—ties, clips, and all. Then the first person goes to the back of the line and the relay continues.
4. After 2–3 people from each team have finished their runs, stop the game and announce a change in the rules. *Example:* "Since there are more girls than boys, and since girls' shoes are usually harder to take off and put back on, we're going to give the girls an extra advantage. They can run to the line and back, but the boys have to walk." Or

⁴ See "Imagination," pages 133–134, for a true story on this topic.

you might shorten the relay distance for one team, make it okay for one team to start running before their team member finishes putting on his or her shoes, or whatever you choose. The point is to deliberately create an unfair situation. If some people start complaining, ignore them or tell them to stop.

Continue the relay, changing the rules once or twice more. Stop when almost *everyone* is complaining that the rules “aren’t fair.” Afterward, talk about what happened. Ask questions like these:

- ? How did it feel to play this game?
- ? What was it like to be on the team that received special privileges? What was it like to be on the other team?
- ? Does it make a difference if the rules of a game are fair for everyone? Why or why not?
- ? Does it make a difference if the rules aren’t fair for some people? Why or why not?

BRAINSTORM LISTS OF WAYS in which people are and aren’t equal. Brainstorm ways in which you, your class, your family, and/or your community can help people to be more tolerant of differences.

LEARN ABOUT HUMAN RIGHTS. According to the preamble of the United Nations’ Universal Declaration of Human Rights, “recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.” You might choose to research a particular human rights document or declaration, or you might look into the status of human rights in a particular country or part of the world. You might gather information from one or more human rights organizations—and you might decide to join one and do your part to promote human rights. Come up with a creative way to report your findings to your class, school, family, community, or club.

CHECK IT OUT



Contemporary Human Rights Activists by Eileen Lucas (New York: Facts On File, 1997). Meet men and women around the world who are working on human rights and civil rights issues. Ages 12–16.

Human Rights Watch

350 Fifth Avenue, 34th Floor
New York, NY 10118

(212) 290-4700

www.hrw.org

This coalition of human rights groups attracts some of the best researchers in the field.

University of Minnesota Human Rights Library

hrlibrary.umn.edu

The Universal Declaration of Human Rights, Declaration of the Rights of the Child, and many more, plus links to other human rights sites.

SURVEY YOUR SCHOOL to find out how tolerant students feel it is. You can copy and use the Tolerance Survey on page 152 or write your own questions. Distribute the surveys and set up a collection box where people can return their completed surveys anonymously. Afterward, compile the results and write an article for your school newspaper, or announce the results over your school PA system. Work with your school’s administration to make a plan for carrying out the suggestions for improving tolerance. **IMPORTANT:** Use your survey to bring people together, not to further divide them into groups.

START A MULTICULTURAL CLUB at your school.⁵ Post flyers announcing the club, and/or advertise it over your school PA system, in your school newspaper, on community bulletin boards, or on the radio. Your goal should be to bring together people from different cultures to share fun and activities. Find a supportive adult to act as your sponsor, decide on a time and place to meet, then let the club members choose their own activities (biking, skiing, jogging, swimming, service, etc.).






⁵ See “Leadership,” pages 160–161, for tips on how to start a club.

HOLD A CULTURAL APPRECIATION WEEK at your school or in your community. Schedule various activities throughout the week that spotlight and celebrate cultural differences.⁶ (Or schedule the activities at any time throughout the year.) *Examples:*

- * Have a multicultural fashion show, talent show, music festival, and/or food festival.
- * Display multicultural books and crafts.
- * Make a bulletin board or a series of posters that reveal the richness of different ethnic groups. Include clothing, art, music, inventions, etc.
- * Invite ethnic leaders from the community to speak.
- * Organize ethnic dances.
- * Invite people from different cultural groups to sing for an assembly. Have them teach songs to the group so everyone can sing along.
- * Show films from various countries and cultures around the world.
- * Hold a forum or panel discussion for members of various cultural groups to discuss problems, similarities, and opportunities.
- * Research and provide scholarship information for members of various ethnic groups.

MAKE NEW FRIENDS. Seek out and talk with people from various ethnic and cultural backgrounds. Sit with someone new at lunch. Invite someone to go with you to a movie or other activity.

READ STORIES ABOUT JUSTICE, fairness, equality, and tolerance. Look for these books:

-  *Gemini Game* by Michael Scott (New York: Holiday House, 1994). Liz and BJ O'Connor, teenage owners of a computer game company, find themselves in serious trouble after players of their virtual reality computer game fall into a coma. Their only hope is to flee from the police, locate a copy of their game, and correct the programming. Ages 12–16.
-  *The Hate Crime* by Phyllis Karas (New York: Avon Flare Books, 1995). For high-school sophomore Zack, being Jewish has never been a big deal—until someone paints anti-Semitic graffiti on the Temple Israel. Ages 13 & up.
-  *The House of Dies Drear* by Virginia Hamilton (New York: Macmillan, 1968). A story about the secrets walled within an old house reaches back to the days of slavery and the underground railroad. Ages 10–14.
-  *The War with Grandpa* by Robert Kimmel Smith (New York: Dell, 1984). Upset that he's forced to give up his room when his grandfather moves in, Pete decides to declare war to get it back. Ages 9–13.
-  *The Well: David's Story* by Mildred Taylor (New York: Dial, 1995). In the early 1900s, David's rural Mississippi family shares their well water with black and white neighbors. Ages 8–12.

⁶ See "Empathy," page 83, for multicultural resources.

Tolerance Survey

This is an anonymous survey. Don't write your name anywhere on it! Please drop your completed survey in the collection box in _____ location.

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Do you think the students in our school are tolerant? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you think the teachers are tolerant? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you think the administration and staff (principal, secretaries, custodians, cafeteria workers, etc.) are tolerant? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Have you personally experienced intolerance? If so, describe your experience. (Please DON'T name names.) | | |

5. In your opinion, what are the worst tolerance problems at our school?

6. What would you do to improve tolerance at our school?

Please be sure to complete this information:

You are a male female

What grade are you in? _____

How old are you? _____

What is your race or ethnic/cultural background? _____

THANK YOU for taking this survey!

Character in *ACTION*

Shagufta Bhatti: Teaching Tolerance

When Shagufta Bhatti was in elementary school, the other students stared at her colorful *shalwar kameez*—the ethnic clothing she wore. They asked her about her long, loose pants and shirt that billowed down to her knees. “They look like pajamas,” kids said. “Why do you wear them? Aren’t you hot, especially in summer?”

Shagufta told her parents “I can’t concentrate on school. There are too many questions about my clothes.” So her parents, devout Muslims, agreed that she could wear “regular clothes” to school if she wore her ethnic clothing at home and at other times when she was out in public. Shagufta was relieved.

In junior high school, she felt the stab of prejudice when students associated her with terrorism and torture because of her ethnic background. Except for her best friends, who always stood by her, many kids looked at her with mistrustful faces, eyes wide with suspicion.

Then Shagufta’s social studies teacher stopped her one day in the hall and asked her if she wanted to join the Council for Unity (CFU), a multicultural club that promotes diversity education and violence prevention. Founded in 1975 by New York City high school teacher Robert DePena following a racially motivated killing, CFU has spread to many high schools and middle schools.

It sounded good to Shagufta. It was just what she needed, even though the thought of opening up to others scared her. She was shy, partly because she respected the Muslim tradition that encouraged women to be obedient, modest, and quiet.

Shagufta and other members of the group organized and hosted an ethnic fair where African, Asian, Jewish, Latino, Caribbean, Muslim, and Russian cultures shared tasty ethnic foods. “I helped make banners, posters, and we had activities which taught the 1,200 high school students about different cultures,” Shagufta explains. “Then we had an



Shagufta Bhatti (seated, front left) wearing her *shalwar kameez*

ethnic fashion show. I was afraid at first, afraid of looking silly. I didn't want to model my ethnic clothing, but we all did it. We used it to educate the junior high students. People liked it. I was surprised."

In high school, Shagufta became a member of the CFU executive board. She and her friends planned a Jewish Passover Seder around the holiday season. They collected, wrapped, and delivered toys to over 1,700 disadvantaged kids at Christmas. They collected money for charities, shopped for seniors, and got involved in cultural awareness programs.

One of the activities Shagufta liked best was Group Dynamics. A multicultural group of kids sat in a classroom in a circle, facing one another. They talked about problems and discussed ways to change their behaviors. They gained each other's trust and understanding and learned how to support

each other. Shagufta developed skills as a mediator and helped other students to settle disputes before they blew up.

Gradually Shagufta overcame some of her shyness and learned how to approach people, communicate better, and express her feelings. She shared her traditions of fasting during Ramadan, the ninth month of the Muslim calendar; of praying privately while facing Mecca; of not eating pork or drinking alcohol; of arranged marriages. Her culturally different friends nodded their heads in understanding because they, too, had unique customs that other people understood and respected.

"We are a melting pot," Shagufta now believes. "We came together from diverse lands to form a new, colorful nation. We should judge people by character, not by color."

Leadership

Setting a good example, leading others,
being a good follower

“There are two ways
of spreading light—to be the candle
or the mirror that reflects it.”
Edith Wharton

Leadership

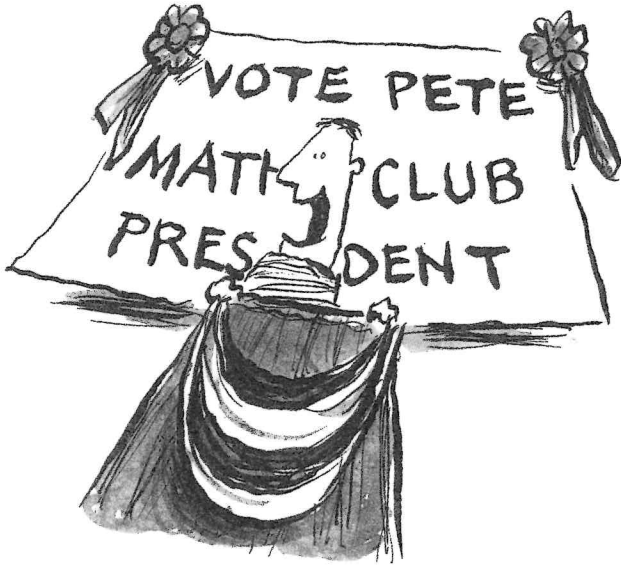
Two fourteen-year-olds saved a busload of school kids on one hot, sticky afternoon in Fayetteville, North Carolina. When the driver suffered a heart attack and the bus careened down a busy highway, sheared a utility pole with sparks flying, and headed toward the trees, Carl Boney and Michael Etowski stumbled to the front of the bus and took charge. Carl forced his body between the driver and the steering wheel and steered the bus away from the trees and back into the rushing traffic. He could barely reach the brake with his toe. But the driver's foot was pressed heavily against the gas pedal, and every time Carl let up the pressure on the brake, the bus lunged forward again. Meanwhile, Mike grabbed the keys and turned them. The engine sputtered and died.

Neither Carl nor Mike had a driver's license. They didn't have the knowledge or skill to drive a bus. And they didn't have time to think of all the reasons why they *couldn't* do it. They just did it, and because they took charge, 36 kids on the bus were saved from injuries or death.

Leaders are people who see a problem and fix it, even if they don't always know how. They step forward, sometimes in an emergency, and do what needs to be done. They get others to help them. Being a leader takes courage and confidence.

There are many different kinds of leadership. They include:

- **Leadership of the moment.** You take charge in a crisis, like Carl and Mike did.
- **Leadership by example.** You set a good example in your family, with your friends, or anywhere else. This is a wonderful type of leadership, because you become the ruler or yardstick by which other people measure themselves. You're an inspiration.
- **Community leadership.** You become president of the chess club, captain of the hockey team, a scout leader, a deacon in your church, chair of the community council, a senator, a lieutenant in the military, vice president of your school, and so on.
- **Job leadership.** You direct others, organizing their work and activities.
- **Trail-blazing leadership.** You walk into unexplored territory and create a path for others to follow. You invent a new mousetrap, set a new record for the high jump, discover a vaccine against cancer, or start a new business.



If you're a leader, then someone or something is following you, because to lead means to go out in the front of others. History is full of leaders—from dictators like Adolf Hitler, who forced people to follow him and slaughtered those who didn't, to Albert Schweitzer, who led by example and service. Mohandas Gandhi, Eleanor Roosevelt, Attila the Hun, Shakespeare, Buddha, Jesus, Marie Curie, and probably your next-door neighbor have all been leaders.

"Leadership is action, not position."

Donald H. McGannon

The best leaders are those who care about other people, have integrity, and love to serve.¹

12 Character Traits of Good Leaders

1. **They serve others.** Among the greatest leaders are those who serve the people. They care about others and work to help them. Or they care about animals, the environment, or other important issues.
2. **They develop leadership in others.** They trust and believe in the people who follow them. They share. They delegate. They give credit to others for their ideas and contributions, rather than hogging all the glory for themselves.

3. **They listen to others and communicate well.** They accept advice and criticism without exploding or wilting.

4. **They are good planners and decision makers.** They work with their followers to set and achieve goals.

5. **They inspire others** to walk farther than they think they can, to be better than they ever imagined they could be.

6. **They learn and grow.** They are constantly learning better ways to do their jobs.

7. **They have positive attitudes.** They are usually or often cheerful, enthusiastic, hopeful, alert, energetic, and resilient.

8. **They have integrity.** They are true to what they say. They set a good example of honesty and trustworthiness.

9. **They take responsibility** for their own actions and decisions. As leaders, they also take responsibility for the actions and decisions made by their followers.

10. **They take risks.** This doesn't mean that they balance on one foot at the edge of a cliff. It means that they're willing to try new ideas and to experiment.

11. **They take good care of themselves.** They balance work with play. They jog, play racquetball, golf, or walk. They eat healthful foods so their bodies have the right fuel. They take time to think and relax.

12. **They are good followers.** They look for people who are good examples. They realize that they don't know everything, and they still have a lot to learn. They seek out mentors.

Do you notice anything special about this list? You're right; it includes many of the character traits discussed in this book. You might want to create your own list of traits you believe are important to being a good leader. If you'd like to be a leader yourself (or if you're already a leader but would like to improve), carry your list with you and refer to it from time to time.

¹ See "Caring," pages 21–27, and "Integrity," pages 135–141.

CHECK IT OUT

Principle-Centered Leadership by Stephen R. Covey (New York: Simon & Schuster, 1992). The author of *The Seven Habits of Highly Effective People* explains how individuals can improve their leadership skills by focusing on universal principles rather than personal priorities. Ages 13 & up.

Stand Out: How You Can Become a Strong Leader by Bill Sanders (Ada, MI: Fleming H. Revell Company, 1994). A comprehensive guide for teens who want to improve their leadership skills, written in a fun, motivational way. Ages 14–18.

Followership

“We don’t need any more leadership training; we need some followership training.”

Maureen Carroll

Even leaders don’t lead all of the time. Many learn to lead by following others. You’ll probably spend some of your time being a leader, and some of your time being a follower. Knowing how to follow is just as important as knowing how to lead. A skyscraper wouldn’t be able to stand without its supports.

Followership doesn’t mean that when you see a bully punch someone, you join in. It doesn’t mean that you jump into a lake because your friends do—not without checking it out first.

Sometimes followership means following your own instincts. For example, you might have a bad feeling about going to a party. Even though your friends are all going, you decide to skip it, and later you learn that kids there were drinking. Or you might have a good feeling about joining a school club. Even though you’re feeling shy or scared, you give it a try, and it turns out to be one of the best things you’ve ever done.

Do you remember the story about “The Pied Piper of Hamelin” and how the children followed him out of town? That’s not the kind of follower you want to be. Have you heard about lemmings, the rodent-like creatures that follow their leader off the edge of a cliff and into the sea? Have you ever followed someone and gotten into trouble? *Before you decide to follow a leader, you should know where the leader is going.*

Here’s how to be an intelligent follower:

Think before you follow.

Help to make the plan, if you can.

Imagine the ending before you begin. Where will this lead you? Into a positive experience—or down a dark, dead-end alley?

Never do anything that will hurt yourself, other people, or other things.

Keep thinking and rethinking as you go. Do you have new information? Do you need to back up, stop, or change directions?

Intelligent following saves time, gives you new opportunities, and offers the chance to learn and grow from others. Wouldn’t it be awful if you had to be an Olympic swimmer, invent air-conditioning, design the microchip, lead a safari, serve as your state’s governor, write the Constitution, and discover cures for diseases, all at the same time? If we couldn’t be good followers, there would be no progress in history, because we couldn’t learn from each other.

Character Dilemmas

For journaling or writing essays, discussion, debate, role-playing, reflection

Suppose that . . .

- ① You’re present at a speech given by the great English statesman, Benjamin Disraeli (1804–1881), when he says “I must follow the people. Am I not their leader?” What do you think he means by that? Can you give examples of how you could be a leader by following?
- ② In the heat of battle, a soldier doesn’t have time to ask his commander what to do. Should the soldier follow his own instincts or wait for orders? Imagine different scenarios before making your decision.
- ③ A country has a very charismatic leader. Most of the people follow him without really knowing or asking where he’s going. What might be the pros and cons of this? Can you think of examples

from history where people followed charismatic leaders and things turned out well? Can you think of examples from history where following a leader was destructive or disastrous?

4 You have a friend who does *everything* adults ask and expect of her. She follows their lead to the letter. Is this good, or is this a problem? Or is it both good *and* a problem? Justify your answers. Look at both sides.

5 You want to be a biomedical engineer someday—someone who does genetic research, or designs replacement parts for human bodies, or works in the area of cloning. What leadership qualities will you need to reach your goal? Could those qualities ever get you in trouble? How?

6 A friend goes to hear a speaker one evening, and the next day he's very excited about it. He tells you that the speaker answered questions that had been bothering him for a long time, and made him feel as if his life had meaning. You've heard about this speaker, and you know that he leads a cult. His followers include many teenagers who have run away from home and renounced their families. What might you say to your friend? What might you do to keep him from making a mistake?

Activities

WRITE LEADERSHIP AND FOLLOWERSHIP metaphors. A metaphor is a figure of speech that compares two things that aren't necessarily alike. *Examples:*

- ▲ Leadership is the first peach blossom that blooms on the tree.
- ▲ Followership is the soil the tree grows in.

Afterward, choose your best metaphors and illustrate them.

WRITE IN YOUR JOURNAL² about how it feels to be a leader. Write about how it feels to be a follower. Which do you prefer? Which feels more comfortable to you? Why?

ROLE-PLAY EXAMPLES OF HOW A LEADER might act in each of the following situations if 1) he or she sim-

ply *told* his or her followers what to do (a dictator leader), and 2) he or she *worked with* his or her followers to accomplish a goal (a cooperative leader). *Examples:* 1) A big sister tells her little brother "Get your ugly face out of my room!" 2) A big sister asks her little brother "Do you like to be alone sometimes? Me, too. I'd like to be alone for a while right now. Can you help me?"

- 💡 A teacher wants her students to stop acting out and start paying attention.
- 💡 A military leader wants male soldiers to treat female soldiers respectfully.
- 💡 A baby-sitter wants the three kids she's sitting to go to bed on time.
- 💡 The captain of a basketball team wants her players to improve.
- 💡 The President wants to convince Congress to pass a new law.
- 💡 Parents want their children to be more polite and responsible.
- 💡 A religious leader wants his congregation to become more involved in community service.

READ AND DISCUSS this excerpt from Joseph Campbell's book, *The Hero's Journey*.³

They thought it would be a disgrace to go forward as a group. Each entered the forest at a point that he himself had chosen, where it was darkest and there was no path. If there is a path, it is someone else's path, and you are not on an adventure.

- ? What do you think this means?
- ? Why did "they" think that "it would be a disgrace to go forward as a group"? Did they want to go it alone? Why?
- ? Why did each person choose the darkest part of the forest, where there was no path?
- ? What does the last line mean? What do you think Campbell meant by the word "adventure"?
- ? Why did "they" not want to follow someone else's path?
- ? What does this selection have to do with leadership and followership?

² See "Endurance," pages 88, 89, and 92 for journaling resources.

³ *The Hero's Journey: The World of Joseph Campbell* by Joseph Campbell (New York: Harper & Row, 1990).

RESEARCH MAJOR ADVANCES IN SCIENCE. Try to find out 1) how each one changed the world, and 2) how each one affected those who followed and made use of the advances. Include both positive and negative results. Choose from among the following examples or come up with your own.

- stone tools (the Paleolithic era, about 2.6 million years B.C.)
- the wheel (about 3500 B.C.)
- the compass (A.D. 83, invented in China)
- printing (Pi Cheng, 1041; Johannes Gutenberg, the mid-1400s)
- the microscope (Zacharias Janssen, around 1590)
- the revolver (Samuel Colt, the early 1830s)
- the mechanical harvester or reaper (Cyrus McCormick, around 1831)
- the electric lightbulb (Thomas Edison, 1879)
- the fire escape (Harriet Tracy, 1883)
- the medical syringe (Letitia Geer, 1899)
- wireless electronic communication (Guglielmo Marconi, 1895)
- the airplane (Orville and Wilbur Wright, 1903)
- plastic (Leo Hendrik Baekeland, 1909)
- the Theory of Relativity (Albert Einstein, 1909)
- penicillin (Alexander Fleming, 1928)
- nuclear fission (Otto Hahn, Lise Meitner, and Fritz Strassman, 1938)
- electronic computer with memory storage capability (Frank Hamilton of IBM, 1948)
- mercaptopurine and other disease-fighting drugs (Gertrude Elion, 1954)
- fiber optics (John Tyndall, 1870; Narinder S. Kapany, 1955)
- space flight (the Soviet *Sputnik*, 1957)
- the microchip (Jack St. Clair Kilby, 1958)
- the heart transplant (Christiaan Barnard, 1967)
- virtual reality (Jaron Lanier, VPL Research, 1985)
- all-optical processor (AT&T, Bell Laboratories, 1990)

LEARN MORE ABOUT LEADERSHIP. Check your library for books by and about leaders. Search the World Wide Web for sites about leaders and leadership. See if you

can identify certain character traits that leaders seem to have in common. Try to come up with a Top 5 or Top 10 list of character traits. Share your list with your family, class, or club.

CHECK IT OUT



Everyday Leadership: Attitudes and Actions for Respect and Success by Mariam MacGregor, M.S. (Minneapolis: Free Spirit Publishing, 2007). Discover your leadership potential and develop skills that help you act responsibly and make a difference in the world around you. Ages 11 & up

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FIND OR MAKE AN ABACUS. The first hand-held calculator, the abacus was used by the Chinese as early as 3000 B.C. Use your abacus to tutor or help younger children to learn about place values.

MAKE A HISTOGRAM ABOUT LEADERSHIP. Choose five of the following leaders from history, or create your own list:

- ✦ Susan B. Anthony
- ✦ Yasser Arafat
- ✦ Benazir Bhutto
- ✦ Hillary Rodham Clinton
- ✦ Queen Elizabeth II
- ✦ Louis Farrakhan
- ✦ Indira Gandhi
- ✦ Mohandas Gandhi
- ✦ Mikhail Gorbachev
- ✦ Thomas Jefferson
- ✦ Barbara Jordan
- ✦ Martin Luther King Jr.

- ✧ Chandrika Kumaratunge
- ✧ Nelson Mandela
- ✧ Golda Meir
- ✧ Ruth Perry

Rate each leader on a scale of 1–10, depending on whether you agree or disagree that his or her contributions were/are positive and valuable. Show your results on a histogram. (A histogram is a bar graph with the bars touching each other, leaving no gaps.)

CHOOSE A LEADER from world history or the history of your country—someone you especially admire. Write a story or skit showing how that person's leadership changed history for the better. Present your story or skit to your class, club, or family. You might dress up as the person to make your presentation more interesting.

RESEARCH LEADERSHIP IN THE FALL of the Berlin Wall. Learn about the events leading up to and following the fall of the Wall in 1990 and the people who shaped and influenced those events. You might want to look into Lech Walesa's formation of the Solidarity trade federation in Poland (1980); Mikhail Gorbachev's policy of *glasnost* (openness) toward the West (1988–91); the ouster of East German leader Erich Honecker in October, 1989; the unification of Germany in October, 1990; the independence of Latvia, Lithuania, and Estonia (1991); and other related events. How have they affected Eastern and Western Europe? The relationships between European countries and the United States? Present the results of your research in a timeline and a report.

JOIN A NATIONAL YOUTH ORGANIZATION that promotes leadership training and development. *Examples:* Boy Scouts, Girl Scouts, 4H, Camp Fire.

Variation: Many national clubs and organizations for adults have youth programs and/or divisions. *Examples:* American Legion (Boys State/Boys Nation, Girls State/Girls Nation), American Red Cross (American Red Cross Youth Program), Kiwanis International (Key Clubs), Lions Clubs International (Leo Clubs, Lions-Quest), NAACP (Youth and College Division), Optimist Club (Junior Optimist Octagon), Rotary Clubs (Rotary

Youth Leadership Awards), YMCA (Youth in Government, Black/Minority Leaders, more). Contact local chapters for more information.

START A NEW CLUB in your school or community. *Examples:* a service club, sports club, exercise club, reading club, hiking club, environmental club, collector's club, or . . . ? Use these steps as guidelines:

1. Find a sponsor—an adult who will support your club and provide leadership and guidance when needed.
2. Write a proposal for your club. Include:
 - ✓ the name of your club
 - ✓ the people (kids? community members?) it will serve
 - ✓ what you will do (the purpose of your club)
 - ✓ when and where you will meet
 - ✓ how long your club will last
 - ✓ a budget (for supplies, etc., if needed)
 - ✓ where the money you need will come from (dues? donations? a fund-raiser?)
3. Present your proposal to the principal, faculty, club coordinator, or community leader.
4. Advertise your club so your friends can join. Make and display posters, pass out flyers, make an announcement over your school's PA system.

CHECK IT OUT

Join the Club! The Fun Guide to Starting Your Own Club by Jennifer Hulme (Hatboro, MA: Legacy Books, 1994). A roundup of all the key phases of forming a successful club.

START AN AWARDS PROGRAM at your school to honor the Leader-of-the-Month and the Follower-of-the-Month. Form a committee to oversee the awards program. Publicize the program and create a way for students, teachers, and administrators to nominate candidates. Design trophies, certificates, or ribbons to give to each month's winners. Display their photographs on a school bulletin board.

BE A LEADER IN YOUR FAMILY. Plan a family activity for one night each week—something that will bring everyone together. You might read stories aloud, make cookies, tell jokes, walk, hike, sing, or anything else your family might enjoy. If some family members aren't interested at first, don't give up. Keep trying, and you might find that everyone joins in eventually.

MAKE LEADERSHIP MOBILES. Show the contributions of various leaders from the past or present. You might pick famous leaders and not-so-famous leaders, such as the teenager in your neighborhood who organizes after-school activities for younger kids.

RESEARCH THE LEADERSHIP ROLES played by professional athletes. Why do people admire athletes so much? What roles do professional sports play in society today? Should athletes have certain responsibilities, based on the fact that young people look up to them? If so, what should those responsibilities be? You might choose 2–3 famous athletes and research their influence on young people. In your opinion, are they good leaders or not? Give reasons for your decision.




PLAY A "LEAD OR FOLLOW" GAME. Go outside with a group (your class, family, or club) and identify two trees or other landmarks that are close together. Label one "Leadership" and the other "Followership." As you read the following questions, each member of the group should stand

beside the landmark that describes the role they would choose to play in each situation.



- **Student government:** Would you rather be the president of the student council *or* a member of the student council?
- **Fashion:** Would you rather be the first to wear a new style of clothing *or* wait until many people are wearing it?
- **Adventure:** Would you rather lead a safari *or* follow the guide?
- **Sports:** Would you rather be the captain of a team *or* a player on a team?
- **Medicine:** Would you rather discover the cure of a disease *or* be a doctor who uses the cure to help patients?
- **State or national government:** Would you rather be a senator *or* a citizen who follows the rules and laws established by senators?
- **Cooking:** Would you rather make up a new recipe *or* use one from a cookbook?
- **Literature:** Would you rather write a book *or* read one?
- **Public speaking:** Would you rather give a speech *or* hear one?
- **Business:** Would you rather start your own business *or* work for someone else?
- **Performing arts:** Would you rather sing, dance, *or* play an instrument *or* be an audience member?
- **Technology:** Would you rather create your own Web site *or* explore other people's sites?
- **Science:** Would you rather make important discoveries *or* teach about discoveries that others have made?

Afterward, discuss with the group what this game has taught you about yourselves and each other. Are there some people who almost always prefer to be leaders? Who almost always prefer to be followers? Are there certain types of leadership that seem more popular than other types? How might it be possible to be *both* a leader and a follower?

READ STORIES ABOUT LEADERSHIP and followership. Look for these books:

-  *Being Danny's Dog* by Phyllis Naylor (New York: Atheneum Books for Young Readers, 1995). Twelve-year-old Danny and his ten-year-old brother T.R. move to Rosemary Acres with their mother, find new friends, and discover that their new community has strict rules. Ages 10–13.
-  *The Daffodils* by Christi Killien (New York: Scholastic, 1992). When the Daffodils softball team elects a “sophisticated” girl to lead them, former captain Nichole struggles with the growing pains of her team and her teammates to prove herself a winner on and off the field. Ages 11–14.
-  *Ender's Game* by Orson Scott Card (New York: Tor Books, 1994). After Earth is nearly destroyed by alien forces, the world government begins preparing a new generation of

military geniuses to fend off the next attack. Games are crucial to the young soldiers' training, but they're no challenge for Ender Wiggin. Ages 14 & up.

-  *What's an Average Kid Like Me Doing Way Up Here?* by Ivy Ruckman (New York: Delacorte Press, 1983). Seventh grader Norman Gates considers himself an extremely average kid. When his dad leaves to climb mountains and his mom returns to teaching, Norman decides to take on the unordinary task of saving his school from being closed for good. Ages 10–14.
-  *A Wrinkle in Time* by Madeleine L'Engle (New York: Dell, 1997). Meg Murray and her friends become involved with unearthly strangers and a search for Meg's father, who disappeared while engaged in secret work for the government. First published in 1962, this book is a beloved classic. Ages 10–15.

Character in *ACTION*

Northridge Elementary: No Ifs, Ands, or Butts

What can you kids do to leave your mark on your generation?” Ms. Vivian Meiers asked her sixth-grade class at Northridge Elementary in Bismarck, North Dakota. “You’re going to graduate from high school in the year 2000. What can you do to change or improve society?”

The students had been studying the harmful effects of alcohol and other drugs—especially smoking—in a health unit. They had learned that for each cigarette you smoke, you lose about 5 ½ minutes of life expectancy. They had also learned that approximately 400,000 deaths per year—from lung cancer, heart attacks, and high blood pressure—are related to smoking. “Some of those deaths are from second-hand smoke,” Ms. Meiers told them.

One of the students drew a picture of Joe Camel in a wheelchair, his face blue, on a respirator. He wrote “How cool is this?” across his picture and mailed to the R.J. Reynolds Tobacco Company. “We’re not stupid,” he told the tobacco company, “but we can be swayed by colorful pictures and cool advertisements.”

He let the company know that they were *not* doing a service to society by advertising to young people.

Student Ashley Burke wanted to know “Why is it legal for adults to produce things that are bad for kids?”

“We live in a democratic society,” Ms. Meiers explained. “There are many choices to make, and you have to learn very early to make the right choices, or bad choices can destroy your life. So, what can you do to leave your mark?”

“Wouldn’t it be cool if we all promised not to smoke?” one student asked.

“We could be a smokeless society,” another added. “We could all pledge to stay away from tobacco, because chewing tobacco is bad, too.”

“Yeah. It can cause cancer of the mouth.”

“Why not get other kids to make a promise with us? We could all sign a pledge or something to be tobacco-free in the year 2000.”

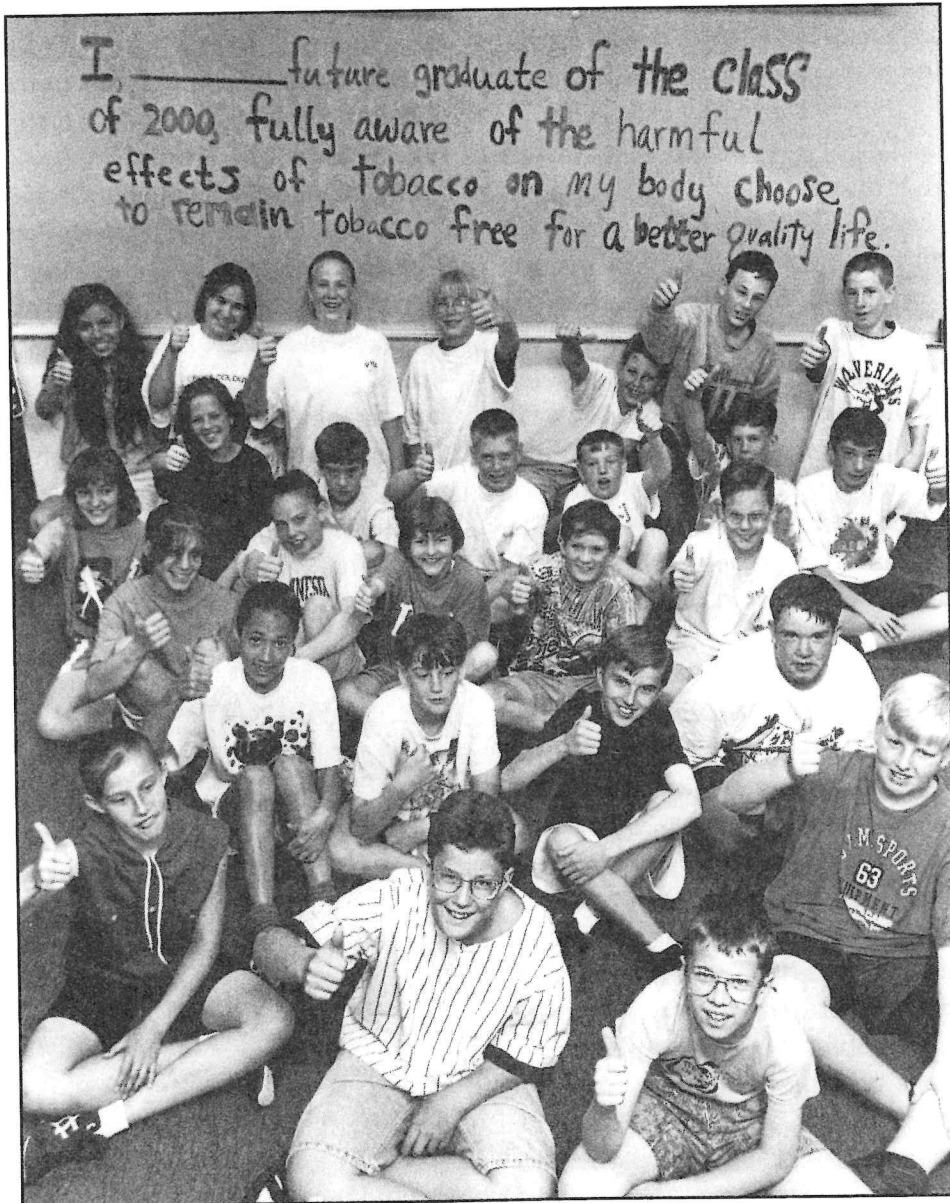
Ms. Meiers offered to contact the other sixth-grade teachers in the Bismarck Public School District.

Almost 60 teachers told their students about the Northridge kids' idea. Of the 950 sixth graders in the Bismarck area, 867 followed the leadership of Ms. Meiers' class and signed the pledge.

The Heart and Lung Clinic in Bismarck put up the money for a full-page advertisement in the *Bismarck Tribune* that listed the names of more than 500 kids who signed the pledge. The caption read "Class of 2000. No ifs, ands, or butts. Choose to be tobacco-free."

That all happened in 1994. Since then, many of the students in Ms. Meiers' sixth-grade class have returned to Northridge Elementary to visit their former teacher. They've told her that they're still keeping the pledge and want to do it forever. Ms. Meiers plans to conduct a survey of the kids just before they graduate to learn how many kept their promise.

The students weren't just thinking of their own future. In Ashley Burke's words, "We tried to set an example for the younger kids to follow."



Teacher Vivian Meiers's students at Northridge Elementary School

Loyalty

Faithfulness, steadfastness, obedience

“Unless you can find some sort of loyalty, you cannot find unity and peace in your active living.”

Josiah Royce

Loyalty

When you're loyal to someone or something, you're faithful, constant,¹ and dependable.² You stay true-blue no matter what anyone else says or does. It doesn't matter to you whether your position is popular or not. You stand firm anyway.

But loyalty, like justice and equality,³ can mean different things to different people. For example, imagine that you have a friend who's sneaking out at night without her parents' knowledge. You're worried about your friend, and you're afraid that she might get into serious trouble. Your sense of loyalty compels you to tell her parents what you know. But your friend might see this as being totally *disloyal*—and it could damage your friendship.

When deciding where to place your loyalty, ask yourself “Does this person (group, organization, idea) deserve my loyalty?” Find out as much as you can ahead of time. If it's a person, is this someone you admire? For what reasons? Does he or she set a good example? If it's a group or organization, what does it stand for? Is it working to make a difference in your neighborhood or community? If it's an idea, is this something you can

believe in and support 100 percent? When you give your loyalty, you give an important part of yourself. Don't do it lightly!

You should be loyal to your parents and family, even if you don't always agree with them, and even if they make serious mistakes. Being loyal to them doesn't mean you have to copy everything they do or be exactly like them. But you can still be constant in your love for them, and you can try to help them. You might be loyal to your friends, employer, school, club, scout troop, and your faith community. You might be loyal to your country and the planet. You might also be loyal to values such as truth and wisdom. What about your own talents, interests, and passions? You can be loyal to them, too.



¹ For more on constancy, see “Integrity,” pages 135–141.

² For more on dependability, see “Responsibility,” pages 225–233.

³ See “Justice,” pages 142–154.

Have you ever told a friend, "You're worthless and stupid! You have a terrible, awful personality! Nobody likes you!" Probably not, because if you did, that person wouldn't be your friend anymore. Have you ever said anything like that to *yourself*? If so, you're not being loyal to you. You're beating yourself up, and you're hurting your own chances for success. Your negative feelings about yourself will show when you try to make new friends, apply for a job, or want to join a committee or a team. Be loyal to yourself and your principles. Be your own best friend. Stick up for yourself and never let yourself down.

Sometimes loyalties change, and that's okay. For example, you might belong to one religion now, then decide at some point later in your life that you feel more comfortable with another. Or suppose you're loyal to a gang. That's an obvious reason to switch your loyalty. Be loyal to friends who support each other (and you) in making positive, safe choices.

If you ever wonder whether someone or something deserves your loyalty, remember the three R's:

1. **Reason** it out. Use your brain.
2. **Remove** your loyalty if you discover that you've placed it where it doesn't belong.
3. **Replace** it somewhere that's worthy of it.

When you're loyal to people, things, and ideas that deserve your faithfulness and constancy, you'll be happier and more fulfilled. You'll be supported and encouraged to develop your talents and become the person you want to be. You'll have closer relationships with people you can trust.

Obedience

Have you ever watched a horse being broken? At first the horse rears high in the air, straining and yanking against the harness, and all he receives for his efforts is a stiff neck, sore muscles, and exhaustion. Most smart horses eventually learn that as long as they struggle, the battle continues and they get nowhere. Not until a horse learns to work *within* the harness does he become the trusted friend and animal who's able to serve, lead, and experience new adventures.

You have many harnesses you have to learn to work within. And sometimes your harnesses feel like ropes around your neck. You're not allowed to run wild and free, doing whatever you want with no consequences. For example, suppose that your big sister decides she doesn't need to obey the speed limit while she's driving down the interstate. Yank! The harness pulls tight and she finds herself with a speeding ticket.

Or suppose that your friend decides to walk into a bike shop and ride out on a mountain bike without paying for it. Ouch! The harness pulls tight and he's charged with shoplifting.

Or suppose you think it's unfair for you to have a curfew, to be forced to go to school or religious services, to be expected to do chores. Home and family rules, school rules, the rules or laws of your religion, and the laws of your community and country might all feel like harnesses to you. But as long as you fight and strain against them, you'll get jerked around, and you might end up with less freedom than you already have.

When you're obedient, you submit to authority. You mind people who are in charge of you—your parents, teachers, and other authority figures. Laws and rules might feel like harnesses, but they make it possible for us to live together. Without them, life would be chaos. Imagine what would happen if there were no traffic laws, no laws against stealing each other's property, no laws against killing each other. Imagine a hospital or airport with no controls. Even the most primitive people made laws that everyone was expected to obey.

If you spend a lot of time and energy resisting your "harnesses," here's something you might want to know: *When you learn to work within the rules, you gain the trust and confidence of the people who make the rules*—like your parents, for example. And when that happens, the rule-makers are more likely to change some of the restrictions you feel are unfair—and change them in your favor.

For example, suppose that your parents have given you an 8:00 P.M. curfew on weekends. All of your friends are allowed to stay out later, and you'd like your curfew extended to 9:00 or even 10:00. You

can either 1) stay out as long as you want on week-ends, no matter what your parents say, or 2) obey your curfew for a few weeks or months, then talk to your parents about extending it. Which behavior do you think will lead to the later curfew you want?

It's important to know that there are times when you should not be obedient. You shouldn't obey a team captain who tells you to cheat. Or an adult who tells you to try marijuana or another drug. You should never obey *anyone* who tries to make you do something you know is wrong—even if it's a parent. Find another adult you can trust and ask for help. And you should speak out against social injustice whenever you can.

If you're ever in doubt about whether to obey something, ask yourself "If I obey this, will I bring harm to myself, to anyone or anything else, or to my country?" If the answer is yes, don't do it. If you don't know the answer, or you're not sure of the answer, seek the advice of an adult you trust. In time, you'll learn to judge for yourself what to obey and what not to obey.

"Loyalty to petrified opinion never yet broke a chain or freed a human soul."

Mark Twain

Character Dilemmas

For journaling or writing essays, discussion, debate, role-playing, reflection

Suppose that . . .

- 1 Your best friend confides in you that he's been smoking marijuana almost daily. He insists that it's not a problem and tells you not to worry about him. Do you keep his confidence, or do you talk to his parents or a teacher? What might be the results of each choice?
- 2 A cult leader asks you to do something that's against the law, such as not attending school. Will you obey him or not? What might be the consequences of following the cult leader? What might you do to remain loyal to your government and avoid disobeying laws?
- 3 You're a member of a committee that's studying animal rights. Should dogs be trained and

taught to perform dangerous tricks and stunts in movies, or is this taking advantage of their loyalty? Would it be okay to use pigs instead of dogs? Why or why not?

- 4 You and a friend both work for a large grocery store. She's in the produce department, and you're a cashier. One day, you catch your friend stealing produce. She tells you to be a loyal friend and keep quiet, because she only takes the produce that's getting old and will be thrown out anyway. Then she gives it to a local food bank twice a week. If you tell on her, she'll lose her job, the food bank will lose the produce she brings, and some people will go hungry. How might you be loyal to your friend and your employer? Consider and discuss the consequences of your choices.
- 5 A war breaks out between your country and another country. You don't believe in violence of any kind, but you get drafted to serve in your country's army. Do you obey your country's orders to fight in the war, or do you stay loyal to your own beliefs and refuse to fight? (During the Vietnam War, when South Vietnamese government forces backed by the United States fought against North Vietnam's Vietcong forces, many young people in the U.S. called themselves "conscientious objectors" and refused to fight. Some fled to Canada and other places to avoid the draft; others were sent to prison.) Should you obey your country's laws even if you don't agree with them? What might happen if people choose to obey only those laws they agree with? Look at both sides of this issue. Can you come up with any solutions?
- 6 Your older sister runs a day-care center in her home, which isn't far from where you and your parents live. Whenever you stop by, the children are either in playpens or cribs, and often they're crying. You suspect that they spend most of their time there and aren't getting the attention they need. When you ask your sister about it, she tells you to mind your own business. You're worried about the children, but you don't want to get your sister in trouble, and she and her husband really need the income from the day-care center. What should you do? Where should your loyalties lie—with your sister or the children in her care?

7 Your state law says that anyone who offers first aid at the scene of an accident (except for trained rescue teams) will be held responsible for any injuries that might result from the first aid. One day, you witness an accident between a motorcycle and a car. You're the only other person around. The driver of the car is unconscious, and the cyclist is bleeding profusely from a head wound. Do you leave the scene, hunt for a phone, and call for a trained rescue team? Or do you try to help and risk injuring the accident victims? Consider both sides of this issue. What would you do? What do you think is the *right* thing to do?

Activities

WRITE A SATIRE about someone who obeys without considering the consequence. TIP: Satire uses *irony*, a figure of speech in which you say the opposite of what you mean. *Example:* After watching a movie with your friends, you say "That was definitely the *best* movie I've ever seen," when in fact it was the *worst* movie you've ever seen, and you and your friends all know that.

Variation: Write an *allegory* instead of a satire—or an allegory that's also a satire. An allegory uses symbolic fictional figures to represent truths or make generalizations about human existence. Some famous allegories are John Bunyan's *The Pilgrim's Progress* and George Orwell's *Animal Farm*. You might write about a group of obedient sheep, for example.

MAKE A LIST of all the people, places, ideas, things, etc. you could be loyal or obedient to. Decide which ones require loyalty, which ones require obedience, and which ones require both. *Examples:* You're *loyal* to your friends, but you don't *obey* them. You *obey* traffic laws, but you don't feel *loyal* to them. You're *loyal* to your parents and you also *obey* them.

Variation: Make a list of people, places, ideas, things, etc. you feel loyal to. Rank them from most important to least important. Compare your list with the lists of other people in your class, club, or family. Are there similarities? Differences? Add up the responses and compile a list of loyalties, ranked from the one most often listed to the one least often listed. Put your results on a computer spreadsheet and discuss them.

WRITE NURSERY RHYMES OR JINGLES about loyalty and/or obedience. It's okay if they're corny. *Example:*

Your mother said "Come home at four."
 Your best friend said "Let's play some more."
 Your doctor said "Rest and stay quiet."
 Your brother said "Let's have a riot."
 Your pastor taught you "Be polite."
 Your coach insisted "Fight, fight, fight."
 How can you tell what you should do
 Or whom to be obedient to?

DEBATE THIS ISSUE: "Be it resolved that from this time forward, it shall be more important to be obedient than to be loyal in every part of your life." Or turn this statement around and debate it from the other side.

RESEARCH THE STEPS in the scientific method. Decide how important you think it is to follow the steps exactly. Are there times when it might be better *not* to follow the steps? Give reasons for your opinions. Can you give examples from the history of science of people who made both types of decisions?

ESTIMATE THE PERCENTAGE OF DRIVERS who disobey the speed limit posted in your school zone. Start by calling your local police department to find out how many drivers have received speeding tickets in your school zone area during this school year. Then call your state transportation department to learn approximately how many drivers travel through your school zone on each school day. Combine these figures to arrive at your estimate. What can you do to get drivers to slow down?

RESEARCH CIVIL DISOBEDIENCE. Learn about times in history when people have willfully disobeyed laws for causes they believed in. *Examples:*

- the Boston Tea Party
- the Revolutionary War (George Washington, Thomas Paine)
- the attack on the Bastille fortress in Paris
- the French Revolution
- the Women's Suffrage movement (Susan B. Anthony, Elizabeth Cady Stanton)
- the Civil Rights movement (Rosa Parks, Martin Luther King Jr., Medgar Evers)

- the movement for the independence of India (Mohandas Gandhi, Jawaharlal Nehru)
- the Vietnam War protests
- the Tiananmen Square protests

Were these actions right or wrong? Justify your conclusion. How can you know whether to follow a cause that calls for civil disobedience? Write an opinion paper on this issue.

Variation: Read and study some important civil disobedience documents. Look in your library or on the World Wide Web for “Civil Disobedience” by Henry David Thoreau (originally titled “Resistance to Civil Government”) and “Letter from a Birmingham Jail” by Martin Luther King Jr. Decide if you agree or disagree with what the writers have to say.

CHECK IT OUT



People Power: A Look at Nonviolent Action and Defense by Susan Neiburg Terkel (New York: Dutton, 1996). Covers the definition, principles, and methods of nonviolence, including civil disobedience, with vivid photographs and factual accounts of nonviolent acts and demonstrations. Ages 13 & up.

LEARN ABOUT SYMBOLS THAT INSPIRE loyalty and obedience.⁴ Make an illustrated chart or poster showing different symbols.

- ▲ Analyze the symbolism of state flags. *Example:* Utah’s flag shows a honey bee, symbolizing industry and hard work.
- ▲ Find out about other state symbols. *Examples:* state flowers, birds, slogans, etc.
- ▲ Research other important symbols from history. *Examples:* the cross; the swastika; signs of the Zodiac; etc.

Variation: If you live in a state that doesn’t have a state flower, bird, slogan, etc., and you believe it should (or if you think the symbols it does have could use improvement), ask a legislator to be your sponsor and teach you how to promote your idea.

CREATE SYMBOLS FOR YOUR CLASSROOM, school, club, or group. What about a flag? A flower? A bird? A slogan? A rock? What else can you think of that might be interesting and fun? Have a contest, invite people to submit their ideas, and choose the best one(s) by popular vote.

Variation: Create school loyalty banners. Individual classes, clubs, teams, etc. can brainstorm their own slogans and symbols, then use them on big, colorful banners. (The more, the better!) Hang all of the banners around the school. You might want to have a contest and choose the best one by popular vote.

WATCH A DOG OBEDIENCE training demonstration. Invite a trainer to your class or club, or arrange to attend a demonstration or class. Afterward, discuss what you observed. Is there any connection between dog obedience training and “people obedience training”? Are people ever trained like animals? Can you give examples? How would you teach obedience to your children?

TAKE A FIELD TRIP to your state legislature or city government. Learn why and how laws and ordinances are created. (You’re expected to obey them, so you should know as much as you can about them.)

WORK TO CHANGE A SCHOOL or district rule. Sometimes old rules no longer apply because times and circumstances have changed, or they could use some dusting off and updating. *Example:* Does your school or district prevent you from leaving the classroom for field trips or service projects unless you travel on buses? There are probably good reasons for the older rule, but there might be a way to change or adapt it so you can travel in cars with parent drivers/chaperons. See what you can find out; see what you can do. Be sure to consider the issue from both sides.

PRACTICE BEING OBEDIENT for a whole day. Do what your parents and teachers ask you to do without arguing or making excuses. At the end of the day, write about it in your journal.⁵ Was this a positive or negative experience, or both? Did you feel trapped or more free?

⁴ See “Positive Attitudes,” page 18, for a resource on symbols and symbolism.

⁵ See “Endurance,” pages 88, 89, and 92, for journaling resources.

Variation: Practice being obedient for a whole week. Afterward, assess the pros and cons. Was your life easier or harder? More pleasant or less pleasant? Do you think that your behavior improved your relationship with your parents and teachers? Why or why not?

LEARN ABOUT ARTISTS who “disobeyed the rules.” The history of art is full of artists, schools, and movements that broke with tradition. *Examples:*

- 3 Impressionists (Cézanne, Degas, Monet, Cassat, Renoir)
- 3 Fauvists (Matisse, Vlaminck, Rouault)
- 3 Cubists (Picasso, Braque, Léger)
- 3 Dadaists and Surrealists (Duchamp, Dali, Miró, Chagall, Magritte)
- 3 Abstract Expressionists (Pollock, de Kooning, Rothko)
- 3 Pop Artists (Warhol, Lichtenstein, Jasper Johns)

Choose one or more artists or groups, then try to find out what rules they disobeyed. Did they create new rules for others to follow? Find copies of their paintings to display on a bulletin board or poster, or make transparencies to show on an overhead projector. Discuss the pros and cons of 1) staying loyal to traditional styles and 2) breaking away from traditional styles.

RESEARCH THE POWER OF MUSIC to shape public opinion and inspire loyalty or disloyalty. Listen to and analyze some of the protest songs and singers of the Great Depression (Woody Guthrie), the Civil Rights movement (“We Shall Overcome”), the Vietnam War era (Bob Dylan, Joan Baez), and other periods in history. How does this music make you feel? How do you think these songs and singers affected people at the time? Then listen to and analyze patriotic songs and anthems (“The Star-Spangled Banner,” “America the Beautiful,” and patriotic songs from other countries). How does this music make you feel? How do you think patriotic songs influence loyalty?

STUDY SPORTS LOYALTY. Why do some sports and teams inspire more loyalty than others? Is such loyalty healthy or unhealthy, or does it depend on the circumstances? Give examples to support your ideas and conclusions.

PLAY “SIMON SAYS” with your class, club, or family. You probably learned this game when you were younger, but in case you didn’t, here are the rules:



1. The leader gives a command such as “Simon Says ‘Jump’” or “Simon Says ‘Touch your head with your right index finger.’” Each command must begin with “Simon Says.” Everyone in the group must do what the leader says.
2. If the leader gives a command without first saying “Simon Says,” everyone in the group must *not* do what the leader says.
3. Anyone who doesn’t follow a “Simon Says” command is out of the game. Anyone who *does* follow a command that doesn’t start with “Simon Says” is out of the game. The last person remaining becomes the leader for the next round of the game.


Variations: Instead of “Simon Says,” you might play “Teacher Says,” “Mother Says,” “Father Says,” “Friend Says,” and so on.


When you’re through playing the game, talk about what happened. Discuss questions like these:

- ? Should we always do what someone says?
- ? Does it depend on who says it?
- ? Why is it important to listen very closely when someone tells us to do something?


READ STORIES ABOUT LOYALTY and obedience. Look for these books:

-  *Drummers of Jericho* by Carolyn Meyer (San Diego: Harcourt Brace, 1995). A 14-year-old Jewish girl goes to live with her father and stepmother in a small town and soon finds herself the center of a civil rights battle when she objects to the high school band marching in the formation of a cross. Ages 12–15.
-  *The Light in the Forest* by Conrad Richter (New York: Knopf, 1953). Young John was taken from a small Pennsylvania frontier town by the Lenni Lenape Indians and raised by one of the tribe’s greatest warriors. When he’s 15, word reaches the village of a new treaty which states that all white prisoners must be returned, but John, or “True Son,” cannot believe it applies to him. Ages 10–14.

 *The Lion, the Witch, and the Wardrobe* by C.S. Lewis (New York: HarperCollins Children's Books, 1994). Four English children, spending a holiday in an old estate, find their way to the land of Narnia. They have many strange adventures, become kings and queens, meet the royal lion, Aslan, and become involved in the battle between good and evil. A classic, originally published in 1950. Ages 8–12.

 *On My Honor* by Marion Dane Bauer (New York: Dell, 1997). When his best friend drowns while they are swimming in a treacherous river they had promised never to go near, Joel

is devastated and terrified at having to tell both sets of parents the terrible consequences of their disobedience. A Newbery Honor Book. Ages 9–13.

 *The Slave Dancer* by Paula Fox (New York: Bantam Doubleday Dell Books for Young Readers, 1982). Jessie is kidnapped and taken aboard a slave ship to play his fife while the slaves are forced to exercise. When the ship is destroyed in a storm, Jessie and a young black boy named Ras must try to survive together. Ages 11–14.

Character in ***ACTION***

Ana Zavala: A Life of Loyalty and Obedience

When Ana Zavala was three years old, she and her parents lived in a tiny one-room cement house in Mexico. They had no running water and only one light in the middle of the ceiling. Everyone slept in the same bed.

Ana's parents wanted a better education for Ana, so they moved the family to Texas and became migrant farm workers. During the spring, they harvested onions, melons, and oranges in Texas. Then they drove to Michigan for the summer, where they picked cucumbers and tomatoes until the middle or end of October. Ana didn't learn English until she was in kindergarten, when a kind student teacher took her under his wing and tutored her.

Each fall when her family returns to Mission, Texas, Ana has to catch up on two months of missed schoolwork. "It is difficult for me, but I have faith in myself that I can do it," she says. "I also have to develop new friends each year." She manages to get all A's and B's on her report cards, and she is very friendly.

You might think that 14-year-old Ana would feel like rebelling against her migrant life, but she doesn't. "My parents didn't finish school, but they want their kids to," she explains. "They have always worked hard and show patience to us. I am proud of them." And Ana's parents are proud

of her for being smart, obedient, and loyal to her family.

Ana's life isn't easy. Each day before she goes to school, she must clean her room, dress, and make her own breakfast. At 3:00 P.M. she hurries home to set the table and make supper for her family, which now includes ten-year-old Silbia and four-year-old Pedro. Ana prepares meals like soup, ground beef and beans, a salad, tortillas, and rice, with lemonade or Kool-Aid to drink.

By 4:30, she hurries to Silbia's school to pick her up. Her grandmother brings Pedro home at the same time. Then Ana helps Silbia with her homework (especially math) and also helps Pedro learn the alphabet, numbers, and colors. Sometimes she coaches Silbia on making friends. "Don't worry," Ana encourages her sister. "Have patience. Don't be shy. Don't be afraid of the other kids. Tell them about yourself. Do the same games they like to do. You're sweet. Just be friendly and they'll like you."

Her parents arrive home after 5:00 and the family has dinner together. At 7:30, Ana goes to her bedroom and does her homework until around 9:00. Then she goes to sleep.

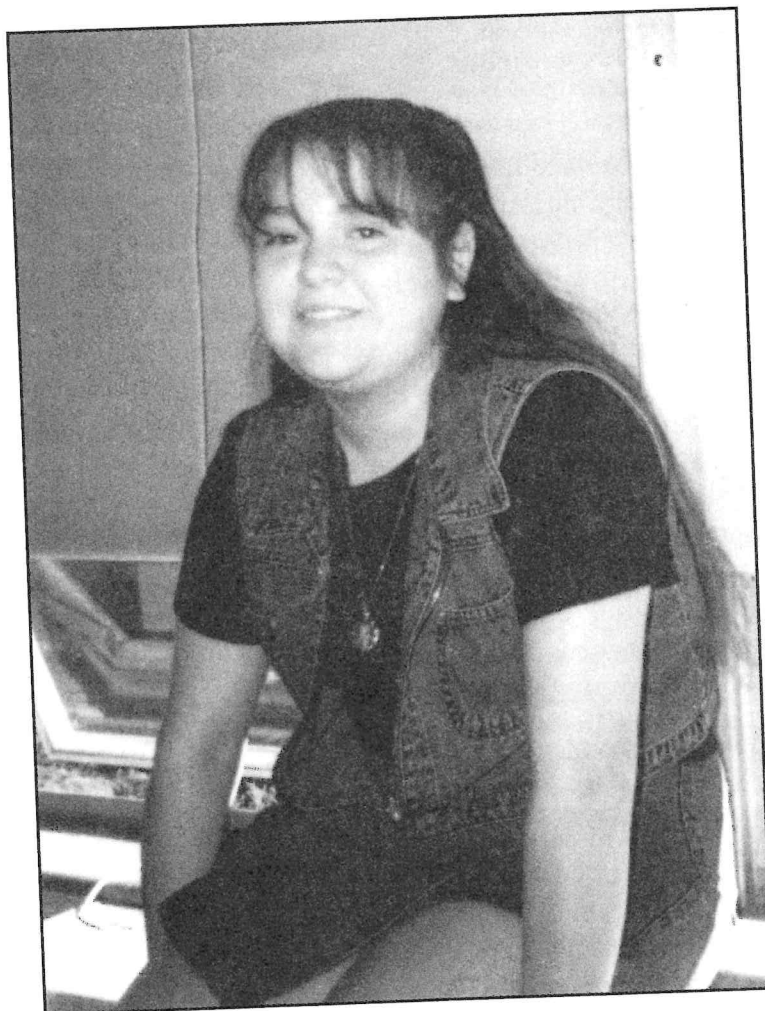
On Saturdays, the whole family spends the day shopping for groceries and washing their clothes at

the laundromat. They all attend church together on Sundays in freshly washed and ironed clothes.

When a boy called Silbia "dumb," Ana stuck up for her little sister. She sticks up for her parents when kids ask "Why don't they get a real job?" In response to rude questions, Ana says "My parents don't have an education. But they are hard workers, and I respect them a lot." She also speaks highly of the United States. "I love my country. I feel good inside when we all stand up and say the Pledge of Allegiance or sing 'The Star-Spangled Banner.' I feel proud of all the people in the past in the United States, and I'm happy to be

a part of it." Ana sees herself as a first-generation American, a pioneer who plants for those will who harvest after her.

Sometimes she gets frustrated. "Once I wanted to join a volleyball team. But I couldn't because I have to come home right after school. It made me feel sad, but I had to accept it." She knows that her family depends on her help. Meanwhile, she's making plans for her future. "I'd like to help kids learn their English and do well in school," Ana says. "I want to be a teacher or a nurse, because I want to help people who are injured or teach them how to read and write."



Ana Zavala



Peacefulness

**Conflict resolution, calmness, cooperation,
compromise, patience**

"If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner."

Nelson Mandela

Several years ago, a riot broke out at Cleveland High School in Reseda, California, involving over 200 kids. "You couldn't walk down certain hallways without being jumped," one of the senior boys said. As a result of the uproar, teachers and students met together and designed a program to reduce racial tension and to stop violence before it happened. Former gang leaders took leadership in organizing and developing it. They learned peaceful ways to resolve conflicts.

Your disagreements may or may not be as violent as this. Either way, you'll be happier and get along with your friends and family better if you learn how to resolve differences. Peace is more than the absence of conflict. It doesn't mean that no one ever disagrees. It means that *people know how to resolve their disagreements*. And they're willing to work together to do it.

It seems that conflict and violence are everywhere around us. We hear about wars, revolutions, ethnic conflicts, and violent crimes daily on the news. Some of us live in violent cities, neighborhoods—even homes. If you watch a lot of TV, you witness hundreds of acts of violence each week, because for some strange reason people think violence is entertaining.

Have you ever been in a store or at a shopping mall and seen a frustrated parent trying to discipline a child? Maybe the child has just smacked his little brother or sister. The parent grabs the older child, spanks him on the bottom, and shouts "That will teach you to stop hitting!" Do you think it will? Why or why not? What has the child really learned from that lesson?

You can't control what other people do, but you can control how *you* react to different situations. For example, let's say you're walking into class when another student bangs right into you, causing you to stumble and drop your books. You could shove her back, which might cause a fight. You could yell "Watch where you're going!" and she might bang into you again, just to prove that you can't tell her what to do. You could say nothing and silently seethe, which might give you an upset stomach. Or you could smile and say "Whoops! I guess you didn't see me!" Maybe it was an accident after all. And even if it wasn't, at least your conflict will probably end there. And she might even offer to help you pick up your books.

Peacefulness is more than avoiding violence. It doesn't mean that people never lose their tempers or act impulsively. It means that *people know how to talk to each other and work out their differences*. They're willing to *cooperate and compromise*. Peacefulness is a great way to avoid an upset stomach. When you're a peaceful person, you feel calm and serene inside most of the time.

Of course, there will be occasions when you feel frustrated, upset, or helpless. Maybe you don't get the A or B you want on your science test. Or you try out for a team, give it your best, and don't make it. Or you lose your job. Or your best friend decides to be best friends with someone else. Or you think your parents treat you unfairly. When things happen to you that you can't control, life feels scary and uncertain, and you might be tempted to blow up or strike out at others. You want to do something—anything—to show that you're still in charge of your life. But if you've made the decision to be a peaceful person—and if you've learned how to be peaceful—you won't just react. You'll act in a way that's best for you and doesn't harm anyone or anything else. You'll calm down, hold your tongue, find a quiet place inside yourself, and think through what to do next. Maybe you can't get what you want right away. Maybe you'll have to be patient and wait. Or maybe you'll have to give it up and move on. Your peacefulness will guide you.

"The more peace there is in us, the more peace there will be in our troubled world."

Ethel Hillesum

12 Ways to Resolve Conflicts Peacefully

1. Practice. Just like learning to swim or play the piano, learning to settle problems peacefully takes practice. Role-play with your family and friends different ways to resolve conflicts.

2. Talk about problems before they become conflicts. Try to resolve minor disagreements before they grow into major disputes.

3. Use "I-messages." When you say "YOU make me angry" or "YOU shouldn't do that" or "YOU need to change your behavior," you're blaming the other person and putting him or her on the defensive. And the other person might respond "Yeah, but YOU make ME angry, too!" or "Are YOU going to stop me?" or "What about YOUR behavior?" Before you know it, you're having an argument.

"I-messages" are different. You start them off with "I," not "You." You talk about your feelings, not the other person's failures or mistakes. You give a reason for your feelings, which helps the other person understand your point of view. And you ask for what you want and need, which gives the other person the chance to do the right thing. "I-messages" encourage cooperation. *Examples:*

♥ Instead of "YOU make me so mad when you borrow my bike without asking," try "I feel angry when you borrow my bike without asking, because then it's not there when I need it to get to soccer practice. I want you to ask first."

♥ Instead of "YOU're always interrupting," try "I feel frustrated when someone interrupts me, because I lose my train of thought and can't remember what I was trying to say. I need you to wait until I'm finished speaking."

4. Talk about the possible reasons behind the conflict. Try to find out where it started (as opposed to "who started it"). *Examples:* "I guess I stayed up too late last night. I'm kind of grumpy today." "Maybe I didn't explain things clearly enough, and that's why you misunderstood me." "Maybe I didn't listen carefully enough, and that's why I misunderstood you." Try to identify any "accidental messages" that might have led to the conflict. *Examples:* If you're a shy person who doesn't talk much, others might misinterpret this as meaning that you're conceited or not interested in them. Or something you meant as a joke might be heard as sarcastic or rude.

5. Talk about the problem without placing blame. *Examples:* "I don't like to be treated that way." "I hate being late to movies." Try to give the other person the benefit of the doubt. Maybe she didn't mean to insult you. Maybe he couldn't help being late to the movie.

6. Be a good listener. Remember that you have *one* mouth but *two* ears. This means that you can listen twice as hard as you talk! Let other people know that you care about what they're saying. Look at them while they're speaking. Acknowledge what they say (nod your head, say "yes" or "umm" or "uh-huh"). Ask questions if you need more

information. Don't interrupt while they're talking. And give them your full attention. Turn off the TV and log off the Internet during serious conversations (and even not-so-serious conversations).

7. Be willing to cooperate. When you and another person are involved in a conflict, you *both* have a problem. If you can work together to solve it, you'll *both* benefit. That's why it pays to cooperate.

8. Be willing to compromise. Decide what's really important to you and what you're willing to sacrifice to resolve the conflict. Give a little and you might get a lot.

9. Choose people to act as mediators or peacemakers in your school, family, or club. When a conflict arises, a mediator/peacemaker steps in and helps the people involved in the conflict to talk, listen, cooperate, compromise, and look for solutions. Some schools train students to be peer mediators. See if your school does this. If it doesn't, talk to your principal about starting a peer mediation program.¹

10. Identify adults you trust and respect, and call on them if you need them. If you can't resolve your conflict among yourselves or with a mediator/peacemaker, get help from an adult.

11. Agree to disagree. Some conflicts simply can't be resolved to everyone's satisfaction. When that happens, the best you can do is agree to disagree. Set some ground rules if you can. *Examples:* "Even though we disagree, we can still respect each other." "Live and let live." "We won't let our disagreement escalate into verbal or physical fights."

12. Learn from experience. After each conflict, review in your mind what happened, why it happened, and how the conflict was resolved (if it was resolved). You may want to write about it in your journal.² Was there anything you could have done differently? Should have done differently? Did you learn anything that you might be able to use to resolve future conflicts? Did you learn anything that you might be able to use to *prevent*

future conflicts? *Example:* Make rules in your classroom and family so everyone knows what's expected of them.

"Peace is the skillful management of conflict."

Kenneth Boulding

CHECK IT OUT



The Kids' Guide to Working Out Conflicts: How to Keep Cool, Stay Safe, and Get Along by Naomi Drew, M.A. (Minneapolis: Free Spirit Publishing, 2004). Includes tips for countering bullying, calming down, lessening stress and tension, letting go of anger and resentment, and eliminating put-downs. Ages 10–14.

Mad: How to Deal with Your Anger and Get Respect by James J. Crist, Ph.D. (Minneapolis: Free Spirit Publishing, 2008). Feeling mad is normal. But sometimes anger goes too far—if you are getting into trouble, check out this supportive book on anger management. Ages 13 & up.

Tug of War: Peace Through Understanding Conflict by Terrence Webster-Doyle (Middlebury, VT: Atrium Society Education for Peace Publications, 1990). Describes the roots of war, how we create "The Enemy," and a new way to handle violence. Ages 10 & up.

10 Positive Ways to Handle Anger and Frustration

Are you someone who gets into a lot of arguments and fights? Do you sometimes feel mad at the world? Do other people either pick fights with you or avoid you? Do some people act as if they're afraid of you? If you answered yes to any of these questions, you might need to learn ways to handle your anger and frustration. Here are some you can try.

1. Acknowledge the problem. *Examples:* "I get into fights easily." "I lose my temper quickly." "I feel

¹ See "Be a mediator" on page 178 for information on how you can be a mediator.

² See "Endurance," pages 88, 89, and 92, for journaling resources.

frustrated a lot of the time.” “I boss other people around.” “I act like a bully.”

2. Talk about it with an adult you trust. You can talk about it with your friends, too, but a skilled adult who's been trained in conflict resolution techniques can give you solid advice and strategies to try. You might talk with a school counselor, psychologist, youth group leader, or spiritual leader.



“I get so ANGRY when that happens!”

3. Practice talking about difficult things in a calm, soft voice. Breathe deeply and talk slowly. This might feel strange to you at first, but it works.

4. Stop and think before you act or react. Try to predict the consequences of your words or actions. Do you really want to get into a fight? To keep an argument going? To hurt someone else or risk getting hurt?

“When angry, count ten, before you speak;
if very angry, a hundred.”
Thomas Jefferson

5. Try to imagine how the other person feels.³ How would *you* feel if you were that person? If you were the focus of someone's anger or frustration?

6. Try to figure out why you behave the way you do. Example: Maybe someone in your life reacts to stress by getting angry and attacking others with words (or hands, or fists). Maybe you're following this person's example. When you understand some possible reasons for your behavior, it's easier to make a change.

7. Work to change negative habits into positive ones. According to brain experts, habits actually create “grooves” or “channels” in your brain. The good news is, you can create new “grooves” or “channels.” Think about how you want to act and react in the future. Visualize a new you—calmer, more peaceful. Role-play positive responses to negative situations. Make a plan for what you'll say and do the next time you feel angry or frustrated. And practice, practice, practice.

8. Find ways to calm and soothe yourself when you're feeling angry or frustrated. Try these:

- **Listen to peaceful music.** Look in your library's music collection under “relaxation.” Or find a radio station that plays “smooth jazz” or New Age music. Many people enjoy recordings that blend music with nature sounds (birds singing, waves on a beach).
- **Get physical.** Walk, jog, hike, bike, climb, swim, shoot baskets, kick a ball—whatever you enjoy doing. This is a great way to release anger and frustration.
- **Do a calmness/relaxation exercise.** Here's an example:
 1. Lie on your back with your arms and legs extended. (Or sit in a comfortable chair.)
 2. Relax every muscle in your body, one by one. Think of your shoulders and relax them. Think of your back and relax it. Think of your facial muscles and relax them. Work your way down your body. Tell all of your tense muscles to loosen and go limp.
 3. Breathe in slowly. Picture the fresh air flowing into your lungs, and your blood carrying oxygen to every part of your body—from the top of your head to the tips of your toes. Feel peace and calmness flowing into and through your body. (You might want to count “One” as you breathe in.)

³ See “Empathy,” pages 79–85.

4. Breathe out slowly. Picture your breath carrying the anger, frustration, stress, and tension out of your body and releasing it into the air. (You might want to count “Two” as you breathe out.)
 5. Picture your brain as a clear, calm place (a lake in the woods? a desert at sunset?).
 6. Listen to the silence. Release all of your thoughts. Think of nothing at all. Experience the peacefulness.
9. **Take good care of your body.**⁴ Eat well and get enough rest. If you’re hungry and/or tired, full of sugar or caffeine, problems can seem bigger than they really are.
10. **Have faith and hope.** For some people, this means believing in a Higher Being/Higher Power. For others, it means adopting a positive, optimistic attitude toward life.⁵

“Peace is a journey of a thousand miles and it must be taken one step at a time.”

Lyndon B. Johnson

Character Dilemmas

For journaling or writing essays, discussion, debate, role-playing, reflection

Suppose that . . .

- 1 You’re walking home from school one day when you see someone punching your little brother. What do you do to help your brother, the other kid, and yourself to bring about a peaceful resolution?
- 2 Your sister loves to argue with you. You don’t enjoy it, but you go along, mainly in self-defense. The two of you have been arguing for years. What might you do to change the habit you and your sister have developed? Come up with a strategy and specific steps.
- 3 You have a friend whose parents can’t agree on how to discipline their children. Sometimes your friend is given a lot of freedom; at other times, his parents impose unfair restrictions on him. This has made your friend totally confused. How impor-

tant is it for parents to be consistent? Give examples of rules parents might set—and exceptions to those rules. How might parents win their children’s peaceful cooperation? What can happen when parents don’t agree on how to discipline their children?

4 Two countries in another part of the world have gone to war, and some of your country’s leaders want to send military forces to help one side. Other leaders feel that your country should stay out of the war. Without outside aid, it’s likely that the two countries will keep fighting for many years. But if your country sends soldiers to the war, many will die. Should peace be pursued at any price? Or are there times when peace isn’t possible? Explain your views.

5 You’re in a school where there’s a lot of rivalry between different groups of students. Usually it’s verbal, but sometimes fights break out. What might you do to help the groups cooperate and get along?

Activities

BRAINSTORM A LIST OF ACTIVITIES that might encourage peaceful behavior, calmness, cooperation, compromise and patience. *Examples:* Don’t watch violent movies or TV programs; listen to soothing music; do relaxation exercises.

WRITE IN YOUR JOURNAL⁶ about a time when you had a misunderstanding, disagreement, or fight with someone else. How did you feel about it at the time? How do you feel about it today? Is there anything you can do to make things better now, or is it too late? What could you have done at the time to avoid the misunderstanding, disagreement, or fight? What might you do in the future to avoid similar conflicts?

ROLE-PLAY WAYS TO AVOID misunderstandings or fights in the following situations:

- ▶ Someone insults your sister.
- ▶ Someone steals your homework.
- ▶ Your employer wrongly blames you for taking money from the cash register.

⁴ See “Health,” pages 103–114.

⁵ See “Positive Attitudes,” pages 14–20.

⁶ See “Endurance,” pages 88, 89, and 92, for journaling resources.

- ▶ Your mother grounds you for breaking a lamp when your brother was the one who did it.
- ▶ A gang member says that he'll rough you up if you don't smoke a joint with him.
- ▶ A bully threatens to beat you up after school.
- ▶ A girl in your class won't share the basketball with you at recess.
- ▶ You loan your skis to a friend, and he wrecks them.
- ▶ Your teacher wrongly accuses you of cheating on a test.
- ▶ You're playing soccer when you get fouled (another player kicks your shins), but the referee calls the foul on you.
- ▶ Your parents won't let you stay out as late as you want to.

BRAINSTORM SOME “WIN/LOSE” and “win/win” scenarios. In a win/lose scenario, one person/side wins and the other loses. In a win/win scenario, both people/sides benefit. *Example:* Your little brother's favorite TV program is on at the same time as a movie you want to see. In a win/lose scenario, you'd tell your brother to get lost and then watch your movie—or your parents would order you to let him watch his program. In a win/win scenario, you'd program the VCR to record your movie while your brother watched his program. Then you could watch your movie later, after he went to bed. Come up with win/lose and win/win scenarios for the situations in the role-playing activity above.

Variation: Draw cartoons or create a comic book⁷ illustrating win/lose and win/win scenarios.

RESEARCH ONE OR MORE HISTORICAL conflicts—wars, battles, and/or revolutions. Find out 1) what issues were central to the conflicts (possession of land? resources? ideology? ethnic differences? something else?), 2) how the conflicts were resolved (if they were resolved), and 3) whether these were win/lose or win/win scenarios. Make a chart comparing the results.

⁷ See “Choice and Accountability,” page 32, and “Imagination,” page 131, for resources related to comic books.

SET UP A “PEACEFUL PLACE” in your classroom. Talk with your teacher about turning a corner of your classroom into a place where people can go to be quiet, calm, and thoughtful. Work with your class to decorate it with posters and other artwork. Fill a bookshelf with books about peace. Have cassette players with headphones available and tapes of soothing music. Make and decorate a “Peaceful Place” sign to hang on the wall.

Variation: Work with your family to set up a “Peaceful Place” in your home.

WORK TO MAKE YOUR SCHOOL a safe and peaceful place to learn and grow. Here are some ideas to try:

- ▲ Pass a proclamation calling for a peaceful school. *Example:* “Whereas our school needs to be a safer and more peaceful place for students to learn, and whereas the school needs to be a safer and more peaceful place for teachers to teach, now, therefore, be it resolved that from this time forth all people in our school will work to create a safer and more peaceful school.” Make copies available for people (students, faculty, and staff) to sign. Collect as many signatures as you can, then present the signed proclamation to your principal.
- ▲ Encourage your principal to make conflict resolution training available to students, faculty, and staff.
- ▲ Gather information from organizations that are helping schools become safer. Assess and analyze the information you collect. Work with a committee to draw up a list of suggestions, actions, and goals to try. Share what you learn with your principal. Your school might decide to work with one of the organizations you contact.

CHECK IT OUT



Three organizations that help schools become safer are:

National School Safety Center
 141 Duesenberg Drive, Suite 7B
 Westlake Village, CA 91362
 (805) 373-9977
www.schoolsafety.us








Office of Safe and Healthy Students

400 Maryland Avenue, SW, Room 3E-245
 Washington, DC 20202
 (202) 453-6777
www2.ed.gov/about/offices/list/oese/oshs/index.html?exp:2

Peace Education Foundation

Barry University, Andreas Building
 11300 Northeast 2nd Avenue
 Miami, FL 33161
 1-800-749-8838
www.peaceeducation.org

BE A MEDIATOR. Intervene in conflicts and help the people involved to find a solution. You can follow this procedure from The Resolving Conflict Creatively Program.⁸ Start by asking yourself:

-  Am I the right person?
-  Can I assist without taking sides?
-  Will both parties let me assist?
-  Is this the right time to intervene?
-  Are the parties relatively calm?
-  Do we have enough time?
-  Is this the right place?

If you can answer yes to these questions, continue with the Steps for Mediation on page 180.

LEARN WHAT PEOPLE AROUND THE WORLD are doing to promote peace. Check your library for books about peace and biographies of peacemakers.⁹ Search the World Wide Web for information about organizations, foundations, and associations working for peace. You'll be amazed by how much you find . . . and you might be inspired to get involved.

Variation: Choose one of the national or international organizations working for peace, research it deeply, and present your findings in a detailed report. If you do this as a class, as individual students or teams, you'll compile a wealth of information you can share with each other, your school, and your community. Some organizations have special programs for children and youth.

CHECK IT OUT

Three of the many organizations working for peace are:

European Youth Forum
www.youthforum.org

The King Center
 449 Auburn Avenue, NE
 Atlanta, GA 30312
 (404) 526-8900
www.thekingcenter.org

World Citizen Foundation
 211 East 43rd Street, Suite 905
 New York, NY 10017
www.worldcitizen.org

RESEARCH THE EFFECTS OF VARIOUS INVENTIONS on peace and conflict in the world. Find out who invented them (or when they were first used) and how they have been used since. Choose examples from this list or create your own list:

- gunpowder
- rocket
- gun
- submarine
- locomotive
- telegraph
- machine gun
- dynamite
- telephone
- television
- jet-propelled aircraft
- radar
- nuclear fission
- communication satellite
- genetic engineering
- Internet

⁸ Reprinted with the permission of Engaging Schools © 1997 Educators for Social Responsibility, Cambridge, MA.

⁹ See "Courage," page 73, for Nobel Peace Prize resources.

Variation: The inventor of dynamite also invented other explosives including liquid nitroglycerin. He was a life-long pacifist who wished his inventions to be used only for peaceful purposes, and he was very unhappy when they were adopted by the military. Find out his name, research his life, and discover the surprising use to which he put his fortune.

FIND OUT WHAT HAPPENS WHEN NATURE isn't peaceful. Research the effects of cyclones, hurricanes, tornadoes, floods, fires, earthquakes, volcanoes, etc. (Or choose *one* instance of *one* type of natural disaster and research it in detail.) Do some natural disasters seem to happen for a reason? Do natural disasters ever have positive results? Do you think that humankind will ever be able to channel, contain, or control nature? Would this be a good thing or a bad thing? Explain your answer.

STUDY HOW DIFFERENT SHAPES AND PATTERNS affect our sense of calmness and peace. *Example:* Buckminster Fuller built three-dimensional spherical structures from triangles. One of his geodesic domes is in Quebec, Canada; another is in Epcot Center in Disney World. If you've seen one in person, maybe you can remember how it made you feel. If you haven't seen one in person, look at pictures and decide how it makes you feel.

Variation: Research different types of architecture. Are there buildings that create a sense of calmness, serenity, and peace? Are there buildings that create a sense of excitement or exhilaration? Tour your own town or city and prepare a report on several buildings. (Be sure to bring a camera so you can illustrate your report with photographs.) Or study famous architects, schools of architecture, or buildings around the world. *Examples:* Frank Lloyd Wright, Le Corbusier, the Taj Mahal, the Parthenon, Gothic architecture, Modernist architecture, etc.

LEARN HOW COLORS CAN AFFECT FEELINGS of peacefulness. Would you rather be in a red room or a blue room? A white room or a black room? Why? For centuries, artists, designers, psychologists, and scientists have been studying the effects of color on human emotions. Some colors are perceived as "warm" (red, yellow, orange), while others are perceived as "cool" (blue, green, gray). The warm colors are believed to create feelings of excitement, cheerfulness, and aggression; the cool colors are believed to create feelings of calmness, security, and peace. Find out more about this. Start noticing the colors around you—in classrooms, fast-food restaurants, libraries, and other public buildings. Make a colorful chart showing the results of your research. (Based on what you learn, you might decide to paint your room a different color.)

START A PEACEMAKERS CLUB at your school.¹⁰ Decide what your goals will be. Will you work to make your school more peaceful? How will you do this? Will you work to make your community, country, or world more peaceful? How? Plan specific projects to do together. **IMPORTANT:** Make sure that your club's rules include ways to handle conflicts or disagreements among the members. And don't forget to have fun!

START A PEACEMAKER-OF-THE-MONTH awards program to honor individuals who promote peace at your school. Anyone who works for peace is eligible to receive the award—students, custodians, faculty, staff, parent volunteers, etc. Publicize the program and create a way for members of your school community to nominate candidates. Design trophies, certificates, or ribbons to give to each month's winners. Display their photographs on a school bulletin board.

¹⁰ See "Leadership," pages 160–161, for tips on how to start a club. See also the "Kids Meeting Kids" resource on page 83.

Steps for Mediation

I. Introduction

1. Introduce yourself as a mediator.
2. Ask those in the conflict if they would like your help in solving the problem.
3. Find a quiet area to hold the mediation.
4. Ask for agreement to the following:
 - try to solve the problem
 - no name calling
 - let the other person finish talking
 - confidentiality

II. Listening

5. Ask the first person "What happened?" Paraphrase.
6. Ask the first person how she or he feels. Reflect the feelings.
7. Ask the second person "What happened?" Paraphrase.
8. Ask the second person how he or she feels. Reflect the feelings.

III. Looking for Solutions

9. Ask the first person what she or he could have done differently. Paraphrase.
10. Ask the second person what she or he could have done differently. Paraphrase.
11. Ask the first person what she or he can do here and now to help solve the problem. Paraphrase.
12. Ask the second person what she or he can do here and now to help solve the problem. Paraphrase.
13. Use creative questioning to bring disputants closer to a solution.

IV. Finding Solutions

14. Help both disputants find a solution they feel good about.
15. Repeat the solution and all of its parts to both disputants and ask if each agrees.
16. Congratulate both people on a successful mediation.

PLAN A PEACE DAY, WEEK, OR MONTH at your school. Invite influential people from your community (the mayor, police, members of the town council, etc.) to speak about peace. Invite student volunteers to choreograph a peace dance, decorate bulletin boards with peace messages, make peace posters, write and perform songs about peace, etc. End with a Peace Party. You might ask local businesses to sponsor your party by donating money for refreshments and decorations.

Variation: Search the World Wide Web for “Peace Day” or contact some of the organizations listed on page 178. You may be able to coordinate your Peace Day, Week, or Month with a national or international effort.




SUPPORT OR OPPOSE A LAW OR ORDINANCE involving peace or violence. Contact your state house and ask for a list of bills currently being considered that deal with these issues. Once you’ve looked over the list, choose a bill to support or oppose. *Examples:* a bill about gangs, family violence, gun control, etc. Then contact the sponsor of the bill and ask how you can help.

MAKE A PEACE THERMOMETER for your classroom or home. Draw a large thermometer on a piece of posterboard. Label the different levels of peace. *Examples:* Sunny sky, no clouds (peace, cooperation); cloudy and windy (people are using angry words and insults); stormy (hitting, shoving); hurricane (major conflicts). String a bead through a long piece of yarn and tape the ends of the yarn to the top and bottom of the thermometer. Slide your bead up and down depending on the “climate” of your classroom or home.

PLAY AN “OFF-KEY CHOIR” GAME. Invite everyone in your family, class, or club to sing a familiar song together. Ask some people to sing it one note higher or lower. Or ask everyone to sing their own favorite song, all at the same time. What happens? A lot of noise—and a reminder that when we sing the same song, on the same key (and when we cooperate to reach the same goals) the results are a lot more pleasant and harmonious.

Variation: Try playing any game—volleyball, Monopoly, Chutes and Ladders, etc.—without following the usual rules. Instead, everyone can make up their own rules. Is this possible? Why or why not? What happens?

READ STORIES ABOUT PEACEFULNESS and conflict resolution. Look for these books:

-  *The Big Book for Peace* by Lloyd Alexander, Natalie Babbitt, and Ann Durrell (New York: Dutton Children's Books, 1990). More than 30 prominent children's authors and illustrators teach about the importance of a peaceful world. Ages 12 & up.
-  *Journey Home* by Yoshiko Uchida (New York: Atheneum, 1978). Twelve-year-old Yuki and her family have just been released from Topaz, one of the camps in which many Japanese-Americans were sent to live during World War II. Their return to Berkeley is filled with disappointment and resentment by others, but Yuki soon discovers that coming home is a matter of heart and spirit. Ages 11–14.
-  *Never Cry Wolf* by Farley Mowat (New York: Bantam, 1985). Biologist Mowat describes the summer he spent in the Canadian Arctic watching and tracking the activities of a family of wolves, learning that these graceful and intelligent creatures barely resemble the ferocious wolves of legend. Ages 13 & up.
-  *Peace Tales: World Folktales to Talk About* by Margaret Read MacDonald (North Haven, CT: Shoe String, 1992). Folktales from around the world invite young readers to think about peace and how they can make it a reality. Ages 10 & up.
-  *The Story of Ferdinand* by Munro Leaf (New York: Puffin, 1988). Ferdinand grows up to be the biggest and strongest bull in his neighborhood. His friends are anxious to be chosen for the bullfights, but Ferdinand is happiest when he can sit in the shade and smell the flowers. Originally published in 1936. Ages 5–9.

Character in *ACTION*

Michael Hwu: Building Peace

Fifteen-year-old Michael Hwu considered himself lucky. His family was close, and they lived in a quiet neighborhood in Pasadena. He worked hard at school, earned high grades, and didn't bother anyone. Violence was something that happened to other people, not the Hwus.

So Michael wasn't at all prepared for what he saw one day when he arrived home from school. Two police cars were parked in front of his house. But what made his heart pound was the ambulance also parked there, its lights flashing.

Michael raced up the front steps and through the double doors of his home. Inside, papers were strewn everywhere. Chairs were overturned, and books were scattered across the floor.

His sister, Michele, ran towards him, crying. "They broke in and robbed us, and they shot Dad in the leg!"

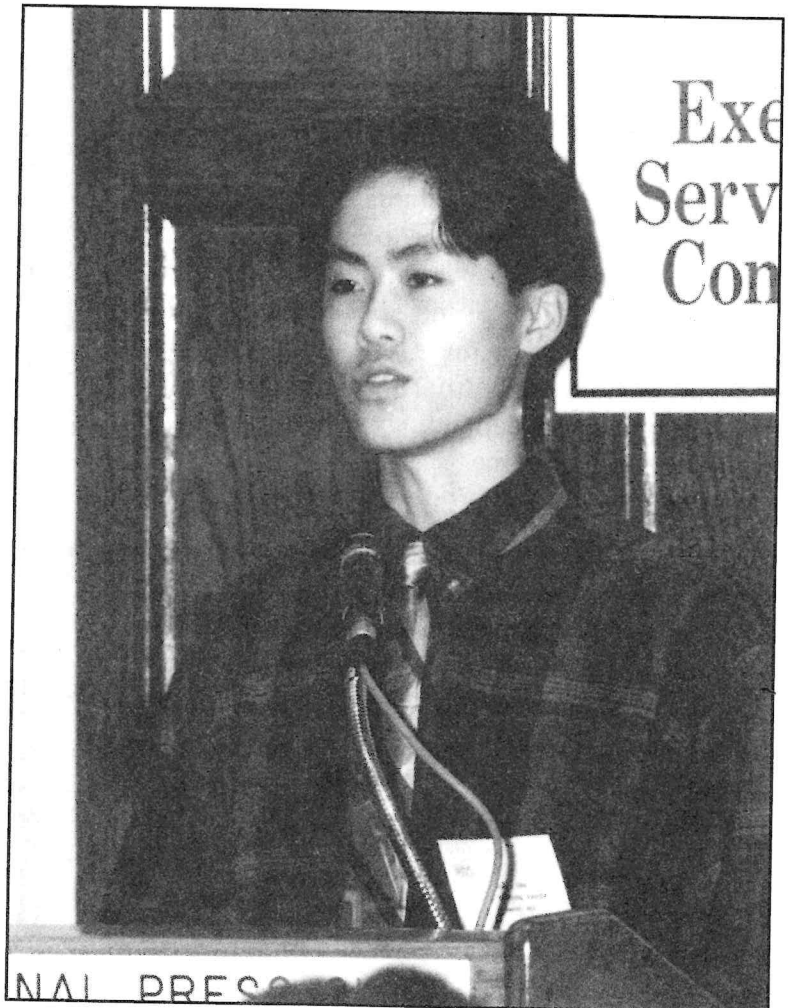
Michael sat on the front porch in shock. Later, when he went to the hospital to visit his dad, he found him lying between white sheets, his leg in a cast and suspended in the air, his face swollen and bruised. Michael learned from his dad what had happened that day. There had been a knock at the door, and when his dad went to answer it, three teenagers had forced their way into the house and started beating him. One had a gun. He grabbed a pillow to muffle the sound, shot Michael's dad in the leg, and threatened to kill him if he didn't open the safe.

That's when Michele arrived home. The teenagers forced her to open the safe. Meanwhile, Michael's dad bluffed and told the boys that the safe had a secret alarm attached to it. They quickly grabbed the family's passports, other papers, jewelry, and a stereo, then dashed out the door.

Not long afterward, Michael's family moved to Seattle to live with Michael's grandmother. They hoped that Seattle would be less violent than Pasadena, and

they could regain some peace and composure there. Michael began attending Shorecrest High School for his junior year. During an English class, the teacher discussed the increase in violence across the country. "No one in the class could relate to what the teacher was saying," Michael remembers. "At least, no one but me. Everyone else was saying that violence didn't affect them. That bothered me, because you shouldn't have to experience violence firsthand before you do something about it. I didn't want my friends to go through the same thing my family and I had experienced."

Michael felt frustrated, and his frustration built up inside him. But Michael's father had taught him



Michael Hwu

how to restore peace within himself before going to sleep at night. Michael lay in bed and thought about the things he had done during that day, what he needed to do tomorrow, and what he wanted to do in the future. He thought about the past and pondered ways to resolve problems and conflicts. In this relaxed state of reflection, it came to him: He would keep feeling frustrated until he did something to promote peace in a world that seemed to be growing more violent.

"I knew I couldn't just sit on the sidelines anymore," Michael explains. "I had to do something about violence. I went to the Center for Human Services at my school and talked to the people there. I started volunteering in a number of ways—doing substance abuse counseling, helping people complete high school, doing job readiness training."

Along the way, Michael learned about a group called Mothers Against Violence in America (MAVIA). He contacted them and asked what else he might do to promote peace. They told him about Students Against Violence Everywhere (SAVE), a student-initiated, proactive organization with chapters in elementary, middle, and high schools in Washington State and California, and explained how he could start a chapter at his school. Michael wrote a proposal for a SAVE chapter at Shorecrest High School and gave it to his principal. He also proposed organizing a series of youth forums at the local middle school and elementary school. The principal accepted Michael's proposal.

Michael organized six youth forums. He invited former gang members to speak, and they told the students what it's like to be in a gang and how to get out. He invited Guardian Angels to speak at another forum.¹¹ Michael also got involved as a peacemaker or mediator whenever he saw a situation on the verge of erupting. One night at a school dance, he noticed a friend and another guy bang into each other, then start arguing and shoving. Michael stepped in immediately and asked them to chill. "That was all it took," he says. "They just needed someone to step in so no one looked bad in front of their friends."

Michael believes that being *peaceful* is not the same as being *passive*. "You can't just be nonviolent," he claims. "You have to be active in the community to keep peace. You have to know your neighbors and not lose touch with your values."

CHECK IT OUT



Students Against Violence Everywhere (SAVE)

PO Box 508
Garner, NC 27529
1-866-343-7283
www.nationalsave.org

SAVE is a student-driven organization. Students learn about alternatives to violence and practice what they learn through school and community service projects. Students learn crime prevention and conflict management skills and the virtues of good citizenship, civility, and nonviolence. Visit the Web site to find out how to start a chapter in your school.

¹¹ See "Forgiveness," page 102, for more about the Guardian Angels.