

Name: Andrew Burgess, Beca Dunst, Kelsey Hughes

Applicant Email: [gandnotdrew@gmail.com](mailto:gandnotdrew@gmail.com) (Andrew), [becataylor@gmail.com](mailto:becataylor@gmail.com) (Beca), [kelsey.hughes992@gmail.com](mailto:kelsey.hughes992@gmail.com) (Kelsey),

Phone: 267-968-4257 (Andrew), 215-292-1011 (Beca), 267-614-4237 (Kelsey)

Number of years in education: 14 (Andrew), 6 (Beca), 7 (Kelsey)

Grade Taught:

-Andrew: 8<sup>th</sup> Grade Social Studies 2021-2022 (currently 7<sup>th</sup> Grade SS at Unami)

-Beca: 7<sup>th</sup>-9<sup>th</sup> Grade Art

-Kelsey: 8<sup>th</sup> Grade English

School: Lenape Middle School 2021-2022

Principals Name: Geanine Saullo

Principals Email Address: [gsaullo@cbsd.org](mailto:gsaullo@cbsd.org)

Principals Phone: 267-892-2800

**Precipitating Events:** For several years, Lenape Middle School was enrolled in the No Place for Hate program. The No Place for Hate program is sponsored by the Anti-Defamation League. To achieve No Place for Hate status, the school must create and maintain a Peer Leadership program, a staff committee, and implement at least three building-wide lessons designed to address school climate, with a goal of making schools safe and welcoming spaces for all students. Peer Leaders informed the committee that there were some issues in the school that could be addressed with lessons related to antisemitism, and the impact of hurtful words and slurs.

*Describe the lessons and activities and if adapted from a source please reference:*

### A<sup>3</sup> DEFINED

**Ally:** Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.

- Example: Hearing someone use an antisemitic slur and reaching out to that person and telling them you think that was wrong.

**Advocate:** Someone who publicly supports or recommends a particular cause or policy.

- Example: Writing a letter to your Congressperson to urge them to support legislation about antisemitism.

**Actor:** Someone who gets involved in activities that are meant to achieve political or social change; this also includes being a member of an organization which is working on change.

- Example: Participating in a demonstration that is focusing on antisemitic hate crimes.

**Lesson 1+2:** The team decided based on Peer Leaders' feedback that a building-wide lesson on the history of the Holocaust would help students continue building a culture of acceptance in the school community. After discussion, we proposed a lesson plan based on the film *Paper Clips*, which was a film about an elementary school's mission to accurately commemorate the Holocaust. The Anti-Defamation League requires lesson approval beforehand, and our initial lesson plan was not approved. Andrew Burgess met with the ADL and the team explained that the film was not considered a model example of how to approach

the Holocaust. The ADL brought in a Holocaust Educator to help recommend films that have better approaches. The recommended movie we selected was *Tak for Alt*, a documentary about the survival of

## AS YOU WATCH THIS SHORT SKIT, THINK:

- What do you think was interesting or important?
- How can this video help us think about ways to respond to instances of antisemitism?



## WHAT CAN WE DO?

- **Let's divide into groups of 3-4 students**
  - Individual citizen
  - Community leaders and organizations (ex: Boy Scouts, Girl Scouts, Travis Manion Foundation, religious organizations)
  - Legislator (senator, congressperson, city council)
  - Middle School students
  - Small business
  - News reporter
- **From the perspective of your assigned role**, brainstorm a list of 3-5 things you could do. For example, if you are in the faith-based organization group, one of your ideas may be to go as a congregation and paint over a swastika that was painted on a neighboring synagogue.

two children and the kindness and humanity people showed them on their journey of escape from Nazi Germany. All students in the building received two lessons. The first lesson was titled Antisemitism: How to be an Ally, Advocate, or Actor. This lesson informed students about the history of antisemitism and how to stand up to the extent they felt safe to do so, or how to bring a staff member in for support if needed. The second lesson was a screening of the film *Tak for Alt*. For both lessons, all students in the building completed an exit ticket, which the team reviewed promptly to make sure any concerns were addressed.

## CONCLUDING THOUGHTS

- When thinking about antisemitism overall, it's easy to get overwhelmed.
- However, we hope this presentation helped to empower you with more knowledge about how to be an ally, advocate, and an actor in standing up to antisemitism and hate.
- Microsoft Form



[Link to Form](#)

**Lesson 3:** For our final lesson, we wanted to find a way to “bring it all together,” taking what we learned about antisemitism and how to be an upstander in the face of discrimination or hate and extend it to other types of identity-based bullying. Identity Based Bullying was a theme of concern Peer Leaders were sharing with the committee, and the third lesson was built to address how students can respond to help eliminate the use of these words in the school. We created a lesson that allowed students to reflect on different aspects of their own identity, define identity-based bullying, and review scenarios in which identity-based bullying occurs and consider how they might stand up as an advocate, ally, or actor.

## Scenario Discussions

In small groups, read your assigned [scenario](#). Then discuss:

- How is the student being bullied?
- What part of their identity is being targeted?
- How do you think the person being targeted feels?
- What actions can be taken by the target, bystanders, teacher or school?

HOW TO ...



- **In the classroom/ hallways:**
  - Tell a trusted adult (don't assume it was overheard)
  - If you feel comfortable: Interrupt the behavior OR Pull the person aside
- **With friends... say something! (at that moment OR 1-1 later)**
  - "That's not cool."
  - "I know you think that's a joke, but I don't think it is funny. It can hurt people."
  - "I know you don't intend to be hurtful, but I find that offensive."
  - "It really hurts me to hear you say those things. Do you really mean \_\_\_\_?"
  - What do you mean \_\_\_\_?"

All lessons are built from the ADL's list of approved lessons or built with approval of ADL for use as No Place For Hate Lessons.

**How the lessons or activities teach students about the importance of respecting others:** The ADL places a big emphasis on the importance of each lesson addressing a clear target relating to supporting marginalized populations in the school. Each lesson is designed around the idea of empowering students to find their role in the creation and maintenance of a safe and welcoming school environment. By learning about the history of antisemitism and the Holocaust, students can recognize that for many of their peers this history is deeply personal. Students may think twice before participating in antisemitic jokes or actions.

**How the lessons counter bigotry and bullying and prepared them to Stand Up For Justice:** The ADL places emphasis on empowering students to move towards being advocates for their peers. This message is a part of lesson 1, that taught students ways they could help address antisemitism by taking actions or telling a staff member. The lessons are designed to help student counter bigotry themselves.

#### **Evidence of Effectiveness:**

In our Lesson 1 plan, we collected information from students via an exit ticket. Based on the exit ticket, students rated this lesson average 3.81/5 for overall effectiveness. Here are some examples (direct quotes) of student responses to what they learned/what stood out to them:

- Being an ally is someone who speaks up to things
- That our school is no place for hate, we should treat everyone with respect
- There are a lot of hurtful things that people do, and it's better to act on or tell an adult about it so that everyone can feel comfortable.
- When there is wrong things happening around you do something about it
- You don't actually have to be the actor, you can just tell someone about it if you don't feel comfortable doing it yourself.
- I should not be a bystander and I should say and do something if a bad slur or something like that was written

Students were asked to complete this sentence, "Moving forward I will:"

- Be more like the people in the second or third video (inside of the real video) instead of just doing nothing, be the one who "erases it".
- Be nicer to people of different religions and stand up for them so that they receive the support they need.
- Make sure to either tell an adult if there is hate going around or try and fix it myself.
- Try to ACT and work to demolish bullying and antisemitism.
- If I see any acts of antisemitism in our school, I will do what I can do to act appropriately to help our community. If I don't feel comfortable being an actor, I can notify another staff member about the antisemitic behavior.
- Help people that are being treated differently if they are a different religion or race

- Moving forward I will pursue the role of Actor and I really want to engage in my community.

Students were asked to complete this sentence, "I challenge myself to:"

- Tell someone when someone is being bullied
- Be other people's allies, help them out when something bad happens to them. The main part would be to do this for people that aren't just my friends.
- Use my voice more
- To make Lenape a better community than it already is.
- Speak out in my community about antisemitism
- Make and act (in a way that) that matters this year. Whether it be a donation or speaking up to someone.
- Tack action and speak out about what I see and hear that is considered racist.

In our Lesson 2 Fulfilment form, we shared: Based on the students' feedback on the Microsoft Form exit ticket, we believe that the goal was met. The students rated this lesson very high: average of 4.03/5 for overall effectiveness. Here are some examples (direct quotes) of student responses to what they learned/ what stood out to them:

- Something that stood out to me in this lesson was how badly treated Jews were and how harsh people were back then. The fact that they had to pretend not to be Jewish really got to me and I thought to myself if I had to pretend not to be Cristain and change my identity, I would blow my cover very quickly.
- The personal experiences she had with the holocaust and how much it affected her. How she continued to help with the world after the holocaust teaching kids and do public speaking.
- The danger of what happens when things like anti-Semitism happens in the world.
- The story about the woman who saved her and nursed her back to health. It's incredible how one person can save someone's life when they are so close to death.
- I think Tak For Alt stood out to me because it was repeated at the end of the film. It means "thank you for everything". It is significant because Judith's sister always said thank you for everything instead of just plain "thank you".
- What stood out to me was the women's drive to keep going. She lived on and didn't let the events that happened to her hold her back. She used it as drive to reach new goals and heights, and continued to push past her limit. She made a change, and she pushed to do what she loves.
- What stood out to me in this lesson was how such clear connections can be made throughout history. Listening to this woman's story, it was obvious to see how more modern day issues, such as the civil rights movement can be connected to the prejudices of world war 2.

In our Lesson 3 Fulfilment form, we shared: We feel as though we have met the goal, as the students were able to share that they understood what identity-based bullying is and they were able to accurately analyze/ reflect on the bullying that occurred in the scenarios. The average student rating for this lesson was 3.51/5.

Some of their responses to what they learned were:

- That people can be bullied for many different reasons, some that are not necessarily obvious. There can be personal or obvious issues people are being bullied with.
- It's important to advocate for others and yourself.
- Identity shaming is not okay.
- People can be bullied for any part of their identity including culture, religion, and appearance.
- Students are the only ones that can make the school environment change for the better
- How to speak up when you see something wrong.