Working to create a safer environment for our children

PEER LEADERSHIP

Helping Youth Become Change Agents in Their Schools and Communities

A resource for empowering youth to become role models
in confronting bias-motivated harassment

Partners Against Hate

PARTNERS AGAINST HATE PEER
LEADERSHIP: HELPING YOUTH
BECOME CHANGE AGENTS
IN THEIR SCHOOLS AND
COMMUNITIES

PartnersAgainstHate

PEER LEADERSHIP: HELPING YOUTH BECOME CHANGE AGENTS IN THEIR SCHOOLS AND COMMUNITIES

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Partners Against Hate is a collaboration of the Anti-Defamation League, the Leadership Conference on Civil Rights Education Fund, and the Center for the Prevention of Hate Violence.

ADL   **LCCR Education Fund**   **CPHV**

ACKNOWLEDGEMENTS

PARTNERS AGAINST HATE

Partners Against Hate represents a joint effort by the Anti-Defamation League (ADL), the Leadership Conference on Civil Rights Education Fund (LCCREF), and the Center for the Prevention of Hate Violence (CPHV) to design and implement a program of outreach, public education, and training to address youth-initiated hate violence. Funded by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention and the U.S. Department of Education, Safe and Drug-Free Schools Program, Partners Against Hate features an innovative collection of both on- and offline resources and support to a variety of audiences, including parents, educators, law enforcement officials, and the community at large.

The primary goals of Partners Against Hate are as follows:

■ To increase awareness of the problem of bias crime.

■ To share information about promising education and counteraction strategies for the wide range of community-based professionals who work and interact with children of all ages.

■ To help individuals working with youth better understand the potential of advanced communications technologies to break down cultural barriers and address bias.

Partners Against Hate coordinates its individual organizational experiences and broad-based networks to promote awareness of promising techniques to prevent, deter, and reduce juvenile hate-related behavior. A key component of this effort is the inclusion of technology-based communications advances – namely the Internet – which have the ability to provide individuals and organizations interested in preventing juvenile hate crime with the tools to educate and change hate-related behaviors in ways never before imagined.

In addition, Partners Against Hate blends an array of existing organizational resources with new programs and initiatives that enhance understanding of promising practices to address hate violence in all segments of the community. The Partners' extensive networks of contacts allow for the broad distribution of resources and information designed to address youthful hate crime. Further, the Partners' professional experiences allow diverse perspectives to be shared and ensure the fullest range of input, participation, and strategic coordination of resource materials.

Anti-Defamation League (ADL)

The ADL stands as the leading source of current information on hate incidents and on recommending effective counteractive responses. The League's model hate crimes statute has been enacted in 45 States and the District of Columbia, and ADL conducts hate crime seminars at local law enforcement training academies in a number of States. On the national level, ADL provides hate crimes seminars to law enforcement authorities, educators, attorneys, and community groups on effective strategies to identify, report, and respond to hate violence.

Leadership Conference on Civil Rights Education Fund (LCCREF)

LCCREF has extensive experience and expertise in developing strategies and methodologies for reducing prejudice and promoting intergroup understanding within groups and organizations, including schools, neighborhoods, and the

workplace. LCCREF enjoys a close relationship with the Leadership Conference on Civil Rights (LCCR), the nation's oldest and most broadly based civil rights coalition. Within this broad coalition, LCCREF is widely regarded as a leader with respect to its ability to leverage the power of technology to advance social change.

Center for the Prevention of Hate Violence (CPHV)

CPHV develops and implements prevention programs in middle and high schools, on college campuses, and for health care professionals. CPHV's workshops and programs provide both adults and students with an understanding of the destructive impact of degrading language and slurs, and with practical skills to effectively intervene in ways that model respectful behavior.

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INTRODUCTION TO THIS GUIDE

Now, more than ever, Americans must work together to counter the racism, bigotry, discrimination, and intergroup violence that pose significant threats to the full participation of all Americans in a democratic society.

- www.partnersagainsthate.org

OVERVIEW

The Partners Against Hate *Peer Leadership: Helping Youth Become Change Agents in Their Schools and Communities* provides educators, law enforcement personnel, parents, and other family and community members with information and resources for establishing peer leadership programs in secondary schools and youth service organizations that give students the skills and confidence to stand up for civility in their schools and communities and to become role models in confronting bias-motivated harassment.

AUDIENCE

The guide is designed as a resource for individuals and groups interested in involving and empowering youth in organizational efforts to prevent bias-motivated behaviors and hate crimes.

CONTENTS

In addition to this Introduction, *Peer Leadership: Helping Youth Become Change Agents in Their Schools and Communities* includes the following sections:

- **The Need for Peer Leadership Programs** – provides a snapshot of the current climate in our nation's schools and includes the latest statistical information about students' experiences with bullying and other bias-motivated behaviors, and violence in their schools. A rationale is presented for using peer leadership programs as one effective strategy to respond to the lack of respect and civility that can lead to conflict and is the root of many incidents of school violence.

- **Peer Leadership Program Implementation** – includes an introduction to peer leadership and includes suggested program goals, strategies for identifying potential peer leaders, and general guidelines for implementing peer leadership programs in secondary schools and youth service organizations.

- **Peer Leadership Programs** – provides a sampling of the wide variety of peer leadership programs offered by organizations throughout the country and includes contact information to learn more about these programs.

- **The Partners Against Hate Peer Leadership Model** – provides a detailed description of the Partners Against Hate Peer Leadership Model and explains how to contact trainers who can provide additional information on implementing the Partners Against Hate program at schools and youth organizations.

THE NEED FOR PEER LEADERSHIP PROGRAMS

TOMORROW'S LEADERS

*Beyond the horizon of time is a changed world, very different from today's world. Some people see beyond that horizon and into the future. They believe that dreams can become a reality. They open our eyes and lift our spirits. They build trust and strengthen our relationships. They stand firm against the winds of resistance and give us the courage to continue the quest. We call these people **leaders**.*

- from *The Leadership Challenge* by **James M. Kouzes and Barry Z. Posner**

The 21st Century presents humanity with challenges never before faced. The increasing threat of terrorism, environmental concerns, the proliferation of nuclear and biochemical weapons, and the impact of globalism are all issues that demand inspired leadership. In all realms of human experience and endeavor – education, business, economics, law enforcement, community relations, science, medicine, domestic and international affairs, religion, civil and human rights, the arts, communication, and diplomacy – there exists a need for leaders who can motivate and inspire others to create and build new visions for the future.

Those men and women who will be the leaders of tomorrow now travel the hallways of our nation's schools. They may or may not be recognized by their teachers as leaders. They may or may not have opportunities to develop their leadership skills. They may or may not ever fulfill the potential they now carry within them. To do so, they will need opportunities to learn and practice leadership.

Opportunities for leadership development are available to students in most of our nation's schools, but participation in these programs is often limited to positional leaders – those youth who lead student government, sports teams, and extracurricular clubs. While many of these students do demonstrate leadership ability, the criteria for election to these positions is often aligned with popularity, attractiveness, or sense of humor. An exploration of the true qualities of leadership encourages leadership opportunities that reach a broader range of students. Although not inclusive, the following list provides a good starting point for a consideration of key abilities and practices of effective leaders (Kouzes and Posner, 1995):

- challenging the process
- inspiring a shared vision
- enabling others to act
- modeling the way
- encouraging the heart

Engaging in the process of leadership development has both long-term and immediate benefits to schools and their communities. In the long-term, by acknowledging their role in providing leadership education, schools and communities can provide experiences that ensure the development of leaders for the future. In the present, the learning and practicing of leadership skills by students has the potential to impact school and community cultures in positive, measurable ways. Student leaders can and do

take action in response to some of the concerns that affect the educational experience for many students, including bullying, harassment, and peer conflicts. In doing so, students demonstrate their abilities to be powerful resources to schools to influence peer attitudes and behaviors, and to be agents of positive change.

THE CURRENT CLIMATE IN U.S. SCHOOLS

The safety of our nation's schools has been an issue of great public interest for several decades. Beginning in the early 1980s, levels of school violence steadily increased until 1993, when levels of violence, crime, and related behaviors in schools were described as being "epidemic" in proportion. In response, the U.S. government and educational communities have worked to develop strategies to make schools safer places. The U.S. Department of Justice, Bureau of Justice Statistics and the U.S. Department of Education, National Center for Education Statistics, developed a series of indicators to measure levels of school violence and students' perceptions of their own safety while at school. Published annually, the *Indicators of School Crime and Safety, 2001* (www.ojp.usdoj.gov/ bjs/abstract/iscs01.htm) confirmed that levels of school violence and crime and the presence of weapons in schools have consistently decreased over the past decade. Students report they are feeling safer at school and statistics confirm that schools are one of the safest places for young people.

The rash of tragic school shootings of recent years created a renewed sense of fear in

People just don't understand what it's like to be insulted day after day. It really gets to me and the teachers do nothing to stop it. Sometimes they're just not around when it happens, but when they are around, they usually just walk by.

- 10th grade student

I was late leaving school after practice and no one was really around. As I walked across the school parking lot, a car of white kids from my school drove in and started circling around me with their car. They had the window down and were yelling out racial slurs. I wouldn't have been scared, but there were five of them and only one of me.

- 12th grade student

students, their families, and in classroom teachers. Schools responded to these concerns with new security measures, increased presence of law enforcement personnel, and the development and implementation of comprehensive plans and strategies to prevent school violence.

The Downward Trend in School Violence

A number of national reports issued by the U.S. Departments of Justice and Education and by national non-governmental organizations provide detailed statistical information to support that schools are becomingly increasingly safe (*Indicators of School Crime and Safety, 2001; Annual Report of School Safety, 2000; Youth Violence: A Report of the Surgeon General, 2001; National Study on Delinquency Prevention in Schools, 2000,* Gottfredson et al.).

The findings of these reports include:

- a 42 percent reduction in the number of high school students who reported carrying a weapon on school property in the previous 12 months.

- a decrease in all non-fatal crimes against students on school grounds from 144 per thousand in 1992 to 92 per thousand in 1999.

- a decline in thefts at school from 95 per thousand in 1992 to 58 per thousand in 1998.

- a decline in the percentage of students who report one or more places at school as unsafe, down from 9 percent in 1995 to only 5 percent in 1999.

The Reality Behind the Statistics

Despite the promising statistics in reports issued by the U.S. Departments of Justice and Education and others, some key indicators have remained somewhat unchanged and it could be argued that even those that have declined remain at unacceptable levels.

The daily reality behind these statistics is that:

FACTS & FIGURES
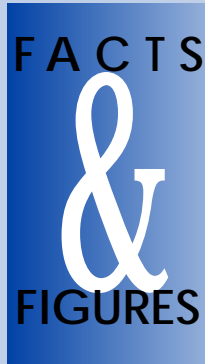
- **1** in every **10** students is threatened or injured with a weapon at school each year.
- **1** out of every **10** middle school students has been bullied at school during the last six months.
- **1** out of every **14** students carries a weapon to school one or more days each month.
- **1** in every **8** students was the target of hate-related words in the previous six months.
- **1** in every **3** students saw hate-related graffiti at school in the previous six months.

The numbers of students who report being injured or threatened with a weapon on school property has been fairly consistent over the past decade. The actual number of arrests of young people for assault has also remained unchanged.

Evidence of Bullying, Harassment, and Other Bias Behaviors

Numerous incidents of harassment, bullying, threats, and even physical harm do not reach the attention of the school administration or law enforcement community, because the behaviors are not criminal activities. A clearer and more complete picture of the current climate of our schools is obtained by surveying students directly about their own behaviors and experiences. Student reports indicate that 1 in 20 students experience fear of being attacked or harmed at school and avoid certain places at school to protect their safety, and 1 in 10 students experience being bullied over the course of the school year by one or a group of their peers (*Indicators of School Crime and Safety, 2001*).

A U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP) Fact Sheet, "Addressing the Problem of Juvenile Bullying" (June 2001) describes bullying as being a variety of negative behaviors that are repeated over time and that involve "a real or perceived imbalance of power, with the more powerful child or group attacking those that are less powerful. Bullying can take three forms: physical (hitting, kicking, spitting, pushing, taking personal belongings), verbal (taunting, malicious teasing, name-calling, making threats), and psychological (spreading rumors, manipulating social relationships or engaging in social exclusion, extortion, or intimidation)."

Although the phenomenon of bullying is not new and appears to be fairly common in schools worldwide, bullying began to receive increased attention in the U.S. following incidents of school violence that have dominated the news in recent years. From pioneering research on bullying in the 1990s by Norwegian social scientist Dan Olweus to the most recent research done in the U.S., there is shared concurrence that educational institutions can best address these behaviors through ongoing, comprehensive plans that include both intervention and prevention strategies.

A number of studies conducted in the U.S. in recent years provide a clear picture of the daily experiences of young people with bullying. The National Institute of Child Health & Human Development funded an independent study that gathered data from more than 15,000 middle and high school students in the U.S. About 1 in

every 3 students reported moderate or frequent involvement in bullying behaviors, with 13 percent involved in bullying other students, 11 percent as the targets of these behaviors, and 6 percent involved at different times in both of these roles (Nansel, et al., 2001).

From Targets to Aggressors

Although the impact of being victimized by chronic bullying will vary from student to student, it is probable that for some students, the results can be devastating. A study funded by the U.S. Secret Service in 2000 reported that two-thirds of the students involved in school shootings in the past few decades reported they had been bullied by other students on a regular basis. Not every student who is bullied will resort to violence, but for those students who do act out aggressively against their victimizers, common denominators continue to appear. Even if victims of bullying do not respond with violence, it is probable that their educational experience is fraught with fear, anxiety, and unhappiness. The effects extend far beyond the students actively engaged in bullying or being bullied, reaching countless other young people who are passive bystanders. An educational environment that is disrespectful, intimidating, or unfair affects everyone.

When the anti-social behaviors of young children are not addressed in a timely manner, parents and teachers have missed important teachable moments in the lives of young people. When concerned adults recognize these moments and use them to reinforce respect and understanding, such actions contribute to children's overall positive social development and ultimately, to the betterment of our communities. Ignoring these important opportunities contributes to the normalization of biased behaviors, may exacerbate the pain motivating the bullying child's conduct, and could reinforce further violent or anti-social behaviors.

Propensity Toward Escalation

An old nursery rhyme says that "sticks and stones will break my bones, but names can never hurt me." The reality is that names can and do hurt people every day. A definition of school violence that includes only fights or other acts of physical aggression minimizes the possible long-term damage done by chronic bullying and other bias-motivated behaviors. When a school community passively accepts these behaviors by failing to actively intervene, it may not be long before increasingly intolerant behaviors become more prevalent.

An expanded definition of violence should include any act of intentional or malicious harm toward others. All bias-motivated behaviors contribute to the development of hostile environments that threaten the ability of students to learn.

In a 1997 analysis of violence among middle school and high school students, Daniel Lockwood found that school-based violence usually starts with seemingly minor actions that escalate to more serious outcomes. Lockwood found that although students may not intend violent outcomes, both students acting as aggressors and those who are victimized suffer the consequences. Lockwood's study indicated that violence as a method of settling conflicts is widely accepted by students, but that intervention in the early stages of a conflict is effective in preventing escalation to more serious violence (Lockwood, 1997).

The Relationship Between Bullying and Prejudice

Prejudice can be defined as prejudging or making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is often based on stereotypes. Similarly, the thinking that motivates the behaviors described in this guide as "bullying" is often formed without sufficient knowledge and is based on stereotypes. Many common threads connect the development of prejudicial attitudes and bullying behaviors. In both bullying and bias-motivated behaviors, there are real or perceived power differentials between students who taunt, harass, and bully others and the targets of their actions. Targets are often selected and singled out based on a certain aspect of their identity over which they have little or no control.

An insider/outsider framework is created where students who don't conform to some arbitrary standard are treated unfairly because of some characteristic of their identity. Students who are targets of bullying are typically ridiculed, isolated, or harassed on the basis of physical characteristics, such as strength or size; abilities, such as athletic or social skills; or other characteristics, such as socioeconomic class or perceived sexual orientation.

Both bullying and prejudice arise from patterns of thinking where others are judged on the basis of perceived differences. When these patterns of thinking and behaving are unchallenged, they can become ingrained, guiding one's interactions over time. What began as bullying a peer who seemed smaller and weaker may play a role in the development of intolerant ways of thinking about others based on differences in gender, sexual orientation, ethnicity, or race.

Intervening in Incidents of Bias

Intervening with students who are engaging in bias-motivated behaviors can be described as a two-part process that includes both direct (reactive) and indirect (preventative) strategies:

- **Indirect intervention** includes developing strategies that promote an educational environment that is respectful, equitable, and fair. Strategies include the development, review, and/or revision of school harassment policies, integration of relevant multidisciplinary curricular content, and a range of formal and informal communication strategies that promote respect and civility.

- **Direct intervention** includes providing members of the school community with training and support to effectively intervene in incidents of bullying and harassment, which includes understanding guidelines for seeking assistance, when necessary.

Consistent efforts to build awareness that bullying and other bias-motivated behaviors will not be tolerated contributes to the development of educational environments that support and motivate students' willingness and success in intervening on behalf of other students. Within this environment, an anti-bias educational process that includes curricular strategies and targeted leadership development activities provides students with opportunities to develop and practice skills in intervening to interrupt bullying. Among the various strategies developed by schools, peer education has played a promising role in changing the attitudes and behaviors that can lead to bullying and hate-motivated behaviors.

The Problem of Peer Influence

For many students, school violence, harassment, name-calling, and bullying create educational experiences characterized by fear, frustration, unhappiness, and isolation. Although some educators may be uncertain about how to best react in bullying situations, most will readily intervene when they witness students taunting others on school grounds. An important reality, however, is that bullying tends to occur during those times when teachers or other adults are not present, in the hallways and cafeterias of schools, outside on the school grounds before and after school, and on community streets and neighborhoods.

The difficulties created by this lack of adult presence are compounded by the reality that students targeted by bullying or harassment rarely report the occurrence to any adult. In a survey of secondary students conducted in 1996, educator Sonia Sharp found that 50 percent of students indicated they would not tell an adult if they were bullied by another student and if they talked to anyone, it would more likely be a peer. Sharp explains that teachers are often unaware of the extent of the problem, concluding that the "deliberate obscuring of bullying behavior from adult awareness keeps it embedded in the peer culture" (Sharp, 1996).

These environmental characteristics of bullying indicate that peer interventions may be among the most effective strategies for addressing students' bias-motivated behaviors. Sharp found that when peers do intervene with some consistency, even with simple verbal challenges,

such as "leave her alone" or "ignore them and come and play with us," their actions are effective in stopping the bullying and over time, can change the educational environment to one of increasing respect and acceptance.

However, there can be pressure not to intervene within peer groups. Students may fear retaliation or lack the confidence or social skills necessary to challenge biased-motivated behaviors in their peers. When these incidents occur, students involve themselves to greater or lesser degrees in roles that range from passive bystander to active supporter of bullying behaviors. Student bystanders can unknowingly communicate support for bullies by remaining silent or by walking away. By participating in avoidance or social exclusion of peers who are frequent targets, students can contribute to the normalization or acceptance of behaviors like bullying and name-calling. Students' passivity, manifesting in either ignoring biased behaviors or by being friendly and cooperative with peers who engage in harassing others, contributes to the social acceptance of bullying. Those students who join in as active participants, encourage bullying behaviors in others through their verbal support or by shielding the behaviors from adult awareness (Sharp, 1996).

Because bullying and harassment involve an expression of power over another student viewed as being weaker, youth who engage in these behaviors are often reinforced by the presence of members of their peer group. The consistent presence of a bystander group of varying size can create a dilemma for some students who might want to intervene, either by challenging the perpetrators or offering support to the targets.

This dynamic was demonstrated over three decades ago by two psychologists who conducted a series of experiments that confirmed that when individuals are part of a group, they are far less likely to come to the aid of others than when they are alone (Latane and Darley, 1970). The study involved a series of staged emergencies designed to measure how quickly bystanders would offer assistance to someone in need. Latane and Darley discovered that people in a group would come to the aid of another person 53 percent of the time as compared to 75 percent of the time when a bystander witnessed an incident alone.

In the case of bullying and harassment, the dynamics of the peer group causes most students to form their reactions and responses based on their perceptions of other bystanders, a finding that holds great significance for educators. Although students can be effective in intervening, they may not have the natural inclination or social support to do so in the typical group situations where bullying and harassment occur. These realities can contribute to school climates that are conducive to name-calling, harassment, and bullying.

In a climate where bullying behaviors become the "norm," students can become desensitized to the experiences of others, as educators become increasingly concerned over the lack of respect and civility among students.

The U.S. Department of Education and the National Association of Attorneys General 1999 publication *Protecting Students from Harassment and Hate Crime* recommends educating students about harassment and discrimination and involving students in prevention activities as crucial activities in establishing a climate that deters harassment and supports positive responses to diversity (www.ed.gov/pubs/ Harassment). Although students may not have the natural inclination or skills to intervene, the tendency for incidents of bias, harassment, or bullying to occur in peer group situations outside the influence or awareness of adults, means that peers are a powerful and often underutilized resource for intervention available to schools. When students come face to face with intolerance, they are generally motivated to take action, but without opportunities to understand the impact of these behaviors on the whole school community and to develop and practice intervention skills, they are unlikely to do so.

Providing Support to Targets of Bullying and Harassment

Bullying behaviors, regardless of whether they are psychological or physical in nature, create a pattern of harassment that can have deep and far reaching effects (Batsche & Knoff, 1994; Olweus, 1993). Studies suggest that students who are chronically victimized by bullies, show an increased risk for depression, poor self-esteem,

and other social, emotional, and behavioral problems that can seriously affect their ability to learn. Studies have established, for example, that students targeted by bullies have a higher incidence of Attention Deficit Disorder and schizophrenia than students who are not bullied. Rather than being causative, the implication in these cases is that students already facing serious challenges are often the same ones targeted by the bullying behaviors of other students.

Students who are targets of bullying behaviors can feel isolated and are often in need of counseling and support services at school. At times, a collective assessment by educational professionals may indicate counseling or other therapeutic services to assist students who have been relentlessly victimized by bullying and harassment. Support can be communicated through consistent enforcement of school policies relating to harassment and bullying and through efforts to exercise uniform disciplinary actions. Because peers are most often present when bullying occurs and are the most likely confidants of one another, they can also be providers of support to one another, transforming an otherwise intolerable situation for some students into one that is more manageable.

Peer pressure is a powerful force in the lives of young people. Although peer influence is often associated with the learning of negative behaviors, peers have also demonstrated the ability to influence one another in positive ways. Peers can be supportive allies to other students by communicating empathy and acceptance, and expressing their disapproval of bullying. Because students victimized by bullying behaviors typically share their feelings and concerns with peers, the establishment of a network of trained peer counselors who provide support to victims can deter the escalation of bullying into more serious acts of violence.

THE NEED FOR IMPROVING SCHOOL CLIMATE

To effectively respond to hate crimes involving youth, schools and their communities require a coordinated strategy that includes a balance of the direct and indirect interventions as described on page 15. Schools have the potential to exercise leadership in addressing this challenge because they are the first and often primary agency to reflect changes in U.S. demographics, and these changes, in the absence of skilled intervention, can lead to increased tensions (Parker, 1995).

Although school shootings, arson, and other sensational acts attract headlines, many researchers and practitioners are equally concerned by the much more commonplace precursors of violence that occur on almost every school campus in the country. These are the more subtle and more prevalent verbal threats, personal put-downs, harassment, and neglect that injure many young people in an unrelenting manner.

An educational environment that tolerates these behaviors exemplifies the "Broken Windows Theory" described in Malcolm Gladwell's book, *The Tipping Point*. This theory, originally developed by criminologists James Q. Wilson and George Kelling, provides an explanation for the powerful relationship that can exist between seemingly insignificant occurrences and serious concerns. Gladwell explains that "if a window is broken and left unrepaired, people walking by will conclude that no one cares and no one is in charge. Soon, more windows will be broken, and a sense of anarchy will spread from the building to the street on which it faces, sending a signal that anything goes" (Gladwell, 2000). This theory provides a useful analogy with relation to bullying, harassment, and the potential for their escalation to more serious acts of violence. Allowing name-calling, taunting, rumor-spreading, and other low-level bias behaviors to stand unchallenged communicates that "no one cares and that anything goes," and the resulting environment does little to deter the escalation of hate.

The Role of Educators

The multiple demands on the current educational system often result in school communities not addressing bullying behaviors until a serious incident coalesces attention and support. Reactive strategies, while often essential, tend to

be less effective than preventative strategies that arise from the insight, planning, and shared commitment of an organized school community. Single events cannot transform an educational environment to one of respect and fairness; planning and implementation of an integrated plan led by school staff and supported by community members is required for substantive change to occur.

The following are strategies to consider in developing a comprehensive plan to promote citizenship and civility and to deter bullying, harassment, and other bias-motivated behaviors:

- **Provide anti-bias training.** Provide anti-bias/hate crime prevention training for school board members, administrators, school personnel, and students to provide opportunities to develop awareness and build skills, and to provide information and resources.

- **Review and revise policies.** Develop concise policies/codes of conduct for addressing hate behaviors. Involve all stakeholders in this process, including school personnel, students, families, and other members of the community. Delineate clear and specific disciplinary and non-disciplinary responses to bias-motivated hate behaviors. Punitive "zero-tolerance" policies have proved to be less effective in reducing bullying than educational approaches, such as counseling, mentoring, and restorative justice options. Ensure that all students, family members, and school personnel are aware of the content of these policies and that they are uniformly enforced.

- **Integrate anti-bias lessons into the curriculum.** Support the integration of bias prevention lessons into K-12 classroom curricula, after-school program activities, and peer education and leadership programs. Anti-bias lessons assist students in understanding the manifestations of hate and the tendency for hate behaviors to escalate, while providing opportunities for students to practice safe and effective skills for

responding to hate behaviors.

- **Disseminate information throughout the school community.** Articulate that bullying and hate behaviors will not be tolerated. Promote and support quick and immediate intervention with students who exhibit bullying or other bias-related behaviors.

- **Involve students.** Students exert a powerful influence on the attitudes and behaviors of their peers. Peer leadership programs enable students to develop skills to effectively intervene in bias incidents and to become allies to students targeted by bullies. Recognize and reward student leadership.

The Role of Parents and Adult Family Members

The involvement of parents and other adult family members in the education of their children has long been associated with student success. Schools typically encourage parental involvement through participation in parent associations and other decision-making groups. Family members can play an important role in supporting the anti-bias efforts of schools by assisting in planning programs, by providing feedback about policies, by modeling pro-social behavior, and by maintaining open lines of communication within their families.

Adult family members teach and support the values and skills they believe their children will need to be successful in school and beyond. When parents model respectful communication towards all people and effective strategies for managing conflict, students are provided with a strong foundation for managing their own relationships. Adult family members have ongoing opportunities over the course of their children's lives to communicate with their children about a wide variety of issues. Maintaining open lines of communication is key to developing an awareness of younger family members' experiences with bullying. By listening without judging, criticizing, or offering advice,

family members gain informed understanding of their children's needs and can determine the best strategies to support them.

The following publications are useful resources for families:

Stern, C., and Bettmann, E.H. (2000). *Hate Hurts: How Children Learn and Unlearn Prejudice.* New York, NY: Scholastic. (www.adl.org/ctboh)

Saunders, C.S. (1997). When Push Comes to Shove: Dealing with Bullies Requires Adult Supervision. *Our Children,* March/April 1997. National PTA.

The Role of Students

Adolescence is a period when students spend increasing time with their peers and less time with parents and other adults. Peer influence is shaped through discussion of ideas and by observation of the behavior of others. The power of this influence is commonly associated with the learning of behaviors with long-lasting negative consequences. When used to create positive change, however, there are few methods more effective than peer-to-peer education.

Although many students may be concerned about or uncomfortable with name-calling, bullying, and other harassing behaviors among their peers, most are unsure how to respond. Effective intervention arises from structured opportunities for students to share their life experiences and practice intervention skills.

Peer influence can be exercised through formal and informal approaches.

Formal interventions, such as peer leadership programs, include both an academic and skill development process. By participating in such programs, students have opportunities to develop skills to be leaders and role models in their schools and communities. Peer leadership meetings enable participating students to discuss their experiences in a group and to plan programs in their schools that contribute to respectful and inclusive environments.

The success of students' formal interventions corresponds to the level of institutional support they receive, including the willingness on the part of the school community to allocate resources of time, space, and materials, and to support students' efforts by recognizing students who make a commitment to be leaders.

Informal interventions include the efforts and actions of individual students to interrupt bias-related behaviors of their peers. When students have had opportunities to learn skills to interrupt bullying, name-calling, and harassment, their interventions are often more effective than those of adults. Because they share a common language, experiences, interests, and perspectives, peers have the potential to influence behavior beyond the school walls to home and community environments (Topping, 1996).

In addition to challenging and interrupting bullying behaviors, students can also be supportive allies to other students by communicating concern and non-acceptance of bullying behaviors. Students can also assist by involving, when appropriate, teachers or other adults to respond to incidents of bias.

The Power of Peer-to-Peer Education

In recent years, schools have increasingly used peer programs to assist students to make healthy choices and to build skills to diffuse conflicts. A variety of peer education program models exist, including peer leadership, peer counseling, peer mentoring, peer training, peer mediation and conflict resolution programs. All of these programs target students with demonstrated leadership skills, and involve them in efforts to help shape the culture and climate of their schools. For **peer mediation** and **conflict resolution** programs, for example, school staff identify a group of student leaders and provide them with training to counsel their peers, intervene in disputes, help other students talk through problems, and train other students in the use of conflict resolution strategies. Given the inevitability of conflict in schools, these programs can be extremely effective and appropriate.

Peer training programs provide students with training that couples understanding of a

particular content area, such as anti-bias education, with skill development in intervention and facilitation. Once trained, peer trainers facilitate discussions and lead interactive workshops and classroom presentations for their peers.

Schools have used **peer education** models to educate students on health issues such as HIV/AIDS awareness and prevention, substance abuse prevention, issues of sexuality and sexual harassment, and other issues confronting teens and pre-teens today. Although there are significant differences between peer education program models, most provide an initial period of training and preparation that allows students to develop the requisite skills to effectively educate others.

Peer leadership programs, developed as part of a school's comprehensive planning and commitment to create a safe school, provide students with opportunities to develop and practice leadership skills within a supportive environment. Participation in leadership activities provides students with opportunities to develop a range of skills that are useful in the present to effect positive change in the school and community environment, but may also be transferable to students' future goals in school and work-related settings.

PEER LEADERSHIP PROGRAM IMPLEMENTATION

WHAT ARE PEER LEADERSHIP PROGRAMS?

The challenges of the future are unquestionably great ones, bringing widespread recognition of the need for effective leaders in all sectors of society. Although all people have some leadership potential, the skills necessary to be leaders do not necessarily emerge in the natural course of one's life. Institutions that provide services to youth have unique opportunities to foster leadership in young people by creating programs that provide opportunities for leadership development.

The rationale for youth leadership development is threefold:

- to provide opportunities for students with leadership potential to develop, refine, and practice those skills

- to enable students to experience their power to effect change by exercising leadership in their environment through formal and informal interventions

- to create future societal leaders

There are a wide variety of programs to develop peer leadership in the educational community. While the primary purpose of some programs is to build general leadership ability in youth, others exist within a particular context or program focus, such as the prevention of risk behaviors or the improvement of school climate. While some programs stress the development of leadership in the individual student, others recognize the importance of group processes and achievement as primary. Despite these differences, all peer programs generally share the underlying principle that peers exert a powerful influence on the development of the attitudes and behaviors of one another.

Peer leadership programs empower students to create positive change in their environments, are student-led, and thrive within communities that value and support the program in word and action. These programs provide potential student leaders with opportunities to refine and build upon their leadership skills, gain new knowledge, develop new attitudes, and gain experiential practice in their role as leaders.

In order to prepare students to be tomorrow's leaders, peer leadership programs require a strong focus on the leadership development process – the recruitment, education and training, and skill development of student leaders – and a lesser focus on the results of their efforts. Although peer leaders are powerful catalysts for change in their schools and communities, leadership development has lasting societal benefits that extend far beyond the immediate projects peer leaders plan and implement (Boccia, 1997).

GOALS OF PEER LEADERSHIP

At the earliest planning phases, program goals should be established that reflect the potential immediate and long-term benefits that can be derived from peer leadership. Immediate benefits for school communities include utilizing the powerful and effective resource of peer education and leadership to effect change in targeted areas of the school community, such as violence, bullying, name-calling and other negative behaviors that impede the educational process for many students. Leadership programs also have long-term benefits for youth and society in general by giving students the skills to become future leaders in education, business, government, and community. Program goals affirm the value of leadership by providing opportunities for students to develop and

practice their skills as leaders.

An initial planning process, which includes the development of overall program goals and processes for student recruitment, training, and program implementation, is central to the success of peer leadership programs. A lack of clear goals and objectives has been cited as one of the key reasons why peer education programs fail (Walker and Avis, 1999).

Although there are variations in program models and the contexts within which they exist, the following are general goals that promote success and are characteristic of exemplary peer leadership programs:

- to provide students with opportunities to develop and practice leadership and social action skills in order to become catalysts for change;

- to provide a forum where young people feel safe to learn about and discuss important issues;

- to provide students with opportunities to develop awareness and understanding of community issues, problems, and resources;

- to use positive peer influence to promote a healthy, supportive, and respectful educational environment;

- to develop social responsibility in youth with opportunities to provide community service and model pro-social behavior;

- to increase young people's self-esteem, as well as critical thinking and problem-solving abilities through opportunities for real-life application in the school and community;

- to provide opportunities for the development of student-led programs to educate peers about relevant issues that impact the school climate.

COMPONENTS OF SUCCESSFUL PROGRAMS

1. **Clearly defined goals and objectives**

   The sustainability of peer leadership programs often depends on the ability of students and staff to demonstrate that they have met and/or exceeded program goals and objectives. In developing program goals, consideration should be given to establishing a process to evaluate progress and demonstrate accomplishments. Peer leaders should have the opportunity to be involved in the development of programmatic goals (i.e. what they hope to accomplish and how). The ongoing educational and skill development processes and service activities of peer leaders should be designed in relation to the established goals of the program.

2. **A context or area of focus**

   Peer leadership programs are most successful in accomplishing their goals when the program exists within a particular context or area of focus within which youth can develop and practice leadership skills. An identified community need that is of concern to youth can provide potential peer leaders with opportunities to engage in the leadership process as social change agents. The context of the program provides opportunities for students to experience their abilities to create positive change, while developing skills that will be of benefit to them in the future.

3. **Broad support from the school community**

   Peer leaders' ability to create positive change in their environment is fostered by the presence of support from the many constituencies that comprise the school community. This support should include administrators, faculty, staff, parents, students, and other community members. Support can

include resources, such as time, space, and funding, and non-material support, including the dissemination of information about the program benefits and accomplishments. Support for the program is strengthened and sustained by keeping decision-makers informed of the activities, needs, and benefits of the program.

4. Consistent, committed adult leadership

Adult peer leadership coordinators are key to the success of the program. Coordinators should volunteer or be recruited, based on a high level of interest in student development and in the particular area of focus of the peer leadership program. Although many schools and youth organizations delegate this role to a new faculty or staff member, successful programs encourage staff self-selection by providing initial information, support, and adequate compensation in order to communicate recognition of the importance of the coordinator position. The coordinator provides consistency, commitment, leadership, and guidance necessary to the success of the peer leadership program, so careful consideration should be given to the selection of a staff person or persons to fill this role.

5. An integrated educational process

Students develop leadership skills in a process that occurs over time. The potential benefits of peer influence are maximized by providing a structured, educational approach that includes opportunities for skill development and practical application. A recommended starting place for this process is an initial training program that provides both opportunities for students to develop understanding of the issues and leadership skills. The initial training can introduce the concept of teamwork, as peer leaders become a group working together to accomplish common goals. The initial training is followed by an ongoing educational process, as peer leaders meet to continue learning, practicing skills, and planning programs. This process is essential, and the approach should engage students by being interactive and action and/or games-oriented.

6. Student-led program and activities

Students develop and practice leadership skills as they learn the tasks associated with administration of the peer leadership program. Program success is promoted by establishing and clearly articulating levels of student autonomy, extending the responsibility of students to all aspects of the program, including public relations, fundraising, program planning, logistical arrangements, and administrative duties, such as attendance and record-keeping. Although initial goals and objectives may have been established by a steering committee, it is important for peer leaders to have opportunities to set their own goals for the delivery of peer projects and programs in their schools and communities.

7. Opportunities for reflection and ongoing evaluation of efforts

Providing opportunities for youth to reflect on their experiences as peer leaders and to evaluate their progress individually and as a group strengthens the process of leadership development. Establishing measurable program goals and developing a process to evaluate progress are important elements. Peer leaders' learning can be enhanced through opportunities for reflection through journaling activities. Journals enable peer leaders to explore relevant questions relating to program content that may have been raised in small and large group discussions. Establishing a regular process where peer leaders, participants, and coordinators can share both positive and constructive feedback enhances leadership skills. Written evaluations should be developed in conjunction with program goals for the purpose of gathering data about the success in accomplishing those goals.

WHO ARE POTENTIAL PEER LEADERS?

School leadership opportunities are often made available to a small group of select students who already hold traditional positions of leadership in their schools. Although these positional student leaders may be able to influence a portion of the student population, there are many groups of students with whom they have little, if any, influence. Students from different cliques or social groups may even intentionally choose opposing behaviors to those promoted by "typical" student leaders.

Whether student leaders are nominated, self-selected, or recruited, the composition of the group should be developed through a thoughtful process. Based on an exploration and understanding of the true qualities of leadership, schools and youth organizations should strive to include diverse groups of students who are representative of all groups in the school and community. Many of those students who reside closer to the fringes of school culture, who do not join clubs, play sports, or inhabit the mainstream of school life, demonstrate an ability to influence the thinking and actions of many peers in their social circles. Because leadership skills are developed through the program's educational process, it is more important to identify the potential for these skills in students, than to link leadership potential to demonstrated academic or athletic achievement. Students who have demonstrated ability to influence their peers through negative behaviors, such as bullying or harassing their peers, should not be automatically excluded from leadership opportunities. If so-called "negative" leaders are successful in changing their own attitudes and behaviors, they can become powerful agents for change in the school.

Effective leadership skills include:

- the ability to influence others;
- the ability to encourage others to establish and achieve goals;
- empathy toward the experiences and ideas of others;
- a sense of purpose or direction and a vision for the group;
- a willingness to take risks in the face of challenges.

Peer leadership programs that include diverse groups of students have the potential to create widespread institutional change and communicate the value of a school community where differences are accepted and respected. Bullying, harassment, and hate behaviors affect all members of the school community, and peer leadership programs that incorporate the experiences and perspectives of all student groups hold promise for creating widespread institutional change.

RESEARCH ON PEER LEADERSHIP PROGRAMS

Because of the great number of variables, quantitative evaluation of peer leadership programs can be challenging. Abundant anecdotal evidence is available from students directly involved in these programs, from cohort groups, and from adult members of schools and communities. When the components that promote program success are present, anecdotal evidence about the efficacy and benefits of peer leadership programs is overwhelmingly positive. The following comments from school leaders are typical:

"Not only is the message these students spread positive and constructive in and of itself, but those who have received the training gain a self-awareness and confidence in all their activities. They have truly become leaders" (**High School Coordinator of Student Affairs**).

"I think there have been changes and sometimes they're hard to quantify, but we have a lot of new groups in the school . . .We have kids who are working together on a project . . .who would not have been working together three years ago. So, it's funneling the energies toward something positive. And meanwhile, you're creating an atmosphere for kids to get to know each other and to

WHAT STUDENTS HAVE TO SAY ABOUT PEER LEADERSHIP

"We can each make a difference. With honest communication, teamwork, understanding, perseverance, and initiative, coupled with resources and organized support, a leader can direct others toward positive change. A true leader inspires and encourages others to embrace all challenges eagerly as opportunities for personal growth and positive change."

– Sukanya Lahiri[1], non-traditional student leader,
Winchester, Massachusetts

"Now I feel like I could stick up for myself and others more so that there is less prejudice in our school. We can help each other out when someone is being picked on and say something like, 'Hey, that's not cool.'"

– participant in a workshop for 9th graders conducted by
A WORLD OF DIFFERENCE® Institute Peer Trainers

"By listening to my classmates, I learned about myself and my prejudices. I have work to do."

– high school student participant in the BRIDGES
School Inter-Ethnic Relations Program

Adults need to realize that adolescents are not just kids – they are the future. They are people with ideas and minds of their own who can accomplish great things if given the chance. That chance is what adults can provide; the chance to make a responsible decision or the chance for their voice to be heard can spark leadership skills that lie dormant in an adolescent.

– from Megan's Essay[2]

appreciate each other's differences . . . " (Middle School Principal).

Current research bears out this positive anecdotal evidence by demonstrating the power and ability of student leaders to influence the behaviors and attitudes of their peers. In a study of Chicago area children who participated in a violence prevention program created and led by teens, participants were found to be significantly less prone to and less supportive of violence than the study's control group (Sheehan et al., 1999). The control group demonstrated an increase in the development of both attitudes and behaviors associated with violence and aggression. The school-aged children who participated in this peer-led mentoring program avoided an increase in attitudes that support violence and demonstrated a decreased tendency in developing aggressive behaviors. The study, which assessed the effectiveness of peer-mentoring in modifying the attitudes and behaviors of pre-adolescents, empowered teens by giving them independence in designing and presenting the activities and lessons they taught.

A strong peer leadership program has the potential to create an environment where peers can maximize their abilities to create change and, by taking action, can have a measurable impact on school climate and peer relationships. Studies have confirmed these positive benefits, including the mastery of knowledge and skills to intervene on behalf of other students and the willingness of peer leaders to actually intervene (Stevens et al., 2000). Additional studies have indicated that comprehensive peer-led conflict resolution programs have resulted in a decreased number of fights and less physical violence in general, increased cooperation among students, improvements in classroom climate, and lower rates of suspension (Peterson and Sciba, 2000).

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[1] Author of The development of nontraditional student leadership. In *Students Taking the Lead: The Challenges and Rewards of Empowering Students in Schools,* edited by Judith A. Boccia, No. 4, Summer 1997. San Francisco, CA: Jossey-Bass.

[2] van Linden, J.A. and Fertman, C.I. (1998). Megan's essay. In *Youth Leadership: A Guide to Understanding Leadership Development in Adolescence.* San Francisco, CA: Jossey-Bass.

Research designed to measure effectiveness of peer leadership programs has not been consistently positive, however. A number of studies failed to establish statistically significant changes in student attitudes and behaviors. The *National Study of Delinquency Prevention in Schools*, published in 2000, suggests that if interventions that have the potential to work are shown to be ineffective, it is likely that flawed implementation is a large part of the reason. This finding adds strength to the rationale for providing adequate initial planning time to establish goals, identify program coordinators, and build support across the school or community. According to the study, the success of program implementation is improved by the presence of the following indicators (Gottfredson et al., 2000):

- extensive and high quality training
- program supervision
- administrative support
- integration of program activities into regular curricula
- use of implementation manuals
- local planning, local implementation, and use of relevant local information

GUIDELINES FOR IMPLEMENTING A PEER LEADERSHIP PROGRAM

Initial Planning: the Steering Committee

The decision to initiate a peer leadership program benefits from a process that involves a representative cross-section of the community of the school or youth organization. It is recommended that interested individuals form a planning group, referred to here as a *steering committee*, that includes administrators, educators, staff, parents, students, and other community members. The steering committee should include the involvement of diverse groups of students from the earliest stages of planning.

Particular tasks to be completed by the steering committee include:

- conducting an assessment of the

organizational climate,

- assessing the organization's needs,
- establishing initial program goals,
- exploring program models, and
- developing processes for the identification of a program coordinator(s) and student participants.

Throughout the school year, the steering committee can continue to meet periodically to provide support and resources to the program, assist with tasks such as fundraising and recruitment and selection of potential peer leaders, and provide advocacy and general assistance in addressing challenges or concerns that may arise.

Conducting a Needs Assessment

Identifying a peer leadership program model that has a good fit with an organization is facilitated by conducting a needs assessment. Information can be gathered through written forms or surveys, through focus group discussions, and by ongoing discussion among steering committee members who contribute their own unique perspectives regarding the experiences and needs of young people in the school and community. The involvement of students in the assessment process promotes greater accuracy and relevance in the findings and conclusions of the needs assessment.

Establishing Initial Program Goals and Objectives

Following the gathering and compilation of information through a needs assessment, the steering committee should establish a set of initial goals and expectations for the peer leadership program. It is important at this stage of the planning process to develop consensus about the roles and activities of peer leaders, the desired outcomes for both peer leaders and the community, and the structure for the program. Program goals should reflect the underlying purpose of peer leadership, which is to provide opportunities for youth to practice leadership

skills, model pro-social behavior, engage in community service, and experience their abilities to be change agents in their schools and communities.

Some important questions to consider include the following:

Will the program address a particular community need or focus on one particular content area?

What do we hope to accomplish by implementing a peer leadership program?

Will peer leaders form an established extracurricular program that requires meeting time before or after school hours?

Will peer leaders participate in a credit-bearing leadership class during school hours that requires a formal curriculum?

Will peer leaders be involved in designing, planning, and leading programs or projects for younger children?

Will the primary expectation for peer leaders be one-on-one interventions and responses to a particular issue, such as bullying or name-calling?

Will the emphasis of the program be on student development, student delivery of services, or both?

Exploring Options and Selecting a Program Model

Section IV of this guide, *Peer Leadership Programs*, provides a general description of peer leadership program models and specific programmatic and contact information for some peer leadership programs currently operating at schools and youth organizations across the U.S. Coordinators of these programs can provide additional information and resources that will be useful in selecting, establishing, restructuring, or promoting the continuation of a peer leadership program. A program model should be selected based on identified needs, program goals, and climate and structure of the school or organization.

Securing Necessary Resources and Building a Coalition of Support

Peer leadership program models vary greatly in terms of cost, resources, and time requirements. Often programs require certain start-up costs that decrease over time, including an initial training program, often conducted by an outside sponsoring agency. Additional costs can include program materials or manuals, stipends for coordinators, and material costs for supplies, such as chart paper, markers, and occasional refreshments.

In addition to financial resources, peer leadership programs require resources of time and space for training, meetings, and program activities, and human resources from the school or youth service organization. The ultimate success of peer leaders in bringing about positive change rests largely on the level of support they enjoy from the various constituencies that comprise their school and community environment. Peer leaders who are working to intervene in incidents of name-calling or bullying in their schools are far more effective when they know they can depend on the support of teachers and administrators. Peer leaders expected to mediate conflicts between peers require support that recognizes the value of these efforts in improving the school climate for all students. Peer leaders planning programs or classroom presentations require the support of school staff who recognize the educational value of peer leaders' efforts in the context of the curriculum.

The building of broad-based support for the activities of peer leaders requires a conscious and deliberate plan that is promoted by ongoing communication of strong support from the administration. Support is also strengthened by having peer leaders to give members of the school community information about the program and having them experience some of the

activities of the peer leadership program. Initial presentations at faculty or staff meetings and presentations for Boards of Education or community boards help to build support for the program.

Identifying Program Coordinator

An effective peer leadership coordinator is a key element of a successful program. The coordinator must understand and be able to balance organizational oversight of the program and guide students through a process where these elements become peer-led and peer-directed. Because these programs are designed to promote the learning and practice of leadership skills, peer leaders benefit from having responsibility for all aspects of the program. Key responsibilities of a program coordinator are delegating, confirming that tasks are underway, providing feedback and suggestions, and guiding students to learn from both their successes and failures.

Important tasks for a peer leadership coordinator include:

- empowering, coaching, and being an advocate for young people;

- modeling respect and pro-social behavior and attitudes;

- valuing, validating, and providing feedback to peer leaders;

- leading a process that teaches both content and skills;

- being aware of important issues facing youth.

The inclination to "assign" the role of peer leadership coordinator to a new staff person whose time is not yet over-committed is not always the best way to proceed. A more open selection process will facilitate identifying a coordinator who possesses a level of motivation and commitment needed to promote program success. The coordinator's position is a challenging one with multiple responsibilities; the school or sponsoring organization can communicate its recognition of the importance of this role and demonstrate commitment to the

program by providing adequate compensation, that can include stipends, recognition, and other benefits.

Determining a Process for Selection or Recruitment of Peer Leaders

Program organizers should develop a process to interest and involve students able to bring a variety of perspectives and exercise influence with their peers. Beginning with a balance that reflects differences in gender, religion, race, ethnicity, sexual orientation, and different abilities, peer leader groups should also include non-traditional leaders from many social groups, neighborhoods, and communities. Including potential leaders who represent all groups in the school or community will contribute to the program's ability to influence the greatest number of students.

Schools and youth service organizations can use one or a combination of the following processes to identify potential peer leaders:

Self-selection – Some practitioners believe it is essential that potential peer leaders volunteer for participation in leadership programs. Self-selection indicates that participating students have a high level of commitment to the goals and objectives of the program, an important factor in the success of their future efforts. To create a process where students can choose to be part of the program, it is helpful to provide an information session for all students that includes information on the goals, purposes, and expectations of the program. For example, student information sessions for ADL's **A WORLD OF DIFFERENCE® Institute Peer Training Program** include information about the origins of the program, the program's structure, expectations, and level of commitment required, and an opportunity to participate in a "taste" of the program, generally an interactive exercise that explores the cultural knowledge of the group. Students who are interested in participating in the program can sign up as they leave the information session. This process provides

the school with a list of interested students who have a beginning knowledge of the program.

Selection of peer leaders solely through self-selection can sometimes fail to involve those students who have potential or existing skills, but may not be involved in traditional leadership positions. Active recruitment may be necessary to assemble a group that is representative of all students, and therefore able to influence the greatest number of students.

Recruitment – Potential peer leaders can be recruited for the program, based on recommendations from steering committee members, staff, guidance counselors, teachers, or administrators. After a list of potential peer leaders is identified, invitations to participate in the program can be distributed.

Recruitment promotes the development of a diverse group of peer leaders who perceive their selection as a special distinction. It should be recognized, however, that adults may occasionally miss informal leaders or exclude so-called "negative" leaders who have the potential to positively influence many other youth.

Expanding the Role of an Existing Group – Many schools and youth organizations have existing groups of students that could benefit from the opportunity to expand their leadership roles with their peers. These groups have the benefit of having had previous opportunities to develop and experience a sense of teamwork and the power of working together to accomplish common goals. Expanding the role of an existing student group requires a consideration of the demographics of the students currently involved, their expectations for involvement in the program, and their willingness to open the program to additional students with non-traditional leadership skills.

Application Process – Whether students self-select, are invited or recruited, it can be helpful to establish a basic application process that provides an opportunity for program organizers to learn about students' interests, motivation, and abilities and to provide interested students with an opportunity to reflect on their rationale for becoming involved in the program. The application process can include a brief written form that asks students to write a paragraph about why they are interested in being part of the program. Although peer leaders do not have to be at the top of their classes academically, participating students do need to be on sound academic ground. Securing the written recommendation of a faculty member can also be beneficial to the application and selection process. Lastly, the steering committee or other planning group may want to schedule brief interviews with potential peer leaders. These components of an application process will provide information that can be of assistance in identifying peer leadership program participants.

Creating a Proposed Structure for the Program

Most peer leadership program models provide helpful guidelines, resource materials, and some technical assistance from people who have experience implementing the model. Many programs also provide a suggested structure for program implementation. Other programs include detailed manuals that provide resources, activities, meeting agendas, and other useful materials. Schools and youth organizations typically select a program and adapt it to their own organizational needs and structure.

The Learning of Content and Skills

Key to the leadership development process is providing varied opportunities for peer leaders to learn both content and skills. As advisor to the program, the peer leadership coordinator should have an understanding of requisite leadership

skills and make available opportunities for mastery. Because mastery is gained through a cyclical process that includes observation, participation, practice, presentation, and evaluation, peer leaders should have repeated opportunities to practice skills.

The learning of the program content should occur concurrently within this skill development process. The success of the program can be hindered by the assumption that, based on peer leaders' personal experiences and commitment, they come to the program with an adequate understanding of the particular issue the program is addressing. For example, peer leaders who are interested to intervening in incidents of name-calling and prejudice, and who lack an informed understanding of the development of stereotypical thinking, may undermine their efforts by inadvertently laughing at an insensitive joke or a stereotypical remark. It is unfair to expect students to be effective leaders and peer educators before providing them with varied opportunities to explore, reflect on, and gain understanding about the content of the program.

Feedback and Evaluation

The framework for peer leadership program implementation should include a feedback process to facilitate peer leaders' skill development and a means to evaluate the extent to which peer leadership activities are successful in accomplishing program goals.

Evaluation can include written forms and focus group sessions or other group discussions, scheduled at regular intervals. Evaluations can gather feedback from peer leaders about participation in the program and from peer groups about the impact of participating in activities led by peer leaders. The most useful written evaluations are a combination of open-ended and multiple-choice questions. Open-ended questions provide helpful detailed information that can assist in future program planning, and multiple choice questions can provide data that can be quantified to measure program impact and success.

Logistical Considerations

The planning process should establish the time, length, location, and frequency of peer leadership meetings and a discussion of logistical considerations, including the scheduling of initial training sessions for peer leaders and peer leadership coordinators.

Initial Training

Many peer leadership program models begin with an initial training program for participants. Occasionally, separate training is provided for peer leadership coordinators that combines opportunities to learn about the content of the program with skill development and program implementation strategies. Although peer leadership programs can be launched without initial training, initial training programs are highly recommended. These programs provide intensive experiences that build teamwork and reinforce peer leaders' commitment, motivation, and understanding of key issues. The initial training can unify a diverse group of students around the students' interest in accomplishing common goals.

Peer Leadership Meetings

Following an initial training program, peer leaders typically attend regularly-scheduled meetings, that provide them with continuing opportunities to learn content, develop and practice skills, set goals, and engage in the necessary action planning to implement programs and projects.

The nature of peer leadership is that the program is peer-led. Opportunities for students to lead, direct, and create programs, with the guidance and assistance of the program coordinator, should be inherent from the program's beginnings.

Committees to Fulfill Responsibilities

One suggested strategy that promotes this process is developing peer-led committees to oversee the tasks necessary for program implementation. Peer leaders volunteer for membership on the committees of their choice for an agreed-upon time period. Committee

participation can rotate, so that all peer leaders gain expertise in the variety of tasks necessary to successfully engage in social action.

Suggestions for possible committees include:

- *Public Relations* – drafting articles for the school newspaper or newsletter about the program, arranging for school-wide announcements about program activities, creating promotional materials, such as flyers and posters;

- *Administration* – chairing meetings, taking attendance, and following up with absent peer leaders; compiling program evaluation information and providing feedback to whole group; organizing permission slips and other necessary forms;

- *Fundraising* – planning and coordinating events to raise funds for special projects, meeting refreshments, peer leader T-shirts, field trips, etc.; and

- *Special Events* – assuming responsibility for specific details of forthcoming programs or projects, including arranging sites, preparing materials, drafting requests, and generating thank you letters.

Peer-Directed Goals and Activities

The program goals developed as part of the initial planning process should describe specific outcomes expected for participating peer leaders and for the school or community. Once the program is underway, peer leaders should have opportunities to be involved in setting their own programmatic goals relating to the delivery of programs and projects. Peer leaders' abilities are strengthened as peers engage in action planning activities to develop and accomplish specific action steps of a project. Action planning should include developing a project timetable and budget, identifying and delegating tasks, considering resources and potential obstacles, and creating the content or activities of the project.

Opportunities to Practice Leadership Skills

As their leadership skills develop, peer leaders benefit from opportunities to practice these skills in real-life settings. Schools and youth organizations should make opportunities available for students to exercise leadership that correspond to students' skill level.

Initial opportunities can assist in building a coalition of support from the various constituencies of the school and community. Presenting brief information sessions for faculty, staff, or school or community boards provides opportunities for students to share why they wanted to become peer leaders, what they hope to accomplish, and how. A student-led interactive exercise, such as an icebreaker activity, can be a positive experience for adults whose support contributes to the overall success of the program.

Ongoing opportunities for peer leader programs include assembly programs, activities presented during non-academic days, conference presentations, special events, campaigns, or displays. Peer leaders need ongoing opportunities to deliver programs in order to develop leadership skills and become change agents in their schools and communities.

MEASURING SUCCESS

Demonstrating positive outcomes and documenting proven strategies are important for maintaining support for the program, planning future programs, and improving existing interventions. Members of leadership programs created to address bullying or name-calling, for example, benefit from the encouragement of knowing that their efforts are succeeding in lessening the number of incidents that occur on a daily basis. Measuring the success of peer leadership programs and interventions is a challenging task, however, even for practitioners in the field. There are many ever-changing variables within school communities that are

Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance.

– Robert F. Kennedy

often difficult to predict and that affect school climate and intergroup relations.

A process that attempts to measure these outcomes can include written surveys and group discussions. Some peer leadership program materials include sample evaluation forms. If sample forms are unavailable, peer leaders may be able to enlist the assistance of a local community college or university. College-level Sociology classes often include introductory content on data collection and analysis, and Sociology students may be willing to develop questionnaires or evaluation forms as class projects. Using the topic of bullying as an example, peer leaders may want to develop written surveys that gather information from students at various intervals on the frequency of bullying experiences and peer attitudes toward these incidents. These surveys might gather data on the number of incidents witnessed in the past day or week, how students responded, how fellow peers responded, and other thoughts the students had about the incidents.

Written evaluations can be distributed at the conclusion of peer-led programs with an optional second evaluation to be completed at a selected future interval, such as one, three, or six months following participation in a peer leadership program. Forums that bring together groups of teachers, students, or staff to

"To walk through school with the attitude that I have to tune out what other people are saying is really the wrong attitude to go through school with. I'm trying to teach my peers not to ignore other students' differences, but rather to see them and accept them and then move on so they can see what's inside someone, because it's only then that you really get to know somebody."

– High school peer leader

provide feedback to peer leaders can also be planned.

BEING A LEADER OUTSIDE THE CLASSROOM

Learning content and skills and planning formal interventions are ongoing processes that require time to yield results. Schools or community organizations that commit the time, energy, and resources to developing and supporting this process will find leadership development has the potential to produce positive change in powerful and immediate ways. As peer leaders, students are simultaneously solidifying their own knowledge and skills while also helping to disseminate these concepts to the wider school community. Even early in the process, peer leaders begin to influence their peers through informal, one-on-one interactions and interventions.

Peer leadership opportunities give a voice to young people by involving them as leaders in school reform efforts, by creating school and community environments that promote student success. Peer leaders take their leadership roles seriously, modeling pro-social behavior which includes their willingness to challenge intolerant attitudes and behaviors of their peers.

The process that begins with peer leaders' initial commitment and training, can produce the motivation, willingness, and courage to intervene, and as researcher Sonia Sharp writes, even these initial challenges that take a relatively simple form can be effective in positively shaping the culture and climate of a school or community (Sharp, 1996). It is unrealistic, however, for educators and youth service professionals to expect peer leadership programs to accomplish such change single-handedly. Dr. Helen Cowie, international expert on bullying and peer intervention, cautions that peer interventions "should not be used as a quick-fix solution to behavioral problems, but as one of a range of complementary initiatives to promote positive behavior" (Cowie, 2000). Within this context, peer leadership has a key role, both in developing leaders for the future and in providing opportunities for the development of these skills through practical application in the everyday lives of youth. Over time, the countless acts of courage and leadership, the willingness to question and challenge intolerance, and the hands extended in friendship and support create educational and social environments of respect, acceptance, inclusiveness, and cooperation, and it is in this climate that young people experience success.

RECOMMENDED RESOURCES

The following bibliography is a sampling of the many materials available on the topic of youth leadership. The resources outlined should prove particularly useful to those educators who are implementing peer leadership programs in their schools or youth service agencies. Many titles are available through public and university libraries or can be ordered through local or online booksellers.

Boccia, J.A., ed. (1997). *Students Taking the Lead: The Challenges and Rewards of Empowering Youth in Schools.* San Francisco, CA: Jossey-Bass.

This book offers suggestions for the broad integration of leadership training and opportunities into school programs. Using case studies from student leadership programs around the country, this book examines ways that students can play a key role in discouraging prejudice and discrimination in their schools.

Bonds, M., and Stoker, S. (2000). *Bully-Proofing Your School: A Comprehensive Approach for Middle Schools.* Longmont, CO: Sopris West.

This curriculum for grades 6-8 includes appropriate lessons for the classroom to help students distinguish "bullying" from disagreement and teasing and to help them effectively respond to bullying when it does occur.

Garrity, C., Jens, K., Porter, W., Sager, N., and

Short-Camilli, C. (2000). *Bully-proofing Your Elementary School,* 2d ed. Longmont, CO: Sopris West.

This book includes a step-by-step guide for teachers who want to implement and maintain a bully-proofing program in their elementary schools. The book covers staff training, student instruction, victim support, intervention methods, and development of a caring climate.

Greenberg, S. (1999). *The Jump Start Leadership Workbook: Ignite Your Ability to Lead & Succeed.* Van Nuys, CA: Jump Start Programs.

This workbook includes exercises that help youth practice important skills to achieve success. Topics include accomplishing goals, managing time, taking risks, and overcoming adversity.

Greenberg, S. (1999). *The Jump Start Leadership Workbook Volume 2: Leading Others.* Van Nuys, CA: Jump Start Programs.

This workbook helps youth learn ways to sharpen their leadership skills and influence others in positive ways.

Karnes, F.A., and Bean, S.M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18.* **Waco, TX: Prufrock Press.**

This book, which includes learning activities, a step-by-step guide, and advice for moving into leadership roles, emphasizes the development of leadership in a variety of settings.

MacGregor, M.G. (1997). *Leadership 101: Developing Leadership Skills for Resilient Youth* **(Facilitator's Guide and Student Workbook).** www.youthleadership.com.

This facilitator's guide includes 18 activities on defining leadership, qualities of leaders, power and influence, team building, communication and listening, respecting diversity, risk taking, and creative thinking. The accompanying student workbook includes handouts and opportunities for reflective writing.

MacGregor, M.G. (1999). *Designing Student Leadership Programs: Transforming the Leadership Potential of Youth.* www.youthleadership.com.

This facilitator's guide and comprehensive workbook is designed to help middle and high school instructors educate youth on the concepts of leadership.

The Mosaic Youth Center Board of Directors with J. Griffin-Wiesner. (2001). *Step by Step! A Young Person's Guide to Positive Community Change.* **Minneapolis, MN: Search Institute.**

This step-by-step guide to improving communities stresses the importance of youth leadership.

Schwartz, M.K., Axtman, K.M., and Freeman, F.H., eds. (1998). *Leadership Education: A Source Book of Courses and Programs.* **Greensboro, NC: Center for Creative Leadership.**

This source book presents selected descriptions of 230 leadership courses and programs drawn from a survey of colleges, universities, professional organizations, training organizations, and other sites.

Sturkie, J., and Gibson, V. (1992). *The Peer Helper's Pocketbook.* **San Jose, CA: Resource Publications, Inc.**

This guide includes information on peer helping, counseling tips, basic communication skills, as well as a referral guide.

Sturkie, J., and Hanson, C. (1992). *Leadership Skills for Peer Group Facilitators.* **San Jose, CA: Resource Publications, Inc.**

This guidebook outlines the skills needed for successful group leadership, including setting up groups, understanding the stages of growth within a group, communicating effectively, and empowering a group to accomplish its goals. Suggested solutions for dealing with common problems are included.

van Linden, J.A., and Fertman, C.I. (1998). *Youth Leadership: A Guide to Understanding Leadership in Adolescents.* **San Francisco, CA: Jossey-Bass.**

This book outlines the major stages of youth leadership development – awareness, growth and activity, and mastery – and includes practical strategies for developing leadership skills through practical experiences.

PEER LEADERSHIP PROGRAMS

INTRODUCTION

Peer leadership programs can take numerous forms and vary in scope from extensive national, state, or city-wide programs to single, school-run initiatives. Program models may focus on particular issues, such as bullying prevention or conflict resolution.

Despite differences in program models, peer leadership programs generally share the following principles:

- an understanding that young people are more likely to hear and accept information that is presented and modeled by their peers; and

- a belief in the value and ability of young people to bring about positive change in themselves and others.

The program descriptions that follow emphasize several factors that are important in creating peer leadership programs that are both long lasting and effective in changing school culture. These programs empower young people to positively influence their peers, and many also focus on creating positive, affirming school environments. When schools are not supportive environments, students are less able to achieve, both socially and academically. Successful programs often emphasize teacher and parent involvement as a way to strengthen community commitment to the ideas presented in the program and to reinforce support of these values in students.

DETERMINING WHICH PEER LEADERSHIP PROGRAM IS RIGHT FOR YOUR SCHOOL OR YOUTH ORGANIZATION

1. **Formal, structured programs** typically include intensive training (2-5 days), support, and a structure for program implementation. These programs establish formal leadership programs in schools and include an educational process to develop skills for leadership. Program content generally includes a strong focus on peer development as a precursor to peer delivery of services to the community. These program models are often provided by national organizations that can provide expertise, implementation resources, technical assistance, and ongoing opportunities for leadership development.

2. **Informal programs** often include shorter initial training (1 day), are designed to be less intensive, and do not typically provide detailed implementation guidelines. Informal programs have a stronger focus on peer delivery and a less significant focus on peer development. These programs are often designed to build peer leaders' awareness of a particular issue and to provide opportunities to develop intervention skills. The development of an ongoing, structured peer leadership program is not a requisite expectation of this program model, but it is possible that a more formal, structured program could develop, based on peer leaders' interest. These programs are also developed by national or state organizations and agencies, and can include training, resources, and support.

3. **Individualized programs** are typically created at the local or regional level. Program structure and resources are either created on-site or developed by combining available print and/or video resources. Initial training for peer leaders may or may not be included.

SAMPLE PROGRAM DESCRIPTIONS AND CONTACT INFORMATION

The following alphabetical list includes a variety of peer leadership program models from around the country. Program descriptions are based on informational materials provided by the programs themselves, and include available resources and publications, a description of the necessary organizational support, and contact information for each program. There are many good leadership program models available nationally. This list provides a sampling of programs that vary in scope, design, resources, and intensity to assist readers in determining the model of peer leadership program that would work best in their schools and youth organizations.

Program:	**A WORLD OF DIFFERENCE® INSTITUTE PEER LEADERSHIP PROGRAM**
Organizational Sponsor:	Anti-Defamation League (ADL)
Description:	This program provides opportunities for young people to develop skills as leaders within the context of social justice activism. Peer leaders learn to work together as a group to develop and implement creative approaches to decreasing name-calling, bullying, and other forms of prejudice and discrimination at their schools and in other organizations.
History:	The **A WORLD OF DIFFERENCE® Institute Peer Leadership Program** was developed in 1998 to provide peer leadership education within the youth service community. This program, endorsed nationally by the Boys & Girls Clubs of America, was expanded in 2000 for secondary schools, community groups, and other agencies that serve young people.
Scope:	National
Training:	The program which includes 2-3 days of initial training facilitated by ADL, provides a foundation in social justice education and leadership development. Students engage in goal setting and action planning and explore ADL resources for program development and implementation in their schools and communities. As part of the 24-week curriculum, peer leaders refine and practice skills as leaders and learn how to develop and implement their own ideas for making their schools and communities more respectful and inclusive. Additional training is provided for program coordinators and the ADL provides ten hours of consultation to support program success.

Resources:	Publications
	    Peer Leadership Coordinator's Manual
	    Manual for Peer Leaders
	    A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (Elementary/
	    Intermediate and Secondary Levels)
	Training and consulting services

Requirements:	Administrative support, Peer Leadership Coordinator(s), and facilities for initial training and weekly meetings
Goals/Objectives:	■ to provide young people with the skills to be leaders, role models, and social activists against prejudice and discrimination ■ to encourage students to develop unique approaches to solving problems of prejudice and discrimination in their schools
Fee Structure:	Fee charged (varies depending on group size and length of program)
Evaluations:	This program has been evaluated nationally in both school and youth service settings

over a three-year period as part of ADL's collaboration with the Boys & Girls Clubs of America. Findings indicate measurable positive benefits for peer leaders that include the development of skills, knowledge, and awareness and a decrease in incidents of violence and conflict among youth within the peer leaders' sphere of influence.

Contact:	Lorraine Tiven, Director of Peer Education Anti-Defamation League 19 Aviation Road, Suite 22 Albany, NY 12205 Phone: 518-446-0038 Web site: www.adl.org Email: albany@adl.org
Program:	**A WORLD OF DIFFERENCE® INSTITUTE PEER TRAINING PROGRAM**
Organizational Sponsor:	Anti-Defamation League (ADL)
Description:	This program trains students to take action against hate and bigotry by developing skills to challenge incidents of prejudice, and through leading anti-bias workshops and discussions about prejudice and discrimination with their peers and younger students.
History:	The program was developed in 1991 following riots in Crown Heights, Brooklyn. Weekly meetings with faculty and staff from Clara Barton High School in Crown Heights led to the development of ADL's **A WORLD OF DIFFERENCE® Institute Peer Training Program**.
Scope:	National/international, offered at ADL offices across the U.S. and in eleven countries overseas.
Training:	Students attend a 3-day initial training facilitated by the ADL that includes activities on understanding identity, language, and stereotyping, increasing cultural awareness, examining bias, and developing leadership skills. Students engage in goal setting and action planning and explore ADL resources for program implementation in their schools and communities. Training is also provided for program coordinators to assist in program implementation. Following the training, students meet weekly with a Peer Training Coordinator who leads continuing educational processes and assists in planning and coordination of all peer-led programs.

Resources:	Publications
	    Manual for Peer Training Coordinators
	    Manual for Peer Trainers
	    A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (**Elementary/**
	    Intermediate and Secondary Levels)
	Videos
	Training and consulting services

Requirements:	Administrative support, Peer Training Coordinator(s), and facilities for initial training and weekly meetings
Goals/Objectives:	■ to develop peer facilitators who are capable of planning and leading discussions and workshops about prejudice with their peers ■ to develop leadership skills in participating students
Fee Structure:	Fee charged (varies, depending on group size and length of program)
Evaluations:	The A WORLD OF DIFFERENCE® Institute has participated in a number of evaluation studies that have been conducted by the University of Pennsylvania; Teachers College, Columbia University (1998, 2000); and Core InSites, Inc. in Atlanta. Findings were

favorable with respect to the quality and impact of the **Peer Training Program** on school environments. Evaluations linked the following positive benefits with the program: improved confidence in interrupting incidents of name-calling, bullying, and other forms of prejudice; increased understanding of the impact of prejudice, and improved communication and presentation skills.

Contact:	Lorraine Tiven, Director of Peer Education Anti-Defamation League 19 Aviation Road, Suite 22 Albany, NY 12205 Phone: 518-446-0038 Web site: www.adl.org Email: albany@adl.org

Program:	**BRIDGES**
Organizational Sponsor:	Orange County Human Relations Council
Description:	The Orange County Human Relations Council works with local schools to develop individualized programs reflective of schools' needs and environment. The program focuses on the acquisition of emotional skills that promote students' social and academic development. Programming appropriate for K-12 schools.
History:	**Bridges** was developed over twelve years ago in response to educators' concerns about bias-related incidents and the recognized need to strengthen inter-ethnic communication, cohesion, and a sense of community.
Scope:	Regional (California)
Training:	Programs begin with a leadership team consultation to assess the school's needs and to develop initial objectives. A task force then works to establish short- and long-term objectives designed to improve intergroup relations on campus. Activities can include training sessions for parents, students, administrators, school staff, teachers, and community members. Other options are student retreats and support for a variety of school-wide projects.
Resources:	Videos and manuals, including *Stop in Your Tracks, Alternatives to Violence* video series and the *What Do You See?* poster and video about the consequences of prejudice
Requirements:	The program requires staff in-service training and a community-based task force.
Goals/Objectives:	■ to improve intergroup relations by enabling a representative group of school community members to work collaboratively towards creating a safe, inclusive school climate that is respectful of society's diversity
Fee Structure:	Fee charged (approximate annual cost of $7,500)
Evaluations:	The White House Web site has listed **Bridges** as a "promising practice." The U.S. Department of Justice and U.S. Department of Education selected the program as one of seven programs to prevent hate crimes in schools in *Preventing Youth Hate Crime: A Manual for Schools and Communities*.
Contact:	Tina Fernández, Program Director Orange County Human Relations 1300 S. Grand Avenue, Building B Santa Ana, CA 92705 Phone: 714-567-7470 Web site: www.oc.ca.gov/csa/hrc/programs/bridges.html Email: danielle@ochumanrelations.org

Program:	**CIVIL RIGHTS TEAM PROJECT (CRTP)**
Organizational Sponsor:	Office of the Maine Attorney General
Description:	The **Civil Rights Team Project** is a school-based preventive program to combat hate violence, prejudice, harassment and bias in the schools. **CRTP** builds a collaborative of students, faculty and community advisors, who work together to create a safer environment for all students and to lower incidence of hate language in the school community. The collaborations, Civil Rights Teams, meet weekly or bi-weekly to work on team projects. Through regional student and faculty trainings and in-service trainings on site, participant schools develop involved citizen behaviors that can reduce the incidence of bias language which too often leads to bias based threats and violence.
History:	The program began in 1996 with 18 schools to build a structure whereby the culture of intolerance and potential for violence within schools could be changed.
Scope:	Regional (Maine)
Training:	Teams attend a one-day training program conducted by the Attorney General's office. Participating students learn intervention and peer education strategies to reduce intolerance, while building an understanding of the Maine Civil Rights Act. Faculty and administrators attend an in-service training that includes information about the Maine Civil Rights Act and the enforcement initiative of the Department of the Attorney General. Workshops also provide opportunities for staff to create strategies to deal with hateful language and behaviors.
Resources:	The Department of the Attorney General provides resource information to participating schools on a case-by-case basis.
Requirements:	The program requires law enforcement cooperation at the local or state level. Regional coordinators serve as liaisons between schools and the Department. Schools must provide time and space for weekly team meetings, faculty advisors, and transportation for the teams to attend regional training and a statewide conference.
Goals/Objectives:	■ to create a structure within schools whereby teachers and students work together with state and local law enforcement personnel to change the climate of intolerance and violence within schools
Fee Structure:	No cost to schools in the state of Maine
Evaluations:	An independent evaluation of programs in 30 schools is currently in process.
Contact:	Jeannie Mattson, Director, Civil Rights Team Project Office of the Attorney General The Civil Rights Team Project 6 State House Station Augusta, ME 04333 Phone: 207-626-8897 Web site: www.maine.gov/ag/index.php?r=civilrights&s=civilrightsteamproject&t= Email: debi.gray@state.me.us
Program:	**CIVIL RIGHTS TEAM PROJECT**
Organizational Sponsor:	State of West Virginia Office of the Attorney General
Description:	Designed to increase the safety of students and to protect their learning environments by reducing bias-motivated harassment and violence, the project consists of teams of three students per grade and one or two faculty advisors. Student team members attend

	an orientation and then return to their schools and create and implement projects to increase tolerance and awareness of issues of bias and prejudice.
History:	The program was founded in 1999 and modeled after the Maine Civil Rights Team Project. Funding is provided by grants from the Safe and Drug-Free Schools and Community Program of the United States Department of Education, the Drug and Violent Crime Control Program, and the Juvenile Justice Accountability Block Grant Program of the United States Department of Justice.
Scope:	Regional (West Virginia)
Training:	Student team members attend an orientation program and annual conference conducted by the Civil Rights Division of the Attorney General's Office. The Civil Rights Division also conducts in-service training for faculty and administrators of participating schools.
Resources:	Information is available by request from the Attorney General's Office.
Requirements:	This program is administered by a dedicated staff person at the state; Attorney General's Office. Schools must provide faculty advisors.
Goals/Objectives:	■ to train, encourage, and empower middle and high school student members of Civil Rights Teams to be leaders within their school communities on issues relating to confronting bias, prejudice, and harassment ■ to increase the awareness and commitment of schools, parents, and community members to address the problem of bias-motivated harassment ■ to foster constructive relationships between the local school department, the local police department, and the **Civil Rights Team Project** ■ to improve the school experience for members of targeted groups (racial, religious, sexual orientation, national origin, etc.) by increasing their feelings of safety within their schools ■ to ensure a school climate that will decrease both the incidents of bias-motivated harassment and the routine use of hate language
Fee Structure:	Grant funded
Evaluations:	Evaluation of program currently underway
Contact:	Senior Assistant Attorney General L&S Building, 2nd Floor P.O. Box 1789 Charleston, WV 25301-1789 Phone: 304-558-0546
Program:	**COUNCIL FOR UNITY**
Organizational Sponsor:	The National Council for Unity, Inc.
Description:	School-based chapters in elementary, middle, and high schools with peer leaders recruited by school counselors, teachers, parents, and existing members. A customized curriculum enables participants to form relationships with peers from many cultures, develop empowerment skills, and create networks to make schools and communities safer and more unified.
History:	The National Council for Unity is a not-for-profit organization founded in 1975 with a history of promoting intergroup relations and reducing violence in schools and communities. Founding members of the National Council for Unity were gang leaders from different racial and ethnic groups who put aside their differences to end racial

conflict in and around a high school in New York City. The National Council for Unity engages more than 5,000 participants across the country from as early as third grade.

Scope:	National
Training:	Training includes opportunities to develop skills in leadership, mediation, and advocacy during and after school hours.
Resources:	27-lesson curriculum Video series to support lessons Technical assistance, as needed
Requirements:	Dedicated faculty member to coordinate the program
Goals/Objectives:	■ to change the way schools consider youth empowerment ■ to give young people skills to transform their environment and themselves
Fee Structure:	Fee charged (provides assistance to schools in finding external funds for the program)
Evaluations:	The program has been evaluated by an independent auditor which found 94% of participants graduate from high school, 96% of participants go on to higher education, 70% of principals reported a decrease in violent crime at their school, and 100% of participants reported that the program had a positive impact on their lives.
Contact:	Justine Luongo, Vice President of Operations The National Council for Unity, Inc. 48 East 21st Street New York, NY 10010 Phone: 212-598-6816 Web site: www.councilforunity.org Email: jluongo@councilforunity.org

Program:	**GENERATION OF PROMISE**
Organizational Sponsor:	The Generation of Promise Program
Description:	This is a one-year program for high school juniors, which seeks to prepare a selected group of racially, ethnically, religiously, and economically diverse student leaders from the Metropolitan Detroit area for leadership in the community.
History:	The program began as a cooperative effort formed by graduates of Leadership Development Detroit and Birmingham Public Schools Experiential Learning Center, which coordinated the program for nine years. The program is currently operated by Focus: HOPE in Detroit.
Scope:	Local (Detroit, MI)
Training:	High school peer leaders meet one full day each month for nine months to focus on the resources, leadership, and critical issues that influence the quality of life in metropolitan Detroit. Session topics include education, volunteerism, racial/cultural diversity, economic development, and youth leadership issues. Full-day sessions explore community issues through group meetings and community field trips.
Resources:	Individually developed in conjunction with topic
Requirements:	School-based liaison, volunteer community facilitators, community site for monthly sessions, transportation for participants

Goals/Objectives:	■ to establish networks among students and community leaders who may otherwise have no contact with one another ■ to increase positive interactions between city and suburban youth by dispelling misconceptions and encouraging mutual respect and a shared commitment to the recovery and advancement of the community ■ to expose young leaders to issues, concerns, and challenges that confront communities
Fee Structure:	No cost (grant funded)
Evaluations:	None available
Contact:	The Generation of Promise Program 1355 Oakman Boulevard Detroit, MI 48238 Phone: 313-494-4565 Web site: www.generationofpromise.org Email: brooks@butzel.com
Program:	**HANDS ACROSS THE CAMPUS**
Organizational Sponsor:	American Jewish Committee (AJC)
Description:	This program, developed by the AJC, helps promote tolerance and combat prejudice in secondary schools across the country. **Hands Across the Campus** combines an adaptable in-class curriculum and a peer leader program that can be adapted to meet the specific needs of any school.
History:	Developed in the early 1980s by the AJC and the Los Angeles Unified School District, following dramatic changes in the ethnic, racial, and religious make-up of students and the larger community, **Hands Across the Campus** was designed to address the intergroup conflict that sometimes accompanies demographic changes. It originated as a program that could expand students' understanding and exposure to many different cultures. AJC later introduced the program in other cities around the country.
Scope:	National
Training:	Students are trained in the Student Leadership Training Program by AJC-trained school staff.

Resources:	Publications
	    Core American Values Curriculum (lesson plans about fundamental American principles that can be used in the classroom)
	    Conflict Resolution Skills for High School Social Studies (classroom lessons that teach students how to manage conflict on or off the school campus)
	Workshops
	    Local Teacher Workshops conducted by AJC trainers
	    Hands Across the Campus Practitioners Workshop (annual workshop exposing educators to Hands techniques used in schools around the country)
	Student Leadership Training Program (a guide and series of "Ethnic Sharing" exercises)

Requirements:	Trained faculty sponsor and creation of after-school club
Goals/Objectives:	■ to bring diverse segments of the student body closer together ■ to diffuse existing intergroup tensions ■ to create an environment that nurtures constructive intergroup relations on and beyond the school campus

Fee Structure:	No fee
Evaluations:	Program materials have been revised and expanded by experienced educators and curriculum developers and approved by Teachers College, Columbia University.
Contact:	Ann Schaffer, Director Arthur and Rochelle Belfer Center for American Pluralism The American Jewish Committee P.O. Box 705 New York, NY 10150 212-891-6746 Web site: www.ajc.org/WhoWeAre/Programs.asp?did=383 Email: bcap@ajc.org

Program:	**HELP INCREASE THE PEACE PROGRAM (HIPP)**
Organizational Sponsor:	American Friends Service Committee
Description:	**HIPP** provides workshops on racism, prejudice, and difference. Students learn how to be conflict mediators. The program can be school-based but is also use in community youth organizations.
History:	**HIPP** was established in 1990 by the American Friends staff in Syracuse, NY to address violence in schools.
Scope:	National
Training:	Series of six 2 1/2-hour sessions over the course of three days with 15-20 youth and adults; follow-up sessions available
Resources:	Consultation and training overview for people interested in starting a **HIPP** in their school or community; introductory workshops to introduce the program and help people understand and experience group dynamics; follow-up programs to help schools and other organizations develop independent and ongoing programs; facilitator's manual which describes how to do **HIPP** exercises and games, design an **HIPP** workshop, and work in schools and communities
Requirements:	Program implementation requires at least one faculty advisor, facilities and support for workshops, and an ongoing commitment to work in this area either through **HIPP** or another school organization.
Goals/Objectives:	■ to teach students leadership skills ■ to improve race relations and increase student interest and involvement in social change ■ to increase individual self-esteem ■ to give students a voice, and to create a sense of power in students
Fee Structure:	Costs vary (average workshop cost is $1,000)
Evaluations:	The **HIPP** at Cardozo High School in Washington, D.C. was honored in 1998 by former First Lady Hillary Rodham Clinton and Team Harmony™. The program was recognized, along with four others in the D.C. metropolitan area, for its commitment to combating racism, promoting respect for all persons, and cultivating a long-range program that embraces diversity in the school and community.
Contact:	Kathryn Liss HIPP Network Coordinator

4806 York Road
Baltimore, MD 21212
Phone: 410-323-7200
Web site: www.afsc.org/hipp.htm
Email: KLiss@afsc.org

Program:	**NON-VIOLENCE PROJECT – AMBASSADOR AND GIRLS'VOICE PROGRAMS**
Organizational Sponsor:	Non-Violence Project
Description:	This model includes a combination of projects and programs designed to teach alternatives to violent behavior and to motivate and engage young people in positive action to make communities safer and healthier. The project provides opportunities for participants to share experiences with violence and talk about the ongoing health and social consequences of violence. The project also emphasizes cultural understanding and de-glorifies negative group involvement.
	The **Ambassador's Program** consists of ambassadors selected at school and community centers who are guided to develop their own programs to develop non-violence. **Girls' Voice** is a leadership program providing a safe setting for girls to develop and become competent, capable, courageous, and compassionate young women. **Girls' Voice** is specifically focused on the issues of teen pregnancy and victimization of young women.
History:	The **Non-Violence Project** was first developed in Sweden, then established in Miami-Dade County in 1996, and expanded to Broward County in 1999.
Scope:	Local (Miami-Dade and Broward Counties, FL)
Training:	6-week sessions in conflict resolution and leadership skills; the project encourages all participants to sign a Peace Pledge, which promotes personal commitment and responsibility.
Resources:	Videos and curriculum available based on individual needs assessment
Requirements:	Varies depending on particular program
Goals/Objectives:	■ to diminish the incidence of violence among young people by teaching students cultural acceptance and knowledge as a deterrent to violence
Fee Structure:	Fee (cost of materials only)
Evaluations:	In 2001, City of Miami presented a proclamation naming May 3 Non-Violence Project Day; "Award of Honor" from National Safety Council in 1999 and 2000; nominated as a "Best Practice" by the Department of Housing and Urban Development; qualitative evaluation conducted by Paul A. Rendulic, EdD., evaluation consultant from Nova University. Testimonies of students indicate that the project is "providing information that enables young people to make better choices" and "teachers acknowledge that they have witnessed changes in students' classroom behavior" (Rendulic 2001).
Contact:	Diane Landsberg, Executive Director
The Non-Violence Project
Dupont Plaza Center
300 Biscayne Blvd Way, Suite 919
Miami, FL 33131
Phone: 305-358-6643
Web site: http://nvp-miami.org
Email: nonviolenceproject@hotmail.com

Program:	**OPERATION US (UNITED STUDENTS)**
Organizational Sponsor:	William S. Hart School District and the City of Santa Clarita
Description:	A program developed and presented by high school students to 6th graders, which addresses racism and hate crimes in the community.
History:	The program was created by the City of Santa Clarita's Human Relations Forum in response to an interracial stabbing. **Operation US** has conducted workshops for over 4,000 students and trained over 500 high school students as facilitators.
Scope:	Local (Santa Clarita, CA)
Training:	Students are trained by program coordinators. Workshop model is developed by coordinators.
Resources:	Trainer's manual
Requirements:	School board support, adult supervisors, city funding
Goals/Objectives:	■ to decrease hate incidents ■ to provide positive high school role models ■ to increase community involvement with schools
Fee Structure:	Grant funded
Evaluations:	A reduction in the number of hate crime incidents in the school district has been associated with program implementation.
Contact:	Operation US Valencia High School 27801 Dickason Drive Valencia, CA 91355 Phone: 661-294-1188 ext. 514 Web sites: www.hart.k12.ca.us/valencia/clubs/operation www.santa-clarita.com/cityhall/parks/hrforum.htm Email: gmast@hartdistrict.org
Program:	**PEER ASSISTANCE AND LEADERSHIP (PAL®)**
Organizational Sponsor:	Workers Assistance Program, Inc./PAL® Services
Description:	A program providing effective training in "resiliency" strategies. The peer helping program combats problems such as violence in schools, drug abuse, teen pregnancy, gang participation and school dropouts by providing a critical line of defense both at school and in the home through building peer helping programs.
History:	The program was established in 1980 by Grant Thomas at Austin High School in Austin, Texas as a peer helping program, combining peer assistance and peer leadership strategies originally developed in the late 1970's. In 1989, **PAL®** became a part of the state Workers Assistance Program. In 1992, a **PAL** curriculum was designed for K-12 schools.
Scope:	National
Training:	Initial and advanced training is available to help students, educators, and community members learn strategies to implement the program.

Resources:	Publications
	Teacher's Manual (step-by-step guidance on every aspect of the implementation of the **PAL**® peer helping program for middle school and high school teachers)
	Elementary Advisor Manual (teaching manual for elementary school educators)
	Student Handbook (the companion to the *Teacher's Manual*, this handbook is designed for youth involved with the program)
	Materials
	Information Packets (includes quick guide to the program, accompanying research evaluations, available training opportunities, a video, and much more.)
Requirements:	Programs must meet programmatic standards described in the program manual.
Goals/Objectives:	■ to empower students to learn the skills necessary to constructively help others in their school, community, and family life
	■ to strengthen communication skills to improve relationships in the community and with peers and family members
	■ to teach life skills
	■ to build resiliency and assets in students
Fee Structure:	Fee charged for program materials
Evaluations:	The Center for Substance Abuse Prevention (CSAP) has selected **PAL**® as one of thirteen promising programs in the nation.
Contact:	Dana Blackwell, Program Director
	PAL® Services
	3410 Far West Blvd, Suite 250
	Austin, TX 78731
	Phone: 1-800-522-0550
	Web site: www.palusa.org
	Email: palcoord@palusa.org

Program:	**RESOLVING CONFLICT CREATIVELY PROGRAM (RCCP)**
Organizational Sponsor:	Educators for Social Responsibility (ESR)
Description:	**RCCP** is a research-based K-12 school program in social and emotional learning, focused on conflict resolution and intergroup relations. The **RCCP** model supports school staff, parents, families, and the community in teaching young people conflict resolution skills, promoting intercultural understanding, and providing models for positive ways of dealing with conflict and differences.
History:	**RCCP** began in 1985 as a collaboration of the New York City Public Schools and Educators for Social Responsibility's New York chapter (ESR Metro). The **RCCP** National Center was established in 1993 to forge multi-year partnerships with school districts to support RCCP dissemination efforts throughout the country.
Scope:	National
Training:	The peer training aspect of this program involves a 3-day training for students, staff, and coaches that includes skills training and information for sustaining the program. ESR provides follow-up training as needed.
Resources:	Numerous curricular resources available within the context of individual programs
Requirements:	**RCCP** requires a school and community commitment to implement the 4-year curriculum.

Goals/Objectives:	■ to ensure that young people develop the social and emotional skills needed to reduce violence and prejudice, form caring relationships, and build healthy lives
Fee Structure:	Fee charged (between $30,000-$50,000 annually)
Evaluations:	In 1993, Dr. J. Lawrence Aber of Columbia University led a program evaluation in 15 elementary schools in New York City. The findings indicated that compared with children who had little or no exposure to the curriculum, children receiving **RCCP** instruction developed more positively. They perceived their social world in less hostile ways, saw violence as an unacceptable option, and chose nonviolent ways to resolve conflict. An independent evaluation of three elementary schools, one middle school, and one high school in **RCCP's** Atlanta site, released in May 1998 by Metis Associates, found that 64% of teachers reported less physical violence in the classroom, 75% of teachers reported an increase in student cooperation, and 92% of students felt better about themselves.
Contact:	Jennifer Selfridge, RCCP Program Director Educators for Social Responsibility 23 Garden Street Cambridge, MA 02131 Phone: 617-492-1764 ext. 31 Web site: www.esrnational.org/about-rccp.html Email: jselfridge@esrnational.org

Program:	**ROAD TO UNDERSTANDING (RTU)**
Organizational Sponsor:	Blue Earth Area Schools
Description:	The Road to Understanding is a project created to help 8th grade students understand and appreciate the differences between a rural and urban setting as well as differences in ethnic backgrounds. Senior high students work with the 8th grade teaches and students during the junior high Advisor/Advisee time to present lessons dealing with diversity and accepting differences. The project includes a pen pal component, guest speakers from diverse backgrounds, classroom lessons, and student exchange day. **RTU** has received assistance from the Southern Poverty Law Center, the Constitutional Rights Foundation, and the National Youth Leadership Council.
History:	**RTU** started in 1992-93 when several students returned from the National Youth Leadership camp. The students felt a need for a program that allowed participants to learn more about people from different backgrounds.
Scope:	Local (Blue Earth, MN)
Training:	Peer leader training is conducted for one week each year. The training helps students learn more about themselves and their abilities to influence their relationships with family and with others. Selected **RTU** trainers attend a 6-hour training session specific to this program conducted by an outside facilitator.
Resources:	Lessons for students available by email
Requirements:	Dedicated faculty coordinator, high school volunteers, facilities for training sessions, and a partner school for the pen pal portion of the program.
Goals/Objectives:	■ to help students accept and appreciate differences ■ to help students learn more about their own history and heritage ■ to dispel stereotypes about city and rural life ■ to facilitate relationships between students from different backgrounds

	■ to help students accept individuals based on who they are, not the group they belong to
Fee Structure:	No fee
Evaluations:	An annual internal evaluation/survey is conducted with 8th grade participants, and peer leaders encourage the continuation of the lessons. Trainers also evaluate the lessons each year to consider how lessons can be improved.
Contact:	Sharon Van Kley, Youth Development Service Coordinator Blue Earth Area High Schools 1125 Highway 169 N. Blue Earth, MN 56013 Phone: 507-526-3249 Web site: www.blueearth.k12.mn.us/jh/rtu.htm www.blueearth.k12.mn.us/district/community_ed/index.htm Email: svankley@blueearth.k12.cfa.org
Program:	**SOCIALLY TOGETHER AND NATURALLY DIVERSE (S.T.A.N.D.)**
Organizational Sponsor:	Socially Together and Naturally Diverse
Description:	This multicultural student organization actively promotes cultural acceptance through school-wide cultural celebrations, field trips, focus group meetings, unity meetings with other cultural clubs on campus, community service, multicultural electives, and the monthly newspaper *Rhythms.* For example, the Pierce Middle School chapter of **S.T.A.N.D.** in Merrillville, IN performed a non-violence play for local schools and was instrumental in the removal of a music poster from a local music store that featured young children holding guns with the caption "Hate Your Friends."
History:	The program began on one campus in 1990 as an attempt to fight prejudice and racism while promoting strength through diversity.
Scope:	National
Training:	Training is based on exercises in the leadership handbook.
Resources:	Leadership handbook, print and online versions available
Requirements:	Creation and maintenance of a student organization, dedicated faculty sponsor
Goals/Objectives:	Goals are embodied in the **S.T.A.N.D.** Declaration of Beliefs which emphasizes: ■ the need for human rights, understanding, and acceptance of difference ■ a safe school environment ■ the empowerment of students and staff with the skills for responsible decision making, problem solving, conflict resolution, and social action
Fee Structure:	No fee
Evaluations:	The program received the 2001 YWCA Buddy Russell Human Rights Award. Advisor Brian Jeffrey was awarded a Crystal Apple from NBC for his work with **S.T.A.N.D.**
Contact:	Christine Jeffrey, S.T.A.N.D. Advisor Socially Together and Naturally Diverse 11801 Lark Drive Rancho Cucamonga, CA 91701 Phone: 909-989-1600 Web site: http://www-scf.usc.edu/~stand/ Email: scstand@scstand.org

Program:	**STUDENT LEADERS PROJECT**
Organizational Sponsor:	Center for the Prevention of Hate Violence (Center)
Description:	A peer leadership program for middle and high school students designed to provide young people with the skills, confidence, and courage to speak up when others engage in harassing conduct toward their classmates. The program is a full day workshop focusing on the impact of degrading language, the existence of diversity within the school, and building skills through role playing for low key interventions when degrading language is used. The Center also provides a half-day workshop for faculty on similar issues. An optional school program includes a keynote address for students followed by small group discussions led by student leaders.
History:	The project was developed in 1999 in middle schools and high schools in the state of Maine.
Scope:	Regional (New England)
Training:	Conducted by the Center, the interactive training includes information on hate crime laws, the impact of hate crimes and harassment on victims, and role-playing and other exercises designed to teach low-key intervention skills.
Resources:	Handbook and Internet support for faculty advisors
Requirements:	Off-site location for the student workshop and two faculty advisors who attend the student workshop and who continue to serve as ongoing resources for student leaders
Goals/Objectives:	■ to provide students with the empathy, confidence, and skills to intervene in low-key ways to address harassment before it escalates to more serious conduct
Fee Structure:	Fee charged (cost varies depending on the scope of work)
Evaluations:	An independent evaluation is in process.
Contact:	Stephen L. Wessler, Director Center for the Prevention of Hate Violence University of Southern Maine P.O. Box 9300, 96 Falmouth Street Portland, ME 04104-9300 Phone: 207-780-4756 Web site: www.cphv.usm.maine.edu/slp.htm Email: wessler@usm.maine.edu

Program:	**STUDENTS' CIVIL RIGHTS TEAM**
Organizational Sponsor:	Governor's Task Force on Hate Crimes
Description:	A program implemented by ten Massachusetts schools to prevent hate-motivated crime and harassment through high school student peer leadership, Civil Rights Teams.
History:	Initiated during 1999-2000 by the Student Civil Rights Project in collaboration with the National Conference for Community and Justice when seven pilot Civil Rights Teams came together in October 1999 at Horizons for Youth in Sharon, MA. The retreat challenged participants to critically examine their own perceptions about prejudice, discrimination, inequality and their effects on civil rights and student safety. The Student Civil Rights Project was developed by the Governor's Task Force on Hate Crimes in 1998 in response to escalating incidents and reports of harassment and violent

hate crimes in Massachusetts schools.

Scope:	Regional (Massachusetts)
Training:	Team-building, leadership development, and community mapping exercises prepare teams to develop projects to address their school's unique needs. Students continue to participate in annual retreats and a statewide conference in the spring of each year.

Resources:	Publications
	    Flashpoint 2 – Close-up on Civil Rights
	    All Together Now! (elementary curriculum from the Leadership Conference
	    Education Fund)
	Video
	    Opening the Door to Diversity (a Court TV program)

Requirements:	Program implementation requires a dedicated faculty sponsor and selected student team members.
Goals/Objectives:	■ to increase the safety of elementary, middle, and high school students by reducing the incidence of bias motivated harassment and violence in schools
Fee Structure:	Fee charged ($500 co-pay with available scholarships)
Evaluations:	Auditors from the Department of Justice reviewed the program and found that it was effective in reaching its goals.
Contact:	David Rudewick, Student Civil Rights Director Governor's Task Force on Hate Crimes Exec. Office of Public Safety Programs Division 1 Ashburton Place, Suite 2110 Boston, MA 02108 Phone: 617-727-6300 ext. 25359 Web site: www.stopthehate.org/about/SCRTeams.php Email: drudewick@stopthehate.org

Program:	**STUDENTS TOGETHER OPPOSING PREJUDICE (S.T.O.P.)**
Organizational Sponsor:	Our Lady of Fatima Roman Catholic Church, Congregation Beth El, and Sudbury United Methodist Church
Description:	**STOP** is a faith-based peer leadership program in which students teach each other about the similarities and differences between different faiths, emphasizing respect for all people. **STOP** includes a six-week curriculum of two-hour lessons aimed at middle school students from the three congregations. Sites of weekly meetings alternate between congregations. When groups meet at a congregation for the first time each year, host students present a short teaching on their faith. Participants learn to value individual uniqueness, and that every community is enriched by its diversity.
History:	**STOP** was created and implemented in conjunction with the New England Regional Office of the Anti-Defamation League in response to anti-Semitic incidents in the Western suburbs of Boston in the late 80s and early 90s.
Scope:	Local (greater Boston area)
Training:	Six-week curriculum of 2-hour training sessions for student participants
Resources:	Program leaders are available for consultation

Requirements:	A group of supervising adult leaders from diverse faith backgrounds to facilitate initial training and maintain the program until student leaders are developed; neutral meeting space rotated among the "home grounds" of the participating congregations
Goals/Objectives:	■ to open students' eyes to the many forms of bigotry and racism ■ to give students strategies to confront racism when they encounter it ■ to initiate conversations between adults and young people about discrimination
Fee Structure:	No fee
Evaluations:	The program received recognition from the Clinton Administration through the efforts of the National Conference on Community and Justice.
Contact:	Susan Murphy, Director of Religious Education Our Lady of Fatima Parish 160 Concord Road Sudbury, MA 01776 Tel. 978-443-9166 Web site: www.fatimasudbury.org/religioused.htm Email: dre@fatimasudbury.org, prskmurphy@earthlink.net

Program:	**TEEN EMPOWERMENT**
Organizational Sponsor:	The Center for Teen Empowerment
Description:	**Teen Empowerment** hires and trains urban youth to be community organizers. Programs are located in local high schools and at one community site.
History:	**Teen Empowerment** was founded by Stanley Pollack in 1992 after the murder of Jorge "Domestik" Ramos, a popular young man who had been working as a youth counselor in Boston.
Scope:	Local (Boston area high schools)
Training:	Hired youth receive extensive training in motivation, skill development, community organizing, and behavior management.
Resources:	*The Art of Group Facilitation: The Teen Empowerment Guide to Interactive Group Work Methods,* informational video resources
Requirements:	Independently operated in cooperation with schools; students are paid employees
Goals/Objectives:	■ to realize the potential of inner-city youth to build healthier communities and schools
Fee Structure:	Grant funded
Evaluations:	No information currently available
Contact:	The Center for Teen Empowerment 48 Rutland Street Boston, MA 02118 Phone: 617-536-4266 Web site: www.teenempowerment.org Email: info@teenempowerment.org

Program:	**YOUTH AS RESOURCES (YAR)**
Organizational Sponsor:	Center for Youth as Resources
Description:	**Youth as Resources** is a community-based program that provides grants to young people to design and carry out service projects that address social problems and contribute to positive community change.
History:	The concept of **Youth as Resources**, developed by the National Crime Prevention Council (NCPC), was first tested in Teens as Community Resources in Boston in 1986 through funding from the Boston Foundation. In 1987, a grant from the Lilly Endowment, Inc., enabled NCPC to pilot the **Youth as Resources** program model in three Indiana communities. Within a few years, the **YAR** model expanded beyond Indiana's borders, and in 1995, with continuing support from the Lilly Endowment, Inc., the Center for Youth as Resources (CYAR) was established as a separately incorporated organization.
Scope:	National/international (U.S., Canada, Poland, and New Zealand)
Training:	Varies with program design
Resources:	Publications *Developing Communities in Partnership with Youth: A Manual for Starting and Maintaining Youth as Resources Program* *Changing Perspectives: Youth as Resources* (**80-page booklet about YAR history, achievements, and philosophy**) *Reconnecting Youth and Community: Youth as Resources in Juvenile Corrections* (**description of and guide to YAR programs in juvenile corrections settings**) Videos *Youth as Resources: The Power Within* (**15-minute video about the story of YAR**) *Youth as Resources: The Power to Change* (**15-minute video about YAR programs in Indiana and Chicago housing projects**)
Requirements:	A local program sponsor, grant money to support projects, a local board of youth and adults to award grants, a local YAR director, and adult volunteers
Goals/Objectives:	■ to support the principle of fighting bias, bigotry, and racism ■ to promote understanding and respect among all races, religions, and cultures through advocacy, conflict resolution, and education in youth ■ to connect youth from different cultures to work for a common purpose ■ to give grants to youth at the grassroots local level (DC) to improve their communities ■ to affirm youth's capacity to solve community problems and to change the negative perception of youth to a positive one
Fee Structure:	Fee charged for cost of materials
Evaluations:	Three years after the initial program was launched, an independent evaluation was conducted that indicated that the program successfully meeting its goals.
Contact:	Center for Youth as Resources Headquarters 1000 Connecticut Ave, NW, Suite 1300 Washington, DC 20036 Phone: 202-261-4131 Web site: www.cyar.org Email: yar@ncpc.org

THE PARTNERS AGAINST HATE PEER LEADERSHIP MODEL

INTRODUCTION

Partners Against Hate brings together the extensive experience of the Anti-Defamation League, the Leadership Conference on Civil Rights Education Fund, and the Center for the Prevention of Hate Violence. This hate crime prevention and intervention collaboration provides educators, parent and families, law enforcement agencies, community members, and youth with the skills, resources, and support to prevent, deter, and reduce juvenile hate-related behavior.

As a part of its goal to share information about promising education and counteraction strategies for the wide range of community-based professionals who work with and interact with youth, Partners Against Hate developed a peer leadership program to provide students and educators with the training, resources, and support to take action to break the cycle of hate and fear. This program is based on the **Partners Against Hate Peer Leadership Model.**

THE PEER LEADERSHIP MODEL AND COMPONENT PIECES

The **Partners Against Hate Peer Leadership Model** promotes school and community environments where all students are physically and emotionally safe, and is designed to address conduct, not beliefs. The **Peer Leadership Model** has three integral components: a training-of-trainers program, peer leadership training, and online resources and support.

Training-of-Trainers Program

The Partners Against Hate **Middle School Hate Crime Prevention Training-of-Trainers** provides participants who work with educators and youth

comprehensive training and resources on preventing bias-motivated harassment and violence in schools. The program develops two-person training teams capable of conducting half-day in-service workshops for middle school faculty and staff, and full-day workshops for middle school student peer leaders at schools in their regions. Members of training teams bring a background and expertise in law enforcement, youth development, and education. Through participation in the program, Partners Against Hate trainers gain familiarity with current information about applicable state and federal hate crime laws and have opportunities to practice the *Faculty In-Service Workshop* and *Student Peer Leaders Workshop* **models**.

The **Faculty In-Service Workshop** is a half-day workshop for middle school faculty and staff on the prevention of bias, prejudice, and hate crimes. The workshop may be provided as an independent program, and is also strongly recommended for schools participating in the **Student Peer Leaders Workshop**, fully detailed later in this section. Faculty in-service workshops assist schools in building support for students' efforts to challenge name-calling and other bias-motivated interactions among their peers.

The **Faculty In-Service Workshop** provides participants with an understanding of the extent of bias, harassment, and hate crimes in middle schools, the impact of bias and harassment on students, an overview of federal and state hate crime laws, and practical skills for intervening at the earliest levels of harassment. The workshop also explores the emotional impact of degrading language on students and the ways bias-motivated behaviors can escalate into threats and violence. Opportunities are provided for participants to develop and practice skills and strategies for responding to verbal harassment, threats, and hate behaviors. These skills and strategies will assist teachers and other school personnel in creating civil and respectful

educational environments.

Peer Leadership Training

In schools across the country, the use of degrading language and slurs by students targeting their peers because of their race, religion, ethnicity, sexual orientation, gender, ability, or other difference is pervasive. When name-calling and slurs are readily accepted and allowed to become commonplace, the resulting environment supports the escalation of negative behaviors from slurs to harassment, harassment to threats, and threats to violence. This pattern of escalation is present in many school-based hate crimes. Even in the absence of escalation, the use of degrading language significantly affects many students, producing feelings that range from discomfort to extreme fear. For many students who are targeted by slurs or harassment, these negative behaviors define their educational experience.

The **Student Peer Leaders Workshop** provides middle school students with an understanding of the impact of degrading language and provides opportunities for students to develop the practical skills, motivation, and confidence to intervene in effective ways. By interrupting the use of slurs and degrading language, students can be leaders, role models, and allies for other students, breaking the pattern of escalation from language to violence and, consequently, playing a key role in reducing the risk of hate crime in schools. Students' willingness to consistently challenge put-downs has the potential to change a school's climate from one where bullying, harassment, and other bias-motivated behaviors are commonplace to one where students treat one another with dignity and respect.

The **Student Peer Leaders Workshop** is a full day program for students and interested school staff. Workshops typically include 25 to 30 students and one or more program coordinators or other interested school personnel. As part of the program, participating school staff receive resources to assist them in coordinating follow-up strategies for peer leaders in their school.

Selection of peer leader participants should include students from all groups that comprise the school community, as described earlier in this guide (see page 24). The greatest benefits to students and the school community as a whole are derived from assembling a group that includes students from both traditional and non-traditional leadership roles within the school. Program planners should consider both students who have demonstrated their leadership skills in traditional roles and those students who may have demonstrated their potential for leadership in negative ways, by engaging in bullying, teasing, taunting, or harassing other students. A positive change in the behavior of these students can often be the most effective tool to influence other students to stop engaging in these behaviors. This can lead to a shift in the climate of the school that could not have been achieved without the participation of these non-traditional leaders.

Student Peer Leaders Workshops provide opportunities for students to explore the emotional impact of degrading language, learn about the potential for escalation from language to violence, and develop empathy and understanding toward all students and groups within the school. Through role-playing and group problem-solving, peer leaders begin to develop skills for intervening when bullying or name-calling occurs in their presence.

The **Student Peer Leaders Workshop** is interactive, and the content is designed to create a powerful impact on students in a short period of time. The goal of the workshop is to motivate and encourage students to act as leaders and role models when they witness incidents of bias, prejudice, and teasing. Empathy development is coupled with opportunities to develop intervention skills, and peer leaders leave the training with concrete ideas about how to change the school's climate. Whether peer leaders intervene when friends engage in disrespectful or degrading conduct, change their own use of degrading language, or sit with a lonely student at lunch, students leave the workshop with their own ideas about how to increase school civility. Peer leaders develop a sense of unity as a group of diverse students within the school, who are committed to supporting one another in efforts to make their school safer for everyone.

Online Resources and Support

Technology-based communication advances are providing individuals and organizations interested in preventing youth hate crime with the unprecedented ability to harness technology to educate and change hate-related behaviors in ways never before imagined. Partners Against Hate employs the strategic use of the Internet to build on existing hate crime prevention programs, making them more interactive, accessible, and sustainable.

Partners Against Hate blends an array of organizational resources that enhance understanding of promising practices to address hate violence in all segments of the community. The Partners Against Hate Web site (www.partnersagainsthate.org) provides comprehensive online support and resources for educators and students, including information on model anti-bias and peer leadership programs, access to a database that provides current data on the magnitude of hate violence in the U.S., information on federal and state hate crime laws and initiatives, guidelines for families, resources and recommendations for law enforcement personnel and community and business leaders, and links to additional online resources. Educators can obtain classroom activities and students can locate educational resources. The Web site was designed to support the many Partners Against Hate program initiatives and regional efforts to develop effective interventions built on accurate information.

Student Peer Leaders Workshop Annotated Agenda

Module	Time	Material Covered
Introductions and Ground Rules	15 minutes	The two facilitators will introduce themselves and discuss the focus and goals of the workshop. The facilitator with a law enforcement background will describe a school hate crime case that illustrates the escalation from the routine use of degrading language and slurs to violence. The facilitators will explain the ground rules for the workshop.
Assessment	5 minutes	Students will assess the seriousness of bias, prejudice, and harassment in their school.
Stand-Ups	10 minutes	Students will participate in an exercise that focuses on the different types of harassment in the school.
Student Statements	10 minutes	Students will read statements written by other students in prior workshops describing specific incidents of bias, prejudice, and harassment which happened to them or others they know in their schools. The facilitators will lead a discussion on the impact of hearing these statements.
Dominoes Activity	20 minutes	Students will do an exercise to enhance their understanding of the extent of diversity within the group and also the extent to which they are connected to one another.
BREAK	10 minutes	
Civil Rights Overview	20 minutes	Facilitators describe applicable hate crime laws and explain the different types of school-based hate crimes.

Module	Time	Material Covered
Language Exercise	25 minutes	Students identify the differences between the emotional impact on targets of bias-motivated harassment and the impacts on those students who are harassed for other reasons. The exercise highlights the fear that many students from traditionally targeted groups experience as a result of bias-motivated harassment. The students are also introduced to the "Pyramid of Hate" to explore how hurtful words can escalate to physical violence.
"What If I Woke Up..."	10 minutes	Students discuss what would be different about their school if they woke up one day and found that there was no longer any harassment. The facilitators will lead a discussion that focuses on what students can do to exercise leadership skills to bring a school as close to that goal as possible.
Commercials	30 minutes	Students will work in small groups to develop ads that encourage students in their school to stand up and speak out against bias and harassment.
Writing Student Statements	10 minutes	Students write down two incidents of bias, prejudice and harassment that have occurred to them or someone they know in their school.
LUNCH	30 minutes	
Skills for Confronting Bias	60 minutes	Students create role-plays that focus on skills for intervening and interrupting harassment involving degrading language and slurs.
Postcards	15 minutes	Students plan action steps for when they get back to school. Students write several action steps on a postcard (which the facilitators will mail to the students as a reminder later).
Closing and Evaluations	25 minutes	Students are given the opportunity to volunteer to read some of the action steps on their postcards. Students complete written evaluations of the workshop. The facilitators make brief closing remarks.

SUSTAINING THE PEER LEADERSHIP PROGRAM

The **Student Peer Leaders Workshop** provides a unique opportunity for students and educators to set aside the responsibilities of their daily lives and to share opportunities to explore:

■ the impact of negative attitudes and behaviors on the educational experience of students in their schools;

■ their own roles in making justice and equity realities for everyone.

The ultimate impact of this programming on schools and their communities is strengthened by follow-up efforts to sustain the energy, enthusiasm, and motivation that emerges at the end of the workshop day. Students may suggest useful strategies during the workshop's action planning module, and these suggestions should receive serious consideration as follow-up implementation projects. Additional suggestions are described below.

Recognition and Support

Taking action to make schools safer, more respectful, and inclusive of all groups can be challenging and, at times, difficult for students. Peer leaders can be supported in this process by coming together to share their experiences and

feelings about their successes and challenges. Schools and communities can develop a variety of ways to provide recognition for the efforts of peer leaders. Special recognition events, certificates, and awards are some ways peer leaders can be recognized.

Sharing the Experience

Schools can support peer leaders' motivation and commitment to challenge intolerance by providing opportunities for peer leaders to visit homerooms or other school or youth groups. Making brief presentations allows peer leaders to share information about their experiences at the **Student Peer Leaders Workshop** and to express their hopes for creating a civil and respectful atmosphere in the school.

School-Wide Events

Schools may bring in speakers, either from Partners Against Hate or other organizations, to speak to the entire school about hate crimes, bias harassment, and prejudice. Educators can organize curricular interventions that align with the goals and objectives of peer leadership. Assemblies can be developed to bring these issues to a larger portion of the school community and to support peer leaders' efforts to promote respect and civility among their peers.

ADDRESSING CONCERNS

Occasionally, members of the school community have different perspectives about the need to address the prevention of harassment and hate crimes with students. When concerns about proposed strategies are raised, both in the initial planning process and over the course of the year, it is important to explore them so that the entire school community can work together to create a safe and respectful learning environment. For example, a common "put-down" in many secondary schools is for one student to call another a name based on prejudice toward gays and lesbians. Peer leaders' intervening in such incidents of name-calling is rooted in their

interest in promoting respect among all students. Concerns can be addressed by clarifying that participation in the program does not require that students embrace particular ideologies nor will any student be criticized for their personal or family beliefs.

The **Partners Against Hate Peer Leadership Model** promotes school and community environments where all students are physically and emotionally safe, and is designed to address conduct, not beliefs. Peer leadership assists students in recognizing that individuals are entitled to their personal beliefs, and that no student should be allowed to engage in conduct that harms or imperils the safety of others. Regardless of their race, religion, sexual orientation, gender, or disability, students should never have to go to school fearing for their safety. Students who are fearful cannot attend to their studies and meet the demands of school. The Partners Against Hate peer leadership program provides students and educators with the training, resources, and support to prevent the escalation of hate behaviors through the power of positive peer influence.

ONGOING ASSISTANCE

Changing the climate of any institution or organization is a slow process. Schools that are successful in creating safe and respectful climates remain focused on preventing harassment year after year. These schools implement and maintain a variety of prevention programs.

A network of support is available to educators and students engaged in the Partners Against Hate program. As challenges or concerns arise, Partners Against Hate is available to provide assistance to students and educators involved in peer leadership programs at schools and youth organizations. Assistance, additional support, and contact information is available through the Partners Against Hate Web site at www.partnersagainsthate.org.

For more information and assistance in implementing the **Partners Against Hate Peer Leadership Model,** contact Michael Wotorson, Project Director, at (202) 452-8310.

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