

Welcome to Our Schools Curriculum

The CCSD ELL Division is grateful for the generosity of The New York State Office of Temporary and Disability Assistance for providing us the rights to share their *Welcome to Our Schools* curriculum with our teachers. This curriculum was developed for New York Teachers of Refugee students. With this in mind, there are a few lessons that we will be offering adaptation suggestions to address the needs of Newcomer students living in Clark County.

When deciding what modules to teach, keep in mind who your students are and what they need to learn about being in a U.S. school. As they state in their materials, “Instructors should review the Modules and select the materials that would be most relevant to the refugee students (CCSD Newcomers) enrolled in their school system, and most useful when designing lesson plans and classroom activities.” Also, you may have English-speaking students who do not qualify as ELLs who could benefit from the acculturation pieces of this curriculum. A student coming from England speaks a different English and can experience culture shock as they begin living in the U.S. Please use these materials, as they seem appropriate for these students as well.

Please review pages 4-8, Background for Instructors. As you read any of these materials, remember that the authors are in New York, and programs mentioned do not align to CCSD programs. Reading considerations are also attached for you to review before reading each module. We are providing these materials as a starting point for you to be able to develop lessons to meet the acculturation needs of your Newcomer students. Thank you for looking at these materials. The CCSD ELL Division welcomes your feedback on this curriculum as we are offering it to our schools for the first time this year. If you have any questions or need additional supports for your Newcomer students please reach out to our Division at (702) 799-2137. Also, please look at the materials and links specifically provided to address newcomer needs found on our website at ell.ccsd.net. Most schools have an ELL Student Success Advocate. These staff members receive additional training from the ELL Division and can also act as a resource for you.

CCSD CONSIDERATIONS

Module 16: Hate Crime

In this reading...

When it says ...	Think...
refugee	newcomer
Refugee Academy	school site
academic coach	mentor

- Skip page 7 and visit <https://ccsd.net/departments/police-services/report-a-crime> for more information on CCSD policy.
- Videos not available at this time.

WELCOME TO OUR SCHOOLS



BUREAU OF REFUGEE AND IMMIGRANT ASSISTANCE

**NEW YORK STATE OFFICE
OF TEMPORARY AND DISABILITY ASSISTANCE**

**REVISED 2011
ANDREW M. CUOMO, GOVERNOR**

The Refugee School Impact Grant (RSIG) *Welcome to our Schools*, which includes Refugee Academy and Mini-Academy Curricula, Parent and Professional Development Programs, a Guide to Academic Coaches, a Guide to the Videos, and the videos *Refugee Student Interviews*, *Refugee Parent Interviews*, *A Day in Elementary School*, *A Day in Middle School* and *A Day in High School*, was developed by the New York State Office of Temporary and Disability Assistance, Bureau of Refugee and Immigrant Assistance (OTDA/BRIA).

Funding for RSIG *Welcome to Our Schools* came from the Federal Office of Refugee Resettlement's Refugee School Impact Grant Program, funding opportunity number HHS-2010-ACF-ORR-ZE-0083.

The New York State Office of Temporary and Disability Assistance, Bureau of Refugee and Immigrant Assistance encourages educators to reproduce any document created by the agency for the purpose of professional development or instruction. The constituent RSIG, videos and documents and all rights therein, including copyright, are the sole and exclusive property of OTDA/BRIA and are protected by United States copyright laws (17 U.S.C. 101 et seq). Permission is granted in advance for the reproduction of copyrighted materials for educational and noncommercial use only. Any such use or adaptation of material from RSIG *Welcome to Our Schools* must acknowledge OTDA/BRIA's copyright in the following form:

This document has been funded by the New York State Office of Temporary and Disability Assistance, Bureau of Refugee and Immigrant Assistance with Federal Refugee School Impact Grant # HHS-2010-ACF-ORR-ZE-0083, Office of Refugee Resettlement. Copyright 2006 and 2011, New York State Office of Temporary and Disability Assistance, Bureau of Refugee and Immigrant Assistance, Albany, New York, reprinted by permission.



MODULE 16
HATE CRIME

MODULE 16: Hate Crime

PURPOSE

The purpose of Module 16 is to inform students about bias-related or “hate” crime and the importance of reporting bias-related incidents.

NOTE: *Module 15: Staying Safe* provides information to students about coping with harmful activities such as bullying that may be occurring in their schools or neighborhoods.

OBJECTIVES

Students will:

- Learn about laws pertaining to bias-related or “hate” crime
- Learn how to encourage respect for student differences
- Learn how to help peers overcome prejudices



SUPPLIES

**Public Service
Announcement DVDs:
Don't Hate – Be Kind**

**Know Something –
Tell Someone**

Crayons and Paper

**Display area for posters
and student artwork**

***Handout 16 – 1:
What is Hate Crime?***

***Handout 16 – 2:
Know Something –
Tell Someone***

***Handout 16 – 3:
Who Am I?***

***Handout 16 – 4:
What Do I Like to Do?***

***Handout 16 – 5:
If No One Will Listen
(Lyrics)***



MODULE 16: Hate Crime

VOCABULARY

Elementary Vocabulary

Hate
Hate Crime
Bias
Prejudice
Report
Property
Crime

Secondary Vocabulary

Hate
Tolerance
Hate Crime
Stereotype
Bias
Discrimination
Prejudice
Report
Property
Crime
Race
Ethnicity



Key Points – Hate Crime



1. *Refugee students may experience bias-related or hate crime.*

A hate crime is any unlawful act designed to frighten or harm an individual because of his or her race, religion, ethnic/national origin, or sexual orientation.

Perpetrators of hate crime intend to terrify or harm a specific victim or an entire group.



According to New York State statute, a hate crime is any one of a set of offenses attempted or committed “in whole or in substantial part because of a belief or perception” regarding specific groups of people. The New York law includes race, ethnicity, sexual orientation, disability, age, gender, and gender identity.

Related federal and state laws pertain to the intentional defacement, damage, or destruction of any religious property because of its religious character. Laws also address the obstruction of any person’s free exercise of religious beliefs by force or threat of force. (State laws vary.)

It is not always easy to determine if a crime is bias related, but some overt signals assist investigators in identifying an incident as motivated by hate. Examples are the presence of visible symbols of hatred and bias, and/or reports by victims or witnesses of language and treatment that focus on the victim’s appearance or beliefs.

A hate crime can take two forms: either a criminal act or hate speech. Incidents of either (or both together) can involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

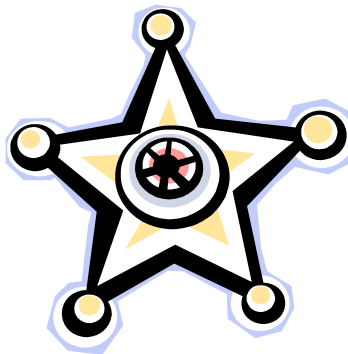
Some hate crimes are committed with the absence of any clear motive other than focusing on the victim’s race, ethnicity, sexual orientation, religion, and/or disability.

According to the American Psychological Association, “Most hate crimes are carried out by otherwise law-abiding young people who see little wrong with their actions. Alcohol and drugs sometimes help fuel these crimes, but the determinant seems to be personal prejudice...Such prejudice is most likely rooted in an environment that disdains someone who is ‘different’ or sees that difference as threatening.”

Law enforcement officials and attorneys understand that prejudicial behavior occurs along a continuum and can involve negative speech, discriminatory practices, bullying and ostracizing, and property damage, as well as more violent crimes such as physical assault. It is up to the judicial system to determine the definition of the crime and the punishment and to decide if a bias-related event is a hate “incident” or a hate “crime.” They will determine if there should be an enhanced penalty because the crime was motivated by bias.

Investigating hate crime is the number one priority of the Federal Bureau of Investigation Civil Rights Program. A hate crime is a traditional offense like murder, arson, or vandalism with an added element of bias. For the purpose of collecting statistics, Congress has defined a hate crime as a “criminal offense against a person or property, motivated in whole or in part by an offender’s bias against a race, religion, disability, ethnic origin or sexual orientation.” Hate itself is not a crime – the FBI is mindful of protecting freedom of speech and other civil liberties.

Source: *Federal Bureau of Investigation Hate Crime Overview*, February 2009



2009 Hate Crime Statistics

Source: *FBI Uniform Crime Reporting Program*

In 1990 Congress enacted the Hate Crimes Statistics Act, mandating data collection on crimes that are motivated by hate, overseen by the Federal Bureau of Investigation.

6598	single-bias incidents reported
48.5%	motivated by racial bias
19.7%	motivated by religious bias
18.5%	motivated by sexual orientation bias
11.8%	motivated by ethnicity/national origin bias
1.5%	motivated by disability bias

The largest percentage of hate crime incidents: 31.3% near homes; 17.2% on highways, roads, alleys, or streets; 11.4% at schools or colleges; 6.1% in parking lots or garages; 4.3% in churches, synagogues or temples.

Organized Hate Crime

In *Healing the Hate: A National Hate Crime Prevention Curriculum for Middle Schools*, developed by the Education Development Center for the United States Department of Justice, the authors point out that violence and prejudice are learned behaviors and not inevitable.



Hate groups have been organized that teach members to hate (such as the Aryan Nations, a neo-Nazi group), using indoctrination and paramilitary systems. With intensive recruitment and instruction, new members can become increasingly attached to an exclusive group that promotes power and superiority over others.

An organization whose primary purpose is to promote animosity, hostility, or malice against a specific group on the basis of race, color, ethnicity, religion, disability, or sexual orientation is considered a “hate group.” These groups usually have a similar belief system based on misogyny, racism, homophobia, theology and other views that differ from that of those of the group they have identified to hate. Some hate groups promote xenophobia, or the fear and hatred of strangers such as foreigners (or anything that is foreign). Some stress ethnocentricity, or the belief in the superiority of their ethnic group.

Some hate groups are formed in response to local events or changes in the community. For example, the relocation of a new group of refugees could prompt the formation of a hate group intent on targeting the refugees. As a result, hate crimes are sometimes referred to as “message crimes,” with offenders attempting to send members of a specific group a message, saying that they are unwelcome in school, the neighborhood, the community, or in the United States in general.

Law enforcement officials are aware that certain dates might trigger hate crimes by organized groups intent on committing bias-related crimes, such as:

- ◆ January 15 – Martin Luther King Jr.’s birthday
- ◆ April 20 – Hitler’s birthday
- ◆ November 9 – 10 Kristallnacht (Night of the Broken Glass, when German mobs in 1938 destroyed synagogues; over 91 Jews were killed; 30,000 Jews were thrown into concentration camps; 7,000 Jewish businesses were destroyed; and thousands of Jewish homes were destroyed).

“Hate crime is the violence of intolerance and bigotry, intended to hurt or intimidate someone because of their race, ethnicity, national origin, religious, sexual orientation, or disability. The purveyors of hate use explosives, arson, weapons, vandalism, physical violence, and verbal threats of violence to instill fear in their victims, leaving them more vulnerable to attacks and feeling alienated, helpless, suspicious and fearful.”

Source: *Hate Crime: The Violence of Intolerance*,
Community Relations Service, Washington, D.C.

Hate Crime and Refugees

There is considerable research on who joins hate groups, why they join, and what can be done about educating young people about the groups that they may be joining. Several organizations have been formed to protect people from hate groups, and to work with schools to educate students about the recruitment efforts of hate groups.

In 2008 the Anti-Defamation League (ADL) joined with a coalition of seven national civil right organizations (including the National Urban League, the Jewish Defense League, and the Leadership Conference on Civil Rights) to denounce a series of hate crimes against immigrants and refugees. Their goal is to work together to monitor incidents of hate crimes nationwide, promote hate crime legislation, and reduce prejudice and increase tolerance of differences.

Refugee students can be targets of hate crime because of race, religion, ethnicity or national origin often because the perpetrators are uneducated about refugees, ill-informed about the background or lifestyles of refugees, or are making assumptions about refugees who relocate to the United States.

The purpose of *Module 16: Hate Crime* is to raise the consciousness of refugee students about the existence of hate crime, and inform them about ways to protect themselves from bias-motivated incidents. They will also learn about the importance of reporting hate crime.

One recent crime that is being prosecuted as a hate crime is the murder of Jose Sucuzhanay, an Ecuadorean immigrant who was walking arm-in-arm with his brother in the cold weather in Brooklyn. They were trying to keep warm. Two men allegedly attacked them, shouting anti-Hispanic and homophobic slurs. Sucuzhanay was beaten with an aluminum baseball bat. The crime is considered a hate crime not because the victim might have been Hispanic or gay, but because his alleged assailants thought he was and *attacked him on that basis*.



NEW YORK STATE EDUCATION DEPARTMENT GLOSSARY OF TERMS

All schools in New York State are required to report violent or disruptive incidents on a regular basis to the New York State Education Department. The following *New York State Education Department Glossary of Terms Used in Reporting Violent or Disruptive Incidents* (August 2008) clarifies how bias-related incidents and crimes are defined in New York State school districts:

BIAS-RELATED INCIDENT

An incident is bias related if it is motivated by hate due to some characteristics or perceived characteristics of the victim including race, gender, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference, or disability. Any act or attempted act is bias related if it is designed to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets; vandalism; force, or threat of force, motivated all or in part by hostility to some real or perceived characteristic of the victim. (Note that this definition is taken from the National Center for Education Statistics.)

INTIMIDATION, HARASSMENT, MENACING, OR BULLYING BEHAVIOR AND NO PHYSICAL CONTACT

Threatening, stalking, or seeking to coerce or compel a person to do something; intentionally placing or attempting to place another person in fear of imminent physical injury; or engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practices, gender, sexual orientation, age, or disability that substantially disrupts the educational process, with or without a weapon.

MINOR ALTERCATIONS

Involving physical contact and no physical injury, with or without a weapon. Striking, shoving, or kicking another person or subjecting another person to unwanted physical contact with intent to harass, alarm, or seriously annoy another person, but no physical injury results. Fights that do not result in physical injury or serious physical injury are reported in this category.



2. The negative effects of hate crime on victims and witnesses can be long-lasting.

Victims of bias-related crimes can experience post-traumatic stress disorder (PTSD), anxiety attacks and nightmares, and a sense of violation and degradation. They may have physical, emotional, even financial hardships as the result of a hate crime.

Effects on the community, including the school environment, can be:

- ◆ Increases in tension related to race, religion, gender, and sexual orientation
- ◆ The possibility of reprisals that can escalate violence
- ◆ Friction with local law enforcement, particularly if they do not appear to respond quickly or with an understanding of hate crime laws.



Refugee students should be aware that even hate “incidents” should be reported, not only to protect the victim, but to protect individuals and groups from future events. Any hateful incident in school harms the entire school community.

Instructors who become aware of a possible hate-related incident should inform their supervisor/director and not try to handle the situation personally. The incident could quickly become a legal issue that should be handled by qualified law enforcement officials and attorneys.

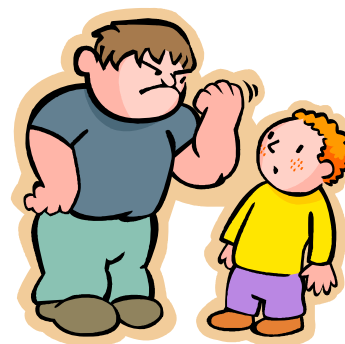
Since refugee students may feel uncomfortable, even frightened, around law enforcement, it is important that instructors provide reassurance and education for the student, and gather other personnel to support the student through any investigations.

Instructors should be aware of the process for referring refugee students to mental health counselors, since victims can experience post-traumatic stress and fear of reprisal. Any communication with parents and teachers should be the responsibility of qualified school personnel.

According to the New York State Education Department division responsible for VADIR (Violent and Disruptive Incident Reporting), incidents of targeted violence at schools are rarely sudden, impulsive attacks. Someone usually knows of the attacker’s plan. Most attackers either talk about their plans or engage in some behavior that causes concern.

Refugee students may not be in a position to hear rumors or engage in conversations with a student who may be planning a bias-related attack. However, as they become acclimated to their new school, they may either observe or experience negative behaviors that send a clear message that they are not welcome on the basis of their race, religion, or ethnicity.

As refugee students become more aware of students who treat them poorly, they can become alert to the possibility of more aggressive behaviors and talk to teachers and instructors if they are uncomfortable or frightened. If the Instructors explain during the Refugee Academy that most attacks are premeditated, the refugee students can play a valuable role in thwarting potential incidents.



Instructors can show that they understand that the topic of hate crime is difficult to discuss. Refugee students have come to America in hopes of finding a safer way of life. It is hard to tell them that they are safe, but have to be alert to the possibility of being treated badly because of their appearance or beliefs. *Instructors should keep emphasizing that most students will be kind and helpful.*

If the refugee students are aware of strategies for staying safe in their school and community (see *Module 15: Staying Safe*) and know of multiple resources for getting help if needed, then they should not be concerned. As one counselor at a Refugee Center indicated, “We don’t want these kids to think that they’ve gone out of the frying pan into the fire. Tell them the facts, reassure them, point out their peers who are wonderful to newcomers, and be there if they need you.”

Even if the students reveal that they have observed or experienced a bias-related incident, they may not want to continue the conversation. The instructor should find time to talk to the students or ensure that a supervisor talks to the students privately. Immediate follow-up is important without adding drama to the situation. The focus should be on reassurance and support, without evidence of shock, disgust, or anger toward the perpetrator.

The refugee students may be concerned about anonymity. However, instructors should not promise to keep information confidential. If students ask the instructor to promise not to tell anyone, the instructor should explain that support will be provided as students share information with authorities. It is not always possible to keep information confidential, for the benefit of the students and for other potential victims.

The instructor should keep in mind that the disclosure of an event may eventually result in a criminal case, so the sooner school personnel can take over the situation, the faster the victim can get appropriate legal assistance. If it appears that the student has an urgent need for safety (or an entire refugee community may be affected) then the school administration should be notified via the instructor’s supervisor. If the supervisor is not immediately available, a school administrator should be told so that appropriate law enforcement and legal advisors can be contacted for support of victims and witnesses.



3. There are systems for reporting and investigating hate crime.

Anyone can become the victim of a hate crime for something they do not have any control over, such as gender, race, ethnicity, religion, or disability. Individuals can be identified with specific groups by their participation in religious organizations, community events, or school clubs, or by the neighborhoods that they live in.

However, these associations can be misunderstood, especially by those who have not been educated about different cultures, or have been taught that anything different is wrong or dangerous.

“Victims of hate crimes rarely do anything to provoke an attack. They are selected simply because of who they are perceived to be.”

Source: *Criminal Justice Training Center, Napa Valley, California*

Victims of hate crime need reassurance from school officials and law enforcement that bias-related incidents will be viewed as serious violations of the law.

Victims are often terrified of retaliation if they report the incident, or even ostracism from their own community if they speak up. They may not trust law enforcement because of past experiences in their native countries, and may fear deportation.

Law enforcement groups across the country have received specialized training for identifying and investigating hate crimes, and many large communities have established units dedicated to bias-related crime.

According to *A Local Prosecutor’s Guide for Responding to Hate Crimes*, “some jurisdictions have appointed one person who acts as a liaison between the police and prosecutors, while others have established a chain of command for sharing information with other law enforcement agencies. For example, the Trial Division of the New York County District Attorney’s Office works closely with the New York City Police Department in investigating and prosecuting bias-motivated cases.” (American Prosecutors Research Institute)

Key elements of law enforcement training can be applied to school personnel, as long as trained administrators follow school policies and procedures. Instructors and Academic Coaches may be in a position to **assist** administrators in carrying out an investigation, and should always provide support to the student involved. Law enforcement guidelines include:



- ◆ Report rumors and student comments, even if they are not presented seriously at the time.
- ◆ Explain to refugee students who confide in a teacher about a possible or committed hate crime that it must be reported to protect the victim and future victims.
- ◆ Academic Coaches and their supervisors should always begin by reporting an incident to school administrators. The school officials will notify law enforcement and follow the policies of the school district. District leaders should always consult with an attorney to ascertain the extent to which federal and state hate crime and civil rights law may apply in the school context.
- ◆ Control and remove other students from the area of the incident.
- ◆ The victim should not be blamed for the incident.
- ◆ Do not make assumptions about the victim on the basis of physical appearance, dress, language, or location of the incident. (Refugees may not be aware that a location is unsafe, may not have a choice about where they live, or may not understand words that are being used to taunt or threaten.)
- ◆ Record the sequence of events, including information about previous threats or warnings.
- ◆ Record specific language, often used as key evidence in hate crimes. This may require assistance from an interpreter. Reports of witnesses about statements and gestures should be recorded.
- ◆ If there is physical damage (e.g., defacing, spray painting), take photographs. Pictures of the victim should be taken by investigators.
- ◆ If literature has been distributed, wait for law enforcement to collect the documents.
- ◆ Provide support and comfort to a student, but for legal reasons let the investigators express regret that an incident happened on school grounds. Reassure victims of hate incidents that they will be supported throughout the investigation and afterward. Many victims will be

concerned about the repercussions of reporting an incident and may not understand the importance of reporting. They may also not understand the impact of an event on their emotional well-being. (See Background Information #3 above.)

- ◆ Take the crime seriously to reduce fear and anger (of both the victim and the community) and to reduce the potential for copycat or retaliation crimes. School personnel can ensure that counselors and interpreters are available if the victim and the witnesses need to discuss the experience.
- ◆ Recognize that perpetrators of individual bias-related crimes may be affiliated with a large hate group in the community or the nation.



4. A discussion about “hate” should be conducted with sensitivity and accuracy.

Even though *Module 16: Hate Crime* is not about the origins and manifestations of hate, some students may want to talk about the topic of “hate” in general. They may have personal stories to tell and want to find explanations for why people exhibit hate. It is not uncommon for victims to ask “why do they hate us?” or “why me?” or “what causes people to hate?”



The Refugee Academy is not the setting for a serious, in-depth discussion of the many facets of hate. However, if a student raises questions that go deeper than basic information about hate crimes, the student should not be ignored. That student may be representing the questions of others in the group, especially if there is tension between students because of hateful experiences in their country of origin.

The refugee students may need reassurance from the instructor that the topic of hate can be discussed openly. They will need to know that hate does not dominate the culture of most American schools and that hate *can* be eliminated.

The following points can be made if students seem anxious to explore the topic further.

- ◆ Hatred of refugees is usually based on fear of the unfamiliar or the unknown. People tend to be wary of something that is different, even if they are generally open to change and new experiences. They need accurate information and may need time to adjust.
- ◆ People are not born with hate. They learn it. If they learn it, they can “unlearn” it. People can be taught that hate is wrong and can be guided into better understanding of people they have learned to hate.

- ◆ People who hate may have developed distrust because of past experiences or historical events in their country. This is true of refugees, too. The instructor should point out that resettling is a good way to move forward and develop trust again.
- ◆ Some people are threatened by groups who don't believe the same things that they believe, particularly in areas of religion and cultural traditions. With education and civil interaction with refugees, people who may be resistant can learn to "tolerate" others instead of automatically hating them. If they express tolerance, it means that they are comfortable with their own way of life, but appreciate that not everyone has the same views or lifestyles.

This concept may be hard for some of the refugee students to understand because they themselves may have learned *intolerance* for other groups. The instructor should focus on the importance of harmony and tolerance as they forge a new life in a new country.

- ◆ Victims of hate can have emotional injury without evidence of physical injury. Instructors should explain that some people do not know that they can inflict emotional damage that is just as powerful as physical damage.
- ◆ Hate can be eliminated, but perhaps only gradually, one person at a time. Refugee students should take their time to form friendships with other students who are tolerant and supportive. They should avoid students who exhibit hateful behaviors and make a point to be civil, pleasant, and proud of their heritage. If they need assistance in coping with someone who shows hate, they should talk to an adult who can help educate and cultivate tolerance.

Facilitating Sensitive Discussions

Instructors and Academic Coaches may have to facilitate challenging conversations around the topic of hate. Some class discussions can become very personal and sensitive. All personal comments by refugee students, no matter how emotional, should be followed by some form of acknowledgment by the instructor.

Instructors should become familiar with the characteristics of the students in the class so that it is easier to determine if it is necessary to stop the class activity and respond to a student's comments. Some students will openly reveal personal information routinely, and a simple acknowledgment of interest and support will do.

"Thank for sharing with us. That must have been hard. Let's talk later so you can tell me more about it."

Some students will suddenly speak up for the first time, requiring that the class agenda be set aside temporarily and revelations discussed. Emphasis in any discussion should always be on moving forward and solving a problem instead of reviewing the details of an experience.

“This sounds like something that others may have experienced. Does this sound familiar? What do you think should be done?”

“Are there suggestions? What steps can be taken to solve this?”

Some students will make statements as fact, not knowing that they have misinformation or have been taught information in a different manner than other groups (e.g., beliefs about religion, sexual orientation, or roles of women in society). The instructor should gently explain that not everyone believes the same things and the result is an interesting mixture of cultures worldwide and in the United States.

The instructor should not question beliefs or attempt to point out the weaknesses in the “facts” provided. Understanding and accepting different points of view should be emphasized, not who is “right” or “wrong” in their beliefs.



This is true even if a student makes a statement that is blatantly prejudicial. It is not the instructor’s responsibility to reeducate the student. In some cases, a gentle correction might be appropriate, as long as the instructor does not challenge the views of the family or refugee’s community.

For example, if a student claims that everyone associated with a specific religion promotes violence, a correction can be made.

“In this country you can have many different beliefs. You believe one thing and someone else could believe something else. It is a good idea to think about why you believe something and check out the facts. The important thing is to accept that we all think differently and it is a safer world if we don’t hate each other.”

Some students reveal information for shock value, or because they do not realize that they are sharing information that indicates a need for counseling. The instructor will have to determine on the spot if the student needs individual attention, if the class should become involved in the discussion, or if there should be minimal reaction followed by a return to the agenda.

“You should know that you are not alone. It takes courage to even mention that situation. Let’s meet after class and we can talk about it some more.”

No matter how a refugee student has revealed something personal related to the general topic of hate (or related to hate crime) the instructor should always provide support or invite the support of other students.

The instructor should be aware of school and community resources for reporting incidents and gathering further information, and should always inform their supervisor or the Refugee Resettlement Case Manager.



5. Refugee students with their schools can help educate students and school personnel for the purpose of promoting cultural tolerance and overcoming prejudice.

Definition of Prejudice

Attitudes or opinions about a person or group simply because the person belongs to a specific religion, race, nationality, or other group.

Prejudices involve strong feelings that are difficult to change. Prejudice is prejudging. A person who thinks, “I don’t want (name of group) living in my neighborhood,” is expressing prejudice.

Source: *What to Tell Your Child About Prejudice and Discrimination*,
Anti-Defamation League

The root cause of prejudice is heavily debated in the literature. Some researchers believe that prejudice is the same regardless of the specific target, while others believe that prejudice is “situation specific,” determined by current events. Others write that prejudice is based on power, economic or political, and can be personalized through group training or individual experiences.

Regardless of the source of prejudice, there are a number of strategies for counteracting prejudice. The general school population should become familiar with the benefits of multiculturalism and the value of the unique characteristics of individuals. Specific steps can be taken to encourage students to be tolerant of diversity and treat their peers with respect. Teachers can employ conflict resolution and mediation techniques, as well as violence prevention by helping students understand attitudes and behaviors that promote violence.

In an attempt to minimize the development of prejudice, well-meaning adults often teach children to ignore differences and focus on similarities. Just as common experiences are part of the “glue” that holds communities together, understanding and respecting differences is essential for successful multicultural societies.

Source: *Close the Book on Hate*, Anti-Defamation League

Students who are refugees should not be expected to bear the burden of eliminating prejudice. It is not their responsibility to change attitudes and behaviors. However, they can facilitate understanding and tolerance by communicating information about their values and culture.

If they are assisted in acclimating successfully to American schools, they will not only feel more comfortable with their peers, they will be regarded as newcomers who are willing to adapt to a new culture. They will have an easier time connecting with other students and forming friendships. As their fellow students get to know them as individual people rather than representations of a refugee group, they can quietly educate while still retaining important elements of their cultural history.

For example, if a student practices a religion that is unfamiliar to peers, it is not necessary to abandon the religion to fit in to a new school environment. But it is quite possible that American students may ask questions, show resistance or disdain, or even taunt and tease about the religion.

Refugee students will need to know how to handle these reactions while still building positive relationships. As friendships build, respect and understanding can grow, and refugee students can begin educating friends about their personal histories and beliefs.



This takes time (and often guidance from adults) but can result in reduced tension and higher tolerance of differences. This module, although focusing on identifying and reporting hate crimes, includes activities that are centered around building positive relationships for the purpose of eliminating prejudice. (See also *Module 2: Making Friends*.)

According to New York State Education Law (for Social Studies), Article 17 (Section 801a) the New York State Board of Regents "...shall ensure that the course of instruction in grades kindergarten through twelve include a component on civility, citizenship, and character education. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community."

"A common saying among educators working to promote children's appreciation of diversity is that there is no gene for racism. Thus, they believe that even though children may initially develop and act on intolerant attitudes, they can be educated to value human differences." (Wendy Schwartz, *Anti-Bias and Conflict Resolution Curricula: Theory and Practice*, 1994.)

Researchers and hate crime specialists agree that prejudice reduction and violence prevention are vital to reducing incidents of hate crime. Communities, schools, law enforcement, and other justice system agencies need to work together to promote tolerance and peaceful problem-solving.

Strategies include increasing public awareness about the goals of hate groups and laws related to bias-related crime; active crime prevention plans that include representatives from all facets of the community; and fostering a "zero tolerance" atmosphere in schools. This includes written codes of conduct, support for peaceful conflict resolution, and clear consequences for engaging in bias-motivated behavior.

Instructors should be aware of the policies of their school district and incorporate hate crime education in classroom activities and discussions. *Module 16: Hate Crimes* informs students about the definition of hate crime and the rights of refugee students, but emphasizes the importance of improving communication between members of different cultural groups and reporting bias-related crime.

Instructors and school personnel have the added responsibility of intervening with students who express discriminatory beliefs. This may be challenging, as some refugee students have experienced persecution from different groups (e.g., religious or political groups) or may have learned prejudicial viewpoints about groups from their native countries (e.g., Tutsi and Hutu in Burundi).

Emphasis in instruction should be on the laws that protect refugee students, what to do if they feel that they are being subject to bias-related crime, and how to refrain from perpetuating biased points of view themselves.



ACTIVITIES

ACTIVITY 1: DON'T HATE – BE KIND (PUBLIC SERVICE ANNOUNCEMENT ACTIVITY)

Grades K-5 (45 minutes)

In this activity:

Students will learn the importance of appreciating cultural differences and the benefits of being kind instead of hating. The public service announcement DVD *Don't Hate - Be Kind* will be used as a discussion tool.

Note: Instructors should review Background Information #4 in this module on facilitating sensitive discussions.



- Explain the word “kind” and ask students if they have experienced kindness since they have arrived in America. Ask for specific examples.
 - A person who is KIND is nice, considerate, and concerned about the needs and happiness of others.
- Explain the word “hate” as the opposite of “love.”
 - Hate is a very strong dislike of something. Hate can cause extreme discomfort, anger, and sometimes acting out in dramatic or violent ways.
 - Ask students to describe foods that they hate to eat or sounds that they hate, such as fire alarms or screeching brakes.
 - Ask them how it feels when they eat a food they hate, or when they hear a sound that they hate to hear.
 - Explain that the word “hate” is often used casually, as in “I hate that sound!” or “I hate sweet potatoes!”

- The use of the word “hate” when applied to people is inappropriate and inconsiderate.
 - Explain that it can be very hurtful to say “I hate you” or to show hate with angry words or by hitting someone. Students should not say “I hate my teacher” or “I hate you” to another person even if they are angry. Sometimes they will not be able to tell that they are hurting someone’s feelings.
 - Some students may feel that students who are mean deserve to be told that they are hated. Ask the students, “How would it feel to be told that you are hated?”
 - Explain that hate will only stop when everyone works hard to be kind and helpful. When it is hard to be kind, it is better to look for situations where kindness is easier, and stay away from people who promote hate.
 - Some of the students will have experienced hate, either as part of a refugee community or in their personal lives at home or in their new living environment. They may have difficulty understanding that hate is not necessary.

Instructors should keep repeating the definition of “kind.”

- Show the public service announcement DVD: *Don’t Hate – Be Kind*
- Explain that sometimes other students or adults may attack people because they are different. This is a way of showing hate and is not allowed in school and in the community.



- Stress that this does not happen often, and that most of the students in the school will be kind and helpful.
- Explain that there might be a few students who have learned to hate others because of the color of their skin, their religion, what they wear, or how they speak. These students do not understand that all people are different and everyone deserves respect.
- These students may tease the refugee students. They may try to cause harm to property (such as grabbing a backpack) or physically hurt a student (such as pushing or tripping).
- Keep repeating that this behavior is not allowed in school, especially if the offender mentions the student’s race, color, ethnicity/national origin, or religion.

- Stress that this behavior should not be accepted as “normal” school behavior, and refugee students should tell a teacher or their Academic Coach.
- For younger students, the instructors should keep stressing that if someone is not kind to them, they should tell their teacher or Academic Coach. Their school does not want anyone to be treated unkindly.
- The students do not need to know the difference between a hate “incident” and a hate “crime.” They need to know that treatment that is uncomfortable or frightening, especially if it is connected to their status as a refugee, should be reported to an adult as soon as possible.
- Refugee students may be hesitant to reveal their concerns, but if they are reminded that they are protecting others as well, they will be more likely to share information.
 - Ask the students to discuss what they can do to show that they are kind to others. Point out that kindness can lead to a positive reaction and more kindness.
 - Demonstrate kindness by asking students to do the following tasks.

After each task below, do an act of kindness. Ask the students: “What did I do that was kind?”

- **Ask a student to:** Drop a book on the floor.
 - Pick up the book, dust it off, hand it to the student.
- **Ask a student to:** Trip over a backpack on the floor.
 - Help the student, ask if they are okay, move the backpack.
- **Ask a student to:** Look for a pencil or pen.
 - Produce a pencil or pen, offer it to the student, smile.



After doing these three tasks, ask the students to demonstrate their own acts of kindness.

- **The instructor can:** Knock over a cup of water.
 - Student demonstrates act of kindness

- **The instructor can:** Look around for the chalk.
 - Student demonstrates act of kindness

- **The instructor can:** Drop a file of papers.
 - Student demonstrates act of kindness

- **The instructor can:** Smudge paint on the chin.
 - Student demonstrates act of kindness

- Explain how acts of kindness can be done with little knowledge of the English language.
 - Ask the students to illustrate an act of kindness that they would like to do for someone else in the class. Discuss the pictures and display them in the school building. Label the display **Don't Hate – Be Kind.**

DON'T HATE – BE KIND (PUBLIC SERVICE ANNOUNCEMENT ACTIVITY)

Grades 6-8, 9-12 (45 minutes)

In this activity:

Students will learn the importance of appreciating cultural differences and the benefits of being kind instead of hating. The public service announcement DVD *Don't Hate – Be Kind* will be used as a discussion tool.



Note: Instructors should review Background Information #4 in this module on facilitating sensitive discussions.

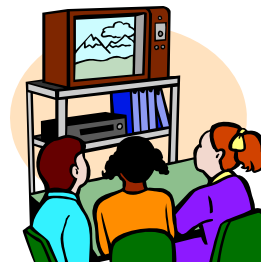
- Explain the word “kind” and ask students if they have experienced kindness since they have arrived in America. Ask for specific examples.
 - A person who is KIND is nice, considerate, and concerned about the needs and happiness of others.
- Explain the word “hate” as the opposite of “love.”
 - Hate is a very strong dislike of something. Hate can cause extreme discomfort, anger, and sometimes acting out in dramatic or violent ways.
 - Ask students to describe foods that they hate to eat or sounds that they hate, such as fire alarms or screeching brakes.
 - Ask them how it feels when they eat a food they hate, or when they hear a sound that they hate to hear.
 - Explain that the word “hate” is often used casually, as in “I hate that sound!” or “I hate sweet potatoes!”



- The use of the word “hate” when applied to people is inappropriate and inconsiderate.
 - Explain that it can be very hurtful to say “I hate you” or to show hate with angry words or by hitting someone. Students should not say “I hate my teacher” or “I hate you” to another person even if they are angry. Sometimes they will not be able to tell that they are hurting someone’s feelings.
 - Some students may feel that students who are mean deserve to be told that they are hated. Ask the students, “How would it feel to be told that you are hated?”
 - Explain that hate will only stop when everyone works hard to be kind and helpful. When it is hard to be kind, it is better to look for situations where kindness is easier, and stay away from people who promote hate.
 - Some of the students will have experienced hate, either as part of a refugee community or in their personal lives at home or in their new living environment. They may have difficulty understanding that hate is not necessary.

Instructors should keep repeating the definition of “kind.”

- Show the public service announcement DVD: *Don’t Hate – Be Kind*
- Discuss the importance of respecting everyone in the class, even though everyone is different.
 - Explain how it may be difficult for some American children to accept differences. They may not be kind to students who are refugees. Stress that this does not happen often, and that most of the students in the school will be kind and helpful.
- Distribute Handout 16 – 1 *What is Hate Crime?*
- Show the poster *Know Something – Tell Someone*
- Discuss the definition on the handout.
 - Explain that sometimes other students or adults may attack people because they are different. This is a way of showing hate and is not allowed in school and in the community.
 - Explain that there might be a few students who have learned to hate others because of the color of their skin, their religion, what



they wear, or how they speak. These students do not understand that all people are different and should be treated with respect.

- These students may tease the refugee students. They may try to cause harm to property (such as grabbing a backpack) or physically hurt the student (such as pushing or tripping).
 - Keep repeating that this behavior is not allowed in school, especially if the offender mentions the student's race, color, ethnicity/national origin, or religion.
 - Stress that this behavior should not be accepted as “normal” school behavior, and refugee students should tell a teacher, their Academic Coach, or their Refugee Resettlement Case Manager.
- The students do not need to know the difference between a hate “incident” and a hate “crime.” They need to know that treatment that is uncomfortable or frightening, especially if it is connected to their status as a refugee, should be reported to an adult as soon as possible.
- Refugee students may be hesitant to reveal their concerns, but if they are reminded that they are protecting others as well, they will be more likely to share information.
 - Ask the students to discuss what they can do to show that they are kind to others. Point out that kindness can lead to a positive reaction and more kindness.
 - Demonstrate kindness by asking students to do the following tasks.



After each task below, do an act of kindness. Ask the students: “What did I do that was kind?”

- **Ask a student to:** Drop a book on the floor.
 - Pick up the book, dust it off, hand it to the student.
- **Ask a student to:** Trip over a backpack on the floor.
 - Help the student, ask if they are okay, move the backpack.
- **Ask a student to:** Look for a pencil or pen.
 - Produce a pencil or pen, offer it to the student, smile.

After doing these three tasks, ask the students to demonstrate their own acts of kindness.

- **The instructor can:** Knock over a cup of water.

- **The instructor can:** Look around for the chalk.
- **The instructor can:** Drop a file of papers.
- **The instructor can:** Smudge paint on their own chin.
- Explain how acts of kindness can be done with little knowledge of the English language.
 - Ask the students to illustrate an act of kindness that they would like to do for someone else in the class.
- Discuss the pictures and display them in the school building.

ACTIVITY 2: IF YOU KNOW SOMETHING – TELL SOMEONE

Grades 6-8, 9-12 (45 minutes)

In this activity:

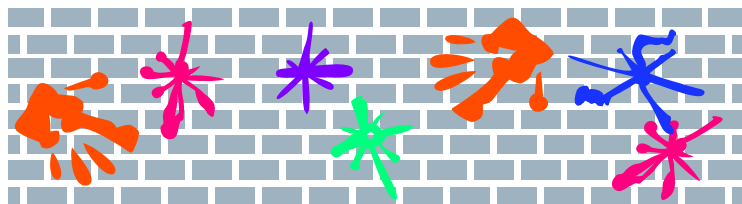
Students will learn the school process for reporting bias-related incidents or hate crime.

This activity should follow Activity #1, and should only be presented to students after they have had a chance to discuss the definition of “hate” and the importance of kindness.

Note: Instructors should review Background Information #4 in this module on facilitating sensitive discussions.



- Even if the students have already seen it, show the public service announcement DVD *Don't Hate – Be Kind*.
- Review the concept of “hate” as discussed in Activity #1.
- Review Handout 16 – 1 *What is Hate Crime?* and show the DVD: *Know Something – Tell Someone*.
- Students play a very significant role in preventing hate crimes.
 - Explain that students are expected to report hate crimes to an adult if they see them or experience them. They are expected to tell adults about rumors they have heard, plans they may be aware of, or threatening acts they have observed.
 - If they see teasing of a refugee, particularly if it appears to be based on prejudice, the students should tell an adult. They can stop the teasing from turning into a criminal action.



- Review the steps for reporting a bias-related incident in their school. Use the Handout 16 – 2 *Know Something – Tell Someone*.

The steps for the student will vary depending on the school, but they generally consist of the following:



1. Tell an adult you trust. Don't be afraid to tell. You will protect yourself and others.
2. Ask a translator, Refugee Resettlement Case Manager, and/or Academic Coach to join you when you are reporting to school or law enforcement officials.
3. An adult investigator will be responsible for gathering information about the incident. Be prepared to provide details, whether a victim or a witness.
4. If there is evidence (e.g., graffiti, photographs, letters, destroyed property, etc.) bring it along.
5. Remember that hate crime should not be considered a minor disciplinary behavior, such as mean students just fooling around. A hate crime is against the law and is not allowed in schools. The investigator will take it seriously and will probably ask a lot of questions.
6. Ask witnesses to join in the reporting process. If they won't join (or try to talk the victim out of reporting), don't push it. The investigators will ask for their names and will interview them privately.
7. Victims and witnesses who report hate crimes are helping the people in the community and are helping to keep the school safe. If students fear the repercussions of reporting, they should tell adults about their fears.

If a teacher, Academic Coach, or Refugee Resettlement Case Manager offers additional support such as counseling, both victims and witnesses should accept the offer. Victims of hate crime can feel sadness, anger, confusion, and depression. Some people cannot sleep after experiencing a hate crime, or they may feel fearful when they go to school. Witnesses can also have these feelings.

Adults in school want refugee students to feel comfortable and safe in school and can help them cope with the aftermath of a hate crime.



- Review the concepts of the public service announcement DVD *Don't Hate – Be Kind*.

ACTIVITY 3: ERASE PREJUDICE – WE ARE ALL DIFFERENT, BUT WE LIKE THE SAME THINGS!

Grades K-5, 6-8, 9-12 (45 minutes)

In this activity:

Students will understand how they can help erase prejudice in their school.

This activity should follow Activity #1, and should only be presented to students after they have had a chance to discuss the definition of “hate” and the importance of kindness.



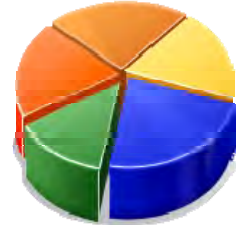
Note: Instructors should review Background Information #4 in this module on facilitating sensitive discussions.

- Even if the students have already seen it, show the public service announcement DVD *Don't Hate – Be Kind*.
- Review the concept of “hate” as discussed in Activity #1.
- Discuss the meaning of the word “prejudice.”
 - For younger students, use the following definition of prejudice:
 - *Strong, bad feelings about a person or a group, based on the way they look. A person who thinks “I don't want those people in my neighborhood” is showing prejudice.*
 - For older students, use the following definition of prejudice:
 - *Attitudes or opinions about a person or group simply because the person belongs to a specific religion, race, nationality, or other group.*
 - *Prejudices are strong, bad feelings about a person or group, based on the way they look or the things they believe.*
 - *A person who thinks “I don't want those people living in my neighborhood” is showing prejudice.*

- Give the following three examples of prejudice. Stop after the three examples so that students won't feel uncomfortable and personalize the examples.

Younger students may be confused because this may be the first time they have ever been asked to think about prejudice. Older students may be aware of prejudice as a concept, but may not realize that prejudice against refugees could exist in America. Still others may be well aware of prejudice in their new country and fearful that they will be victims of discrimination and hate crime.

Review the definition of prejudice again before providing the examples.



The examples of prejudice are:

1. Not liking someone just because they have a different skin color.
 2. Not liking someone because they dress differently than everyone else.
 3. Not liking someone because they go to a different church or temple.
- Ask students to share examples of prejudice that they may have witnessed. Discuss how people sometimes draw conclusions based on little knowledge. Tell the students that they are going to be drawing pictures to show who they are and what they can do. Then maybe people will have a better understanding and won't draw conclusions.
 - Discuss how people are all different, but all deserve respect.
 - Point to individual **adults** in the room.

1) Point out basic characteristics that make them different from one another. For example:

- Abeer has curly brown hair. Amina has long black hair. Abdi has short brown hair.
- Abeer, Amina, Abdi are all different. That is what makes the class so interesting.



2) Then point out their similarities. For example:

- They are ALL nice.
- They are ALL helping you to learn.

So they are also the same in many ways.

We are *all* the same in many ways.

But we should enjoy our differences because otherwise life would be boring!

3) Repeat the example with types of clothing. (Abeer is wearing a sari, etc.)

- Distribute crayons or markers and Handout 16 – 3 *Who Am I?*
 - Ask the students to draw a picture of themselves in the mirror, showing an activity that they like to do. They should include anything different and special about themselves, such as wearing clothes from their native country, eating foods that are not always available in the United States, or celebrating a family holiday.
- Distribute Handout 16 – 4 *What Do I Like to Do?* and ask students to draw something that they have enjoyed since they arrived in America. They may show that they like to play on the playground, go to McDonald's, ride on the subway, etc.
- Display the drawings in the school with the title: **We Are All Different – But We Like the Same Things!**
 - The purpose of the display is to show American students that the refugee students may be different in appearance, but they enjoy doing the same things that American students like to do.



ACTIVITY 4: IF NO ONE WILL LISTEN

Grades 9-12 (45 minutes)

In this activity:

Students will have the opportunity to talk about their feelings related to hate crime by discussing the lyrics of a popular song.

Instructors should review Background Information #4 in this Module on facilitating sensitive discussions.

Note: This activity should be carried out after Activity #2 has been completed.



- **The song “If No One Will Listen” (lyrics below) is a powerful, emotional song. The instructors should screen the song lyrics with their supervisors to ensure that the older students can comprehend the meaning of the lyrics and discuss them comfortably. The lyrics should be translated.**
 - Distribute Handout 16 – 5 *If No One Will Listen* to the students and discuss how they think the words could be about experiencing a hate crime. The song is sung by American Idol winner Kelly Clarkson, and was written by Keri Noble. A CD of the song is available in most stores and on-line, but the students do not need to hear the music if the instructor is not able to obtain the CD.
 - Some older students may need to talk about how they feel when they are treated badly by their peers. They may have experienced or witnessed hate crime in the past and are still angry or sad. They may be hiding how they feel and unwilling (or unable) to talk about their emotions.



In addition, students may personally feel hate because they are angry at people who tease or harass them. They know they have to “just stay here” but are fearful of what might happen to them.

They may also feel they need to speak, but are afraid that no one will care about what they have to say. For example, if they decide to speak up about a bias-related crime, they may be concerned that school officials and other students will not take it seriously.



Explain to students that in this case the chorus is saying that the Academic Coaches, Refugee Resettlement Case Managers, teachers, guidance counselors, and school administrators will be there for them and will like them for “what they really are.”

Explain that “after the bombs explode” does not necessarily refer to real bombs, but to events that feel painful, and that victims of crimes often feel alone after a frightening event. If they feel that no one is listening to them (or caring about them) they can turn to any of the adults in the Refugee Academy for emotional support and guidance.

If No One Will Listen

Maybe no one told you there is strength in your tears
And so you fight to keep from pouring out
But what if you unlock the gate that keeps your secret soul
Do you think there's enough that you would drown?

No one can tell you where you alone must go
There's no telling what you will find there
And, God, I know the fear that eats away at your bones
Screaming every step, "just stay here"

If no one will listen
If you decide to speak
If no one's left standing after the bombs explode
If no one wants to look at you
For what you really are
I will be here still



If you find your fists are raw and red from beating yourself down
If your legs have given out under the weight
If you find you've been settling for a world of gray
So you wouldn't have to face down your own hate

If no one will listen
If you decide to speak
If no one's left standing after the bombs explode
If no one wants to look at you
For what you really are
I will be here still.

© Kelly Clarkson, Keri Noble





JOURNAL TOPIC

Grades K-5, 6-9, 9-12

Who will I talk to if I witness or experience hate crime?

What will I say?

How can I inform my teachers and other students about my culture so that they appreciate and respect me?



SUGGESTED ADDITIONAL ACTIVITIES

- Invite school personnel and law enforcement officials who are familiar with bias-related crime to introduce themselves to the students. They can explain safe systems for reporting hate crime.
- Invite non-refugee students to the Refugee Academy to share information about what they like to do, what they enjoy eating, how they spend time with their families, and what they enjoy about living in America. Stress that everyone in the room is different and yet they all have similar likes and dislikes. This is an opportunity for refugee students to provide information, even if translation is needed, about who they are and what they are looking forward to in their new country. The visitors will become educated about differences and will hopefully build respect and appreciation. The instructor should frequently stop the class and talk about the importance of cultural tolerance and kindness.
- Invite former refugee students to talk about what they like to do, what they enjoy eating, how they spend time with their families and what they enjoy about living in America. Ask them to talk about their experiences with new students, how they handle bias comments, stressing the importance of talking to school personnel about concerns.
- Show the DVDs and posters to class visitors.

WHAT IS HATE CRIME?



**If you are frightened or harmed
by someone
because of your
skin color
religion
sexual orientation
national origin
disability
there are laws to protect you.**

HATE CRIME
SHOULD BE REPORTED.

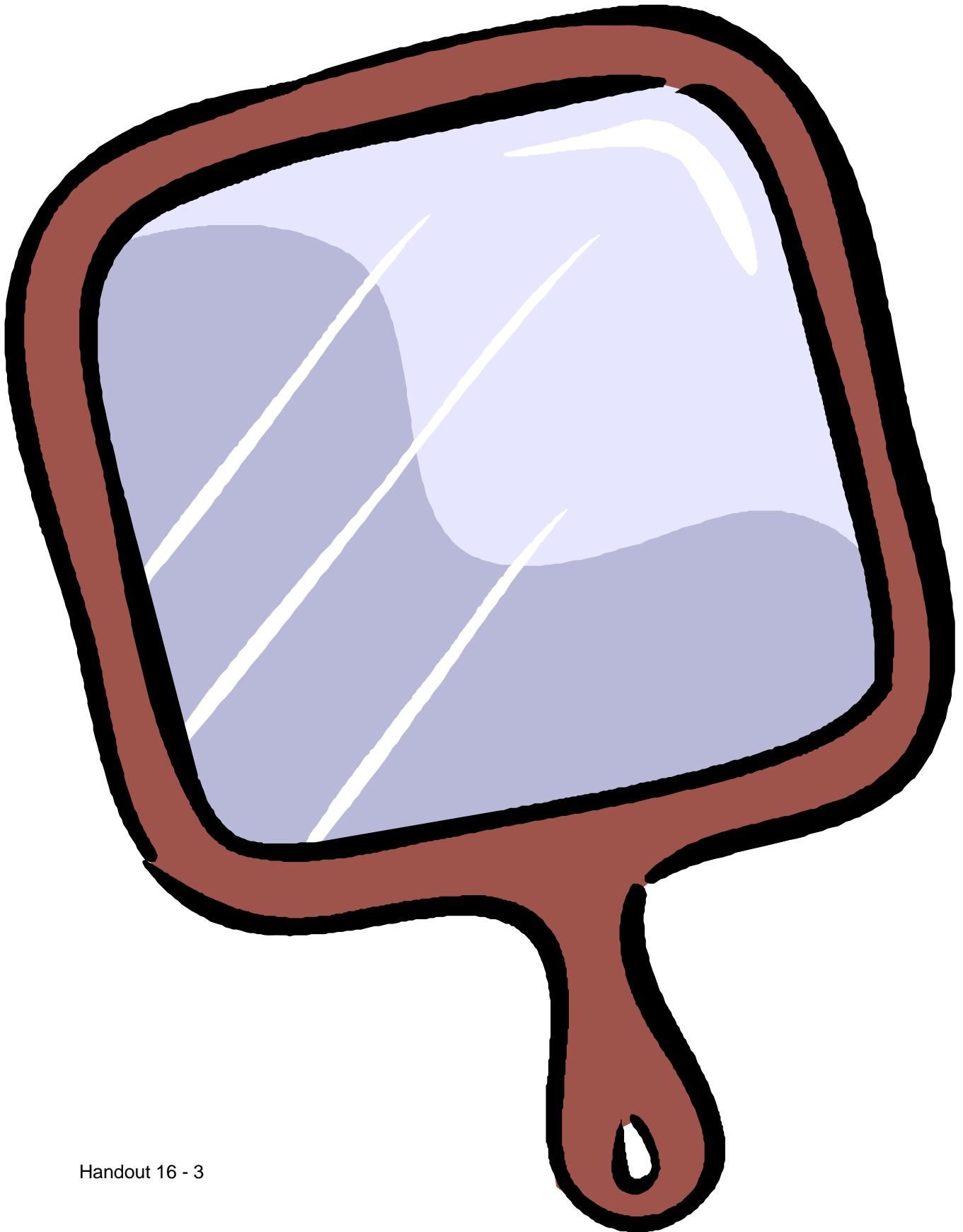
**IF YOU KNOW SOMETHING,
TELL SOMEONE.**



**TALK TO YOUR TEACHER OR
COUNSELOR AND
HELP STOP
HATE CRIME.**



Who Am I?



What Do I Like To Do?

If No One Will Listen

Maybe no one told you there is strength in your tears
And so you fight to keep from pouring out
But what if you unlock the gate that keeps your secret soul
Do you think there's enough that you would drown?

No one can tell you where you alone must go
There's no telling what you will find there
And, God, I know the fear that eats away at your bones
Screaming every step, "just stay here"

If no one will listen
If you decide to speak
If no one's left standing after the bombs explode
If no one wants to look at you
For what you really are
I will be here still

If you find your fists are raw and red from beating yourself down
If your legs have given out under the weight
If you find you've been settling for a world of gray
So you wouldn't have to face down your own hate

If no one will listen
If you decide to speak
If no one's left standing after the bombs explode
If no one wants to look at you
For what you really are
I will be here still.

© Kelly Clarkson, Keri Noble

