George Street Playhouse/Young Audiences of New Jersey present

"And Then They Came For Me: Remembering the World of Anne Frank"

A Holocaust Education/Theatre Arts Residency for students in grades 5 - 12, their teachers and parents

First they came
for the Jews
and I did not speak out -
because I was not a Jew.

Then they came
for the communists
and I did not speak out -
because I was not
a communist.

Then they came
for the trade unionists
and I did not speak out -
because I was not
a trade unionist.

Then they came for me -
and there was no one left
to speak out for me.

Pastor Niemoeller, Nazi victim

SIGNS OF BIAS IN YOUR SCHOOL

Consider each behavior listed below and rate your school's overall performance.

		YES	NO	SOME-TIMES
1.	References to ethnic stereotypes	___	___	___
2.	Bias-oriented graffiti on desks, lockers, walls, etc.	___	___	___
3.	Ethnic jokes spoken	___	___	___
4.	Fights/harassment between ethnic groups	___	___	___
5.	Ostracism of minorities	___	___	___
6.	Costumes (e.g. Halloween) depicting racial stereotypes	___	___	___
7.	Name calling and mockery relating to ethnic origin	___	___	___
8.	Reluctance of minority students to:			
	a. volunteer for group projects, activities, etc.	___	___	___
	b. participate in school functions, activities, sports, etc.	___	___	___
	c. run for school elections	___	___	___
9.	Voluntary seating arrangements which are clearly divided among ethnic/racial groups (e.g. cafeteria, study hall, assembly programs, etc.)	___	___	___
10.	School related social events in which participants are engaged in interactions in ethnic/racial groupings.	___	___	___

If you have answered yes or sometimes to more than one question, a district objective addressing bias in the school might be worthwhile considering.