



Fall-Winter 2010-11  
Volume 5



## Beyond Tolerance celebrates its 13<sup>th</sup> year

Imagine a school day where

- students join hands to create a classroom where cliques, bullying, violence, and teasing no longer exist
- students unite with others to heal past hurts
- students find their common ground and create peace
- students feel safe, loved and celebrated

The Beyond Tolerance mission remains the same today as stated 13 years ago ... *Dedicated to combating and preventing hate and intolerance through education.*

Events in the world, our country, and community strengthen the need to reclaim the purpose of our programs.

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## Striving for more than tolerance

The Beyond Tolerance Center was created in 1997 to deal with the effect of hate crimes and intolerance in our community. Unfortunately, those problems still exist, but with community financial support we have continued to grow our programs. Our mission is to eliminate hate and intolerance by teaching respect and understanding to children in all schools through positive classroom lessons.

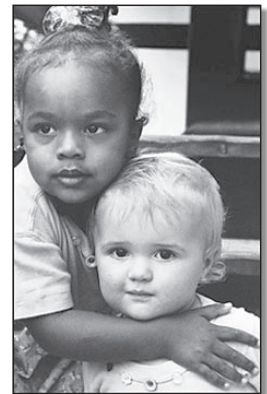
Programs are offered *without cost* to all school districts. Faithful donors, like the Girsh-Hochman Family, make this part of our mission possible.

The evaluation and feedback we receive from teachers and students shows what an impact these programs can have. With a staff of two individuals, Robin Yudelson and myself, the circle of participating schools has increased by 30% this year.

The Beyond Tolerance Center is a self-sustaining non-profit organization operating under the umbrella of the Santa Barbara County Education Office. We are not affiliated with other tolerance related groups, although we often collaborate with other organizations.

Beyond Tolerance stands as a resource center for educators and provides programs that promote social awareness and tolerance.

It has been my honor to direct the Beyond Tolerance Center for the past 12 years, and I look forward to becoming of age in our 13th.



*Adele Rosen*  
Adele Rosen, Director  
Beyond Tolerance Center

### Messages we have all heard...

“

We all should know that diversity makes for a rich tapestry, and we must understand that all threads of the tapestry are equal no matter what their color.  
—Maya Angelou

Being unwanted, unloved, uncared for, forgotten by everybody, I think that is a much greater hunger, a much greater poverty than the person who has nothing to eat.  
—Mother Teresa

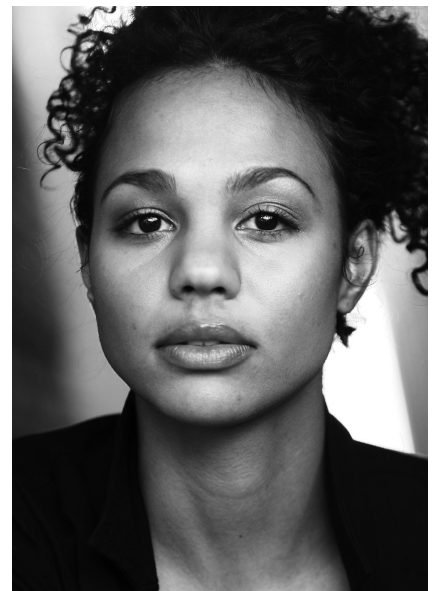
If you try to make your circle closed and exclusively yours, it never grows very much. Only a circle that has lots of room for everybody who needs it has enough spare space to hold any real magic.

”

# Living Voices

**T**he *Right to Dream*, performed by actor Rachae Thomas, toured 15 schools in March 2010. Approximately 4700 students from 6th grade to high school shared with the actor the story of the struggle and sacrifice for Civil Rights in America. The dramatic presentation and the archival film footage illuminates the issues of Civil Rights and leads the audience to understand how the fight against prejudice has shaped our history.

Donors fund this innovative, low cost multimedia format **without cost** to all schools. In addition, each year, The Beyond Tolerance Center chooses various programs from the library of Living Voices. Connections to curriculum include Human Rights, U.S. History, English, Literature, Government, Civics, Theater, Drama, Television and Film.



*Below are some personal evaluations of this program:*

*Dear Adele:*

*On behalf of La Colina Jr. High, I would like to thank the Beyond Tolerance Center and you for your ongoing support of our school and district. Living Voices is a magnificent means to promote respect for diversity and equity. We look forward to the next presentation.*

*David Ortiz, Principal  
La Colina Jr. High 2010*

*Voices Presentations performed by Rachae Thomas. Ms. Thomas did an excellent job bringing the Civil Rights Movement to life for the fifth graders at Hope School. It was a powerful and meaningful way for the students to learn about a pivotal time in US history and the importance of not repeating mistakes of the past.*

*Brad Hempy, fifth grade teacher  
Hope School, 2010*

*Dear Adele:*

*THANK YOU and your wonderful organization for generously providing unique and exceptional learning occasions for our students. With enrichment opportunities on the wane, the support that Beyond Tolerance extends is all the more appreciated.*

*Nancy Wood  
San Marcos High 2010*

*Dear Adele:*

*Students at the downtown La Cuesta campus had the opportunity to view and participate in the Q&A sessions of the Living Voices presentation. Teaching students that change can happen one day and one person at a time through artistic endeavors is an effective way to deliver the truths about civil rights movement.*

*Kathy Abney, Principal  
La Cuesta School, 2010*

*Dear Mrs. Rosen:*

*I want to thank you for setting up and providing the outstanding Living*

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# Simon Wiesenthal Museum of Tolerance

Over 1,200 tenth grade students in four High Schools participated in a guided tour of this museum in Los Angeles. School buses and the entrance fee are paid for by the Beyond Tolerance Center. In Simon Wiesenthal's words "Freedom is not a gift from heaven... You must fight for it everyday."

The Museum of Tolerance's unique interactive exhibits provide a hands-on learning experience that inspires students to learn from the past, engage in the present and assume responsibility for the future. Students are challenged to explore the meaning of tolerance and the consequences on intolerance, by focusing on

the history of the Holocaust and dynamics of discrimination in our world today. Students are also offered the extraordinary opportunity to hear live personal testimonies from Holocaust Survivors. Anti-bullying workshops and professional programs are part of the lessons learned during this visit.

*Dear Adele:*

*We took 52 students and 3 teachers to the MOT on May 21st. It was a great day for every participant. Students came back to my room to tell me all about the day and the things they saw and the survivors that spoke to them. They left the Museum with an entirely new perspective of the Holocaust and the importance of respecting differences. It was a day of education like no other. Thank you, Adele and all of your contributors for making this trip a reality for our kids in Carpinteria.*

*Casey Roberts,  
Carpinteria High teacher*

*Dear Adele:*

*Dos Pueblos has been very privileged to enjoy the partnership with Beyond Tolerance. Our students have benefited greatly from the trips to the Museum of Tolerance. It's hard to believe that you are able to continue providing this amazing free service in this economy.*

*Mark Swanitz,  
Principal Dos Pueblos*

*(Note:  
Mr. Swanitz is the new principal of Santa Ynez Valley High School and Beyond Tolerance will service this school in fall.)*

*Dear Adele:*

*Thank you so much. The trip was outstanding for all my kids. They loved the museum and the one section on the Holocaust was the perfect summation for our investigation of the Holocaust.*

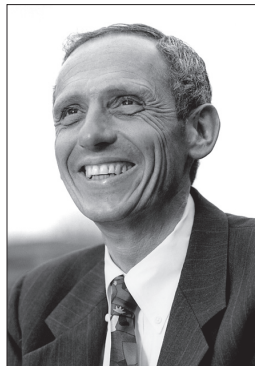
*Eric Burrows, San Marcos High teacher*

*From the Desk of*  
**Bill Cirone**

Santa Barbara County Superintendent of Schools

*July 12, 2010*

## Beyond Tolerance continuing to make a difference



**S**ometimes the number 13 is lucky. That's the case this year as the Beyond Tolerance Center enters its 13th year of making a real difference for young people in our community.

This remarkable, self-sustaining project, which operates under the umbrella of the County Education Office, works to teach school children about the causes, instruments, and dangers of discrimination and violence. It is not an easy task.

Sadly, the one thing we have learned over the past several decades is that we must always be vigilant, and the battles against prejudice and bigotry must continually be fought. Every generation of young people must be taught again how to turn away from messages of hate or indifference that crop up in ways alarmingly overt or dangerously subtle.

Each generation of young people must be taught anew that they have the responsibility to keep the flame of understanding and compassion burning bright, going beyond mere tolerance to active acts of friendship, understanding, and civility to all.

These are battles some of us have fought hard in the past and seemed to win – but as we look at the landscape locally, nationally, and around the globe, we see that bigotry and hatred can be indefatigable and we cannot let up in our work to counteract their poisonous influences.

That's why the Beyond Tolerance Center plays such a vitally critical role in helping young people understand their responsibility to do what is right. Through the sponsorship of performances by "Living Voices," through field trips to the Simon Wiesenthal Museum of Tolerance in Los Angeles, and through classroom presentations of "Immigrants" and "Dear Kitty," the Beyond Tolerance Center works steadfastly to instill the values of trust and respect so central to a diverse democracy. I salute all the Center does, day in and day out, on behalf of all of us.



## Participating Schools

Adam Elementary  
Adams Elementary  
Alice Shaw Elementary  
Anacapa School  
Ballard Elementary  
Blochman Elementary  
Bonita Elementary  
Brandon Elementary  
Carpinteria Elementary  
Cleveland Elementary  
Cold Springs Elementary  
El Puente Elementary  
Ellwood Elementary  
Foothill Elementary  
Franklin Elementary  
Hollister Elementary  
Hope Elementary  
Kellogg Elementary  
La Patera Elementary  
Los Olivos Elementary  
McKinley Elementary  
Monroe Elementary  
Monte Vista Elementary  
Mountain View Elementary  
Oak Valley Elementary  
Olga Reed Elementary  
Santa Ynez Elementary  
Solvang Elementary  
Summerland Elementary  
Washington Charter  
Middle School  
Goleta Valley Jr. High  
La Colina Jr. High  
La Cumbre Jr. High  
Santa Barbara Jr. High  
Carpinteria High  
Dos Pueblos High  
La Cuesta High  
Refugio High  
San Marcos High  
Santa Barbara High  
Santa Ynez High  
Summit High

# Thank you supporters!

Listed below are supporters who have sustained the Beyond Tolerance program during 2010. We apologize if we have inadvertently omitted any donor and request that you contact **Adele Rosen** at [abud@sbceo.org](mailto:abud@sbceo.org) to verify the accurate record of your gift.

## Thank you ...

Christina Allison  
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Dear Adele:

*Thanks to you and others at Beyond Tolerance, I was able to take my 10th grade World History students to the Museum of Tolerance in May.*

*The trip was incredible! My students were completely engrossed by the exhibits and talked about their experience for days after the trip. It fit perfectly in with our unit on the Holocaust and other genocides in Rwanda and Armenia.*

*Thanks to your organization for fundraising and making this trip possible. It truly made my teaching relevant. The kids loved it and so did I!*

*Bethany Bodenhamer  
Dos Pueblos High*



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# Comments.....

by Robin Yudelson,  
Program Director for *DEAR KITTY* and *IMMIGRANT PRESENTATIONS*.

I have been teaching the Beyond Tolerance programs in the fifth and sixth grades throughout Santa Barbara County for the past six years. In this time, I work with the students on how to deal with bullying, be more tolerant and, most importantly, look at their own responsibility in terms of how they hurt and exclude other kids by gossiping, teasing, telling mean-spirited jokes and stereotyping.

Sadly, this year the subject of kids abusing kids has been particularly relevant due to the extreme cases of bullying that have gained national attention; the most prominent being that of fifteen year-old Phoebe Prince. Phoebe was an Irish girl who recently came to the U.S. with her family. In January 2010 she took her own life after a “three month campaign of verbally abusive assaults and threats of physical harm.” Phoebe was the “new Kid” who was seeing a boy and the bullies in question didn’t approve.

Another case is that of Nicole Nagington, twelve years old, who was teased and threatened relentlessly for having red hair. She went as far as to dye her hair blond but the bullying continued. Again, she was physically and emotionally abused and terrified. Her father – a cab driver- described the bullying as “mindless savagery.” He had to take her out of school and home-school her.

Sad as these stories are, they have been grist for the mill as the students and I examine the senseless pain of bullying and its sometimes terrible and always painful consequences. We deconstruct the non-sensical teasing and engage in exercises that help the kids see what they have in common... how they all hurt when they are treated unfairly.



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## Fifth Grade: “IMMIGRANTS”

The program I teach in the fifth grade is called “Immigrants” This is a two-part program in which, on the first day, we talk about why people came to the United States and how, often times, due to language, poverty and cultural differences, the immigrants were not treated well. I equate being in a new country like being a new kid in school or being different in any way.

The students talk about why they’ve been teased: too fat, too thin, how they dress etc. It never fails to amaze me how every child has a story, a hurt, a time when they have been made to feel ashamed of who they are.

*Continued on next page.*

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## Comments... *continued from p. 7*

On the second day we make a melting pot out of all of the cultures that make up the student's family. Looking into their backgrounds, we answer the questions: how are we unique because of who we are; how are we all the same? Some classes have as many as twenty-five different countries in their melting pots. The melting pot is a tool to be curious about each other instead of using differences as an excuse to exclude and shame.



### Sixth Grade: "DEAR KITTY"

The sixth grade program is called "Dear Kitty" after the name Anne Frank gave her diary. As the kids are a little older, the subject matter is a little more intense but the lesson is the same. The story of Anne Frank is an example of bullying and hate at its most extreme. After watching a film on her story the kids reflect on their own experiences when they have been treated as "the other"...the excluded one.

They are given a responsibility sheet to complete by the time I come back the following week. The point of this is to reflect on when they have played the roles of instigator or bully, participant with the instigators, bystanders, victim or when they have had the courage to be the hero...been the ones to say: "that joke's not funny" or "stop picking on her/him." If they fear that the situation is too big for the "hero" to handle, they should also know to get an adult to help out.

Over the years, I have received hundreds of these papers from the kids. The stories are moving and amazing in their honesty and insight.

As we go around the class, there are tears, apologies and applause for those who have had the courage to speak up against bullying.

When I go to these schools year-after-year, I hope that some of the kids really get it and ask more of themselves in terms of tolerance and kindness towards others. I always leave them by saying that, though they can't be best friends with everyone, they can stop teasing and gossiping and just give a smile and even say hi. It's amazing how simple it is to make someone's day.

*Dear Robin and Adele:*

*Each year, Beyond Tolerance has been a highlight of my teaching. As a fifth grade teacher, I experienced the many benefits that Immigrants and Living Voices presentations provided for my students. Now as a junior high literature teacher, I find that Beyond Tolerance helps to give further meaning and understanding to my Holocaust curriculum through "Dear Kitty" and Immigrants presentations. Every presenter who I have seen has been absolutely wonderful, professional and educational. The presentations are thought provoking and interesting for all students. Over the past several years, I have never known a single student who hasn't come away from a Beyond Tolerance presentation without being deeply moved and positively changed. There are no words to adequately express my profound respect for Adele Rosen and each of the volunteers. This is truly one of the most beneficial and life-changing programs that I have seen.*

*Jennifer Puakea Pederson  
Solvang School 2010*



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# Mental Health Woes Plague ‘Cyberbullies’ and Their Victims: MedlinePlus

*Harassment of vulnerable teens via cell phone, Web is a growing problem, experts say — TUESDAY, July 6 (HealthDay News) —*

Teens who “cyberbully” others via the Internet or cell phones are more likely to suffer from both physical and psychiatric troubles, and their victims are at heightened risk, too, a Finnish study finds.

The survey of almost 2,500 teens found that more than 7 percent of teens bullied other teens online, about 5 percent were targets of this aggressive behavior, and 5.4 percent said they were both bullies and bullied.

“People may wonder how similar teens in Finland are to teens in the U.S., but national research that I recently published indicates that rates of traditional bullying and victimization from bullying are very similar among kids in both countries,” said Dr. Matthew Davis, an associate professor of pediatrics, internal medicine and public policy at the University of Michigan.

In fact, a recent U.S. survey of children aged 10 to 17 found that 12 percent were “aggressive” to someone else while online, 4 percent were victims of this type of online aggression, while 3 percent reported being both aggressors and targets.

The new study appears in the July issue of Archives of General Psychiatry.

As defined by the researchers, cyberbullying includes aggressive, intentional, repeated acts using mobile phones, computers (including e-mails and Facebook) or other electronic media against victims who cannot easily defend themselves.

The widely publicized death in January of 15-year-old Phoebe Prince, a Massachusetts teen who took her life after months of relentless cyberbullying, swung a national spotlight on the issue. Parents have also become increasingly concerned about both bullying and their children’s Internet safety, Davis said, and “for that reason, it is imperative that we track and address the problems of cyberbullying and cyberpredator behavior very actively in the near future.”

In addition, the fact that about a third of teens in the United States and Finland report that they are victims of some type of bullying behavior “is a red flag that communities, schools, and families must respond more effectively to bullying, whether it occurs in person or electronically. This is an area that needs more real-world attention and action,” Davis said.

For the study, a team led by Dr. Andre Sourander, from Turku University, collected data on 2,215 Finnish teens 13 to 16 years old. The teens were asked about cyberbullying and cybervictimization, as well as their overall health.

Teens who were victims of cyberbullying were more likely to come from broken homes and have emotional, concentration and behavior problems. These teens also found it harder to get along with others. In addition, they were prone to headaches, abdominal pain, sleeping problems and not feeling safe at school, the researchers found.

Cyberbullies were not without their own problems, however. Compared to teens who didn’t engage in such behaviors, they were also more prone to suffering from emotional, concentration and behavior problems. In addition, they had trouble getting along with others and often suffered from hyperactivity and conduct problems. Cyberbullies also frequently smoked or got drunk, reported headaches, and were more prone to not feeling safe at school, the study found.

Teens who were both cyberbullies and cybervictims suffered from all of these conditions, Sourander’s group found.

(A compilation by Ann Bryant, Staff Member of CALM)—SOURCES: Matthew Davis, M.D., associate professor of pediatrics, internal medicine and public policy, University of Michigan, Ann Arbor; Richard Gallagher, Ph.D., director, Parenting Institute, New York University Child Study Center, New York City; Thomas Paul Tarshis, M.D., M.P.H., director, Bay Area Children’s Association, Cupertino, Calif., author, *Living with Peer Pressure and Bullying*; July 2010, Archives of General Psychiatry