

## Exploring Tolerance and Diversity

### SOUNDTRACK OF HATE

A frenzied and furious rock sound fueling a new generation of hatred has crushed the popular theory that "music soothes the savage beast."

The ultra-violent white power music industry not only is providing new recruits and money for some of the world's most dynamic racist revolutionaries, but also is helping to drive the internationalization of neo-Nazism.

Riding the infinite wave of the Internet and propelled by the energies and dollars of "mainstream" hatemongers, white power music is creeping into all parts of the world and -- its proponents hope -- into your home

### HATE ON THE INTERNET

The wonder of the Internet has been tarnished by hundreds of Web sites that spew hate. Using the Net, hatemongers can now reach into the room of any child who has a home computer. Their sites are often deceptive. Many attempt to disguise their message under a veneer of respectability. They use manipulation and lies to make their ideas sound almost reasonable.

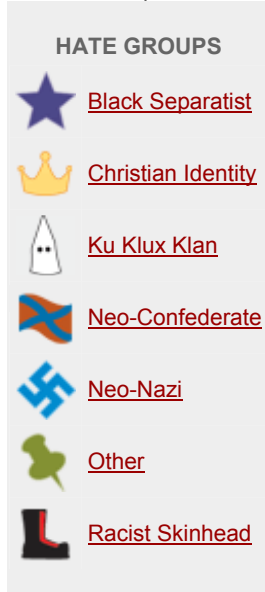


**Prejudice** can be manifested in personal bias, discriminatory practices, and - at its worst - acts of violence. Although we have made significant progress in eliminating discrimination, we still have a long way to go. Taking America's Pulse II, a nationwide survey conducted in early 2000 by the National Conference for Community and Justice (NCCJ), found the following:

- Gays and lesbians are the most discriminated against group in America, followed by African-Americans
- In just one month, 42% of blacks experienced at least one episode of discrimination, and 12% suffered such an experience two or more times
- Even though only 8% of Asians believe their race experiences a great deal of discrimination, 31% report suffering unfair treatment and discrimination individually
- 16% of Hispanics and 13% of whites also report having experienced at least one occurrence of discrimination during the prior month.

## Active New Jersey Hate Groups in 2005

25 Hate Groups Found



City	Chapter	Group
	<ul style="list-style-type: none"> <li>· Hypatia Publishing</li> <li>· National Knights of the Ku Klux Klan</li> <li>· Women for Aryan Unity</li> </ul>	<ul style="list-style-type: none"> <li>Other</li> <li>Ku Klux Klan</li> <li>Other</li> </ul>
Brick	<ul style="list-style-type: none"> <li>· Eastern Hammerskins</li> </ul>	Racist Skinhead
Fort Lee	<ul style="list-style-type: none"> <li>· Council of Conservative Citizens</li> </ul>	Other
Garfield	<ul style="list-style-type: none"> <li>· Bergen County Hooligans</li> </ul>	Racist Skinhead
Gibbsboro	<ul style="list-style-type: none"> <li>· "Empire Knights of the Ku Klux Klan, The"</li> </ul>	Ku Klux Klan
Hewitt	<ul style="list-style-type: none"> <li>· National Vanguard</li> </ul>	Neo-Nazi
Little Egg Harbor City	<ul style="list-style-type: none"> <li>· AC Skins</li> </ul>	Racist Skinhead
Livingston	<ul style="list-style-type: none"> <li>· National Socialist Movement</li> <li>· White Power Liberation Front</li> </ul>	<ul style="list-style-type: none"> <li>Neo-Nazi</li> <li>Racist Skinhead</li> </ul>
Maple Shade	<ul style="list-style-type: none"> <li>· Micetrap Distribution</li> </ul>	Other
Millville	<ul style="list-style-type: none"> <li>· North East White Pride</li> </ul>	Other
Newark	<ul style="list-style-type: none"> <li>· Nation of Islam</li> <li>· New Black Panther Party</li> <li>· The Hated</li> </ul>	<ul style="list-style-type: none"> <li>Black Separatist</li> <li>Black Separatist</li> <li>Racist Skinhead</li> </ul>
Old Bridge	<ul style="list-style-type: none"> <li>· New Jersey White Alliance</li> </ul>	Racist Skinhead
Plainfield	<ul style="list-style-type: none"> <li>· Nation of Islam</li> </ul>	Black Separatist
Somers Point	<ul style="list-style-type: none"> <li>· AC Skins</li> </ul>	Racist Skinhead
Toms River	<ul style="list-style-type: none"> <li>· Eastern Hammerskins</li> <li>· The Hated</li> </ul>	<ul style="list-style-type: none"> <li>Racist Skinhead</li> <li>Racist Skinhead</li> </ul>
Trenton	<ul style="list-style-type: none"> <li>· Nation of Islam</li> <li>· New Black Panther Party</li> <li>· Trenton State Skinheads</li> </ul>	<ul style="list-style-type: none"> <li>Black Separatist</li> <li>Black Separatist</li> <li>Racist Skinhead</li> </ul>
Wallington	<ul style="list-style-type: none"> <li>· Bergen County Hooligans</li> </ul>	Racist Skinhead

## Exploring Tolerance and Diversity



### Bullying Survey

**DIRECTIONS:** *Please circle or underline the best answers to the following questions. You may have more than one best answer for some questions. You do not have to put your name on the paper.*

1. Have you ever been bullied?      Yes    No
  - If you answered yes, how often did someone bully you?  
Occasionally    Often    Every day
  - Where did it happen?  
School    Park    Home    Neighborhood    Somewhere else
  - If it happened at school, where?  
Hallway    Classroom    Playground    Cafeteria    Bathroom    Somewhere else
  
2. Have you seen other students being bullied at school?    Yes    No
  - If you answered yes, how often did it happen?  
Occasionally    Often    Every day
  - Where have you seen other students bullied?  
Hallway    Classroom    Playground    Cafeteria    Bathroom    Somewhere else
  
3. What kinds of things have bullies done to you or to someone you know?  
Called names    Threatened    Stole or damaged something    Shoved, kicked, or hit  
Ignored
  
4. How much of a problem is bullying for you?      Very much    Not much    None

Adapted from a survey by [The National Crime Prevention Council](#).

# INCLUSIVENESS

## THE USUAL SUSPECTS

- The people you count on all the time
- The people you know better than the rest
- Those that have the same work ethic as you
- Those that you are comfortable with

## DIVERSITY

For the purpose of this discussion, diversity is any dimension that can be used to differentiate groups and people from one another.

**D**ifferent  
**I**ndividuals  
**V**aluing  
**E**ach other  
**R**egardless of  
**S**kin  
**I**ntellect  
**T**alent or  
**Y**ears

What happens when a patrol makes diversity work?

- All Skills and life experiences are put to work to achieve success
- The experience is richer for all

What happens if diversity isn't made to work as a strength?

- People feel they experience negative treatments
- Strong emotions build that get in the way

We are not talking about discrimination; it can be as simple as *always* turning to the "usual suspects."

## PATROL = PEOPLE

- Successful patrols put differences to work
- Successful patrols will function as a team
- Include everyone on the team

# Exploring Tolerance and Diversity

## Discussion Questions



1. What are stereotypes and how do they affect people's lives?
2. Can you think of any events in history that were influenced by stereotypes and biases?
3. How do people learn to make stereotypes? How might they unlearn them?
4. How can the media (newspapers, television, movies) help to reduce stereotyping?
5. Do you think certain groups are more subject to stereotyping than others? If so, why?
6. What do you think an individual can do to help reduce bias and stereotyping?

# Scouting as a Safe Haven

Program material for use at a Patrol Leader's Council, or part of a larger training program. See instructor guide at end.

Scouting's **safe haven ideal** describes how we should act and the *scouting spirit* we should display. It follows from the ideals embodied in the BSA Scout Oath and Law. Scouting should be a fun and challenging activity for scouts. It should also be free of unnecessary roughness, physical and verbal threats, and foul language:

**Scouting promises a safe and supportive environment  
in which scouts can have fun and grow.**

Please list two reasons a safe environment is important for your scout troop:

1.

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2.

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**How do we ensure that troop and patrol activities provide a safe haven  
in which scouts can have fun and grow?**

We need to make scouts feel:

- (1) free of physical and emotionally threats and intimidation, and
- (2) welcome, accepted and respected.

***Consider how we act, how we think, and how we lead.***

Prepared by Jerry Stedinger, Troop 2, Baden-Powell Council, January, 1997.

Part of Woodbadge Ticket for NE-III-133. *Back to Gilwell!*

Please send comments to my home address: 120 Kay St., Ithaca, NY 14850, or [jrs5@cornell.edu](mailto:jrs5@cornell.edu)

**A. How scouts act —**

Scouting events need to provide a friendly, cheerful and affirming environment for ALL scouts. This describes how every scout should act. In our own conduct we must avoid unnecessary roughness, physical and verbal threats, foul language, and disrespect, and we should not tolerate such behavior by others. Scouting should be fun, it should build character, and it should give scouts opportunities to gain confidence and self-respect by their successes.

1) How do those negative behaviors hurt the scout toward whom they are directed?

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2) How do negative behaviors diminish the character of the scout who does them?

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3) How does such behavior effect your patrol and the troop?

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**B. How we think –**

Avoiding negative behavior is not enough. We need to look for ways to make other scouts feel welcome and respected. To see that all scouts feel included and are encouraged by their involvement with the troop we can —

- (i) Actively welcome and attempt to draw all scouts into troop and patrol activities.
- (ii) Watch for scouts who feel left out because of their own limitations and interests, or because of something that happened; then we can intervene to be *helpful, friendly, and kind* to such scouts so that we can bring them back into the troop.

**How does this apply to —**

1. a younger scout who is hurt in a game?

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2. a first-class scout who does not play a game very well and is embarrassed?

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3. a scout whose close buddies are not on a particular campout?

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4. a scout in your patrol who misses several meetings because of school work?

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5. a scout in your patrol who cannot perform a needed scout skill in a competition?

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**In general, what should each of us seek to do?**

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*In scouting, all scouts are viewed as leaders  
and are expected to strive to follow the Scout Law and show Scout Spirit.*

*“On my honor, I will do my best to help other people at all times.”*

*The Safe Haven ideal follows directly from these scouting principles.*

### **C. How We Lead –**

Boy Scouting looks to all scouts to be leaders, whether or not they hold a troop or patrol office. However, elected leaders have an *explicit responsibility* to see that scouting functions provide a safe haven and respect each scout.

How can we do this in your patrols and the troop? How might you improve?

#### **I. *By setting an example: what you DO says more than what you SAY.***

Leaders should set a good example, and strive to create a safe haven.

Give two example of how YOU will try to improve:

1.

2.

#### **II. *By planning events and activities* in which all scouts can safely participate and have fun.**

Give two examples where your patrol or your troop can improve:

1.

2.

**III. *By being fair as a leader.*** When acting as a leader, one is often called upon to assign tasks and to resolve conflicts.

a) Do scouts BELIEVE you are FAVORING yourself and your friends? What are two things YOU can DO differently so that your decisions are VIEWED as fair?

1.

2.

b) The RULES are for EVERYONE. Why is it important in scouting that leaders apply the same rules to themselves as they do to others?

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What is one way you can improve?

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IV. ***Setting an example when keeping order and discipline.*** Keeping order at patrol and troop functions is the responsibility of every scout, but problems need to be addressed by patrol leaders, senior patrols leaders, and other junior leaders. Critical times are during games, at the opening and closing of the troop meeting, and when problems arise at campouts.

***How to lead—***

Scout leaders need to keep order by

- (i) providing a good program and positive incentives for good behavior,
- (ii) listening to complaints and problems,
- (iii) searching for resolutions to conflict that all can agree to, and
- (iv) helping scouts understand the broad consequences of their action.

Discipline should strive to address the problem and not the symptom.

Scout leaders may need to involve other juniors leaders and scouts in the resolution of disagreements and to clarify agreed upon codes of conduct.

Finally scouts should involve adult leaders before problems get out of hand, or if severe disciplinary action is required.

**How not to lead—**

Scouts should not lead by using physical or mental threats or intimidation.

This is important because:

- (i) this is not how the Scout Law indicates that scouts should behave,
- (ii) scouting is a voluntary activity that should be fun, and it is unlikely to be an enjoyable activity if scouts act in this fashion,
- (iii) it does not show respect for the scout, and
- (iv) the scout leader and the troop lose moral respect and authority.

Give an example of unscout-like leadership that you have observed.

What were the consequences? Was it effective in the long term?

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*As a leader in your troop,  
it is your responsibility to see that patrol and troop activities  
provide a safe haven and friendly environment.*

*Scouts must treat other scouts and adults  
by both word and deed  
with the respect and friendliness required by the BSA Scout Law.  
A Scout is ... helpful, friendly, courteous, kind, obedient, cheerful ...*