



CCPS

Collier County  
Public Schools

Palmetto Ridge High School

Friday, January 30, 2026

Mr. Alan Scher Zaiger  
Jewish Community Relations Council Director  
Jewish Federation of Greater Naples  
4720 Pine Ridge Road  
Naples, FL 34129

Dear Mr. Zaiger,

Thank you for allowing schools and educators to participate in such a meaningful experience. One we hate to teach but one where we hope the knowledge gained will last a lifetime. I do apologize for the tardiness of this submission but I thought I had missed the deadline and then was informed that indeed was not the fact. So again, Thank you and the committee.

This cover letter is brief but I wanted to get into the requirements of the grant. The next several pages will be proof/evidence of the activities that we've conducted to further the "Stand Up for Justice" motto and program.

Sincerely,

Brent W. Brickzin  
Social Studies Teacher  
Palmetto Ridge High School  
[brickzbr@collierschools.com](mailto:brickzbr@collierschools.com)  
239-377-2989



# Jewish Federation of Greater Naples

## STAND UP FOR JUSTICE

Sponsored by the Jewish Community Relations Council of the  
Jewish Federation of Greater Naples

**Application deadline: February 2, 2026**

Applicant's name: Palmetto Ridge High School/Brent Brickzin Applicant's email: brickzbr@collierschools.com

Number of years in education:   25   Grade or subject taught: 4, 5, and HS 9-12

School: Big Cypress Elem, Estates Elem, Palmetto Ridge HS School Address: 1655 Victory Lane, Naples,

Phone (daytime): 239-377-2989

Phone (evening): 239-986-9526

Principal's name: Dr. Tobin Walcott, Palmetto Ridge High School

Principal's email address: Walcotto@collierschools.com Principal's Phone: 239-377-2403

- Describe the precipitating events that motivated you to initiate these lessons or activities
- Describe the lessons or activities; and if adapted from another source please reference
- Explain how the lessons or activities teach students the importance of respecting others no matter what religious, racial, cultural, or other differences exist
- Explain how it helped them counter bigotry and bullying and prepared them to stand up for Justice
- PROVIDE EVIDENCE/PROOF OF EFFECTIVENESS SUCH AS, BUT NOT LIMITED TO: A QUESTIONNAIRE, INTERVIEWS, DOCUMENTED ANECDOTAL CONVERSATIONS, AND STUDENT WRITINGS, VIDEO, ETC.

→All 5 bullet points must be completed, or applicant will be advised to submit the following year.

→Please number each page along with your name at the top of each page.

Complete the following if you have encouraged someone other than yourself to apply:

Your name: \_\_\_\_\_ Your email: \_\_\_\_\_

Phone (daytime): \_\_\_\_\_ Phone (evening): \_\_\_\_\_

Your relationship to this applicant: \_\_\_\_\_

Submit the completed form in writing, by email, or video format via email to [azagier@jewishnaples.org](mailto:azagier@jewishnaples.org)

Or mail to

Alan Scher Zagier, Jewish Community Relations Council director, Jewish Federation of Greater Naples,  
4720 Pine Ridge Road, Naples, FL 34119

## **Stand UP for Justice**

Over the course of my lifetime, I have seen many actions that were contrary to the concept of Stand Up for Justice. Quite often individuals, in their little groups, where they gossip about irrelevant things instead of doing what was right. It's hard at times to tell the difference between right and wrong especially if you are looking at it but it is always right in our faces. The question then becomes, should I say something or just ignore it and go about my way? In my time as an educator, I've seen many actions, mostly governmental but also social and personal, take a course that is negative to society and even puts groups of people at a disadvantage, or even worse has caused harm. These actions are not exclusive to the United State nor the state of Florida, but these are the two areas central to our discussion. I teach US Government where I focus on the foundations of our government, the operations of the government, and some of the struggles we went to become a Free nation. In the exploration that takes place in my class, quite often students make the connections between what happened in our past and related to the here and now so that they better understand. I always teach my students about tolerance and doing the right thing, as most educators do, but we dedicated a whole week to this cause, which to be honest is one more cog in the greater wheel we at Palmetto Ridge recognize and encourage change. Anti-Bullying activities, creating activities that all students from all walks of life can participate in and feel a part of the whole. We discuss on a regular basis the need to be inclusive and celebrate the diversity that exists among us. The diversity is far less than the commonalities, but we help students understand that differences occur and that they should be protected not diminished. So, is there just one precipitating event that precipitated a call to action, the answer is no. This year in the United States, many things have occurred that has driven society to this need to Stand Up for Justice and society is not restricted to just voting adults but to all that have a voice and representatives for those who don't.

The students at Palmetto Ridge have been actively engaged in activities all year long, evidence will be provided in late documents, celebrating diversity and protecting that very same diversity. Our population at Palmetto Ridge being one consisting of a majority of students coming from Hispanic or Latino households and the high number of socio economically challenges the current actions of the government in the challenge to remove illegal immigrants from this country has created a situation that many of our students are dealing with daily. This action by the government has sparked many discussions, created

hostility amongst students at times, created fear in households that these students live in everyday, and a realization that they could be next to be arrested and deported. We try our best to keep the populus educated and even stand next to these students in protest if need be with always for the directions of the civil rights leader Martin Luther King Jr. Protest the injustices but always maintain a sense of civility for the law and others, even those of do not agree with us. Our student population comes from all walks of life. I would say that PRHS has one of the most diversified student bodies in all of Collier County so to ensure that we are standing with our students, help them understand their rights, and if necessary, protecting them from harm is the precipitating action that has caused us to Stand Up for Justice.

The lesson plan that is included in the documents of this application is one that was prepared and distributed to all the teachers at Palmetto Ridge. Sometime during the week of Jan.26-Jan 30, 2026, teachers were asked to take 6<sup>th</sup> period to complete this lesson. This ensured that students weren't completing it twice. The population of Palmetto Ridge is just a little more than 2000 students so our goal was to reach as many as we could. We created a lesson that allowed for personal reflection and group interactions. The discussions were very interesting. The kids asked questions about what is happening with ICE and Immigration, they asked about the war in between Israel and Palestine/Gaza, they talked about what happened in Venezuela, they discussed what has happened between Russia and Ukraine, and they discussed issues at school specifically bullying, and disrespecting those who are different. Again, our school population has changed from being a Caucasian dominant school to one that is now a Latino dominant school. It was very interesting to see the discussion, sometimes a bit animated between students from different South American countries. Nationalism was definitely at the forefront of these discussions. We had to put the definition of bigotry on the main board in some of the classrooms, especially those of 9<sup>th</sup> and 10<sup>th</sup> graders because they did not understand the meaning behind it. I will be honest this somewhat surprised me because I thought this was something taught early on and it just goes to show that our society believes that words such as bigotry, racism, and even prejudice are words that we believe students are too young to learn and yet we can see that this is where most of the demonstrations of such words take place. The students said that a lot of the issues they see are things they see on social media. Again, confirming that many of the issues are getting out and have become entertainment for the viewers. I asked a couple of kids and they said, "Nobody knows I'm laughing at these videos, so why does it matter?" I teach a leadership class where I teach that doing the right thing is always the way to go whether someone is watching or not. Good participation and discussion feedback was positive, and I believe it helped get energies flowing to prevent many of the injustices that students face. Along with the lesson plans, we put up posters around the

school promoting Stand up for Justice (some pictures are in our artifacts) we put on announcements about doing the right thing, we put up daily reminders like the “Stamp out In-Justice” (see artifacts) for teachers to display at the start of their classes. Students in SGA created an event to support positivity and eliminating negativity, and we purchased buttons to hand out to students caught performing “Random Acts of Kindness” (see artifacts) and gave them to teachers and our SGA students to handout in support of the Stand Up for Justice program. This year, Student Government created a t-shirt and sweatshirt that says, “We are Better Together” and many students and faculty wear them on Mondays, which is the day that SGA has its weekly meetings. Promoting the idea of fighting for justice all year round is a major priority for Palmetto Ridge High School.

The school motto is “One School, One Family!” We take this very seriously. We advocate that our students need to stand up for themselves and when necessary, they MUST stand up for others as well. SGA will go out a couple of times a month to have lunch with random students to see how they are doing and find out if they have any concerns or issues. We meet with our School Advisory Council, a parent committee, to keep them apprised of what events we are doing on behalf of the students to promote harmony, kindness, and positive mental health. The SGA also has several student committees that deal with the physical and mental health of our student population and several times throughout the year schedule events with professionals to promote positivity. Yes, like any school or population we still have struggles with issues of bullying, bigotry, discrimination on our campus but we try to turn these opportunities into a learning opportunity, and students must learn that there are consequences for all their decisions and that these consequences can involve sensitivity training. We as teachers at PRHS advocate for our students and try at every opportunity to educate our students on the positives and negatives of prejudice. We stay within the confines of the law, but our students know we have their backs. As a school we celebrate many occasions throughout the year, that encourages positive attitude to our differences, and we teach our students that celebrating diversity makes us a stronger, more positive community.

This whole activity was an experiment into tolerance and respect. We spent most of our time teaching kindness, respect, doing what is right, while explaining why bigotry, hatred, discrimination, prejudice, and racism are elements of our society that should not be allowed to thrive. We spoke and talked about how each person must find a way to help someone in distress even if it's “not cool” to do so. The golden rule is “put yourself in their place, how would that make you feel?” is a great way of getting students to see the picture from a different angle. Too often our students want to be part of the “Cool Kids” and so they were challenged as to whether or not it made them cool by disrespecting our putting down

other students just so they fit in. Regrettably you will never know your response will be until you are challenged with it but our hopes and expectations is that the students, based on this weeklong presentation, will think long and hard about their decision and that they will make the correct decision and ***Stand Up for Justice***.

# Classroom Activity: “Voices, Choices, and Justice”

**Grade Level:** 9–12

**Time Required:** 50–70 minutes (one class period)

**Subject Areas:** Civics, Social Studies, World History, Leadership, Advisory

**Format:** Individual reflection, small-group collaboration, whole-class discussion

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## Learning Objectives

By the end of this activity, students will be able to:

- Recognize and respect diverse **religious, racial, and cultural identities**
  - Identify examples of **bigotry, bias, and bullying**
  - Practice strategies for **standing up for themselves and others**
  - Reflect on their role in promoting **justice and inclusion** in their school and community
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## Materials Needed

- Student handout (included below)
  - Chart paper or whiteboard
  - Pens/highlighters
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## Activity Overview

Students will analyze real-world scenarios involving bias or discrimination, discuss the impact on individuals and communities, and practice responding in ways that promote justice, empathy, and respect.

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## Step 1: Identity & Respect Warm-Up (10 minutes)

### Teacher Directions:

Ask students to respond quietly and honestly to the prompts below. Emphasize that sharing is voluntary.

**Student Reflection (write in complete sentences):**

## **Step 3: Standing Up for Justice – Action Planning (20 minutes)**

### **Teacher Directions:**

Have groups continue working with their assigned scenario.

### **Justice in Action Task**

Students must create **THREE responses** to the situation:

1. **Immediate Action:**  
What could a student say or do in the moment to stop or challenge the behavior?
2. **Support Action:**  
How could students show support to the targeted individual afterward?
3. **Long-Term Action:**  
What could the school or student body do to prevent this from happening again?

Encourage respectful, realistic, and safe responses.

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## **Step 4: Whole-Class Share & Reflection (10–15 minutes)**

Each group briefly shares:

- One key problem from their scenario
- One powerful way to stand up for justice

### **Class Discussion Prompt:**

- What do all these scenarios have in common?
  - How can everyday students make a difference?
  - Why is standing up for others sometimes difficult—but necessary?
- 

## **Exit Ticket (Individual – 5 minutes)**

Students respond to **ONE** of the following:

1. One thing I learned today about respecting others is...
2. One way I can counter bullying or bigotry if I see it is...
3. Standing up for justice matters because...

**Student Reflection (write in complete sentences)**

What is one part of your identity (culture, religion, language, race, tradition, or belief) that is important to you?

Why do you think it is important for others to respect this part of who you are?

How would you feel if someone made fun of or dismissed this part of your identity?

**Based on your scenario:**

1. What form of bigotry, or bullying is happening in the scenario?
2. How might this situation affect the targeted emotionally or academically?
3. Why might bystanders choose to stay silent?

**Based on your scenario:**

**1. Immediate Action:**

What could a student say or do in the moment to stop or challenge the behavior?

**2. Support Action:**

How could students show support to the targeted individual afterward?

**3. Long-term Action:**

What could the school or student body do to prevent this from happening again?

Encourage respectful, realistic, and safe responses.

**Based on the scenarios:**

How can everyday students make a difference?

Why is standing up for others sometimes difficult-but necessary?

Emily Dominguez  
Period 6  
SGA  
2/2/26

### Student Reflection:

- 1) One part of my identity that is important to me is my culture. It connects me to my family, my background and the traditions I grew up with, and it helps shape who I am.
- 2) I think it is important for others to respect this part of who I am because everyone deserves to feel accepted and valued for who they are.
- 3) If someone made fun of or dismissed this part of my identity, I would feel hurt and embarrassed. It would make me feel like I don't belong and like my experiences don't matter.

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### Based on your scenario:

1. The form of bigotry or bullying happening in the scenario is discrimination and verbal bullying because someone is being targeted or mocked for part of their identity.
2. The situation could affect the targeted person emotionally by making them feel anxious, sad or isolated.
3. Might choose to stay silent because they are scared of becoming a target or themselves.

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### Based on your scenario:

Immediate action: A student could speak up and calmly say that the comment or behavior is not okay.

Cristal R. P. 6 2-2

> Student Reflection:

A big part of my identity is me being Puerto Rican. I think it is important for others to respect this because it is who I am and I cannot change it. If someone made fun of me for it I would feel upset, being Puerto Rican is a big part of who I am and how my life is.

7 Scenario A Q's:

1- They are being made fun of for their clothing & religion.

2- This situation can cause this student to feel unsafe at the school and might cause bad performance academically. It can also cause them to be upset and cause low self-esteem & low mental health.

3- Bystanders might choose to stay quiet because they are embarrassed to speak up or just don't realize how harmful these words are. Bullying is very normalized in today's society.

4- A student can speak up against it or tell an adult to help the targeted student.

5- The students can show appreciation and show the student they belong.

6- The school could apply stronger discipline for bullying as well as have assemblies against bullying.

7- Students can speak up when something isn't right and not be afraid to help others, they can also involve everyone which creates a safer comforting environment.

8- It can be difficult but necessary due to the fact people are scared of confrontation and conflict.

2/2/26

1) My race is really important to me. I feel like its beautiful on me and for everyone else who looks like me. I'm very happy and grateful God made me perfect and beautiful in my own way.

2) I think its really important for others to respect this part of who I am because everyone deserves the same amount of respect. No matter what anyone is or looks everyone was made perfectly. Were all human and no one should feel any less because of the color of their skin.

3) Personally, I would feel offended if anyone made fun on how I look. It would make me feel less, then and ugly.

### Scenario Partion

#### Scenario A:

1. In this scenario the students are verbally bullying the student with religious clothing on
2. The religious student felt embarrassed or upset about their religion
3. Most bystanders choose to stay silent because they don't want to get themselves involved, or maybe secretly thought the joke was funny.

1. Students should take that step to defend or comfort the person being bullied.

2. Afterwards, to show support to the student there should be comforting going on. Positive affirmations like reassuring them that having a religion and embracing it is completely okay.

# Student Reflection

1. A part of me that I think is important is that I am from Venezuela.
2. I think that it is important that others respect this side of me because it defines me and the people I love.
3. I would feel angry and disrespected because it isn't funny to make fun of people and their countries.

## Based on Scenario:

1. The student is experiencing cyberbullying because he is getting bullied online.
  2. This situation affects the student emotionally because he is getting bullied over something he grew up with.
  3. Bystanders might not do something because they are afraid of punishment or getting bullied.
1. The student might want to talk to an adult.
  2. Students might want to encourage the student to embrace his culture.
  3. The school might want to get on Social Media and enforce punishments for cyberbullying.

Group  
• Gabriella D  
• Emma V.  
• Finley Bogost  
period 6

Maya Quinn

1. One Part of my identity that is important is my religion and Beliefs. I Go to church and my Youthgroup every week. it is A Very important Part of my life
2. I think that it is important for people to respect my Beliefs because if You get judged for such a small opinion, that very disrespectful.
3. I would feel Betrayed, and upset with the person.

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Scenario D: Cyberbullying Due to culture & Beliefs.

1. Cyberbullying Due to culture & Beliefs

2. This situation could affect the targeted student in emotional aspects and could further cause depression leading to academic failure.

3. Based on psychology <sup>the</sup> "bystander effect" is relevant to this situation by supporting the idea that nobody wants to stand up and create more conflict.

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1. A student could report the people, and tell a trusted adult.

2. Give them snacks, remorse, and empathy.

3. Group meeting, Punishment, and Parent involvement

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1. Positivity, Encouragement

2. Because You don't want to regret seeing the situation get worse.

## Scenario C -

- 1) They are mocking & making fun of him for his accent.
- 2) It affected emotionally and academically because the students made fun of him for his accent it caused him to decrease in participation, and it also made him feel insecure.
- 3) Bystanders will stay silent because they are scared and feel that it's not their problem.

### Immediate Action

- A student could say "How would you feel in that situation if that were you?" or "Hey! that's not cool."

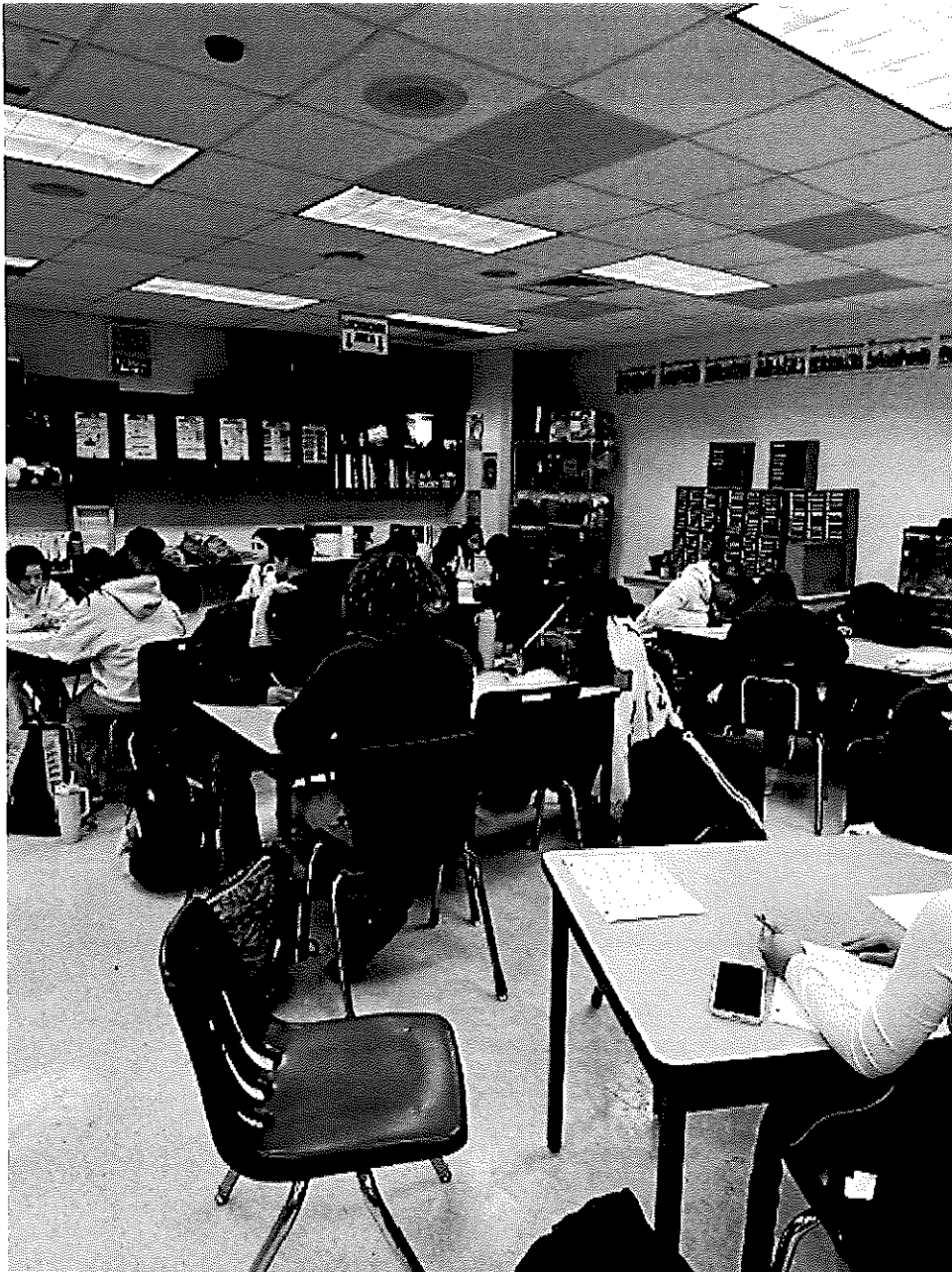
### Support Action

- Students can go and comfort him and have his back when it comes to it, and tell him how nice his accent is.

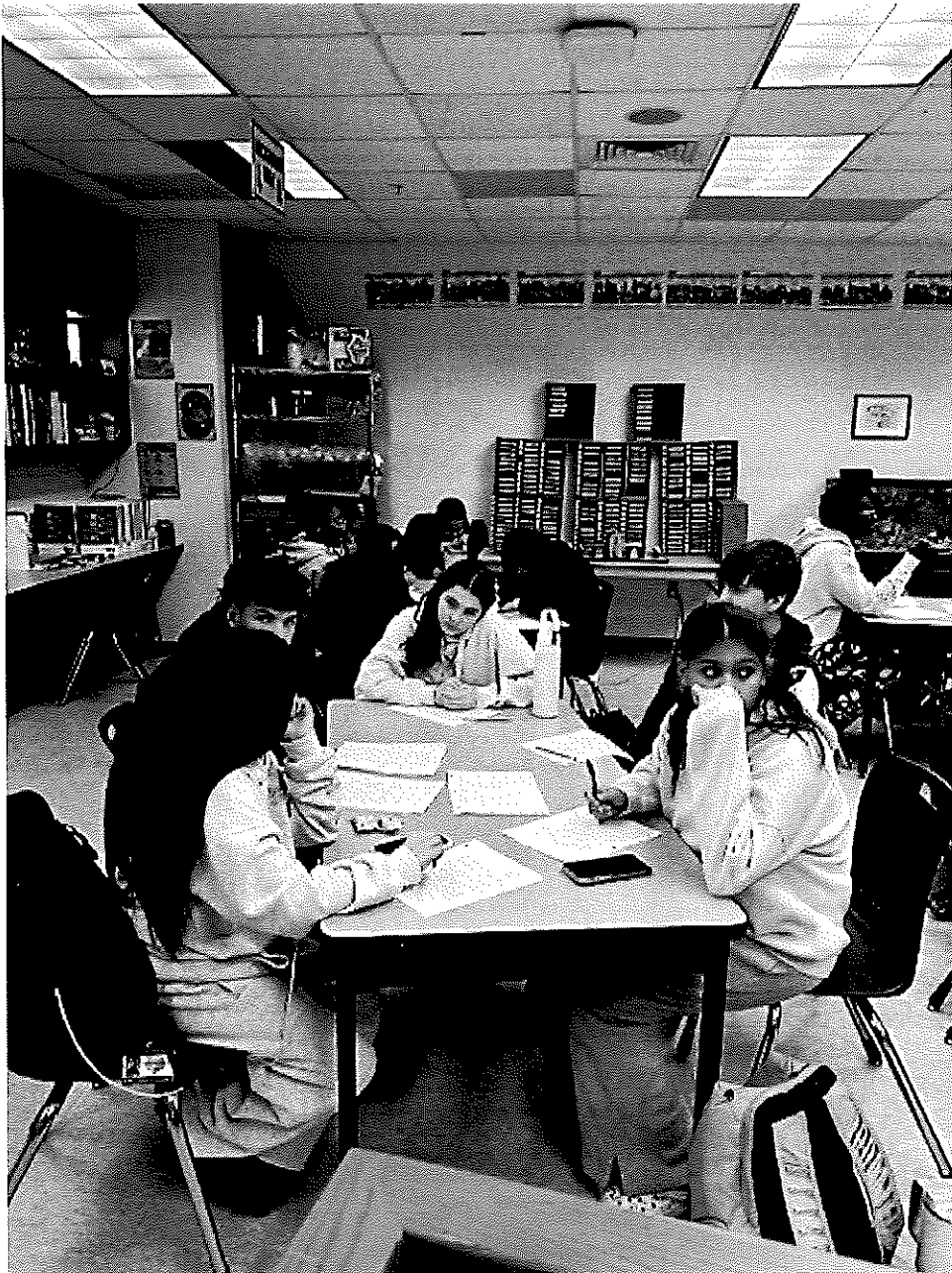
### Long-term Action

- The school can let the students know that there are consequences for mocking him.

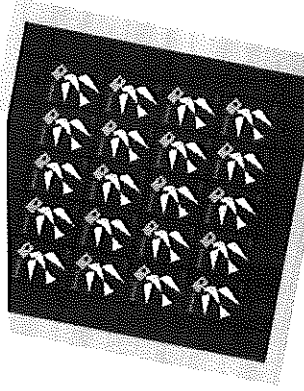
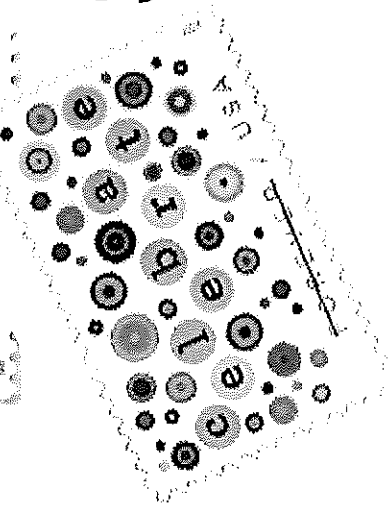
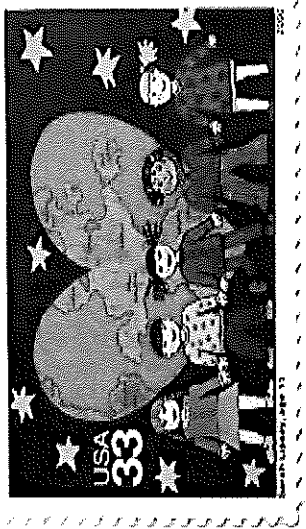
- 1) Everyday students can embrace his accent and become friends with him.
- 2) Standing up for others is necessary because no matter what a person is going through it is always nice to help.



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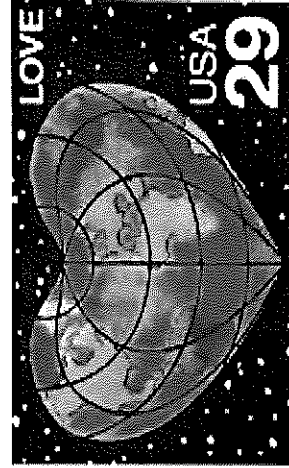


# Stand Up for Justice

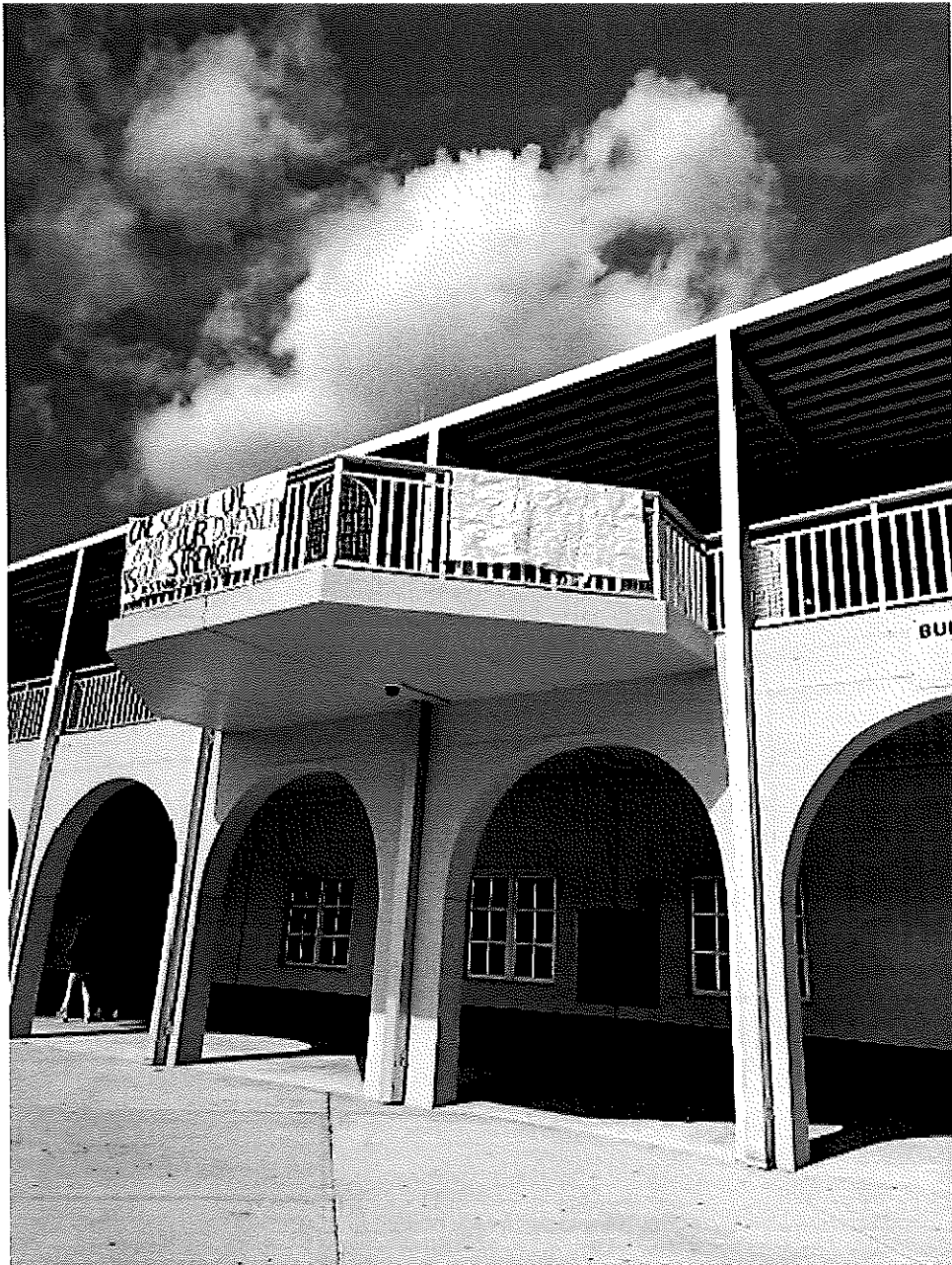
Stamping out injustice!

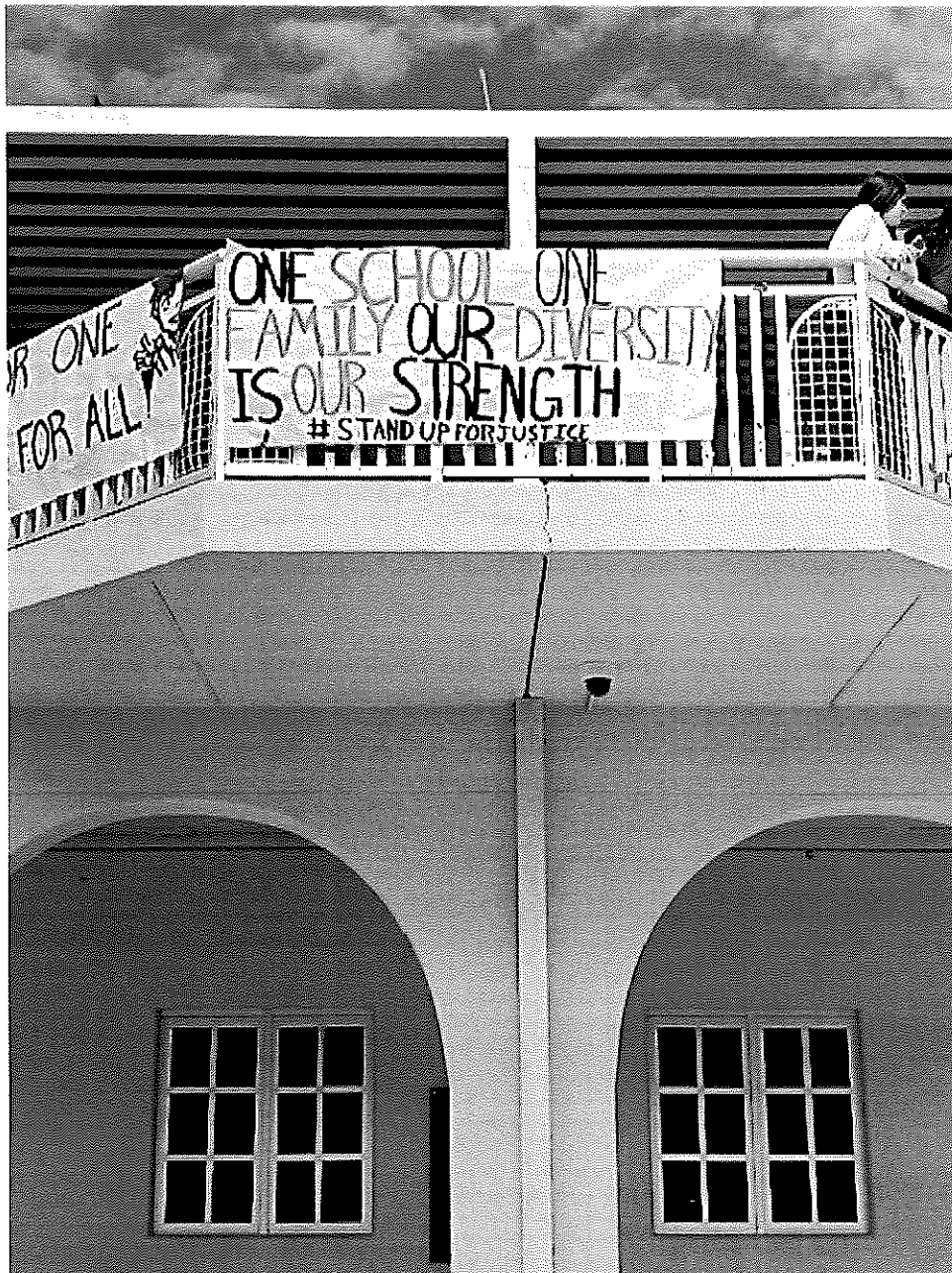


Thinking of You











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