



COLLIER EDUCATOR GRANT "STAND UP FOR JUSTICE"

Sponsored by the Jewish Community Relations Council of the Jewish Federation of Collier County

A monetary grant will be made to the educator whose lesson(s) and/or activity(s) is selected as best meeting the criteria below. The purpose of this grant is to honor Collier County elementary, middle, and high school educators who strive to counter the prevailing tendency within today's popular culture for students to deride or denigrate others based upon difference. The lesson(s) or activity(s) should have as its major objective the purpose of instilling the positive character trait of "respect for others" in students. All applicants must have created lessons and/or activities of their own design or have successfully made adaptations from other programs and should be able to show evidence of a positive nature as a result of implementation. Successful applicants will be contacted and asked to submit a copy of the lesson(s) or activity(s) from the current school year, a description of its implementation, and evidence of its effectiveness. Applicants may include Collier County elementary, middle, and high school teachers, guidance counselors, school librarians, administrators, psychologists, and media specialists. Students, parents, colleagues, and community members are encouraged to nominate an educator. Self-nominations are also encouraged and accepted.

Applicant's name: Kathleen Deye

Applicant's email: deyeka@collierschools.com

Number of years teaching: 30

Grade or subject taught: Eighth grade Language Arts/Global Perspectives

School: Gulfview MS.

School Address: 255 6th Street S. Naples, FL 34102

Phone (daytime): 377-4042 Phone (evening): 298-0150

On a separate page(s) with the name of the applicant on each page, please briefly:

- Describe the precipitating events that motivated you to initiate these lessons or activities.
- Describe the lesson(s) or activity(s); and if adapted from another source please reference.
- Explain how the lesson(s) or activity(s) 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.

If your application is selected as a finalist, you may be asked to provide evidence/proof of effectiveness such as but not limited to: a questionnaire, interviews, documented anecdotal conversations and/or observations, and etc.

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

Your name: Kristina Lee

Your email: leek2@collierschools.com

Your address: _____

Phone (daytime): 239-377-4004 Phone (evening): same.

Your relationship to applicant: Administrator (Principal)

Submit the completed form in writing, by email, or video format no later than **February 15, 2018**, to:

Beth Povlow, Educator Grant Coordinator
C/o JCRC, Jewish Federation of Collier County
2500 Vanderbilt Beach Road, Suite #2201, Naples, FL 34109

In the first quarter of this academic year, my three eighth grade classes were especially curious about the theme of our unit: "How one's culture can affect one's sense of belonging". After having researched, read articles, and discussed several accounts of past and present immigration issues, my gifted students were inquisitive about people in our own community as well as some of the students at our own school.

Two activities were initiated.

- A. After collaboration with the ELL and ESE teachers, the principal, and the guidance counselor, one of my classes of eighteen paired up with fourteen students from the ELL program. I encouraged my students to choose from a list of names that specified gender, age, country of origin – to "handpick" a peer they wanted to learn more about. Most of the ELL students spoke little or no English. After an introductory meeting, the groups paired up for lunch three days a week for three weeks. My students interviewed their new "buddy" and then shared information about themselves. On the final day, we had a big "Celebration of Friendship" lunch. Each student introduced his new international friend to the group and told us some interesting facts they learned, then the ELL students were asked to introduce my students as well. We wanted everyone to have a part in this activity. It was truly a joyous event. Photos of the groups were shown on the big screen, and each student received a photo as a remembrance. I believe both groups of kids gained much from this activity.
- B. A few students from other classes personally knew an immigrant (a neighbor, friend of family, relative) whom they wanted to interview and learn more about. Then they invited their "new friend" to be a guest in our classroom, encouraging him to share his personal story of struggles and triumphs of immigrating to the US. It was enlightening and very moving for my students to hear firsthand accounts rather than stories from text.



Friendship Without Boundaries