

JOSEPHSON
INSTITUTE
Center for Youth Ethics

School Safety Survey Project

This lesson plan:

- citizenship
- teens
- Life skills

Overview

Students discuss safety issues in their school environment, then create, conduct, and assess a school-wide survey about them. They present findings with solutions to the school board/administration.

Materials

- Paper, pencils, or pens
- Access to resources (for student research)
- Access to a photocopier

Procedure

1. Share an appropriate personal incident in which you felt fearful. Write the word "fear" on the board.
2. Ask the students to think about a time or place in which they felt fearful. Ask them how feeling afraid affected their behavior. Suggest that even if nothing happens, fear can be damaging. Say: It can preoccupy you and keep you from giving your best and staying focused on a task or responsibility.
3. Explain how this can have a domino effect. Offer a school-related example involving a safety issue. Invite students to offer ways this situation could be made less fearful. Say: Providing a safer environment can take away a lot of that damaging fear.
4. Ask the students to explain how this might apply to their school, citing examples. List their answers on the board.
5. Explain that they will find out more accurately what safety concerns their school community has through a survey project.
6. Ask them why you want them to do this. Reiterate the role of a good citizen and the responsibility they have to make their community a better, safer, less fearful place and more productive.
7. Assign them the task of looking up articles about school safety. Have them summarize their findings in a chart appropriate to the class level. (The chart or graph they include should reinforce the processes and critical-thinking skills needed to analyze and convert data into accurate percentages.)
8. Have the class brainstorm to create survey questions, and write them down.
9. Clarify who the survey participants will be and decide if they accurately represent the makeup of your school. Together select and edit the questions that will be on the survey.

This lesson is from the *Good Ideas* book, available for purchase from the CHARACTER COUNTS! online store:
<http://www.charactercounts.org/materials>

Inspired by an idea in "Safety" from *What Teens Need to Succeed* by Peter L. Benson, Judy Galbraith, and Pamela Espeland (Minneapolis, MN: Free Spirit Publishing, 1998, p. 88).

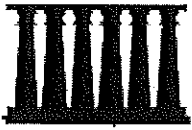
McREL standards

Life Skills

Standard 6. Applies decision-making techniques.

Level IV, Benchmark 6. Analyzes the impact of decisions on self and others and takes responsibility for consequences and outcomes of decisions.

<http://www.mcrel.org/standards-benchmarks/>



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Diversity Discussion Questions

This lesson plan:

- fairness
- teens
- Behavioral studies

Overview

Students think about and discuss the concepts of "unity in diversity" and "strength in diversity."

Materials

None

Procedure

Discuss the meaning of "unity in diversity" and "strength in diversity." Ask the following discussion questions:

- a. How does the interdependence of people make their contributions more valuable?
- b. As we become better acquainted with persons of different backgrounds, does our fear and suspicion of them diminish? Do we learn to better appreciate their abilities?
- c. What is the benefit of allowing — even encouraging — different groups to preserve their uniqueness while, at the same time, getting people of various backgrounds to work together for a common purpose?
- d. How does the prejudicial treatment of one person endanger the rights of all persons?
- e. What can each of us do to combat prejudice against groups to which we don't belong?

This lesson is from the *Good Ideas* book, available for purchase from the CHARACTER COUNTS! online store: <http://www.charactercounts.org/materials>

Adapted from "The Teaching of Values" (Los Angeles Unified School District), 1978.

McREL standards

Behavioral Studies

Standard 2. Understands various meanings of social group, general implications of group membership, and different ways that groups function.

Level IV, Benchmark 5. Understands that social groups may have patterns of behavior, values, beliefs, and attitudes that can help or hinder cross-cultural understanding.

<http://www.mcrel.org/Standards-benchmarks/>



A Thousand Words

This lesson plan:

- caring
- teens
- Arts

Overview

To become more aware that compassion involves understanding and engaging in another person's life, students view images of people and creatively interpret what they see.

Materials

- Photo(s) cut from magazines (remove all headlines, captions, and associated articles describing the scene)

Procedure

1. Choose one or more photos that provoke an emotional response. They should feature at least one person. Choose images in which the emotions of the person are not overt (screaming, crying, laughing, etc.) and their mood or situation is ambiguous.
2. Say: There is an old saying: "A picture is worth a thousand words." We're going to look at a picture and describe it in a thousand words. But before we do, we need to ask how to feel compassion for another person and why it's important. Solicit and list answers. Point out that part of caring involves empathy — seeing another's perspective and feeling what he or she is going through. Say: Our purpose is to look at the people in the photo with compassionate eyes. Imagine their lives, thoughts, dreams, fears. Invent a story for them. To do so, you have to care about them.
3. Distribute the photo(s) and display them. If you have more than one, tell the students to choose only one to write about. Encourage them to pretend that they are the figure in the photo(s) or the photographer. Invite them to think about what the person/photographer sees, hears, tastes, smells, touches, and feels in the captured moment; why the person is happy, scared, bored, or sad; where he/she has come from and where he/she is headed; and why the photographer cared enough to take a picture. Share the stories. Suggest that taking the time to figure out a person's feelings is the essence of empathy and compassion, which are key elements of caring. Ask them to explain why.

This lesson is from *Good Ideas*, available for purchase from the CHARACTER COUNTS! online store:

<http://www.charactercounts.org/materials>

Adapted from "Keeping the American Promise," Vol. 4, Issue 1, p. 2 (Los Angeles, CA: The American Promise, 1999). Also inspired by the "What They Were Thinking" photo feature of *The New York Times Magazine*.

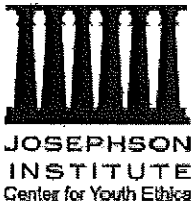
McREL standards

Language Arts

Standard 9. Uses viewing skills and strategies to understand and interpret visual media.

Level IV, Benchmark 7. Understands how images and sound convey messages in visual media (e.g., special effects, camera angles, symbols, colors, lines, textures, shapes, headlines, photographs, reaction shots, sequencing of images, sound effects, music, dialogue, narrative, lighting).

<http://www.mcrel.org/Standards-benchmarks/>



MyLife 24-7 Video

This lesson plan:

- citizenship
- teens
- Arts

Overview

Technology is an increasing part of our lives and websites such as YouTube have increased students' exposure to and capability to making short films.

This lesson plan encourages students to explore ethical themes through video.

In this lesson, students will learn good character by:

- Identifying an issue or issues with an ethical dimension
- Examining how technology can influence our behavior
- Developing video editing skills
- Creating videos on ethical issues

Materials

- Access to computers
- Video cameras/camcorders
- Video Tips Handout

Handouts

- Video Tips Handout

Procedure

1. Your students probably spend a lot of their time watching online videos, but how about creating one? This lesson plan will help you do exactly that, on the theme of living a good life.
2. Successful videos, ones that are shared, are called viral because they spread quickly to others. There are many types of viral video, but they share the same concept: they are videos worth talking about.
3. You may want to brainstorm viral videos your students have seen or heard about. It might be a good idea to read up on them yourself to avoid any inappropriate videos being discussed. The following site is a good starting point for educating yourself, it lists the top 100 viral videos: <http://www.urlesque.com/2009/04/07/the-100-most-iconic-internet-videos/>
4. Once everyone has shared their favorite viral videos, tell the class they are going to make a video on a topic that has an ethical dimension. You can choose whatever theme you like. Here are some suggestions:
 - Random acts of kindness
 - Taking care
 - Acting up – taking a stand against injustice
 - Best possible result – how to achieve a result that is both ethical and beneficial to all concerned
5. Tell them their task is to create a short video that captures people's imaginations, following the Video Tips Handouts. Divide the class into groups if necessary.
6. Distribute the Video Tips Handouts to help them work through the project.



TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

Published on *Teaching Tolerance* (<http://www.tolerance.org>)

[Home](#) > Standing Up Against Discrimination

Standing Up Against Discrimination

In this lesson, students will learn what constitutes as discrimination, how real-life teens have taken a stand against such acts and ways they can do the same.

Framework

People sometimes look the other way when they see an act of discrimination because they do not know how to stop it. By providing students with real-world examples, we can help them identify peaceful ways to respond.

Additional Resources

- [Bullying: Guidelines for Teachers](#) ^[1] outlines dos and don'ts for dealing with bullying.
- [A Contract on Bullying](#) ^[2] helps students come to consensus on the consequences of bullying.
- [Anti-Gay Discrimination in Schools](#) ^[3] summarizes students' experiences and school policies related to anti-gay discrimination.

Glossary

discriminate [dih-skrim-uh-neyt]

(verb) to treat a person or a group of people differently than other people, often because of traits such as race, gender, religion, ethnicity or sexual orientation

ELEMENTARY GRADES ^[4] (3-5)

MIDDLE GRADES ^[5] (6-8)

HIGH SCHOOL ^[6] (9-12)

Standards ^[7]

Activities and embedded assessments address the following standards ([McREL 4th](#) ^[7] ^[7] [edition](#) ^[7])

Language Arts

Standard 1: Uses the general skills and strategies of the writing process

Standard 5: Uses the general skills and strategies of the reading process

Standard 7: Uses skills and strategies to read a variety of informational texts

Arts

Standard 1: Demonstrates competence in writing scripts

Civics

Standard 10: Understands the roles of voluntarism and organized groups in American social and political life

Standard 11: Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

Standard 25: Understands issues regarding personal, political, and economic rights

[Grades 3 to 5](#) [Grades 6 to 8](#) [Grades 9 to 12](#) [Reading and Language Arts](#) [Social Studies](#) [Arts](#) [ELL/ESL](#)
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Source URL: <http://www.tolerance.org/activity/standing-against-discrimination>

Links:

- [1] <http://www.tolerance.org/activity/bullying-guidelines-teachers>
- [2] <http://www.tolerance.org/activity/contract-bullying>
- [3] <http://www.tolerance.org/activity/anti-gay-discrimination-schools>
- [4] <http://www.tolerance.org/supplement/standing-against-discrimination-elementary-grades-3-5>
- [5] <http://www.tolerance.org/supplement/standing-against-discrimination-middle-grades-6-8>
- [6] <http://www.tolerance.org/supplement/standing-against-discrimination-high-school-9-12>
- [7] <http://www.mcrel.org/compendium/browse.asp>



TEACHING TOLERANCE

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[Home](#) > Standing Up Against Discrimination: High School (9-12)

Standing Up Against Discrimination: High School (9-12)

Overview:

Activities will help students:

- identify acts of discrimination
- explore ways to stand up against discrimination
- encourage others to take action against discrimination

Objectives

Activities will help students:

- identify acts of discrimination
- explore ways to stand up against discrimination
- encourage others to take action against discrimination

Essential Questions

- What does it mean to be discriminated against?
- Why do people discriminate?
- What can we do to stand up against discrimination?
- How can we stop acts of discrimination at our school?

Materials

- Internet Access
- [Constance McMillen](#) ^[1]
- [Graeme Taylor](#) ^[2] and [Graeme Taylor's Remarks](#) ^[3]
- [Rochelle Hamilton](#) ^[4]
- [Abby Brammer](#) ^[5]
- [Samantha Elauf](#) ^[6]
- [Not In Our Town](#) ^[7] and [Not In Our School](#) ^[8]
- [HERO Teens](#) ^[9]
- [Gay-Straight Alliance](#) ^[10]
- [Youth for Human Rights](#) ^[11]

Activities

1. How would you feel if you weren't allowed to play a sport, go to a dance or get a job because of how you looked or what you believed in? Would you accept being discriminated against, or would you stand up for yourself? Freewrite your response.
2. (*Note: Facilitate the following jigsaw activity.*) Form a group of five (this is your "home" group). Each person chooses one of the following five real-life people who has stood up against discrimination: Constance McMillen, Graeme Taylor, Rochelle Hamilton, Abby Brammer or Samantha Elauf (see web resources above). Make sure all five teens are accounted for within your group; no one should have the same person. You are going to become the expert on the person you chose. As you read, think about who was being discriminated against and why, as well as how people responded to the discrimination.
3. Now regroup into expert teams (e.g., everyone who has Constance McMillen groups together, and likewise for the other people). Read online about your person. As you read, think about who was being discriminated against and why, as well as how people responded to the discrimination. With your fellow experts, discuss the teen you read about, answering the following questions:
 - Who was being discriminated against?
 - Why was this person being discriminated against?
 - What did he/she and/or others do to stand up against this discrimination?
 It is a good idea to take notes since you are responsible for teaching members in your "home" group about this person and his/her experience.
4. Return to your "home" group. Take turns sharing what you learned about your teen.
5. Discuss the following as a class: Based on your reading and the summaries you heard from your group members, what do these teens who stood up against discrimination have in common? (*Note: Consider capturing student responses on the board or chart paper.*) Which actions of theirs can you emulate to stand up against discrimination in your own school or community?
6. Now have each member of your "home" group read online about a different organization: Not In Our Town, Not In Our School, HERO Teens, Gay-Straight Alliance, and Youth For Human Rights (see web resources above). Share what you learn with your group members. During your discussion, make two-column notes. In the first column, write the names of each organization. In the second column, use details from the texts to record the following information about each group:
 - What is the purpose of this organization?
 - How do they take action against discrimination?
 - Does your school have a group like this?
 - What is the importance of a group like this in our country?
7. Based on what you read about these organizations and what you learned about teens who have stood up against discrimination, write a proposal for how your group thinks your school should deal with acts of discrimination (you may wish to assign each group member a different section of the proposal):
 - Define what constitutes an act of discrimination.
 - Recommend how the school can prevent discrimination.
 - Identify how students can safely—and anonymously, should they choose—report discrimination.
 - Outline actions the school should take to stop instances of discrimination that are reported.

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If You're Constance McMillen, Life Just Keeps Getting Better

Jul01

2010 (<http://blog.tonic.com/if-youre-constance-mcmillen-life-just-keeps-getting-better/>) [Leave a Comment](#) (<http://blog.tonic.com/if-youre-constance-mcmillen-life-just-keeps-getting-better/#respond>) Written by [Lisa Germinsky](#) (<http://blog.tonic.com/author/lisagerminskygmail-com/>)



In March the world met a brave high school senior who simply wanted to go to the prom — with her girlfriend. So “disruptive” was **Constance McMillen** (<http://www.tonic.com/people/constance-mcmillen/>)’s request, that the Itawamba County school district bagged the prom altogether.

The Mississippi teen never made it to the actual prom. The town thoughtfully organized a “decoy” prom for a handful of kids including McMillen, students with disabilities and exchange students, while the rest of the class attended another party some 30 miles away.

A violation of civil rights? Yes. A total bummer? Absolutely. And while this has been

an undoubtedly trying and difficult time, sticking up for what she believes in has paid off for Constance in ways she could never have imagined. As it turns out, most of the world likes her just the way she is, including **President Obama** ([/people/barack-obama](http://people/barack-obama)).



The charged political debate and high profile support has thrust McMillen into the spotlight and a position of responsibility — one she's willing to accept. "I know I will continue to be an activist because through all of this, I have met a lot of people. I have heard a lot of horror stories so it's really made me realize how important it is to be an activist. Because, you hear some of these stories and you are like, 'how can you not be an activist?' You know, because some of them are really heartbreaking."

Unusually confident and self-possessed for a recent high school grad, McMillen brings an invaluable element of authenticity and humility to the cause. In honor of LGBT Pride, she attended a White House reception with President Obama and spent a day on the Hill advocating on behalf of other LGBT students. Although she only saw the president for about "five seconds," McMillen had a sit down with Minnesota [Senator Al Franken \(/people/al-franken/\)](#), lead sponsor of the [Student Non-Discrimination Act \(http://www.aclu.org/lgbt-rights/senate-introduces-bill-protect-lgbt-students-against-discrimination\)](http://www.aclu.org/lgbt-rights/senate-introduces-bill-protect-lgbt-students-against-discrimination). The bill aims to eliminate future First Amendment violations like the one being fought in *Constance McMillen v. Itawamba County School District, et al.*



When asked about the future, McMillen feels optimistic. "I know it will change, it's really just a matter of time because you can tell that my generation, they really don't care so much about people being gay. You know they might be like, 'well I wouldn't be gay because that's wrong,' they might not think it's OK, but they don't really think so much about it when somebody else is gay. They just kind of go on with their life. I think that as the generations go by, there will be more and more tolerance because more people are coming out. And that's a big thing. The more people that come out and the more cases that people hear about, the more that people will get to know gay people. Then I think that there will be more equality and eventually, simply equality."

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Graeme Taylor: Role Model, Hero and Everyday Teen

Nov19

[2010 \(http://blog.tonic.com/gay-student-graeme-taylor-role-model-hero-and-everyday-teen/\)](http://blog.tonic.com/gay-student-graeme-taylor-role-model-hero-and-everyday-teen/) [Leave a Comment \(http://blog.tonic.com/gay-student-graeme-taylor-role-model-hero-and-everyday-teen/#respond\)](#) Written by [Shyla Batliwalla \(http://blog.tonic.com/author/shyla-batliwalla/\)](http://blog.tonic.com/author/shyla-batliwalla/)



Fourteen-year-old Graeme Taylor is proof that age doesn't matter when it comes to standing up for what's right.

On Oct. 20, National Bullying Day, economics teacher Jay McDowell of

[Michigan' \(http://www.tonic.com/place/michigan\)](http://www.tonic.com/place/michigan)s Howell High School was wearing a purple shirt to show his support. He noticed a student wearing a Confederate flag belt buckle and asked him to remove it. The student probed McDowell about what the difference was between a Confederate flag and the rainbow flag, the unity symbol for the gay community. McDowell tried to explain the difference, to which the student responded, "I don't accept gays. It's against my religion," according to [On Top magazine \(http://ontopmag.com/article.aspx?id=6880&MediaType=1&Category=26\)](http://ontopmag.com/article.aspx?id=6880&MediaType=1&Category=26).



Fourteen-Year-Old Michigan Student Awesomely Stands Up for Suspended, Gay-Defending Teacher

11/14/10 at 12:20 PM

Jay McDowell, a teacher in Howell, Michigan, was temporarily suspended without pay earlier this month after telling a student wearing a Confederate flag and a student making anti-gay remarks to get out of his class. At a school-board meeting on Friday, openly gay 14-year-old high-school student Graeme Taylor came to McDowell's defense, thanking the teacher for doing "an amazing thing" in a town home to the KKK, and urging the school board to give McDowell his pay and reverse the disciplinary actions. The inspiring video has made its way around the Internet, because how cool is this kid?



[Livingston Daily via Gawker TV]

By: Mike Vilensky

Find this article at:

http://www.nymag.com/daily/intel/2010/11/fourteen_year-old_michigan_stu.html

Check the box to include the list of links referenced in the article.

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Rochelle Hamilton

Posted: May 20, 2010 01:33 PM

Let Students Be Themselves

Every day, lesbian, gay, bisexual and transgender (LGBT) people face discrimination, harassment and even violence because of who they are. In my case, I was called "ungodly," and told I was "going to hell" for my "sin." I was asked, "What are you, a man or a woman?" And I regularly had to hear that it's "not right to be this way."

What may surprise you is who my harassers were. All those comments came from teachers and staff at my old high school in Vallejo.

All I wanted was to be able to go to school and be myself. I couldn't do that when adults were judging me and telling me that something was wrong with me. I was even required to join a counseling group that discouraged students from being LGBT -- like that's even possible. How was I supposed to learn like that?

I came out when I was 13, and I'm proud of who I am. The fact that more and more LGBT teenagers have enough pride in themselves to come out shows that we are making progress. But even if you're strong, hearing the kinds of anti-gay comments for months, like I did, can be hard to handle. I became depressed and my grades suffered.

Fortunately, I have a very supportive mom. After spending months writing letters, making phone calls and meeting with school officials, she contacted the American Civil Liberties Union (ACLU) for help. They told the school that the law in California says schools have to protect students from discrimination and harassment. They worked out a settlement agreement where teachers and students have to be trained about homophobia and respect.

Hiring Discrimination at Matsumoto? Suit, Protest & Possible Settlement : Larchmont Gazette

<http://www.larchmontgazette.com/news/hiring-discrimination-at-matsumoto-suit-protest-possible-settlement/>

June 2, 2011

Was it a case of discrimination on the basis of race? Or was it some other factor that led to 17-year-old Abby Brammer, an African-American teen from Larchmont, not being hired by Marty Chen, manager of Matsumoto Restaurant in Larchmont?

Abby's parents, Bradley and Kathy Brammer, filed suit against the manager and the owner of the restaurant on June 22, alleging a violation of Abby's civil rights. Their witness is Rebecca Kitsis, a Caucasian friend from Mamaroneck High School, who was vacating the Matsumoto job as cashier, telephone order taker and hostess to focus on her studies.

When Rebecca told Mr. Chen about Abby over the phone on March 20, "He was very excited and glad to have me on the team," Abby recalls. But when they met later that evening at the restaurant where Abby had begun training under Rebecca, "he was reluctant to even shake my hand," she told the Gazette.

For the most part, Mr. Chen does not disagree with Rebecca's narrative in the legal papers about what happened next:

After observing Abby work for less than fifteen minutes, Mr. Chen pulled Rebecca aside, told her he was not a racist, but said it would be bad for business to have Abby work there.

That's illegal." Rebecca recalls telling Mr. Chen.

Abby and Rebecca walked out of the restaurant, not waiting to be paid for the evening as Mr. Chen had offered.

Reaction to the Incident

According to Abby, Rebecca immediately contacted her uncle, an attorney, who recommended she take detailed notes of the encounter for a possible law suit. Going through the U.S. Equal Employment Opportunity Commission was unsuccessful, but a suit was ultimately filed on Monday, June 22 with the help of attorney Joshua Friedman, whose daughter is a friend of Abby and Rebecca.

On Wednesday, June 25, Abby and 25-30 friends protested in front of Matsumoto holding signs, many of which called for a boycott. Text messages from Abby had gone out over the weekend explaining about the discrimination lawsuit and that Mr. Friedman wanted her and her friends to picket in front of the store.



Friends of Abby Brammer made signs and picketed against discrimination outside Matsumoto. Photos by Andrew Wong.

"I wanted to help Abby out and support

manager doing something maybe improper," he stressed, "it's not the restaurant."

Mr. Chen said he is very worried about the business.

The restaurant has already gone through a number of upheavals. Matsumoto took over the spot at 158 Larchmont Avenue in 2008, following a three decade run by Marimo and a very short incarnation as Sachi's Sushi. Sachi's closed after an altercation between the owner, Chang Zhu, and one of the waitresses. (See: Owner Arrested for Assault: Sachi Restaurant Remains Closed.) The restaurant underwent a redesign – inside, outside and on the menu re-opening as the more upscale Matsumoto.

"I'm willing to hire all kinds of people," said Mr. Chen.

Having Matsumoto show it does not discriminate by hiring African-American staff is an important consideration for Abby – and for the young people involved in the protest. A sign held by one of the picketers read: "Mamaroneck Won't Stand for Discrimination."

Related Articles:

 • No Related Articles Found





U.S. Equal Employment Opportunity Commission

PRESS RELEASE
9-17-09

ABERCROMBIE & FITCH SUED BY EEOC FOR RELIGIOUS DISCRIMINATION AGAINST MUSLIM TEEN APPLICANT

OKLAHOMA CITY, Okla.— National clothing retail giant Abercrombie & Fitch, doing business as Abercrombie Kids, allegedly discriminated against a 17-year-old Muslim by refusing to hire her because she wore a hijab, or head scarf, in observance of her sincerely held religious beliefs, the U.S. Equal Employment Opportunity Commission (EEOC) charged in discrimination lawsuit filed today in federal court.

According to the EEOC's suit, filed in the U.S. District Court for the Northern District of Oklahoma, Civil Action No. 09-CV-602-GKF-FHM, Abercrombie Kids interviewed Samantha Elauf for a position at its store located in Woodland Hills Mall in Tulsa, Okla. The EEOC alleges that Abercrombie refused to hire Elauf because she was wearing a head covering when she was interviewed and this violated the company's "Look Policy," which prohibited the wearing of head coverings. Elauf had applied for a sales position with Abercrombie Kids.

Title VII of the Civil Rights Act of 1964, as amended, protects workers from discrimination based upon religion in hiring and in the terms and conditions of their employment. The EEOC filed suit after first attempting to reach a voluntary settlement.

"The EEOC is committed to eliminating religious discrimination in the workplace" said Webster Smith, acting director of the EEOC's St. Louis District Office, which is responsible for the agency's litigation in Oklahoma. "As religious diversity increases in the workplace, companies need to be more vigilant in respecting and balancing employees' needs to practice their religion, including engaging in religious expression."

EEOC Senior Trial Attorney Michelle M. Robertson added, "Employers must abide by Title VII of the Civil Rights Act and reasonably accommodate employees' sincerely held religious practices unless doing so would impose an undue hardship on the company. It is unlawful for employers to treat applicants or workers differently based on their religious beliefs or practices in any aspect of employment, including recruitment, hiring and job assignments."

The EEOC enforces federal laws prohibiting employment discrimination. Further information about the EEOC is available on its web site at www.eeoc.gov.