

WHY STEP UP?

Online Supplemental Materials

Online Supplemental Table 1

Summary of Variables with Examples

Variable Name	Levels	Examples
Gender (of participant)	Male	
	Female	
Ethnicity (of participant)	PCI	
	Jewish-Israeli	
Treatment Group	Skills	
	Skills+Contact	
	Control	
Scenario	Peer	“Danny and some of his friends are organizing a soccer game. Mohammed, an Arab boy, and Avi, a Jewish boy, both want to join the game. Both are good soccer players. There is only one more place in the team. In the end, Danny decides to invite Avi to join the game.”
	Home	“Noam’s parents tell him he can have three kids over for a sleepover party. Noam has already invited two of his friends and he can invite one more person. Ahmad, a Palestinian boy, and Ori, an Israeli boy, both want to come to the sleepover, but he can only invite one. In the end,

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		he invites Ori.”
Bystander Response - “If you were one of the members of the group who witnessed the [BSE], what do you think that you would do next?”	Positive	“Tell <i>the excluding kid</i> that this is not fair.”
	Passive	“Do nothing, this is the decision of <i>the person who organizes the game/group</i> .”
	Negative	“Support <i>the kid who excludes</i> .”
Justification - “Why did you select X response?”	Social Convention	The outgroup won’t fit in with the ingroup.
	Personal Choice	The excluder gets to decide whom should be included or excluded.
	Empathy for the Victim	The victim may have their feelings hurt.
	Empathy for the Excluder	The excluder may feel bad about it later.
Time	Pre-test (week prior to the intervention start)	
	Post-test (immediately following the intervention completion)	
	Follow-up (6 months post intervention completion)	

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Appendix**Implementation of Interventions**

Once school principals approved of the program implementation, the program rationale was presented to the homeroom teachers of participating classrooms. The teachers also received specific instructions based on their class's group assignments. Teachers of the skills groups were taught to prepare students for the interventions, remind students to practice skills they learned between sessions, and present the program to studentchildren's parents to gain parental support. Teachers of the skills+contact groups were instructed on their roles in the skills intervention, as detailed above, as well as their roles: 1) in preparing students for contact meetings in the AJCC; 2) during program meetings, and; 3) in debriefing sessions at school after each meeting. During the AJCC meetings, teachers were instructed to serve as observers rather than actively facilitate the group.

A team of trained PCI and Jewish-Israeli external facilitators administered all interventions to standardize program delivery. One PCI facilitator or one Jewish-Israeli facilitator led the skills intervention (and skills component of the skills+contact intervention) and the control condition in the PCI and Jewish-Israeli schools, respectively. Each contact session was co-facilitated by bilingual Palestinian and Jewish-Israeli facilitators. All facilitators were selected based on their experience working with multicultural group leaders, youth groups, and social-emotional skills and contemplative practices. Before implementing the intervention, all facilitators completed a six-hour training led by the last author to ensure intervention fidelity and to standardize program delivery.

Skills Intervention

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The skills intervention consisted of twelve 45-minute semi-monthly sessions that combined perspective-taking and empathy training with developmentally appropriate contemplative practices (i.e., mindfulness and compassion meditation). Practices were adapted from three sources: the Enhancing Resiliency Among Students Experiencing Stress and Promoting Prosocial Behavior social-emotional training program (Berger et al., 2016); a perspective-taking and empathy training (Frey et al., 2005); and Call-to-Care, a mindfulness and compassion-cultivation program (Berger et al., 2018; Brenick et al., 2019). All sessions were administered in the students' classroom during regularly scheduled class time. To start each session, a psycho-educational presentation was followed by a demonstration or explanation of the skills being taught to students. A majority of the session was reserved for practicing and discussing the experience of the new skills. Students were encouraged to practice their new skills in between sessions and to share the skills with their parents. Following each session, parents were informed of the session content via school email or website and were encouraged to discuss and practice the skills with their children.

Skills+Contact Intervention

In addition to receiving the school-based skills intervention detailed above, participants in the skills+contact intervention engaged in 12 semi-monthly contact meetings of ethnically mixed groups held in the AJCC. Students were brought from their respective segregated schools to meet together at the AJCC. Each meeting included three groups of 15-18 PCI and Jewish-Israeli students. In each four-hour session, the mixed groups attended three one-hour artistic activities consisting of music, movement, and social play. Students, parents, homeroom teachers, and facilitators attended the beginning and end of each meeting. Before each meeting, selected students designed a short performance to be shown at the start of every meeting. All activities

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consisted of a warm-up exercise and experiential work related to the session's theme, followed by a discussion and closing exercise. Between activities, students had a half hour break to play and have snacks.

The purpose of the contact component of the intervention was to highlight differences and similarities between students, familiarizing students with each other through dual identities (Dovidio et al., 2007). The artistic activities were inspired by an ecological perspective and therefore focused on the individual, the family, the peer group, the community, the school environment, and the culture (Belsky, 1980). Across these systems, two thematic sessions were designed based on six themes derived from previous research (see Berger et al., 2015): me and myself, me and my family, me and my peers, me and my school, me and my community, and me and my friends. Whereas all students shared a common language, Hebrew, there was both an Arabic speaking PCI and a Hebrew speaking Jewish-Israeli facilitator leading the activities so that students could learn each other's languages and communicate beyond the confines of language through artistic expression. The themes promoted a universal language to explore the lived experiences of the young participants.

Intergroup contact sessions were developed to address Allport's (1954) optimal conditions for contact. Sessions were held with a comparable number of PCI and Jewish-Israeli students, both languages were used interchangeably, and facilitators from each population were present in all activities (i.e., equal status). All activities were designed to reach student goals and required face-to-face interactions and cooperation (i.e., common goals and intergroup cooperation). The program was supported and sponsored by the municipality's Education Department, the school administration, and parents (i.e., support of authorities). The longer duration of sessions, along with support of facilitators and homeroom teachers to foster contact

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between students during and after the program (e.g., encouraging students to exchange phone numbers and email addresses), allowed time to develop a deeper relationship (i.e., facilitate friendship building).

Social Studies Control Group

The social studies control group consisted of twelve 45-minute, semi-monthly sessions. The intervention was derived from the Key to the Heart social studies curriculum of the Israeli Ministry of Education (Ministry of Education, 2013). The Key to the Heart program aims “to cultivate students’ civic values, to nurture relationships between the citizen and the society, to construct a framework of rules and procedures for social-ethical learning and to encourage social and ethical discourse” (Ministry of Education, 2013, n.p.). This standard curriculum was the same in the “Arab” and “Hebrew” school streams. The program is designed for monthly modules, delivered to the class by the facilitator during social studies classes. Monthly themes included: social and community involvement, sharing and participating, fostering responsibility and accountability, contributing to the community, diversity, conflict resolution, accepting the “other,” and facilitating a safe and secure school atmosphere (note: there was no content addressing the protracted conflict or Palestinian/Jewish-Israeli relations more generally). Such topics were taught through lectures, stories, and experimental exercises. Unlike the skills intervention, the control group focused on general civil values and prosocial behaviors rather than developing non-judgmental attitudes and cognitive and emotional empathy for self and others.

References

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