

CAIR Florida urges truth, history, and integrity of research as the one-year anniversary of October 7th approaches.

CAIR Florida urges all institutions of higher education and K-12 schools to protect anti-genocide students as National Bullying Prevention Month begins October 1.

As the anniversaries of the October 7 attacks and the start of the genocide in Gaza approaches, the organization urges schools to be aware of their legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI) to provide all students, including students who are or are perceived to be Palestinian, Arab, or Muslim, a school environment free from discrimination based on race, color, or national origin.

The First Amendment also prohibits “viewpoint discrimination” – government action, which includes action by public university officials, that burdens or suppresses speech based on viewpoint.

*“Bullying against Muslim students has been a long-standing issue,” said **CAIR Research and Advocacy Director Corey Saylor**. “But the worst bullies today are the schools, colleges, and universities that have decided to meet peaceful protest and calls for human rights by Palestinian, Muslim, Arab, and other anti-genocide students with police violence, discrimination, and harassment.”*

As people around the world mark the anniversary of October 7th, CAIR Florida is providing respected resources on how to have a conversation in the workplace and classroom. The killings of Israelis, the subsequent genocide taking place in Gaza, ethnic cleansing in the West Bank, and state sanctioned terrorism against Lebanon, have roots that go back over 100 years. It is the responsibility of schools, media, and leaders to host conversations founded in truth, and not propaganda.

CAIR Florida asks the following:

- Do not perpetuate lies that have failed to produce any evidence and documentation, even those words from the office of the [President](#) and the [State Department](#)
- Look to international human rights organizations, leading genocide scholars, and information being reported from the [United Nations](#): Human Rights Watch, Lemkin Institute, and Amnesty International
- Use media outlets from a multitude of countries, not media strictly from the United States.
 - Mondoweiss, Al Jazeera, Middle East Eye, Al-Monitor, Zeteo
- Use proper vocabulary and this resource from [Teaching While Muslim](#) for accurate definitions, not those rooted in biased propaganda

- Teach a full history of Palestine, settler colonialism, the United Nations “creation” of Israel in 1948, Balfour Declaration, and what constitutes apartheid (Resources provided).

From Teaching While Muslim:

DO NOT USE LANGUAGE THAT VILIFIES STUDENTS WHO ARE PALESTINIAN AND/OR MUSLIM

[Language Matters in the Classroom](#)

Palestinians are Muslim, Christian, and members of other religions. Muslims themselves come from every race and ethnicity. Referring to Muslims or Palestinians as terrorists is racist, xenophobic, and inaccurate. As an educator, you are responsible for how you present information and the consequences of that presentation. Call Palestinians people, because they are. Use accurate language. For example, “there is an occupation, apartheid, genocide of the Palestinian people.”

Books

“The Hundred Years’ War on Palestine, by Rashid Khalidi

“The Question of Palestine,” by Edward Said

“The Ethnic Cleansing of Palestine,” by Ilan Pappé

“Palestine: A four thousand year history,” by Nur Masalha

“Palestinian Identity,” by Rashid Khalidi

“Justice for Some,” by Noura Erakat

“The Israel Lobby and U.S. Foreign Policy” by John Mearsheimer and Stephen Walt

“Except for Palestine: The Limits of Progressive Politics” by Marc Lamont Hill

Documentaries

Al-Nakba

Born in Gaza

5 Broken Cameras

Gaza in Context

[How to Support Palestinians in the Classroom](#)

[Myths about Palestine](#)

[Teaching Resources](#)