



Reader Guidelines

Getting Started

Thank you for participating in this very important project. We value your time and efforts and appreciate your passion to help plant the seeds for the elimination of racism. By volunteering with Reading to End Racism you are making a commitment to continue your own personal journey and education about the impact of racism in our society.

Essential Preparation

- You will receive a confirmation of your reading time(s), teacher contact information and directions to the school. Some schools/teachers will request a specific book title or provide focus topic areas.
- Reading to End Racism has a library located at YWCA Boulder County at 2222 14th Street, where volunteers can browse and check out books. The RER program manager can help make recommendations for you.
- Prepare your personal story, reading selection, activity, and definitions.
- Contact your assigned teacher(s) beforehand to share the title of the text you plan to read and to learn what the students are currently studying to help connect your book to their curriculum.
- Arrive at the school 10 minutes early and report to the main office, and then report to the RER table in the main hallway to check in and receive your feedback forms. Many books will be available for your use.

Reading Session

Introduction: Introduce yourself and the program by writing your name and “Reading to End Racism” on the board. This is a good time to introduce some vocabulary words to the class. Share a personal story about yourself and integrate how racism has impacted your life.

Reading: Read aloud a selection of literature that will provide insight about racism. Apply literacy strategies and ask questions to check comprehension.

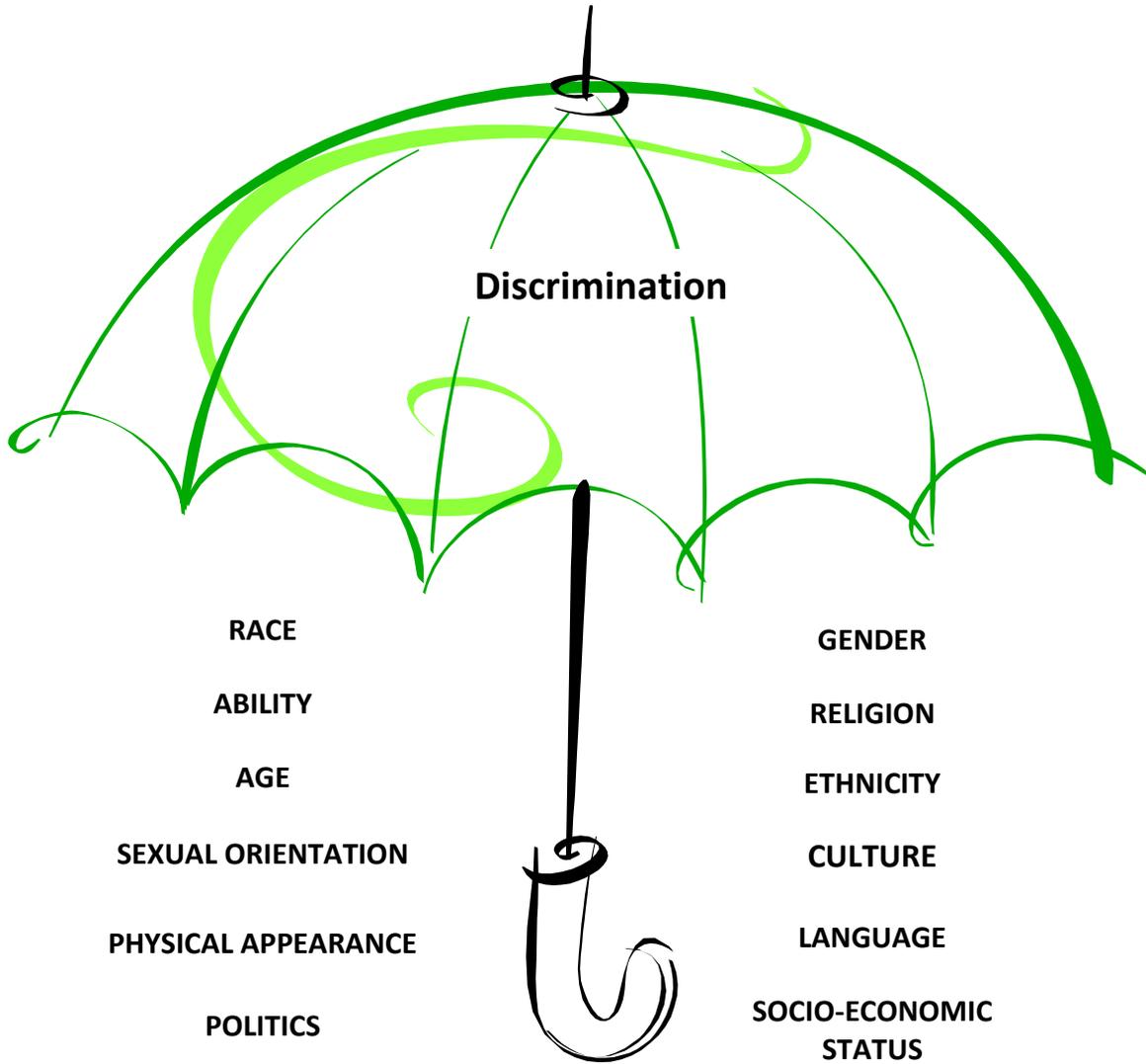
Discussion/Activity: Guide discussion to help your class understand the definition of racism and, most importantly, generate ideas on *how they can help end prejudice and racism*. It may be helpful to write students’ responses on the board. Keep the discussion age-appropriate and avoid using any one student as an example.

Wrap-up/Reflection: As you close, revisit definitions of racism, and summarize key points by asking them what they have learned.

Feedback (For Grades 3 and above plus every teacher): Introduce, distribute and collect the student feedback forms. You may need to read the questions and explain the rating system of 1 to 5. Express gratitude to students for their courage in talking about racism. If they are interested in talking more about the topic, ask them to request more discussion time with their teacher. Give the teacher the teacher feedback form and thank them for their help in facilitating the lesson.

Post-Session

Return any borrowed materials and surveys to the RER table. Complete your reader survey. Watch for celebrations and feedback from the RER program manager. Thank you!





Definitions for Readers

There are many definitions of the following terms. We offer these for your contemplation as you prepare for your class presentation. You will find definitions more suitable for younger students on page 5.

Ally: a member of the “dominant” or “majority” group who questions or rejects the dominant ideology and works against oppression through support of, and as an advocate with or for, the oppressed or historically disadvantaged population. An ally is a person who is actively working in the construction of non-oppressive institutions, or alternatively, deconstruction of oppressive institutions.

Bigotry: An unreasonable or irrational attachment of negative stereotypes and prejudices. It glorifies one’s own group and denigrates members of other groups.

Culture: The patterns of daily life learned by a group of people (food, religion, dating, arts, customs, holidays, etc.)

Cultural Appropriation: Copying, recreating, and/or commodifying things from a culture that is not yours, without understanding or respecting the original culture and context. Often by members of a dominant culture from a minority culture. Because of the presence of power imbalances that are a byproduct of colonialism and oppression, cultural appropriation is distinct from equal cultural exchange.

Cultural Competence: an ability to interact effectively with people of different cultures. Cultural competence is comprised of four components: 1) awareness of one’s own cultural worldview; 2) attitude toward cultural differences; 3) knowledge of different cultural practices and worldviews; and, 4) cross-cultural communication and skills. Developing cultural competence results in an ability to understand, empathize, communicate with and effectively interact with people across cultures.

Discrimination: The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories. It is the denial of justice and fair treatment by both individuals and institutions (employment, housing, political rights, etc.)

Empathy: the capacity to recognize feelings that are being experienced by another being.

Intersectionality: the classifications such as gender, race, class, age etc. that cannot be examined in isolation from one another: they interact and intersect in individuals’ lives, in society, in social systems, and are mutually constitutive. Exposing an individual’s multiple identities can help clarify the ways in which a person can simultaneously experience privilege and oppression. Each race and gender intersection produce a qualitatively distinct life and these identities and classifications are not mutually exclusive. For example, a black woman in America does not experience gender inequalities in the same way as a white woman, nor racial oppression identical to that experience by a black man.

Institutional Racism: Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.

Microaggressions: defined as “brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group.” (Solorzano, Ceja, & Yosso, 2000)

Oppression: Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

Power: It is unequally distributed globally and in U.S. society; some individuals or groups wield greater power than others, thereby allowing them greater access and control over resources. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates. Although power is often conceptualized as a power over other individuals or groups, other variations are power with (used in the context of building collective strength) and power within (which references an individual's internal strength). Learning to "see" and understand relations of power is vital to organizing for progressive social change.

Prejudice: An attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason. Prejudice can be for or against any person, group, sex, or object. Prejudiced thinking is frequently based on stereotypes.

Privilege: A special right, advantage, or immunity granted or available only to a certain person or group of people; privilege is not earned. Privilege is typically accessible to the "majority" or "dominant" group in society.

Racism: individual, cultural, institutional and systemic ways by which differential consequences are created for groups historically or currently defined as white being advantaged, and groups historically or currently defined as non-white (African, Asian, Hispanic, Native American, etc.) as disadvantaged. That idea aligns with those who define racism as prejudice plus power, a common phrase in the field. Combining the concepts of prejudice and power points out the mechanisms by which racism leads to different consequences for different groups. The relationship and behavior of these interdependent elements has allowed racism to recreate itself generation after generation, such that systems that perpetuate racial inequity no longer need racist actors or to explicitly promote racial differences in opportunities, outcomes and consequences to maintain those differences.

Social Justice: Creating an egalitarian (ideal) society or institution that is based on human rights, social equality, civility, cultural competence and economic fairness.

Stereotype: An oversimplified generalization about a person or group of people without regard for individual differences.

White privilege: refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it. It is a system of white domination that creates and maintains belief systems that make current racial advantages and disadvantages seem normal. The system includes powerful incentives for maintaining white privilege and its consequences, and powerful negative consequence for trying to interrupt white privilege or reduce its consequences in meaningful ways. The differences experienced by people of color are maintained in part by denying that these advantages and disadvantages exist at the structural, institutional, cultural, interpersonal and individual levels and by refusing to redress them or eliminate the systems, policies, practices, cultural norms, and other behaviors and assumptions that maintain them.

Definitions for Students

Ally: a person who sticks up for other people if they are being treated unfairly because of their race, skin color, or culture.

Discrimination: unfair treatment of one person or group of people. Usually the different treatment is based on a person's sex, gender, religion, nationality, ethnicity (culture), race, or other personal traits. Discrimination based on race is called racism. Discrimination prevents people from doing things that other people can do freely.

Prejudice: judging or forming an opinion about someone or something without any information (usually negative); pre-judging.

Privilege: Certain advantages that some groups of people are given, and others are not. Privilege is not earned. In the United States, white people have privileges that people of color do not experience.

Race: The idea that humans who have different skin colors belong to separate groups called 'races'. This idea was created by humans.

Racism: is when someone is treated differently or unfairly based on their race or culture. It is illegal to treat people differently because of their race and no one has the right to make you feel bad or abuse you.



Literacy Strategies & Discussion Questions for Readers

The use of literacy strategies and discussion questions can help students gain a deeper understanding of your reading. Employ a few of the suggested questions and guide deep discussion with them.

General Strategies to Consider

- Consider the age, ability, demographic of your group when choosing a book.
- Incorporate the students' comments and questions into your discussion.
- Encourage "talk and turn to your partner" strategy during and after reading.
- Employ "think aloud" as you read to model a connection or reaction you have to what you are reading.
- Avoid asking "yes" and "no" questions. Instead, ask open-ended questions to allow the students to explore their thoughts more freely.
- Build on answers by asking, "Can you tell me more about that?" and "Does anyone want to add on?"

Suggested Questions *Before* Reading

- *Do you know why I am here today?*
- *Why do you think we are doing this?*
- *What is prejudice?*
- *Have you ever heard the word "racism"? What do you think it means?*
- *Do you talk about race and racism? If so, where and when?*
- *Have you ever seen examples of racist behavior?*
- *What do you think this story is about?*
- *Listen for when you think racism is taking place in the story.*
- *Listen for allies who stand up in the story.*

Suggested Questions *During* the Reading

- *What do you think is going to happen next?*
- *How do you think _____ is feeling?*
- *What would you do?*
- *Is there an ally in this story?*

Suggested Questions *After* the Reading

- *(If the story is about a previous time) How have things changed? What still needs to change?*
- *How did this story make you feel?*
- *What questions do you have?*
- *Did this story remind you of anything you know about? What? When? Why?*
- *Do you make friends with people who are culturally different from you? If not, how might you do that?*
- *How do you think people feel when they are targets of racism?*
- *Why do you think some people are racist?*
- *If you hear jokes about people because of their race, what have you done about it? What can you do about it?*
- *What else can YOU DO to help end racism? / What can you do to treat everyone fairly?*



Classroom Cheat Sheet

Part One: Introduce Yourself (5-10 minutes)

1. **Write** "Reading to End Racism", your name, and the title of your book on the board.
2. **Ask** the following questions:
 - a. *Does anyone know why I am here today?*
 - b. *Does anyone know what the word racism means? (Define it)*
 - c. *Why is it important for us to talk about racism?*
3. **Explain** why it is important to talk about racism. **Share your personal story.**
4. **Learn** something about the students by asking questions.
 - a. What are you learning in your classroom that is about culture or how people treat each other?

Part Two: Read (10 - 15 minutes)

1. **Show** the book cover to the class and ask them what the story may be about.
2. Instruct students to **listen** for key things during the reading.
3. **Ask questions** to keep the students engaged.

Part Three: Discuss/Activity (15-20 minutes)

1. **Ask** follow-up questions to help students process the story.
2. **Review** your definitions and tie it into the story.
3. Lead your **activity**, which should complement the reading.

Part Four: Wrap-up/Reflection (3-5 minutes)

1. Ask students how the time together today helped them think about racism.
2. Ask them what they can do to help eliminate racism.
3. Thank them for participating and thinking about such an important topic and tell them it takes courage to stand up for what is right.

Part Five: Feedback (3-5 minutes)

1. Distribute feedback forms for students in *third grade and above* and every teacher.
 - a. Read through the questions with the students and explain the rating system.
 - b. Collect the forms before leaving the classroom and return to RER Program Manager.
2. Thank the students for their courage in discussing racism.
3. If they are interested in talking more about racism, ask them to request more discussion time with their teacher.



Dos and Don'ts

DO:

- **Get Ready to Read:** Always read your book in advance and think about how you will connect the book to the students' curriculum and on a personal level.
- **Make an Action Plan:** Plan to utilize an activity or two, either one suggested in your RER guidelines or another activity that you think is pertinent and appropriate.
- **Keep on Track:** If the discussion gets off track, bring it back to your topic. The students may talk about students excluding one other, or older children on the playground putting down younger ones – these are good links that the students can relate to. Show how those behaviors are like racism.
- **Involve the Teacher:** Feel free to ask the teacher what they think and do your best to coordinate your reading with a topic they are currently teaching. Always ask the teacher for their support in dealing with difficult moments during the presentation. They know their students the best and can help address challenging comments or behaviors.
- **Make Time for Self-Expression:** Let the students talk to each other in groups of 2-4, or class. Learning often comes from expression as much as from reception.
- **Do Use Inclusive Language:** When referring to the students, try to avoid phrases such as "you guys" and substitute them with phrases such as "you all," "y'all", or "friends."

DON'T:

- **Do Not Use Scare Tactics:** Don't use scary or intimidating stories. Monitor yourself and your comments throughout the entire time you are with the students. Remember, children absorb information easily, so be very thoughtful and intentional with everything you say.
- **Do Not Use Foul Language:** Don't use inappropriate language, even in the context of your topic. Remember, you are looked at as a role model and one who has knowledge on this subject.
- **Do Not Single Out a Student:** Do not single out students of color or make an example of an individual student when discussing issues relating to race or diversity. When students are singled out this way it is a microaggression and a form of racism and bias relating to them, too.
- **Do Not Talk Down to Anyone:** Do not treat middle school students as if they are elementary students or elementary students as if they were infants. The students will immediately pick up on this and may tune you out.
- **Do Not Make Assumptions:** Do not assume any background knowledge. In any given class there is a wide range of experience and knowledge, so explain any vocabulary or history that may be unknown (you can also ask students to explain terms to the class and then elaborate). Also, do not assume that diverse students are experts on this information. Do not ask a student of color to speak on behalf of the entire race.



Suggested Activities

These activities work well with many books and can be used within the “activity” section of your classroom visit. Choose an activity that suits your book and is age-appropriate.



People Colors (What is Race?) – Primary Grades

Grades: K-2

Time: 10 minutes

Objective: To help develop positive attitudes regarding skin tones.

Materials: 'People Colors' crayons, set of sheets with array of face outlines

Directions:

- After reading your book, have students sit in a circle and study the skin on the back of their hands.
- Ask the students:
 - *What do you know about different skin colors?*
 - *Where do we get our skin colors?*
 - *Do our skin colors change? (Yes, when we tan with more exposure to the sun.)*
- Explain that melanin, a pigment on the outer layer of our skin, is what makes people's skin different.
 - People from different parts of the world have different colored skin.
 - The variations in skin color are tied to geography and the sun's rays and adaptations over thousands of years as people migrated to other parts of the world.
 - Use a globe in the classroom to demonstrate regions around the equator where people receive direct sunlight and would have darker skin and regions near the poles where people receive indirect sunlight and would have lighter skin.
 - Melanin is found throughout the animal kingdom as well, and is the dark pigment that colors hair, fur, and feathers.
- The color of people's skin and the countries they have come from has been used by people to put them in groups by something called "race." Race is an idea made by humans, and can lead to racism, where humans treat others unfairly based on the color of their skin.
- Back at table teams, hand out sheets with people faces and buckets of people colors crayons. Encourage the students to fill the page with a diversity of skin colors. After a few minutes, have students hold up their sheets. Lead a brief discussion about how skin color is simply what has helped people live on Earth, that there are many, many shades of skin color, and that it makes the world an interesting place.



People Colors (What is Race?) – Intermediate Grades

Grades: 3-5

Time: 15 minutes

Objective: To help develop positive attitudes regarding skin tones.

Materials: 'People Colors' crayons, set of sheets with array of face outlines, classroom globe

Directions:

- After reading your book, have students sit in a circle and gently pinch and lift a little of the skin on the back of their hands.
- Ask the students:
 - *What do you know about different skin colors?*
 - *Where do we get our skin colors?*
 - *Do our skin colors change? (Yes, when we tan with more exposure to the sun.)*
- Explain that melanin, the pigment in your skin found in the outer layer of our skin called the epidermis, is what makes people's skin different. This information may be useful:
 - People from different parts of the world have different colored skin. The variations in skin color are adaptative traits that are tied to geography and the sun's UV rays.
 - Use a globe in the classroom to demonstrate regions around the equator where people receive direct sunlight and regions near the poles where people receive indirect sunlight.
 - Since strong sun exposure damages the body, the solution was to evolve skin that was permanently dark to protect against the sun's more damaging rays.
 - Melanin, the skin's brown pigment, is a natural sunscreen that protects people from tropical zones from the many harmful effects of ultraviolet (UV) rays.
 - When people long ago migrated to colder geographic zones with less sunlight, they developed lighter skin color. The sun protection was not needed, and it allowed their bodies to absorb more Vitamin D from the sun that their bodies needed. (Coastal peoples who eat diets rich in seafood enjoy this alternate source of vitamin D. That means that some Arctic peoples, such as native peoples of Alaska and Canada, can afford to remain dark-skinned even in low UV areas that receive less direct sunlight. In the summer they get high levels of UV rays reflected from the surface of snow and ice, and their dark skin protects them from this reflected light.)
 - Melanin is found throughout the animal kingdom as well, and is the dark pigment that colors hair, fur, and feathers.
- The color of people's skin and the countries they have come from has been used by people to put them in groups by something called "race." Race is an idea made by humans, and can lead to racism, where humans treat others unfairly based on the color of their skin.
- Back at table teams, hand out sheets with people faces and buckets of people colors crayons. Encourage the students to fill the page with a diversity of skin colors. After a few minutes, have students hold up their sheets. Lead a brief discussion about how skin color is simply what has helped people live on Earth, that there are many, many shades of skin color, and that it makes the world an interesting place.



Coexisting Crayons

Grades: K-2

Time 5-10 minutes

Objective: To help students understand how diversity makes the world a fun and exciting place.

Materials: Paper, crayons, colored pencils, or markers

Directions:

- The teacher will need crayons, colored, pencils or markers for the students to use and paper to color. Ask each student to take out a piece of paper and one crayon and ask them to draw a picture using only that crayon. It is important that they use just one color for the first drawing.
- After a few minutes, instruct them to stop and hold up their drawings for their teammates/class. Encourage comments and compliments.
- Then, invite them to continue working on the same picture, adding as many colors as they wish to it.
- After a few minutes, instruct them to stop and hold up their drawings for their teammates/class.
- Ask them how the pictures have changed. (More interesting? More attention to some parts of it?)
- Discuss how the more colorful picture is a lot like the world and how people of many different types can make a beautiful picture just like the crayons do.



Racial Demographics

Grades: 3-5

Time 2 minutes

Objective: To help students understand that they live in a multicultural world, even if they don't see it that way in their daily lives.

Materials: Skin toned people cutouts from the RER supplies, tape

Directions:

- Put the people cutouts on the bulletin board with eight white sides and one brown side facing out. Explain that these dolls represent all the people in Boulder County. Say, "This represents the percentage of people in the City of Boulder who are white, versus people of color."
- Turn over one more doll (3 brown, 7 white) – this represents the state of Colorado.
- Turn over one more (4 brown, 6 white) – this represents the United States.
- Ask the students how many more dolls they think should be flipped to brown to represent the whole world; the answer is three (8 brown, 2 white).
- Ask the students what they have learned from the demonstration.
- Discuss how when we understand more about all the people who make up the world, we will be able to treat everyone more fairly.



Different and the Same

Grades: K-4, adjust accordingly

Time: 10 minutes

Objective: To help students focus on what they have in common with others, despite their differences.

Materials: Photos of people of varying ethnicities or pages in the big book, *Children Just Like Me*

Directions:

- After your reading, have the class sit on the floor around you. Ask the students to raise their hand if they have an answer to your questions and tell them they will be helping create a list.
- Ask, *“What do you see that is different from you about this person in the picture?”*
- Create a list on the board or on chart paper. When the students are listing differences, make sure that someone notices skin color.
- Ask *“Now, what do you see that is the same about yourself and this person in the photo?”*
- Discuss the many things about all people that are the same (we all sleep, we all eat, we all love our families, we have feelings, we cry, we get tired, we bleed when we get a scrape, etc.). Even though we are different in many ways, we share many of the same qualities and should be treated (and treat others!) fairly no matter who we are.
- Discuss terms such as *prejudice* and *racism*.
- List their answers and help them to understand that when we see someone being mistreated, we should stand up for them. Remind the students that if it is not safe to intervene, they should find an adult to help. Be sure to acknowledge good ideas.



Colored Apples

Grades: K-2

Time: 10-15 minutes

Objective: To examine our tendencies to prejudge based on appearance.

Materials: Six or so pre-cut apples with very different colored skins. You may also use a fruit that is very unfamiliar to the students. Bring enough to share afterwards.

Directions:

- After reading your story, explain that you will be doing an activity to help understand the story. Set your apples out so all the children can see them and ask:
 - *What do we see about these apples that makes them alike?*
 - *What do we see about these apples that makes them different?*
 - *What do we know for sure about these apples? i.e., which one is sour, which one is the sweetest, which one is softest? Accept all responses and record them.*
 - *Do we really know what the different apples will be like until we have tasted them?*
- Pass out so that each child gets at least two varieties so that they can compare differences. *Please cut up apples before the class so that there are no knives in the classroom.
- Ask: *Now what do you know for sure about these apples?* Record any differences in responses.
- Discuss the terms *prejudice* and *race*.



Pair Share

Grades: 3-5

Time: 3 minutes per question

Objective: To give every student a chance to talk and practice being a good ally through listening.

Directions:

- Ask students to find a partner. Give them a question or issue to consider and tell them that one of them will have one minute to talk about it while the other person listens. Emphasize that the listener's job is the most important. Call "Time!" and ask them to switch roles. Time this carefully.
- You may choose to use one question or a few questions. It may be best to start with a feeling and then follow up with a more intellectual question.
- Ask for reports from the pairs or groups after the class reconvenes. Instruct the students that comments from your partner are confidential and can only be shared with their permission.

Sample Questions:

- *How did you respond to the part of the story where...?*
- *Have you seen or heard of other examples of...?*
- *What examples can you come up with of how race plays a role in society now?*

Suggestions:

- This activity is good during readings or immediately following a reading.
- Groups of three or four students can work as well as pairs.
- You can use this to highlight issues important to your reading selection by posing the questions prior to the reading.



Re-Enactment/Role Playing

Grades: 3-5

Time: 5 minutes per skit

Objective: To bring alive the emotional content of a racially-charged scene or situation; to give students a chance to practice their new skills to end racism.

Directions for a Re-Enactment:

- Identify the scene you will be re-enacting and ask for volunteers to play the different roles.
- Go over the scene you've chosen, perhaps re-read it, and then ask the volunteers to act it out in front of the class.
- Afterwards, thank them for volunteering and discuss.

Directions for a Role Play:

- Present a scenario of potential race-based conflict or ask for ideas from the class. Ask for volunteers to act out the chosen scenario.
- Typically, there is a victim, an ally, an aggressor/perpetrator, and a bystander. The victim can defend themselves as well as receive support from the ally.
- Give volunteers their roles and let them act out the scenario.
- Afterwards, ask the volunteers how they felt about their roles and how they handled the situation.

Suggestions:

- If the first group arrives at one solution, ask a second group of volunteers to use the same scenario but come to a different solution. Help the students work through tough scenes by asking for input from the audience. When they are finished, ask volunteers how they felt about particular scenes or moments in the scenario.



Agree/Disagree Activity

Grades: 4 and up

Time: Up to 10 minutes

Purpose: To give students an opportunity to form and express their own opinions about race/privilege

Directions:

- Ask students to listen as you make a debatable statement. Statements can be based on a book, personal experiences, or current events.
- Say: “I’ve said something that some of you may agree with, and others may disagree with. If you agree with the statement, please stand over here (on one side of the room). If you disagree, please stand on the other side of the room.”
- Once the students have arranged themselves into the groups that each identifies with, say “I’d like one person from each side to say why they agree or disagree.” After one person from each side has voiced their reasons, invite other students to share their opinions.
- If all students agree with the original statement, you may try a different one.

Sample Statements:

- Based on a story – “when _____ happened in the book, it represented racism/discrimination.”
- “There is racism in our school/community.”

Note: This exercise is designed to get students thinking and discussing issues within their school or community, so there is no ‘right’ or ‘wrong’ outcome or answer. Finish up by thanking students for being honest and courageous in expressing their opinions and participating in an open and safe discussion.



Walking in Someone Else's Shoes

Grades: 2 - 5

Time: 20 minutes

Objective: To develop empathy for experiences others have

Materials: None

Directions:

- Ask the students to form a large circle. Then ask them to take off their shoes and place them in a pile in the center of the room and form a circle around the shoes.
- When you tell them to start, have students find a pair of shoes that fits them that is *not their own pair of shoes*.
- Once everyone has found a pair of shoes, ask students to walk around the room while thinking about the person who they may think owns these shoes.
- Put the following questions on the board and ask the students to think about them while they are walking:
 - *What is a typical day of this shoe owner?*
 - *How is their day different than their own?*
 - *Are the shoe owner's experiences different than their own? If so, how?*
 - *Is it hard to walk in these shoes? Do they hurt? Do they feel comfortable?*
- Next, ask the kids to regroup in a circle and ask the following questions:
 - *How did it feel to try on another person's shoes?*
 - *What did you imagine their life being—Easy? Hard? Why?*
 - *What can we learn about differences with this activity?*
 - *How can we appreciate people of different cultures and experiences based on this activity?*



Learning How to Appreciate and Connect with Other Cultures

Grades: 4-5

Time: 20 minutes

Objective: To recognize the treasures of other cultures and those of your own.

Materials: One item that best describes your culture—food, a piece of clothing, a book, a photo, an antique, an artifact, music, a game, a knick-knack, etc.

Directions:

- Introduce yourself and share your cultural item with the students. Explain the history, uses, purpose, or significance of the item.
- **Define culture.** (Culture is the patterns of daily life learned by a group of people, such as food, religion, dating, arts, customs and holidays)
- Ask the following:
 - *What is your cultural heritage?*
 - *How does your family acknowledge/celebrate your cultural heritage?*
- Ask students to complete the attached handout. Give them 5-10 minutes to complete it.
 - Afterward, ask the students to raise their hand if they mark “NEVER” in any of the items. As a group, come up with some way’s students can change those “NEVER” categories to either “ONCE IN A WHILE” or “MONTHLY.”
- Discussion questions:
 - *Why is it important to do this exercise while living in our diverse society?*
 - *What can you do to move those items from the “Never” column to at least the “Once a Year” column?*
 - *What did you learn from doing this exercise?*

Have you ever thought of how much connection you have with people of other races, ethnic backgrounds and cultures? In the list below, mark the amount of contact you have had with people of other cultures. We will discuss this as a group.

Type of Contact	Weekly	Monthly	Once a Year	Occasionally	Never
<i>See people with different cultural backgrounds in my neighborhood</i>					
<i>Talk to people who have different cultural backgrounds than mine</i>					
<i>Watch television shows that positively portray people of different cultural backgrounds</i>					
<i>Listen to music from other cultures</i>					
<i>Hear others who talk positively about people from different cultures</i>					
<i>Eat foods from other cultures</i>					
<i>Learn about people from other cultures while at school</i>					
<i>Read positive stories about people from different cultures</i>					
<i>Attend events where different cultures are represented</i>					



Suggested Lesson Plans

These lesson plans are for specific books and pace you through the entire classroom visit.



Lesson Plan for Emma's Poem: The Voice of the Statue of Liberty, by Linda Glaser

Grades: 3-5
Time: 45 minutes
Objective: To understand privilege and the history of immigration to the U.S.
Materials: *Emma's Poem: The Voice of the Statue of Liberty*, by Linda Glaser, paper, recycling bin
Directions:

- Have students sit in a straight line or two rows and give each student a piece of paper to crumple up into a ball.
- Place a recycling bin in the front of the room and ask students to throw the paper ball into the trash can. They cannot move and must try to make it into the trash can from wherever they are.
- Once everybody has thrown their papers, ask the following questions:
 - How many of you made it into the trash can?
 - Did you think it was fair?
 - How many of you in the front row noticed how much easier it was for you to make it into the trash can?
- Define *privilege*, *ally*, *prejudice*, and *white privilege* (for older students).
- Explain how being closer to the recycling bin gave some students an advantage, and that this is what privilege looks like. Students in the back are more likely to complain about fairness while those in the front are less likely to be aware of the privilege they experienced. Their job as students who are in school and receiving an education is to be aware of their privilege and to use this privilege (education) to do their best to achieve great things, all while advocating for those in the rows behind them.

The Reading:

The book is about Emma Lazarus, who wrote the poem that is on the pedestal of the Statue of Liberty. She grew up in a very privileged world and when she got older she decided to help poor immigrants who arrived every day by boat to New York City. Lazarus was asked to write a poem to raise money for the pedestal that the statue would be placed on. She used her privilege of having had an education and being a famous writer to advocate for all immigrants who came to the country for a chance at a better life.

Discussion Questions:

- *How were the immigrants treated? How were they seen?*
- *Why do you think the people in the story were prejudiced against the immigrants?*
- *Who was the ally in this story?*
- *Thinking back to the activity, why do you think it was easier for Emma to help?*
- *How did Emma use her privilege to help the immigrants?*
- *How does what happened during Emma's time remind you of what is happening with immigration today?*
- *How can you help new immigrants to America feel welcome and accepted?*

Wrap-up/Reflection:

- Tell the students they are going to try the paper ball toss again. But this time, tell the students in the front that the challenge for them is to see how they can help the other students get the paper balls in the basket.
- Do the toss and have students share out how they made it possible for more balls to land in the basket. Connect it to the idea of giving everyone a chance to succeed.



Lesson Plan for *Baseball Saved Us*, by Ken Mochizuki

- Grades:** K-5
Time: 30 minutes
Objective: To promote the idea of being an ally and discourage the use of stereotypes
Materials: *Baseball Saved Us*, by Ken Mochizuki

Introduction:

- Introduce yourself and the program
- Write “Sticks and stones may break my bones, but words will never hurt me” on a white board. Ask students if they have ever heard this phrase, and what it means. Then, ask if anyone has ever been hurt when someone said something mean about them.
- Write “Things Boys Do Better” and “Things Girls Do Better” on the board. Ask the students for ideas and write down the responses (try to get about 10).
 - Go over the list and ask if each thing can only be done by a boy or by a girl. If the students decide that a certain thing is only done by one gender, circle it.
 - Go back to the circled items. Ask why the activity can only be done by a specific gender, and lead students to realize that activities are not gender-specific.
 - Explain that if only one group of people can act in a certain way or has a specific type of behavior is called “stereotyping.”
 - Define *stereotype* (an oversimplified generalization about people without regard for individual differences)
- Ask if anyone has heard of Pearl Harbor, or what happened after Pearl Harbor.
 - Explain what happened to Japanese-Americans and how they were taken away from their homes because of a stereotype. Ask if that seems fair and delve into racism.
 - Define *racism* (when someone is treated differently or unfairly based on their race or culture)
 - Explain that judging people by a stereotype of their culture or skin color is racist behavior.

Reading & Discussion:

- **Read** *Baseball Saved Us* by Ken Mochizuki
- **Discuss** the book.
 - *How would you feel if your family was forced to move from your home to a dirty, crowded place?*
 - *Do you think it's fair that the non-Japanese kids stereotyped Shorty before he got sent to the camp?*
 - *Why do you think Teddy, Shorty's big brother, talked back to his dad?*
 - *Why did that make his dad decide to build the baseball field?*
 - *How would you feel if a guard in a tower was watching you and your friends and family all the time?*
 - *What did you think when the guard smiled at Shorty?*
 - *Have you ever been made fun of or called names? How did that make you feel? How do you think Shorty felt when it happened to him?*
 - *Shorty's baseball team got to know him better and encouraged him when the other kids were being mean, and that makes them allies. What do you think being an ally means? Define ally.*

Wrap-Up/Reflection:

- *What did you learn from the story?* Specifically, look for answers related to racism and how Shorty and the other Japanese-Americans were treated.
- Remind students of the phrase on the board, “Sticks and stones may break my bones, but words can never hurt me.” Ask if they think it’s true or false and have them elaborate on their responses. *Has your opinion about the phrase changed since learning about racism and being an ally?*
- Discuss stereotyping and racism with the kids. Ask them to give examples of how they plan to be an ally.



Lesson Plan for *Let's Talk About Race*, by Julius Lester

Grades: Grades 1 – 3

Time: 30 minutes

Objective: Accept and embrace differences; Begin the understanding and application of race and racism definitions

Materials: *Let's Talk About Race*, by Julius Lester; Skittles (**Clear for allergies, etc., with teacher beforehand**)

Before Reading

- Ask students to help form definitions of race and racism. Refer to these definitions throughout the reading.

During Reading

- Incorporate personal story in the reading and ask students to share their own personal stories with the class if they are comfortable doing so.
- Ask questions as they correspond to the book, for instance:
 - *Where were you born? Do you have siblings? What is your favorite food? What are your hobbies? What's your favorite color? What is your religion? Is it okay to be different?*
 - Refer to RER's definition of *racism* and the definition that the students helped create.

After Reading: Skittles Activity – Hand out mini bags of Skittles

- The book activity tells us that while we may all look different on the outside, we are the same on the inside. Yes, we are all people who have the same general biological structures in our bodies (i.e. a brain, a heart, lungs, etc.); however, we are far from identical, in many physical ways. *We are not copies*. Additionally, we each have very different perceptions, feelings, and opinions of how we view the world around us. We are different in this way.
- Skittles have a similar kind of uniqueness to that of people. They are different colors and have different flavors. Now, imagine if there were a million different flavors of Skittles, and pretend that each flavor represents a person. Like Skittles, no two people are the same. Everyone is an individual, original in his or her own special way, made up of different personalities and character traits.
- People love Skittles because they come in a variety of flavors that mix so well together. The combined assortment of flavoring found in Skittles is what makes them so delicious. Imagine only one flavor.
- It's the same way with race. It's important that we accept the differences of others and embrace our own differences because difference makes up our world. It is a natural part of our daily lives, and, while we may not always get along with everyone all the time, we can do our best to by taking the time to learn more about one another. Everyone deserves the chance to be accepted for who they are.

Wrap-up/Reflection:

- Closing Questions
 - *What is racism? What does it mean to be racist?*
 - *Why is it important to accept the differences of others?*
 - *What was your favorite part of this reading? Why?*
 - *What did you learn from the activity we just did?*



Lesson Plan for *White Flour*, by David LaMotte

- Grades:** 3-5
Time: 30 minutes
Objective: To understand how to meet hate without returning it
Materials: White Flour by David LaMotte, a white board, two different colors of paper (cut into small pieces)

Directions:

- Introduce yourself and write the following on the white board:
 - “Reading to End Racism”
 - Your Name
 - White Flour by David LaMotte
 - Definition of racism
 - “Darkness cannot drive out darkness: only light can do that. Hate cannot drive out hate: only love can do that.” — Dr. Martin Luther King Jr.
- Go over what you have written, and explain that you’ll start with an activity
 - Hand one piece of colored paper to each student, but do not tell them what each color means.
 - After everyone has a slip of paper, tell the students to find the other children in the class that have the same color slips of paper.
 - When the children are separated into two groups, tell them that one group will get a privilege (maybe a high five or a front row seat) and the other group will get nothing.
 - After the privileged group of children have received their privilege, ask them how they felt.
 - Point out to the children that they did not choose the slips of paper but were given one without being asked what color they wanted.
 - Explain *privilege* and *white privilege*, depending on the grade level.
- Ask the kids some examples of ways to react to racism or discrimination. Share a story of when you faced discrimination and how you reacted. Tell them they will look at how one group decided to react to racism.

Reading:

- Pause after the clowns yell “White Flowers” and ask the students what is happening during the story at this point. Then, tell them to pay close attention to the reaction of the men in the robes as the story continues.
- Stop after the men in the robes leave, and ask: *Why do you think the men chose to leave? What was the reaction they were hoping for from the clowns? What reaction did they get?*
- Stop after the line: “Can we understand the message the clowns sought to convey?” and ask: *What do you think the message was?*
- Finish the book and ask any of the following questions:
 - *Who are the characters in this book?*
 - *How would you describe each character? Are they different? How?*
 - *What are some different ways that the clowns could have responded to the figures in hoods?*
 - *How do the figures in hoods respond to the clowns? How do you imagine the clowns’ actions might have made them feel?*
 - *Have you ever seen anyone being treated unfairly by a group? What did you do?*

Wrap-up/Reflection:

Ask the kids to talk to the person next to them about what they learned today.



Lesson Plan for *Marisol McDonald Doesn't Match/* *Marisol McDonald No Combina*, by Monica Brown

Grades: K-2
Time: 30 minutes
Objective: Learn to value differences as a part of who we are
Materials: *Marisol McDonald Doesn't Match/Marisol McDonald No Combina* by Monica Brown

Introduction:

- Before you read, ask students to define *racism* and *stereotype*. Accept all answers and refer to RER definitions.

Reading:

- Read the story. If reading the English language text, add in the Spanish text or a few words occasionally, if you are able.
- Ask students if they can do some of the things that Marisol can do? *Can they do other things? Is it okay for Marisol to be different?*

Activity:

- Ask students to stand in a large circle. Ask each student to go around and tell the group one activity that they participate in that is very important to them, and why that activity is important.
 - Ask for volunteers to share how they would feel if this activity were taken away from them.
 - *Do you feel like these activities are a part of who you are?*
 - *Do you feel like these activities set you a part and make you, you?*
 - *How would you feel if someone told you that you could never do these activities again because they weren't important?*
 - Ask the students to sit in one big circle and take one shoe off so we can all see each of their socks. Ask them if they think it makes them a different person, because they wear certain kinds of socks. Ask them if they would still be the same person if they wore mis-matched socks, like Marisol McDonald's character.
 - *How would you feel if someone made you feel bad about something that makes you different, and makes you who you are?*
 - *Do you all think differences are important?*
 - Variation: With one shoe off, encourage the students to stand up and find a "Marisol Match," that is, a student who does not have a sock that matches their own. Sit down next to that person, legs straight out, feet pointing to the circle.
 - *Who wants to show their match? What do we appreciate about their match?*

Wrap-up/Reflection:

- *How does the "Marisol" match make us think about differences?*
- Explain that differences are very important. We should value every aspect about one another and understand that differences are a large part of what makes us who we are.



Lesson Plan for *Rainbow of Friends*, by P.K. Hallinan

- Grades:** K-2
Time: 45 minutes
Objective: To identify similarities between people and appreciate differences.
Materials: *A Rainbow of Friends* by P.K. Hallinan; sheet of stickers (enough for each student to have approximately three)

Introduction:

- Introduce yourself and the program.
- Ask students to define racism and prejudice, or what they think these words mean.
 - Provide definitions
- Ask students to brainstorm reasons someone might be treated differently.
 - *Do you think it is right to treat people differently for any of these reasons?*

Reading:

- Read *A Rainbow of Friends*

Discussion Questions:

- *What are some of the differences besides skin color?*
- *Should we judge any of the differences? Why not?*
- *What similarities did students see between themselves and characters in the book?*

Activity: Combination Sticker Similarity Game

- Give a sticker to students who:
 - Like ice cream
 - Have a sibling
 - Have parents from a different country
 - Have lived in a different state, etc.

Wrap-up/Reflection:

- *Did you discover any similarities you didn't expect? Tell us more.*
- *What can we do to make sure we enjoy having a "rainbow" of friends?*



Lesson Plan for *Remember: The Journey to School Integration*, by Toni Morrison

Grades: 3-5
Time: 45 minutes
Objective: To be inclusive of differences
Materials: *Remember: The Journey to School Integration*, by Toni Morrison

Directions:

- Ask students if they know what *segregation* and *integration* mean.
 - Segregation: enforced separation of groups (in this case, based on race)
 - Integration: including everyone; equal access for all
- Ask students if they know of a time when there was segregation in the United States. Define *racism*.

Reading:

- Read the book, emphasizing the emotional aspects.

Activity:

- Divide the class into two groups and invite one group to play musical chairs. Tell the other group that they are not allowed to play and must remain seated.
- Play the game until there is a winner.
- Discuss the following questions and discuss how this activity was a demonstration of segregation.
 - *How did it feel for the half of the class that was not being able to play the game?*
 - *Was it fair that only half the class got to play? How did this group feel?*
 - *Why did half the class have to watch? Who decided this? (Relate back to the book).*
- Now, play musical chairs again with everyone. When the game is over ask the following questions:
 - *How did it feel having everyone play?*
 - *Why is it important to include everyone?*

Alternative musical chairs activity: Instead of having the student left without a chair be “out”, challenge the whole class to find a way for everyone to have a seat. For example: students could share a seat or sit on each other’s laps. With each new round, the students will have more contact with each other and will be challenged to work even harder to find ways to be inclusive. A question that could be asked in addition to the ones listed above is:

- *How did it feel helping your peers be included in the game even when there wasn't a seat for them?*

Wrap-up/Reflection:

- Have the students brainstorm a list of words that “separate” and a list of words that “integrate” or “include.”
- Take note of which list is longer and what that shows. (The list of words that bring people together should be longer, indicating that it is easy to be inclusive instead of exclusive.)
- Talk about how students should keep these words in mind to become inclusive students and friends.



Lesson Plan for *Planting the Trees of Kenya*, by Claire A. Nivola

- Grades:** 3-5
Time: 50 minutes
Objective: To take local action to improve lives; to value the contributions of unrecognized people
Materials: *Planting the Trees of Kenya*, by Claire A. Nivola; Class set of "The Ripple Effect" activity

Introduction: (Use board or chart paper if possible)

- Ask students if they know what civic action or civic engagement means.
- Civic action is when any individual or group works to solve issues of public concern and promote the quality of the community.
- Ask students if they can think of individuals or groups who have taken civic action to solve problems and help improve lives.
- Examples include Martin Luther King, Malala (access to education for girls), environmental groups.
- Connect yourself to your own involvement, such as with RER.

Reading:

Tell students that you are going to share the story of a woman from Kenya in Africa who worked to improve the environment and lives of Kenyans by starting a Green Belt Movement, and how her actions created a "ripple effect" of improvements for local communities.

- Read the book, emphasizing the positive ripple effects.
- Share that Wangari was the first woman from Africa to receive the Nobel Peace Prize, in 2004, for the connection she made between the health of Kenya's natural environment and the well-being of its people.

Discussion Questions:

- *Planting trees in a land where they have all been cut down is a simple idea. Explain how such a simple idea lead to a big change in the lives of Kenyans*
- *Kenya was still a British colony when Wangari was born. The foreign settlers took the best, most fertile lands and used native Kenyans as laborers. How has the Wangari's movement become even more than about helping the environment? (Women have a role in the community...They are raising healthier crops for their families...Native Kenyans are involved in their local economies.)*

Activity:

Tell the students that you have a handout to share that shows the ripple effect of Wangari's civic action, and below that is a space for them to envision the positive effects of an action they could take in their own worlds.

- Pass out the sheets; discuss the top portion quickly, showing how the main action is in the center and the effects ripple out from it.
- Release the students to work on their own civic action idea. Encourage those who are "stuck" to explore how they could help eliminate racism.
- Regroup and ask a few students to stand up and share their ideas with the class; include any person who chose racism as topic.

Wrap-up/Reflection:

Encourage students to remember that every act they take, no matter how small, can cause positive change.



Lesson Plan for *The Sandwich Swap*, by Kelly DiPucchio

Grades: 1-3
Time: 45 minutes
Objective: To build bridges, make friends, and appreciate cultural diversity
Materials: *The Sandwich Swap*, by Kelly DiPucchio; Class set of “My Heritage Lunch” activity

Directions: (Use board or chart paper if possible)

- Ask students if they know what cultural diversity means.
 - Cultural diversity is when there is a variety of ethnic and cultural groups in a community
- Ask students if they know what racism is. Write student definition,
- Explain why you are a RER reader.

Reading:

- Read the book, thinking out loud about what is going on. Pause at moments for the reactions of the characters in the book to settle in.
- *Didja know? Chickpeas, which is what hummus is made of, and peanuts, which is what peanut butter is made of, are both from the legume family of nuts and beans! Both are a good source of protein (and yumminess!)*
- Read the afterword from the author about why she wrote the book.

Discussion Questions:

- *Why did Lila and Salma get into a fight?*
- *What is the best way that we can help in a situation like this?*
- *Is it okay to be different from everyone else? Why?*
- *What would you do/say if you saw a friend eating something you have never tried?*

Activity:

- Ask students if they would like to have a pretend picnic in the lunchroom. [Yes!] Tell them that this will be a “cultural diversity picnic,” where all kinds of different lunches can be swapped.
- Pass out the sheets and explain the directions, encouraging students to put things “in” their lunch bag that represents a family tradition from their culture. (You can model what you would put in your lunch bag.)
 - Release the students to work on their sheets.
 - Regroup in a big circle and ask two students to share what would be in their bags. Then, guide the students in passing their bag one person to the right. Give several seconds for the students to read the new bag. Pass again to the right. If time allows, pass a few more times, making sure students take the time to read and appreciate it.

Wrap-up/Reflection:

- Ask the students if they saw anything different than their own lunches on the bags.
- Ask them if the other lunches sounded tasty.
- Remind them that all the delicious food we get to enjoy in our country is because of the many cultures that have made their home in America, and that friendships are made by understanding the cultures.



Lesson Plan for *Harvesting Hope: The Story of Cesar Chavez*, by Kathleen Krull

Grades: 3-5

Time: 45 - 55 minutes

Objective: To honor migrant workers and leaders; to understand and empathize with their experiences.

Materials: *Harvesting Hope: The Story of Cesar Chavez*, by Kathleen Krull; Set of select picture pages from book, one for each group of frieze actors.

Directions: **(Use board or chart paper if possible)**

- Ask students if they know what prejudice means. Write their definition on the board.
- Ask students if they know what racism means. Write their definition on the board.
- Explain why you are a RER reader.

Reading:

Tell students that you are going to share the story of Cesar Chavez. His family lost their ranch during the Great Depression in the 1930s and they were forced to become migrant workers, moving constantly to look for work in farms in the green valleys of California. Read the book, weaving in a few of the discussion questions as you read.

Discussion Questions:

- *What was life like for Cesar and his family after they moved to California?*
- *If Cesar liked to learn, why did he drop out of school?*
- *Cesar believed in peaceful protests. What might have been the result if the protestors responded to the company's violence with more violence?*
- *Why do you think the protestors continued to march even in pain?*
- *What is your opinion of this statement? "You cannot close your eyes and ears to us any longer. You cannot pretend we do not exist."*

Activity: Scene Friezes

- Explain to the class that they are going to have the opportunity to recreate the experience of the migrant workers through scene friezes from different parts of the story.
- There are 3-5 performers per frieze, and each frieze is a scene from the story (*You will have a photocopy of the scene as inspiration, but not to copy directly.*)
- The successful elements of a frieze are:
 - All characters face the audience—at least their faces.
 - No movement of characters. Choose a position that can be stable for a few minutes
 - Careful attention to where the eyes are gazing, facial expressions and intention of the character
 - A well-composed scene, with characters at different levels, such as standing, kneeling, on the ground
 - No props
- Count students off by 5s (1-2-3-4-5) and dispatch the 1s to a separate part of the room, the 2s to a different part of the room, etc. Hand out one scene to each group and tell them they have about three minutes to prepare their friezes.
- Circulate and support the teams, along with the classroom teacher. Encourage discussion about what they want to communicate to the audience.
- Regroup everyone into a performance space, with generous room for the frieze and the audience. Ask the audience to be prepared to comment on the friezes.
- Ask the first frieze group to come up. (They are in order of events in the story).
 - Ask for comments on the effectiveness of the frieze and what it seems to communicate. Do they remember this part of the story?
 - Continue with the remaining friezes.

Wrap-up/Reflection

- Thank performers for their courage and creativity in presenting.
- Ask them how doing the activity helped them understand the story of Cesar Chavez.
- Tell them that history has given us heroes who have shown great courage in standing up for the rights of their people and others. Tell them that Dr. Martin Luther King, Jr. and Cesar Chavez were contemporaries of each other and supported each other. For example, Dr. King wrote a telegram to Cesar Chavez when he was on a hunger strike to help improve labor conditions for migrant workers. This is what it said (read out loud):

I am deeply moved by your courage in fasting as your personal sacrifice for justice through nonviolence. Your past and present commitment is eloquent testimony to the constructive power of nonviolent action and the destructive impotence of violent reprisal...My colleagues and I commend you for your bravery, salute you for your indefatigable work against poverty and injustice, and pray for your health and your continuing service...the plight of your people and ours is so grave that we all desperately need the inspiring example and effective leadership you have given. (March 5, 1968)



The End of Racism

The beautiful world from the eyes of a child

No hateful words whispered behind backs
No self-esteem slipping through the cracks

No walls built up because of color
Making people wish their skin was duller

No hurtful words cutting like knives
Making people wish for better lives

But no
The world just can't be so

And although the dreams are wild
The world is beautiful from the eyes of a child

Written by a student in Justin Oberndorf's eighth grade Social Studies class at Platt Middle School

