"The Race to an Anti-Racist Community"

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This curriculum unit is recommended for 2nd and/or 3rd Grade students

Keywords: Race, Culture, Empathy, Self-Love, Acceptance of Others, Building
Community, Morning Meeting, Anti-Racism

Teaching Standards: See Appendix 1 for teaching standards addressed in this unit.

Synopsis: <u>Essential Statement:</u> If racism is distinguishing people as inferior or superior
based on their race, color, or shade of their skin, and using structures and personal messages
to reinforce those ideas, then, anti-racism is using concepts of empathy, fairness, and racial
affirmation to eliminate structural and personal messages of superiority and inferiority
according to race, color, or shade of skin. Anti-racist pedagogy, in the early years, should
begin by teaching empathy, equity, and self-affirmation. My unit is based on this essential
statement that I constructed during an exercise with my seminar. In this unit, my lower
elementary class will be able to come up with ways to consider fairness and to combat their
biases to create a classroom culture that is like a family where all children treat each other
the way they want to be treated...on purpose. My topic idea connects with student's lives
because teaching anti-racism and how to be anti-racist is extremely relevant in their lives.
While teaching young children to have a deeper understanding of others has been something
that teachers have strived to do for years, with more recent events affecting our nation
regarding conscious and unconscious racism that is the backdrop of social life in America, it
is more important than ever to teach younger students how to acknowledge race and racism
and ensure that biases do not manifest as racism for them as they grow up in our country.
To accomplish this through this unit, students will have discussions, creative activities, read-
alouds, and a project to work on that will give them the opportunity to participate in an
intentionally anti-racist classroom community.

I plan to teach this unit during the coming year to 21 students in 2nd grade.

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online. I understand that I will be credited as the author of my work.*

Introduction:

Demographics

I teach second grade students at Shamrock Gardens Elementary School (SGE). SGE is a charming (K-5 elementary) school located in the Plaza Midwood area of Charlotte, NC. The school has almost 500 students enrolled and serves students from the neighborhood as well as those from around the zone that participate in the LI/TD Magnet Program. We are getting a new school building in 2023, so we have just moved out of our building that was built in the 1950s to move to a temporary location where we will be housed for 2 years. We know that it's the people who make the school, but are still hoping for the same level of charm when the new building is complete. Our school prides itself on the level of diversity we have and that we are able to celebrate within our walls. Our population is 39% Caucasian, 35% African-American, 21% Hispanic, 2% Asian, 2% multi-racial, and about 1% other. Forty-eight percent of our population is female and 52% is male. We have 12% of our population that are classified as EC (exceptional children). We have 21% of our population that are AIG certified. There are 7% of our scholars that are English Language Learners. We are a Federal Title I School (meaning at least 70% of the population is Economically Disadvantaged).

Rationale:

With more recent events affecting our nation regarding conscious and unconscious racism, it is more important than ever to teach younger students how to acknowledge race and racism (Miller, 2015; Park, 2013) It is important that racial differences do not become a point of bias for young students as they grow up in our country that continues to see grave disparities and violence across racial lines.

This unit will be taught to 2nd graders during their 20-25 minute Morning Meeting time where social and emotional learning takes place on a consistent basis. The school follows the district curriculums (while providing enrichment experiences), non-negotiables, and guidelines for times and subject areas and therefore, has a limited amount of time for this unit during the normally scheduled subject areas. Thankfully, there is a time for the classes to complete social and emotional learning within the schedules seeing as how that is important to be able to run a successful classroom and provide opportunities for scholars to build a healthy community and environment in which to work and interact with others.

Unit Objective--By the end of the unit, the class will be able to come up with ways to be fair to others and to combat their biases to create a classroom culture that is like a family where all children treat each other the way they want to be treated...on purpose.

Content Research:

Bonilla-Silva (2006) writes about the inability for white people to notice and name racism. However, recently publicized events in our nation regarding discrimination against minorities, specifically the unjust and unpunished killings of several African-Americans by police officers, demonstrate that a lot of people (who didn't see it before) have begun to see that what they thought was a country working towards equality is still a country that has covert racism that has now been given permission to be expressed openly/overtly again. A lot of people in the majority race have had a chance to understand and gain a perspective that they have never had before because of the conversations that are now being had across our nation. If you have ever heard the saying, "You don't know what you don't know until you do," this seems appropriate for what I have heard many White people referring to on social media. For example, there have been several posts on my social media feed about people now understanding that privilege never having to have the "What to do if you're stopped by the police" talk with their children. (McDonald, 2020). They have never had to have the discussion about working to be better than others just to be seen as equal. Now that the country is having these conversations via the media, social media, as families, in groups, among friends, among colleagues, etc. it is something that now more people are aware of that are not in a minority group. Many white people are wanting to know what to do in order to be supportive of the anti-racist efforts and how to promote anti-racism in this country. It is up to like-minded people to find ways to teach the future generations about and to empower them to continue to improve race relations in our country through advocacy and service. Below, I address key themes in the literature that will be addressed in my CU, organized by guiding questions.

What is racism?

According to *AntiRacism: An Introduction*, by Alex Zamalin (2019), "Antiracists define racism as based not in nature but in arbitrary power--the right to suppress, exclude, demean, disauthorize, and degrade people" (p.29)--based on what the twentieth-century queer feminist poet Audre Lorde called the presumptive 'right to dominance.' A now-classic definition was further provided by black power advocates Kwame Ture (formerly Stokely Carmichael) and Charles Hamilton in their book, *Black Power* (1967): 'By racism' we mean the predication of decisions and policies on considerations of race for the purpose of subordinating a racial group and maintaining control over that group….Racism is both covert and overt. It takes two, closely related forms: individual whites acting against individual blacks, and acts by the total white community against the total black community," (p.29) These two definitions show that racism is a system that is controlling, powerful, and purposeful. Based on the quotes above, I have defined racism for lower elementary students: Racism is when people treat others unfairly and give themselves or others special privileges just because of their race. You will see this definition used in one of the lessons within my unit.

How has racism changed over time?

The United States of America has changed greatly over time in how it has enacted racist projects, beginning with chattel slavery and extending to the neoliberal agendas of the early 2000s that reify white supremacy in the name of goodwill (Matias, Jackson & Gorski, in-press). After slavery was abolished, racism continued to exist in our country. This racism was embedded in discriminatory laws and policies through structural racism, and perpetuated culturally through stereotypes and bias discrimination, or action based on racial biases. It has continued to exist, despite the efforts of many to squash this mentality. Despite 150 years since slavery was abolished in America, racism, particularly anti Black racism continues to be "the most expansive, historically durable and salient form [of racism] in America" (Zamalin, 2019, p.7). Despite this durability, those who benefit the most from racism often find it hard to believe that racism exists. In fact, the invisibility of racism to those with the most racial power is one of the reasons racism breeds so rapidly.

What is antiracism?

Antiracism refers to an active resistance of racism (Thompson, 1997; Zamalin, 2019). Actively resisting racism necessarily means attending to power and dismantling beliefs and structures that are rooted in racism. According to Christina Torres (www.teachingtolerance.org), "Anti-racist work means acknowledging that racist beliefs and structures are pervasive in all aspects of our lives—from education to housing to climate change—and then actively doing work to tear down those beliefs and structures. Those beliefs and structures don't just exist in primarily white/and or privileged institutions—they thrive there."

Why is color-blindness a form of racism?

For one to be anti-racist, one must work under the assumption racism exists (Thompson, 2017), and that it structures our lives in inequitable ways. When people claim that they don't see race, or that they are color-blind, they are ignoring that our racial identities profoundly impact the way we experience life in a racist society. We cannot address racism if we choose to pretend it does not exist. Yet, many people uphold, or claim to uphold, color-blind ideologies. This has to do with our socialization. As children, many are taught that it is impolite to notice and name race, or they are taught that racism is something that only a few bad apples participate in. According to the trailer of the podcast: "In My Skin,"

Why is color blindness taught in childhood?

- Developmental theories (proposed by European white men) that says young children are not capable of thinking critically about social issues.
- These theories are still mainstay in many EC and EL teacher prep programs.
- New research is challenging this.

What studies have been done that challenge color-blindness?

Despite the stronghold of developmental theories that assume young children do not notice race or racism, dozens of more contemporary studies prove otherwise. One of the most famous of these is Clark & Clark's (1952) Doll Study. In The Doll Study, researchers were trying to find out the effects of stereotyping in America. Clark conducted a study on children between the ages of 6 and 9 and asked the following questions while showing a black doll and a white doll to each child:

- Show me the doll that you like best or that you would like to play with.
- Show me the doll that is the 'nice' doll.
- Show me the doll that looks 'bad.'
- Give me the doll that looks like a white child.
- Give me the doll that looks like a colored child
- Give me the doll that looks like you.

The researchers found that black children often chose to play with the white dolls more than the black ones. When the kids were asked to fill in a human figure with the color of their own skin, they frequently chose a lighter shade than their actual skin color. The children also gave the color 'white' positive attributes like good and pretty. On the contrary, 'black' was attributed to being bad and ugly." https://odyssey.antiochsb.edu/features/social-justice/show-me-the-doll-that-is-the-nice-one/

A host of other studies proved that young children notice and name race as well. For example, Miller (2015) found that her own young white children noticed that Jesus and Santa were usually portrayed as white men, even as they learned a historical Jesus' skin would have been dark. Park (2011) also found children used skin color as a basis for discrimination in early childhood classrooms. All of these studies indicate the need to introduce racial literacy concepts early and in a systematic way in EC and EL classrooms. One approach advocated by scholars is to address this foundationally through the concept of empathy, fairness, and self-affirmation.

What is empathy? Why teach it?

According to Merriam Webster, empathy is being aware of and sensitive to the thoughts and feelings of others. Empathy is so important for children to learn. In the 21st century, we often rely on people being able to understand and communicate with people. In order to understand people, we have to be able to be empathetic and have a heart when it comes to interacting with others. As children develop and become adults, they have to learn how to be flexible, how to work with others, and they can't do any of that unless they first are taught to have compassion towards others. Empathy is learned, and we have a responsibility to teach children to be empathetic towards others who are different from them. "So it really seems that empathy can be

cultivated – relying on adults and peers modelling appropriate emotional responses to events at changing levels of complexity as a child grows."

What feelings are appropriate to teach in lower elementary grades? According to the Center on the Social and Emotional Foundations for Early Learning at Vanderbilt University, there are several feelings that we should consider teaching our young children. They include, but are not limited to: "brave, cheerful, confused, curious, disappointed, embarrassed, excited, fantastic, friendly, generous, ignored, impatient, important, interested, jealous, lonely, angry, bored, surprised, proud, frustrated, silly, uncomfortable, worried, stubborn, shy, satisfied, safe, relieved, peaceful, overwhelmed, loving, tense, calm."

What is racial equity (or fairness)?

Considering how others feel is foundational work in antiracist pedagogy, but it must be extended so that students notice when people feel angry or sad or confused because they are not treated fairly by society. This is where the work of racial equity comes in. Young children are beginning to consider notions of what is fair and not fair about their world. Teaching about racial equity (what is fair and not fair when it comes to race) is critical to antiracist pedagogy because it teaches children to pay attention to how goods and resources in society are unfairly distributed through systems and structures (Thompson, 1997; Zamalin, 2019)

What does it mean to engage in self-affirmation of racial and ethnic identities?

In addition to teaching children to be considerate of how others feel and how to notice and name racial disparities in society, foundational antiracist pedagogy also engages in self-affirmation of ethnic and racial identities. It is essential that antiracist pedagogy does not centralize the pain and oppression of BIPOC without also teaching the resilience, beauty and brilliance of BIPOC. To learn how this can be done, I turn here to a brief literature review of different social movements' efforts to affirm racial and ethnic identities:

> Black is Beautiful Movement in the 1960s: This self-love movement came out of the Black Power movement and we saw the Afro hairstyle and Afro-centric fashion becoming increasingly more popular and accepted in our country. "Don Cornelius' master plan was to change the lives of black youth without them knowing it….. I don't mean it lightly when I say that self-love was probably the most important lesson that was taught on the show."
> https://www.pbs.org/wnet/african-americans-many-rivers-to-cross/video/black-is-beautiful/

> Chicano Movements. These movements were mostly about politics, education, and work. The movement in California was less about politics and more about fighting racism with

other 'oppressed people.' "The Chicano Moratorium antiwar protests of 1970 and 1971 also reflected the vibrant collaboration between African Americans, Japanese Americans, American Indians, and white antiwar activists that had developed in Southern California." https://depts.washington.edu/moves/Chicano_geography.shtml

Asian American Civil Rights Movements: In the 1960s and 70s, the country saw Asian Americans unite as a Civil Rights group. This group began with Chinese, Japanese, and Filipino people, but eventually also included Koreans, and Pacific Islanders as well. This group focused on some of the issues that were dear to this community of people. "Challenging stereotypes about Asian "passivity", and rejecting the exoticism and racism of "oriental" labels, Asian American activists mobilized this new consciousness to demand an end to racist hiring practices, biased school curricula, demeaning media stereotypes, residential discrimination, and the gentrification of historically Asian American neighborhoods." https://depts.washington.edu/civilr/aa_intro.htm

Black Lives Matter: From https://blacklivesmatter.com/about/ : BlackLivesMatter was started in 2013 to put an end to white supremacy and empower locals to intervene in violence happening within Black communities by the state and groups not associated with the state. "By combating and countering acts of violence, creating space for Black imagination and innovation, and centering Black joy, we are winning immediate improvements in our lives."

Skin tone: What is colorism and why is it important to consider when teaching anti-racism?

According to CNN's Amir Vera, "The definition of colorism is the discrimination of people based on skin shades and is prevalent among people of the same ethnic or racial group." Within the African-American culture, there are instances where colorism exists and it, unfortunately, defines how some people view themselves and others within the same racial group. Dating back to slavery, many black people who were lighter skinned were seen as more beautiful, smarter, and better than those who were darker skinned. They were more "white-like" and were favored more by the slave-owners so, in turn, this caused a divide within the group of black people. Lighter skinned blacks were treated better and given lighter work loads than their darker-skinned brothers and sisters. In turn, this "special treatment" to one group of black people caused division and hatred within the race. It has also caused self-hatred for some people depending on their experience with the skin tones and colors. Later on, lighter-skinned blacks sometimes attempted to pass as white for a "more privileged" life. As years, decades, and centuries have passed, there have been definite issues within the black race based on the skin-color (even resulting in name-calling and altercations).

Hair (1)

The same argument comes up when we discuss the hair textures of African-Americans that are associated with beauty. People who were considered beautiful, historically, are those that are fairer skinned with long, straight hair. If you look at the history of African-Americans, those that are fairer skinned were treated better than those that were not. Also, chemicals that were invented for hair care were created to help give African-Americans an experience with obtaining that straight hair. For example, when I was growing up, most little black girls I knew got a relaxer (chemical straightening system) to make our hair straight, long, and beautiful. There was not an acceptance of the thick curls and locks that are beginning to be accepted today. Over my lifetime, there has been more acceptance of black hair in its natural state. Many people that I know are no longer straightening their hair and they are embracing their natural curls as beautiful. There are several conversations already happening to encourage the respect of black hair in society, especially in corporate, business America.

Why teach children to make the world a better place than it is right now? How to empower students to make change?

If we want children to learn how to use their 21st century skills to make change and keep our world progressing in the future, we have to teach them how to work together, solve problems and be self-starters. If they see or experience something that is not fair, demonstrates discrimination, devalues someone, they should feel empowered to address it respectfully. Compassion is what is focused on in Global Game Changers, an educational program that teaches children to make the world a better place. The co-founder, Jan Helson says, "By using the equation — my talent plus my heart equals my superpower — the goal is to show them that giving back is part of who they are and not just something that they do. It becomes a true, integral part of them and a foundation for their lives to come." (2020)
https://charterforcompassion.org/how-teaching-compassion-empowers-kids-to-make-the-world-a-better-place

Several movements that I shared earlier in this paper had a student component because students wanted to be involved and impact social justice as they were beginning to see how they could impact the world and become involved with these movements. In the Chicano movement, there were several student groups that were active. "Chicano student activism also followed particular geographies. MEChA established in Santa Barbara, California in 1969, united many university and college Mexican American groups under one umbrella organization. MEChA became a multi-state organization, but an examination of the year-by-year expansion shows a continued concentration in California." https://depts.washington.edu/moves/Chicano_geography.shtml The Asian-American activists were primarily students and youth forming in order to create this social change. https://depts.washington.edu/civilr/aa_intro.htm In the article titled, "Youth in the Civil

Rights Movement," it discusses how African-Americans had several people who began their activism as youth as they watched their parents and grandparents participate and fight for change in the country. Then, as teenagers and young men and women, they could participate more themselves. In the 1960s, there were several student groups that arranged sit-ins, protests, participated in marches, etc. that helped lead to change in our country. https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/youth-in-the-civil-rights-movement/

It is important to teach our students that it is never too early to make appropriate choices and to learn to stand up for themselves and others in some way to ensure that racism, discrimination, and inequity is lessened each and every day across our country and our world. Empowering students with knowledge and 21st Century Skills is the way to ensure a future that is more equal for all people.

I really enjoyed listening to Kerry-Ann Escayg's In My Skin podcast "How can we work towards social change?"
The host of the podcast mentioned that when she was growing up, she always wanted to have long, blonde hair because of the media in her country of Trinidad consistently showing beautiful characters with that characteristic. She saw the images of whiteness via the media and the toys that were available to her. Her charge is for us to consider how we can be a part of the change in the communication that people receive regarding the value of races.
https://www.racepride.pitt.edu/pride-podcast-in-my-skin-kerry-ann-escayg-antiracism-early-childhood-education/

Vocabulary words for this unit: race, racist, anti-racist, discriminate, fair, love, movement, justice, segregation, compassion)

Instructional Implementation: (It is important to note that there should be some classroom norms and respectful expectations to create a safe environment should be put in place prior to beginning this unit.) Also, this unit should be broken up into parts since this will be taught during morning meetings. As lessons are chunked into parts, it should be up to your professional judgement how you break it up. If your class needs to spend more time on one part and less time on another part due to their experiences and background, feel free to adjust as needed.

Lesson 1 (taught in 3 parts over the course of a few weeks): _Feelings_
        As the unit begins, it is important to introduce feelings for students. Throughout the unit, the students will learn to communicate about how they feel about themselves, situations that are unfair, and how they feel about being an advocate for anti-racist behaviors within the community. At my school, we have used, RULER, a social and emotional curriculum to teach

those skills to students. One of the tools that is incorporated within this curriculum is a Mood Meter. According to Yale University's Center for Emotional Intelligence, at https://ruler.online, "The Mood Meter enhances self and social awareness. This tool supports the development of a nuanced emotion vocabulary and a range of strategies for regulating emotion." The Mood Meter measures the level of pleasantness on the x-axis and the level of energy one has on the y-axis. Feeling words are associated with each quadrant and as a class, you would plot emotions on a mood meter chart to be able to share/show where each person is each day.

If you plot yourself in the yellow quadrant that means that you have more pleasant feelings and have higher levels of energy. Some words that fall in the yellow category can be (but are not limited to) happy, excited, enthusiastic, joyful, confident, curious, content, optimistic, supported. If you plot yourself in the green quadrant, you would find that you are more pleasant, but have lower energy. Words that fall in the green category can be (but are not limited to) calm, grateful, serene, peaceful, chill, satisfied, balanced. If you fall in the blue category, you would demonstrate non-pleasant feelings that also have low/no energy. Words that fall in the flue category can be (but are not limited to) sad, melancholy, tired, exhausted, challenged, moody, pressured, drained, bored. Finally, if you find yourself falling in the red quadrant, you would be demonstrating high energy, but low pleasantness. Words that fall in the red category can be (but are not limited to) mad, angry, upset, worried, scared, focused,
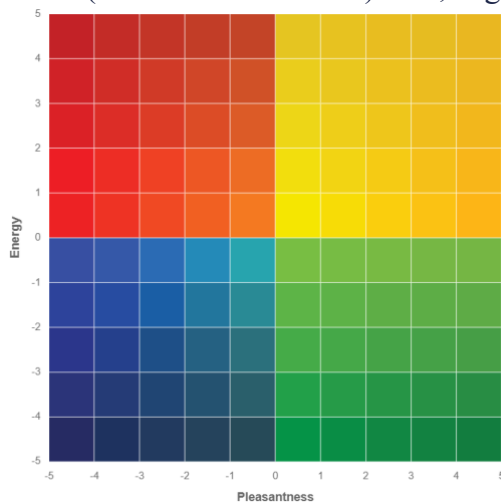
passionate.

Part 1 for lesson 1: Begin by sharing that we are all going to take some time as a classroom family to learn to listen to each other and respect our classmates' feelings. Ask students what they already know about feelings and affirm responses. Show students the following video that attaches feelings words to images: https://www.youtube.com/watch?v=crtVPTfKTVs. As they watch the video, ask students to use a nonverbal signal (such as a thumbs up or thumbs down) to indicate whether or not they know what the feeling word means. This will give the teacher an idea of which words might be new vocabulary words to teach the children.

Part 2 for lesson 1: Choose some words from the video that would fall into each quadrant of the mood meter or choose from the words in the table below (compiled by the staff at Shamrock Gardens Elementary during a virtual staff meeting to differentiate between words that should be appropriate to teach children at each grade level and also those words that could be integrated with the district literacy curriculum units. You could also choose other words, but I am including the 1st-3rd grade words chosen by grade level teams at my school below by quadrant. There are overlaps of words in my chart below (but there are many feeling words that could be used). Teachers should use their professional judgement about which words would be appropriate for the classes they teach. Once you select the words for your class per quadrant, take time to teach what each one means (by using definitions, pictures, actions, sentences, and synonyms).

Part 3 for lesson 1: Have students begin to use the feeling words they know and the feeling words they have learned to plot their feelings/emotions on the mood meter each morning during their morning meeting or if you are virtual, have the students share their feeling word and use a complete sentence to share their feelings for that day. It will be important to note with students that the feelings can change throughout the day and if they notice their feelings changing, it is important to start to ask why so students can begin to recognize what happens to initiate a change and the reason behind it. During morning meetings, changes in emotions can be addressed and discussions should be had about scenarios that have happened within the classroom community that the class can respond to in order to share how they would feel if certain situations happened to them. For example, if a student brought up that they felt discouraged on the playground when no one wanted to play his or her game, it would be appropriate for a feeling to change from the morning if they were feeling optimistic about their day. It will also be important to address that part of being a classroom family means respecting other classmate's feelings whether we agree with them or not. It's ok to feel differently about topics or situations, but we should always respect our own feelings as well as others. Appropriate responses could be (but are not limited to):

- Thank you for sharing your feelings.
- I respect that you feel that way.
- I feel differently than you, and that is ok.

If you would like for students to have time to help that student problem-solve and give ideas for what they could if no one wanted to play their game (or whatever the case may be that was shared), that would help with building that community. They could discuss how perhaps they should join another game and the class could play their game a different day.

	1st Grade Words	2nd Grade Words	3rd Grade Words
Yellow Quadrant (high pleasantness and high energy)	Optimistic, magnificent, motivated, enthusiastic	Proud, optimistic, thrilled, hopeful, motivated	Confident, determined, motivated, energized

Green Quadrant (high pleasantness and low energy)	Peaceful, empathetic, compassionate, content	Satisfied, secure, balanced, peaceful, grateful	Relieved, satisfied, balanced, supported
Blue Quadrant (low pleasantness and low energy)	Excluded, disengaged, disappointed, exhausted	Discouraged, lonely, exhausted, pessimistic	Calm, lonely, disappointed, overwhelmed
Red Quadrant (low pleasantness and high energy)	Anxious, determined, irritated, frustrated	Worried, jittery, concerned, frustrated	Agitated, frustrated, anxious, tense

Lesson 2: Why do people have good feelings about lighter colors and bad feelings about darker colors? Is that fair? biases and stereotypes --discuss safe conversation space in the class culture

Part 1 of Lesson 2: Tell the students that now that they have learned about feelings and they have words to use to describe their emotions, and they have learned how to be respectful to others, they will have a morning meeting to share their feelings about different colors. Use the website: https://wheelofnames.com to type in emotions that correspond to the mood meter. Use this to spin different feelings and have students act out how they would act if they showed the emotion that it lands on. Do this a few times and discuss how the colors are symbolic of the feelings based on the mood meter. You can also use my wheel below and edit your own copy of this one if you'd like: https://wheelofnames.com/f6w-rvp
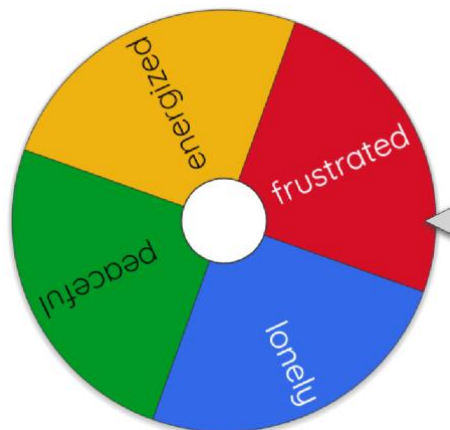
Part 2 of Lesson 2: Tell the students that they will now talk about the words they think of when they see different colors. Show a color palette with the following colors on it: black, gray, brown, and white. I am going to show the colors on slides 2-5 linked here.

Ask the students about what comes to mind when they think of when they see those colors. Students may share some of the following words or they may come up with their own words:

Black	Dark, ugly, death, power, evil, unhappiness, angry
Gray	Calm, balance, mixture of black and white, dull, storms, thunder, old age,
Brown	Dirty, nature, sadness, loneliness,
White	Pretty, clean, healthy, pure, clouds, bright

Ask students if there are different emotions and reactions that can come from the same color or does it always have to be what we think first? For example, for black, can it mean unhappiness and also mean elegant? For gray, can it mean calm and also mean stormy? For brown, can it represent dirt and also represent richness? For white, can it represent pretty and also represent plain? Allow students to discuss why there might be different reactions to the same colors.

Lesson 3: What is Race?
     Part 1, lesson 3: Use slides 7-10, complete a lesson where you introduce the discussion on defining race.
- On slide 7, have the students discuss the differences and similarities of the dolls in the pictures (they should bring up how they look and their skin tones or races at some point).
- On slide 8, have the students notice the similarities and differences about those within their classroom community. They can use the sentence starters on the slide to guide their comments or they may use other sentence starters. Noticings can be recorded on chart paper, in a Venn diagram, using a double-bubble map, or recorded on a slide while screen sharing if students are virtual.
- On slide 9, read the quote from the PBS Discussion Guide for Parents and the definition of race. "It's natural to notice race and recognize differences in race." "Race is the man-made idea that people can be divided into groups based on physical differences." Discuss with students the different races that can be represented.
- On slide 10, play the read-aloud (or read the book if you have it), I Like Myself by Karen Beaumont. Ask the students to think about what they like about themselves. They should write down at least 1 thing that they like about

themselves. (If you have a class with a low self-esteem, this could also be done in a way that the class can give compliments to each other about things they like about others--ensuring that everyone is included so they can hear something that others like about them.)

Part 2: lesson 3: Use slides 11-13 to have students listen to a read-aloud of The Colors of Us by Karen Katz, and discuss their skin tones and different shades of browns that are represented on people. Students should find a color (crayon or paint) that is like their skin tone and begin working on a self-portrait to show themselves in a way that makes them feel good about themselves. Here, they could also discuss/read about different types of hair textures if that is something that is prevalent in your classroom. Additional resources are available in the Appendix below in the Notes section to support a conversation about different hair types and finding beauty in all types.   (If they are working virtually and do not have access to all of the colors, it will be important to mention that there are different ways to create shades using crayons--such as shading lightly, shading darkly, shading with browns and peaches and that they can try out some color combinations on separate sheets of paper first before including the color in their portrait.)

Part 3: lesson 3: Have students volunteer to share their portraits and the teacher should be sure to comment on the use of finding a skin tone close to their own to make their wonderful portraits so life-like.

Lesson 4: What is segregation? Is it fair? (Use slides 14-15)
In this lesson, share with children that segregation was when people were forced to be separate based on the color of their skin. Show the first 3:40 minutes of the video embedded in the slides: https://www.youtube.com/watch?v=WKEGou1zPII called, "Civil Rights Act of 1964/Montgomery Bus Boycott for Kids/Rosa Parks and Martin Luther King." Lead a discussion with the students about fairness/unfairness regarding segregation using questions such as:
- Have you ever been in a situation or seen something happen that was not fair? Explain.
- Was segregation because of race fair or unfair? Why?
- How do you think you would feel if you were treated differently because of what you looked like?
- Is our class/school segregated or not segregated? (not segregated =integrated)
- Why do you think that we have integrated schools now?

Lesson 5: Racism, Anti-Racism, and Change (Use slides 16-19)
We will start by reviewing the following statements and making an inference:

We have learned:

★ People seem to have more positive feelings about lighter colors than dark colors.

★ People have different skin tones and belong to different races.

Let's discuss (based on the 2 statements above):

★ How do you think that some people feel about people who have lighter skin colors?

★ How do you think that some people feel about people who have darker skin colors?

★ Is this fair?

Define racism and anti-racism and then ask the students to come up with ways that they can be anti-racist, fair, and respectful in class and in the community to all people.

Lesson 6: Activism (Use slides 20-21)

Students should discuss the importance of participating within their communities. Why is it important that members of a community are active citizens? Today we will decide on a project that can be completed to encourage others to practice anti-racism. Students will choose from some project ideas, but also have the opportunity to add to the list with their own suggestions. The class will vote on an option to work towards and create a plan. The remaining times that you meet with students would be to work on their projects until they are complete. The goal is for them to be an activist by communicating about anti-racism in the school and community. The goal is for them to teach others how to make the world a better and more fair place to live.

Ideas for projects
Create a book to teach others about how to be an anti-racist and read it on the morning news.
Write letters to politicians (who make laws) to tell them about why people should be treated equally.
Create a video guide for what to do if you see someone being discriminated against. How would you respond? Why is this a good way to respond?
Create a presentation to send to the manufacturers of a doll company or the publishers of a book company to tell them why it is important to include all types of races and cultures in their products.

Appendix 1: Teaching Standards:

North Carolina Content Objectives
- 2.C&G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens (This standard is addressed through the project where students will show how they can be good citizens to others within the class, school, and/or community.)
- 2.C&G.2.2 Explain why it is important for citizens to participate in their community. (This standard is addressed in the beginning of the unit to ensure that teachers are setting up the classroom culture for morning meetings in such a way that students are comfortable with sharing and participating in their classroom community.)
- 2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups. (This standard is addressed at the beginning of the unit because routines and procedures for morning meetings must be in place so students know the specific behaviors for how to interact during these meetings and how to treat others with respect at all times.)
- 2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
    - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
    - Build on others' talk in conversations by linking their comments to the remarks of others.
    - Ask for clarification and further explanation as needed about the topics and texts under discussion. (This standard happens during each morning meeting discussion time.)
- 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (This standard is addressed during the lessons where read aloud texts are played (or read) and the students are discussing the text.)
- 2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (This standard is addressed because students have experiences where they are interacting with others and asking and answering questions comes up during many lessons and the discussion times.)
- 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (This standard is addressed because during classroom morning meetings, the teacher should be encouraging students to use complete sentences when participating in the discussions.)

Additional Numbered Appendices:

Materials List:
- **Lesson 1: Mood Meter chart**
- **Lesson 2: Slide show with the colors**
- **Lesson 3: Slide show for differences, multi-cultural crayons or paint/brushes, paper, pencils, the text I Like Myself by Karen Beaumont (read aloud embedded in slides), The Colors of Us by Karen Katz (read aloud embedded in slides)**
- **Lesson 4: Slide show**
- **Lesson 5: Slide show**
- **Lesson 6: Slide show and whatever materials would be needed for the project the class chooses for their activism**

Student Resources:
Click the link for access to a set of 25 book resources to use that can be shared with students and families (or used in class) that celebrate minority hair types:
https://www.readwithmochabooks.com/blogs/news/childrens-books-that-celebrate-black-childrens-hair

Teacher Resources:
NY Times Article "The Impact of Racism on Children's Health":
https://www.nytimes.com/2019/08/12/well/family/the-impact-of-racism-on-childrens-health.html

Jane Elliott video on her "Blue Eyes/Brown Eyes Exercise" and Fighting Racism:
https://www.youtube.com/watch?v=f2z-ahJ4uws

White Paint Spot: https://www.pngitem.com/middle/wJmwmi_painting-clipart-paint-splat-clipart-white-paint-splash/

Black Paint Spot: http://clipart-library.com/free/black-paint-drip-png.html

Gray Paint Spot: https://www.pikpng.com/pngvi/ihwxbJi_middle-grey-paint-vive-la-couleur-circle-hd/

Brown Paint Spot: http://www.clker.com/clipart-brown-paint-splat.html

Picture of Doll A: https://www.amazon.com/Reborn-Dolls-Handmade-Lifelike-Realistic/dp/B07QDYF46B

Picture of Doll B:
https://www.qatundayo.com/index.php?main_page=product_info&products_id=112753

Picture of Doll C: https://www.alibaba.com/product-detail/Cute-baby-reborn-african-black-doll_60462875325.html

Images from Lesson 3:
- https://www.vectorstock.com/royalty-free-vector/raised-hands-up-together-with-different-skin-tone-vector-14951266
- https://vpm.org/articles/16211/what-do-symptoms-look-like-on-different-skin-tones
- https://globalnews.ca/news/6986345/crayola-skin-tone-crayons/
- http://cvnetworktv.com/skin-tones-and-body-parts/
- https://www.popsugar.com/tech/New-Emoji-Different-Skin-Tones-Couples-Families-46389656
- https://www.romper.com/p/this-face-mask-self-portrait-is-the-perfect-art-project-for-your-kid-29346506
- https://www.pinterest.com/pin/287597126181902069/?autologin=true

Lesson from Lesson 3: https://www.tes.com/lessons/xqhcfRZRZR27Ew/k-5-behind-your-mask-self-portrait

Notes:
1. Click the link for access to a set of 25 book resources to use that can be shared with students and families (or used in class) that celebrate minority hair types: https://www.readwithmochabooks.com/blogs/news/childrens-books-that-celebrate-black-childrens-hair

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