YWCA Anti-Bias Curriculum
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Overview

Who - Pre-Kindergarten to Fifth Grade students attending the YWCA.

What - This curriculum relies heavily on equity pedagogy. Equity pedagogy is a term that pulls from many diverse pedagogical models. It states injustice is endemic and is sustained by the fabric of everyday life and the function to privilege some groups and marginalize others. This curriculum will use equity pedagogy in its lesson plans in order to promote diversity. It will do this by including lessons taught by an objective frame of reference, as opposed to a White frame of reference.

When - Lessons will be completed during the suggested week at the teachers discretion. If the teacher feels there is a better week or day of the week to complete the lesson that should be noted in the “reflection” section of the lesson plan.

Where - YWCA Lancaster - 110 North Lime Street Lancaster, PA 17602

Why - Curricula in most schools are dominated by the White frame of reference. The YWCA is an organization that is committed to their goal in eliminating racism and empowering women. To further the YWCA’s mission this curriculum will focus on an objective frame of reference when discussing all subjects in their lessons.

Reference

Four Domains of Social Justice

Identity - Developing students’ knowledge, understanding, and membership into multiple groups in society. Fostering a sense of pride and confidence in students’ own identities.

Diversity - Developing students’ language and knowledge to describe others in an appropriate and respectful manner and building empathy, respect, connection, and understanding. Examining diversity in social, political, cultural and historical contexts.
Justice - Developing students’ recognition and understanding of stereotypes, as well as, injustice on an individual and systemic level. Developing students’ recognition of the harmful effects of bias and injustice on our society and our world, past and present.

Action - Developing students’ recognition of their responsibility in standing up to exclusion, injustice, and prejudice. Developing students’ abilities to make informed decisions on when and how to stand up against bias and injustice in their daily lives.

Reference
PRE-K LESSON PLANS

WEEK 1:
Teacher: Date:

Activity: It’s Okay to Be Different Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:

- ID.K-2.1: I know and like who I am and can talk about my family and myself and name some of my group identities.
- ID.K-2.3: I know that all my group identities are part of me—but that I am always ALL me.
- DI.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone.

Learning Objective(s):
1. Before and after listening to a fiction picture book, students will orally support an opinion with reasons.
2. During listening to a fiction picture book, students will be asked to answer questions, referring to the text to support responses.
3. After listening to a fiction picture book, students will be asked to orally communicate what the main idea of the book is and provide evidence from the text.

Materials:
- Book: It’s Okay to Be Different (2009) by Todd Parr

Procedure:
1. Before Reading
   Introduce the topic of diversity by having students listen to your directions. These will help point out similarities and differences in the classroom. Tell the class:
   - If you are __ years old, please stand up.
     ○ Thank you, please sit down
   - Everyone wearing red please stand up
     ○ Thank you, please sit down
   - If you like to dance, please stand up
     ○ Thank you, please sit down
   - Stand up if you have freckles on your skin
     ○ Thank you, please sit down
“Are differences bad?”
Students discuss. If time allows, facilitate a healthy discussion on why differences are good.
“At the end of the story we will revisit this question. It is okay if your thinking changes and it is okay if your thinking stays the same.”
2. During Reading
p. 2: Text: “It’s okay to need some help.”
Teacher: “Raise your hand and tell me the last time you needed help. The last time I needed help was this morning, I lost my wallet in my house and could not find it! I asked my mom for help and she helped me find it!”
p. 8-9: Text: “It’s okay to be… small, medium, large, extra-large.”
Teacher: “Raise your hand if your family includes all types of sizes. (PAUSE) In my family, my little brother is small, I am medium, and my parents are large!”
p. 15: Text: “It’s okay to be embarrassed.”
Teacher: “Raise your hand if you have ever been embarrassed. Everyone’s hand should be raised. Being embarrassed is acceptable, it happens to everyone. I get embarrassed all the time. As much as it feels like it, it is not the end of the world.”
p. 16: Text: “It’s okay to come in last.”
Teacher: “This concept is very important. You will come in last place in your life. It is bound to happen. Just remember that losing or coming in last is not the end of the world.”
p. 30: Text: “It’s okay to be different. You are special and important just because of being who you are.”
Teacher: “This is the most important message in this book to me. Please repeat after. It is okay to be different (It is okay to be different). I am special and important (I am special and important) just because of being who I am (just because of being who I am).”
3. After Reading
“Now that we have read It’s Okay To Be Different, we will revisit our previous question. Are differences good or bad?”
● Students discuss. If time allows, facilitate a healthy discussion on why differences are good.

Assessment
Formative -
● The teacher will observe students during their partner share time and note level of participation. All students are expected to participate.
Summative -
● The teacher will observe students during the read aloud, paying attention to participation in discussion with peers. All students are expected to participate.
Be mindful of:

- Students asking why differences are good, would it not be better if we were all the same? Make sure you as a facilitator do your own research on this topic.

Accommodations:

- If students are unable to participate in the movements, they can stay at their seat and tell the class which side they chose and why.
- Students who are unable to sit still during the read aloud may stand in the back as long as they do not intrude on others’ learning.

Reference


Reflection (After Lesson is Complete):
WEEK 2:
Teacher: 
Date: 

Activity: Classroom Puzzle

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- ID.K-2.1: I know and like who I am and can talk about my family and myself and name some of my group identities.
- ID.K-2.2: I can talk about interesting and healthy ways that some people who share my group identities live their lives.
- ID.K-2.3: I know that all my group identities are part of me—but that I am always ALL me.
- DL.K-2.8: I want to know about other people and how our lives and experiences are the same and different.

Learning Objective(s):
1. Students will be able to differentiate themselves from others and recognize similarities as well.
2. Students will understand that although they are all different, together they make a whole.
3. Students will be able to identify at least three (3) defining features of themselves.

Materials:
- Puzzle cut out (google # of children’s blank puzzles)
- Markers
- Magazines
- Glue sticks
- Scissors
- Colored Pencils
- Crayons
- Feathers
- Pipe Cleaners

Procedure:
1. Students will be given their own puzzle piece to decorate.
2. Once puzzle pieces are handed out, tell students to decorate them however they want using the materials provided. Tell them that it must include 1 or 2 defining features of them (likes or dislikes), for example, baseball, pizza, and the color orange. Teachers should do one of themselves as well, this could serve as an example but should be included in the puzzle.
3. Once all students finish decorating their puzzle piece, have them put their name on the back and mix it in the pile with everyone else’s pieces. Lead an activity where students put the puzzle together.

4. After the puzzle is finished show the students. As they are looking at the completed puzzle, explain how although they are all unique individuals, they are all a part of something bigger than themselves, like the classroom. We all make up one whole classroom and we are just as important as our classmates next to us.

Assessment:
Formative -
● As students work on their puzzle pieces, assess their ability to identify three of their defining characteristics.

Summative -
● During the wrap-up conversation at the end of the lesson, assess students’ understanding of the concept of individuals making up a whole.

Be mindful of:
● Assist students that may be struggling with coming up with three defining characteristics.

Accommodations:
● Students that finish early can help others think of their own defining characteristics.
● Students who have trouble writing or drawing can be helped by teachers or students that finish early.

Reference

Reflection (After Lesson is Complete):
WEEK 3:
Teacher: 
Date: 

Activity: Berenstain Bears New Neighbors Activity

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- ID.K-2.5: I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
- DI.K-2.8: I want to know about other people and how our lives and experiences are the same and different.

Learning Objective(s):
1. Students will understand that others can be different from them.
2. Students will be able to identify they are different and/or similar to others

Materials:
- YouTube Video: Berenstain Bears: New Neighbor
  - https://www.youtube.com/watch?v=tW8Y5KOplR8

Procedure:
1. Introduction by the teacher asking students if they’ve ever met anyone new and how it made them feel. Have them identify one thing similar or different to the person next to them.
2. Play the video.
  - https://www.youtube.com/watch?v=tW8Y5KOplR8
3. Discuss how the family reacted and what could have gone differently. Discuss how the students may approach meeting new people in the future after watching the video.

Assessment:
Formative -
- Observe students’ participation during the introductory discussion, make note of who is participating and who is not.
- Observe if students are paying attention to the video, if not redirect their attention

Summative -
- Assess students’ understanding of how others can differ or relate to them in the final discussion.
- Assess students’ ability to identify differences and similarities to one another.
Be mindful of:
- Try to keep the differences positive/neutral.
- Use verbal praise to reinforce participation and encourage everyone to participate.

Accommodations:
- Students who have difficulty communicating can be primed with an example so as to either repeat back or come up with their own.

Reference

Reflection (After Lesson is Complete):
WEEK 4:
Teacher: _______________ Date: _______________

Activity: Rosh Hashanah Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:

- DI.K-2.10: I find it interesting that groups of people believe different things and live their daily lives in different ways.
- DI.K-2.8: I want to know about other people and how our lives and experiences are the same and different.

Learning Objective(s):
1. Students will be aware that people have different religions and beliefs and will learn how to discuss those differences respectfully.
2. Students’ knowledge and awareness of Rosh Hashana will be improved.

Materials:
- YouTube Video: Jumping Jerusalem! Rosh Hashana Video for Kids
  - https://www.youtube.com/watch?v=L1znjyEMKc
- Construction Paper
- Crayons/markers/pencils
- Stickers
- Tape

Procedure:
1. Introduce the activity and tell the students when Rosh Hashana is taking place. (This is not the same date every year. Check prior to the lesson.)
2. Ask students if they know anything about this holiday (e.g. what culture it is from, what it means, how long it lasts?)
3. Play YouTube video that shares about Rosh Hashana.
4. Allow time for questions. Reiterate what the holiday is about.
5. Introduce shofar (horn) craft.
6. Pass out materials for craft.
   - Students can utilize stickers, marker, pencils, or crayons to decorate horn.
• Then the paper can be rolled into a cone shape with a small opening on one side and a larger one on the other. Adults or students can tape or staple the paper into this cone shape.

7. The cone shape will provide an amplification effect and the students should blow into them loudly to simulate the shofar for which the holiday is centered around.

Assessment:

Formative:
• Assess the participation during the introduction discussion to gage the students’ knowledge of the holiday and/or the culture surrounding it.

Summative:
• Assess the students’ understanding of the video and the holiday Rosh Hashana through discussion.

Be mindful of:
• Research Rosh Hashanah prior to giving the lesson to prepare for student questions.
• Practice pronunciations prior to the lesson.

Accommodations:
• Students with sensory sensitivity should be made aware of the coming noise and/or provided with noise reduction equipment.
• Have other adults available to assist students in creating the craft.

Reference

Reflection (After Lesson is Complete):
WEEK 5:
Teacher: 

Activity: Hair Love Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- DI.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone.
- JU.K-2.11: I know my friends have many identities, but they are always still just themselves.

Learning Objective(s):
1. Students will be able to differentiate other students’ hair and understand that this is not their only identity.
2. Students will verbalize their similarities and differences

Materials:
- YouTube: Hair Love | Oscar-Winning Short Film (Full) | Sony Pictures Animation
  - https://www.youtube.com/watch?v=kNw8V_Fkw28
- Printed out picture of all students’ faces (or blank construction paper to decorate with their face)
- Pom poms
- String
- Skin color shades of construction paper
- Colored Pencils, Markers (Include Skin Color Shades), and Crayons
- Glue
- String

Procedure:
1. Students will watch the Hair Love short film.
   - https://www.youtube.com/watch?v=kNw8V_Fkw28
2. The class will discuss what the short film talked about and reflect on what they learned.
3. The students will break out into independent work and create a self-portrait that accurately reflects their hair. Pass out materials, any materials can be used for this.
4. Help students cut and paste and complete their project if needed.
5. At the end of the lesson gather the class in a circle and ask each student to share how they portrayed their hair and why they used the materials that they used.
Assessment:
Formative -
- Observe student engagement during the video and the discussion following.

Summative -
- Assess students on their ability to share their craft and whether their craft accurately reflects them.

Be mindful of:
- Do not do this activity if you do not have materials to represent every different type of hair, coarse and thin, and color.

Accommodations:
- Help students with fine motor skills deficiencies with cutting and gluing if needed.

References
Sony Pictures Animation. (2019, December 5). Hair Love | Oscar®-Winning Short Film (Full) [Video]. YouTube. https://www.youtube.com/watch?v=kNw8V_Fkw28

Reflection (After Lesson is Complete):
WEEK 6:
Teacher: 
Date: 

Activity: M&M Equity Activity

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- AC.K-2.16: I care about those who are treated unfairly.
- AC.K-2.17: I can and will do something when I see unfairness—this includes telling an adult.
- AC.K-2.19: I will speak up or do something if people are being unfair, even if my friends do not.
- AC.K-2.20: I will join with classmates to make our classroom fair for everyone.

Learning Objective(s):
1. Students will understand the importance of caring about those who are treated unfairly.
2. Students will practice recognizing unfairness around them by telling an adult or speaking up for others or themselves.
3. Students will make their classroom fair for everyone.

Materials:
- Paper towels
- M&M’s

Procedure:
1. Make students sit in a circle so that they can see their classmates.
2. Give each student a napkin with a different number of m&m’s at random from 0 to 5 (make sure to tell them not to eat them).
3. Give students a moment to look at others’ napkins and recognize how many m&m’s everyone has.
4. After the students realize not everyone got the same number of m&m’s, discuss how this reflects real life.
5. Explain to students that some people start with more money/status/m&m’s, but sadly it does happen. Their job as students is to advocate/speak up for those that can not speak up for themselves.
6. Hand out the rest of the m&m’s ensuring that every student gets the same amount.
Assessment:
Formative -
  ● Observe students’ ability to recognize the differences in m&m’s.
  ● Listen carefully to their discussion. Observe participation, all students should participate.
Summative -
  ● Assess the students understanding and completion of the aforementioned learning objectives.

Be mindful of:
● Students may get upset and feel picked on for not getting a lot of m&m’s, be mindful of which students you do not give as many m&m’s. Assure students that they will all get the same amount at the end of the activity.

Accommodations:
● If a student is unable to eat chocolate, bring in an extra treat for them.

References

Reflection (After Lesson is Complete):
WEEK 7:
Teacher: Date:

Activity: Neurodivergence Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:

- DI.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone
- DI.K-2.9: I know everyone has feelings, and I want to get along with people who are similar to and different from me.
- JU.K-2.14: I know that life is easier for some people and harder for others and the reasons for that are not always fair.

Learning Objective(s):
1. Students will understand how to adapt to different people and be friendly even when someones different
2. Students will understand Theory of Mind and that everyone has feelings but they aren't always the same

Materials:
- YouTube: Sesame Street: Meet Julia (Full Clip | 10 min)
  - https://www.youtube.com/watch?v=dKCdV20zLMs

Procedure:
1. Have a discussion on whether any students know anyone with Autism or anything about it.
2. Show YouTube Video: Sesame Street: Meet Julia (Full Clip | 10 min)
   - https://www.youtube.com/watch?v=dKCdV20zLMs
3. Discuss how Big Bird’s understanding changed throughout the video and ask them how Elmo and Zoey responded to Julia in comparison.
4. Ask for some students to sing some of their favorite song
5. Discuss how everyone sings differently and has different favorite songs
6. Draw parallels to the video and explain how just like everyone sings different everyone thinks different and some people act different because of it
Assessment:

Formative -
  ● Assess students’ understanding of what Autism is through discussion.

Summative -
  ● Assess students’ understanding of having differences and respecting others’ differences.

Be mindful of:

● If you have a student with Autism in your classroom, do not single them out during this discussion.

Accommodations:

● If students are not willing to sing, they can just share their favorite song.
● Staff can also sing instead of students if they are not willing to sing in front of the group.

Reference


Reflection (After Lesson is Complete):
WEEK 8:
Teacher: 
Date:

Activity: Indigenous People’s Day Lesson (Sacagawea)

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- JU.K-2.13: I know some true stories about how people have been treated badly because of their group identities, and I don’t like it
- DL.K-2.10: I find it interesting that groups of people believe different things and live their daily lives in different ways.

Learning Objective(s):
1. Students will be able to vaguely recite the story of Sacagawea
2. Students will have a better understanding of Indigenous Peoples’ impact on the history and discovery of the United States.

Materials:
- Book: Sacagawea: The Journey to the West (1997) by Dennis B. Fradin
- Chart Paper
- Marker

Procedure:
1. Ask the class if they have ever heard of Sacagawea. Ask if they have ever heard of an Indigenous Person.
2. After brief discussion, explain that Indigenous People are those people that were living in America before Christopher Columbus ‘discovered’ their world. These people have been treated unfairly ever since, their land has been stripped from them.
3. Read the book aloud for the class.
4. Discuss similarities and differences between Sacagawea and yourself using a venn diagram in front of the room.

Assessment:
Formative -
- Observe student participation during the discussion of Indigenous Peoples.
- Observe student participation during the read aloud.
Summative -

- Assess student participation and accuracy of answers while completing the venn diagram.

Be mindful of:

- Correct students if they use the term American Indian instead of Indigenous Peoples, it is not politically correct

Accommodations:

- If a student cannot sit still during the read aloud, you may allow them to sit in the back as to limit disruption when they move.

References


Reflection (After Lesson is Complete):
WEEK 9:  
Teacher:  
Date:  

Activity: The Sandwich Swap Lesson  
Grade(s): PRE-K  

Teaching Tolerance Social Justice Standards:  
- DI.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone  
- ID.K-2.4: I can feel good about myself without being mean or making other people feel bad.

Learning Objective(s):  
1. The students will understand that friends may like things they like but also like things they don't  
2. Students will understand that liking different things from others does not mean they can’t be friends or either is wrong or bad, and that someone being different does not take away from them being themselves  

Materials:  
- Book: The Sandwich Swap (2010) by Queen Rania of Jordan Al Abdullah  
- Chart Paper/White Board  

Procedure:  
1. Read The Sandwich Swap  
2. Discuss how the friends from the book overcame their differences.  
3. Ask students to share similarities and differences between their interests and their friends interests (likes/dislikes).  
4. As a group create the perfect sandwich. The teacher can get the discussion started by adding their favorite sandwich bread, meat, condiment, or topping. Try to get input from each student.  

Assessment:  
Formative -  
- Watch for engagement during the reading of the book and participation during the activity  
Summative -  
- Assess the responses the students have to when other students add their part to the sandwich and correct any negative/inappropriate comments
Be mindful of:
- This activity may get silly, but refrain from reacting in disgust to what the students suggest adding. Model appropriate responses to students’ various responses (accepting, open-minded).

Accommodations:
- With a smaller group of students, have each student share their favorite sandwich.

Reference

Reflection (After Lesson is Complete):
WEEK 10:
Teacher: 
Date:

Activity: Dia de los Muertos

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- DL.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone.
- DL.K-2.7: I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
- DL.K-2.8: I want to know about other people and how our lives and experiences are the same and different.

Learning Objective(s):
1. Students will be aware that people have different beliefs and traditions and will learn how to discuss those differences respectfully.
2. Students’ knowledge and awareness of Dia de los Muertos will be improved.

Materials:
- YouTube Video about Dia de los Muertos
  - https://www.youtube.com/watch?v=-v4-1wFEzMolates
- White Paper Plates or Construction Paper
- Crayons, Markers, or Pencils
- Scissors
- Popsicle Sticks
- Tablet or Computer and Projector to Display Video

Procedure:
1. Introduce the holiday, Dia de los Muertos. Ask if any students have heard of or celebrated this holiday.
   Teacher: “Dia de los Muertos is a Mexican holiday where families celebrate the loved ones that have passed away. Dia de los Muertos means “day of the dead” in English. People that celebrate this holiday believe that when they pass away they travel to Chicunamictlan or the Land of the Dead. To assist their loved ones on this journey to the Land of the Dead, the family and friends will leave food and water at grave sites or altars. Popular symbols of this holiday are colorful skulls and skeletons. At the Dia de los Muertos festivals you would find people with colorful skull masks or facepaint. After this short video we will be making our own colorful skull mask.”
2. Show YouTube Video “Dia de los Muertos.”
   ● Allow time for questions about the video or holiday. (The video shows a young girl visiting with her mother on Dia de los Muertos.)
3. Hand out white construction paper or paper plates and other materials for students to decorate their skull masks.
   ● To save time, outline skulls for the student to cut out or cut out the skulls prior to the lesson.
4. When the students are done decorating their skulls, glue a popsicle stick on the bottom for a handle.

Assessment:
Formative -
   ● Assess students’ understanding by asking questions that reflect on the lesson (e.g. does this similar to your family’s traditions?)
Summative -
   ● Assess students’ interest in learning about another culture.

Be mindful of:
● Students who have experienced a recent death of someone close to them may be more sensitive during this holiday and lesson.
● Dia de los Muertos is NOT a Mexican version of Halloween.

Accommodations:
● The craft activity can be complete during center time to work with smaller groups of students.

References
A & E Television Networks, LLC. (2019, October 28). *Day of the dead (Die de los muertos)*. HISTORY. https://www.history.com/topics/halloween/day-of-the-dead

Film School Shorts. (2014, April 23). *Dia de los Muertos* [Video]. YouTube. https://www.youtube.com/watch?v=-v4-1wFEzM0


Reflection (After Lesson is Complete):
WEEK 11:
Teacher: Date:

Activity: Loving and Accepting Our Differences

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- JU.K-2.11: I know my friends have many identities, but they are always still just themselves.
- ID.K-2.1: I know and like who I am and can talk about my family and myself and name some of my group identities.

Learning Objective(s):
1. Students will be able to identify and express the differences between them and their friends and understand all parts of a person make up the whole person
2. They can name things about themselves that are part of their identity

Materials:
- Book: What’s the Difference?: Being Different is Amazing (2017) by Doyin Richards
- Book: All the Colors We Are (2014) by Katie Kissinger
- YouTube Video: Sesame Street: Color of Me Song
  - https://www.youtube.com/watch?v=4sqN2J9_axY

Procedure:
1. Have the students identify 1-2 differences between them and the person next to them
2. Watch “Color of Me” Song and encourage them to sing along and/ or dance
3. Have a brief explanation of the differences in skin tone, how everyone’s different but their skin color is great because it’s theirs.
4. Read All the colors we are
5. Tie it back to the song and discuss the differences again emphasizing uniqueness
6. Read What’s the difference?
7. Discuss that being proud of who you are is important but differences shouldn’t divide one another.

Assessment:
  Formative -
  - Observe students’ engagement for all three activities.
Summative -
  ● Assess students’ ability to recognize and communicate differences.

Be mindful of:
  ● Start off the discussion by modeling appropriate differences to point out. Differences should be limited to physical appearance. Calmly correct any students who state differences that may be hurtful.

Accommodations:
  ● Differently abled students don't have to dance or sing but be mindful of helping them if they do want to.

Reference
  Kissinger, K. (2014). *All the colors we are*. Redleaf Press.

Reflection (After Lesson is Complete):
WEEK 12:
Teacher: Date:

Activity: Veteran’s Day Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- ID.K-2.5: I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
- DI.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone.

Learning Objective(s):
1. Students will be able to see the way their family does things and then compare and contrast it to veterans.
2. Students will become more aware of a different lifestyle than their own.

Materials:
- Book: Veterans: Heroes in Our Neighborhood (2013) by Valerie Pfundstein
- Chart Paper/White Board
- Markers/Dry Erase Markers

Procedure:
1. Start a discussion with the whole class in a circle about what veterans are. Ask what branches of the military students know. Ask if anyone in the class knows a veteran or someone currently serving in the military?
   - Write the students’ answers to the above questions on a white board or chart paper.
2. Read Veterans: Heroes in Our Neighborhood aloud to students.
3. After, emphasize the importance of knowing that veterans are everyday people. They deserve respect and often have other jobs. They can be hard to recognize without their uniform!

Assessment:
Formative -
- Observe student participation in the opening discussion, all students should participate.
Summative -
- Assess student awareness of how veteran differ from normal civilians.
Assess student growth and understanding of veterans and the role they play in our communities before and after their military service. Assess through their answers of what they learned.

**Be mindful of:**
- Be mindful of the fact that some students might have parents that are veterans or family members who served in the military and have now passed.

**Accommodations:**
- Students who are hard of hearing can sit in the front, this way they can read the words while the teacher reads.
- Students who have trouble sitting still can be allowed to move to the back or to the side as to limit disruptions during reading.

**References:**

**Reflection (After Lesson is Complete):**
WEEK 13:
Teacher: 
Date: 

**Activity:** Different Abilities Lesson

**Grade(s):** PRE-K

**Teaching Tolerance Social Justice Standards:**
- DI.K-2.8: I want to know about other people and how our lives and experiences are the same and different.
- JU.K-2.14: I know that life is easier for some people and harder for others and the reasons for that are not always fair.

**Learning Objective(s):**
1. Students will be able to identify different experiences from themselves
2. Students will be able to identify equity/ differences in opportunity

**Materials:**
- YouTube Video: Sesame Street - Tarah’s Wheelchair Sports  
  - [https://www.youtube.com/watch?v=uybxouodDrI](https://www.youtube.com/watch?v=uybxouodDrI)
- Dodge Ball
- Small bouncy plastic/rubber ball
- Balloon
- Bouncy ball
- bin/basket

**Procedure:**
1. Watch “Tarah’s Wheelchair Sports”  
  - [https://www.youtube.com/watch?v=uybxouodDrI](https://www.youtube.com/watch?v=uybxouodDrI)
2. Discuss how people have varied amounts of ability in a variety of different areas and use examples
3. Place a bin out in the middle and have each student come up to the same spot but give them one of the different types of balls.
4. Have them throw the ball or other objects and make notice of where it lands.
5. Explain how everyone was from the same spot and got a chance to throw but not all the balls were the same and some were harder to throw.
6. Connect this idea back to the video and the activity to make a statement about how not everyone has the same abilities and it’s not their fault.
Assessment:

Formative -
- Check engagement during video and observe students’ reactions to the ball they receive.

Summative -
- Assess student’s understanding of having different abilities.
- Assess students’ understanding of external locus of control by their understanding of differing abilities are not their fault

Be mindful of:
- Do not let students pick their ball as the ball is meant to symbolize our varying ability levels.

Accommodations:
- Different balls can be utilized, but they should lead to varying difficulty for tossing.

Reference

Reflection (After Lesson is Complete):
WEEK 14:
Teacher: Date:

Activity: Thankful Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- JU.K-2.14: I know that life is easier for some people and harder for others and the reasons for that are not always fair.

Learning Objective(s):
1. Students will be able to identify at least one thing that they are thankful for.

Materials:
- YouTube Video: What Does it Mean to Be Thankful? (FOR KIDS!)
  - https://www.youtube.com/watch?v=PcVQGQalfnk
- Multiple Colors of Construction Paper
- Tape
- Markers, Colored Pencils, and Crayons
- Scissors
- I AM THANKFUL FOR… sign to hang on door

Procedure:
1. Watch the What does it mean to be thankful?
   - https://www.youtube.com/watch?v=PcVQGQalfnk
2. Discuss what it means to be thankful. Ask each student to share one thing they are thankful for.
4. After each student comes up with something they are thankful for, provide each student with a piece of construction paper. Trace their hand and either have students cut out their traced hand or cut it out for them.
5. Have students write what they are thankful for on their hand cut out.
   - Use hand-over-hand for those that need help or write it for them.
6. Tape the students’ hand cut outs onto the I AM THANKFUL FOR… sign.

Assessment:
Formative -
- Observe student attention during the video.
- Take note of student participation during the post video discussion.
Summative -
- Assess student answers of what they are thankful for. As long as students understand the idea that everyone has at least one thing to be thankful for.

Be mindful of:
- Some students may struggle to come up with something they are thankful for. Work with them individually and be mindful that some of our students’ basic needs may not be met, so it will be more difficult to come up with things they are thankful for.

Accommodations:
- If students are unable to cut with scissors, the teacher can cut everything out prior to the lesson.
- If students can not write, have them try their best, then write under what they wanted to write so that parents, students, and teachers can recognize what that student is thankful for.

References:

Reflection (After Lesson is Complete):
WEEK 15:
Teacher:                  Date:

Activity: Cultural Dance Party

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- DI.K-2.8: I want to know about other people and how our lives and experiences are the same and different.
- ID.K-2.5: I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

Learning Objective(s):
1. Students will understand that there are similar and different types of music depending on the culture.
2. Students will recognize their culture’s music and compare and contrast it to other cultures.

Materials:
- YouTube Playlist: Cultural Songs for Children
  - https://www.youtube.com/playlist?list=PLXGkB-AUrbY5kW-5l_9E14_Sk8Km5BcA-
- Laptop/Tablet
- Speaker/Bluetooth Speaker
- Fun props, costumes, and toys to dance with

Procedure:
1. Gather the students at the carpet and tell them that today we are going to have a little fun. We are going to have a dance party to music from all different cultures!
2. Pass out props, costumes, and toys to students.
3. Spread the class out so that they do not accidentally hit each other.
4. Start the playlist and start dancing with the students to promote participation. (You do not have to play the whole song if the students do not like it)
5. Explain to your students what culture each song is from.
6. Once the playlist is over, or students are burnt out, sit them down in a circle.
7. Go around the room and ask each student which song was their favorite and why.
Assessment:

Formative -
- Observe students’ engagement in the dance party and their attention while the teacher explains what culture each song is from.

Summative -
- Students will come up with their favorite song out of the many on the playlist.
- Students will recognize songs that are from their culture.

Be mindful of:
- YouTube ads may be inappropriate for this age, have someone by the computer to mute the ads if they do pop up.

Accommodations:
- If there are students that are hard of hearing, place them in a spot during the dance party that is closest to the speaker, but still a part of the group.
- If there are students who can not hear, translate using sign language OR find videos of these songs with an ASL interpreter.

References
Keeping up with the A’s. (2016, March 13). Cultural Songs for Children [Video Playlist]. YouTube. https://www.youtube.com/playlist?list=PLXGkB-AUrbY5kW-5I_9E14_Sk8Km5BcA-

Reflection (After Lesson is Complete):
WEEK 16:
Teacher: ____________________________ Date: ____________________________

Activity: Alike and Different (Thumbprints)

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- DI.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone.
- JU.K-2.11: I know my friends have many identities, but they are always still just themselves.

Learning Objective(s):
1. Students will recognize the similarities and differences between their fingerprints.
2. Students will understand the subtle and blatant differences between others in a shared identity group.

Materials:
- White 3" x 5" index cards
- Black or dark colored inkpad
- Pen
- Magnifying Glasses for every student if possible

Procedure:
1. Ask students to make a print of their thumbs on the white index card by pressing their thumbs to the inkpad, then pressing them to the card. Assist students who by pressing their thumbs for them if needed.
2. Label each student’s card with their name
3. Have students wash their hands as soon as possible after using the ink.
4. Let students use the magnifying glass to see how the prints are alike and different.
5. Point out that everyone has patterns on the skin of their fingers and each person's fingerprints are different from anyone else's.

Assessment:
Formative -
- Observe student participation while fingerprinting.
- Pay attention to whether students follow directions for
Summative -

- Assess student understanding of the subtle differences and similarities in students’ fingerprints.

Be mindful of:

- Students might not look closely at the fingerprints and claim that they are all the same. Take the student over to two different prints and point out the fine differences you see.

Accommodations:

- For students unable to use their fingerprints, you can do toe prints, or change the activity to snowflakes instead of fingerprints.

Reference


Reflection (After Lesson is Complete):
WEEK 17:
Teacher:  
Date:  
Activity: Me Collage  
Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:

- D.K-2.3: I know that all my group identities are part of me—but that I am always ALL me.
- JU.K-2.11: I know my friends have many identities, but they are always still just themselves.

Learning Objective(s):
1. Students will understand how different facets of themselves make up their whole self.
2. Students will understand how others’ identities and experiences make them who they are today.

Materials:
- Construction Paper
- Old/Recycled Magazines
- Scissors
- Glue
- Sharpie Marker

Procedure:
1. Send home a letter or email to parents explaining that students will be making a collage to help their classmates and teachers get to know their culture, identities, and interests.
2. On the day of this activity, introduce what identity means. The teacher should provide some examples to help the students understand.
   - Identity: qualities, beliefs, looks and/or expressions that make a person or group
3. Have students go around and share something about their identity. Encourage them to share different things.
4. In small groups, help students create collages containing images from recycled magazines. Once they have all the images glued on the construction paper, display their names somewhere on the paper whether with sharpie or letter clippings from recycled magazines.
5. After the collages have dried, have students share with their classmates.
Assessment:
  Formative -
   ● Assess students’ understanding of identity through discussion prior to the craft.
  Summative -
   ● Assess students’ understanding of their own identity.

Be mindful of:
  ● Encourage students to ask their peers questions or make appropriate connections between their collages.

Accommodations:
  ● Discussion of the collages can take place in smaller groups, if the teacher feels that better discussion would take place.

References

Reflection (After Lesson is Complete):
WEEK 18:
Teacher:  
Date: 

Activity: Gender Stereotypes Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- ID.K-2.1: I know and like who I am and can talk about my family and myself and name some of my group identities.
- ID.K-2.2: I can talk about interesting and healthy ways that some people who share my group identities live their lives.
- ID.K-2.3: I know that all my group identities are part of me—but that I am always ALL me.
- ID.K-2.4: I can feel good about myself without being mean or making other people feel bad.

Learning Objective(s):
1. Students will learn about gender stereotypes and how they influence people.
2. Students will share and learn about their peers’ interests and how those interests influence who they are.

Materials:
- Book: Pink is for Boys by Robb Pearlman
- Chart Paper
- Marker

Procedure:
1. Begin with a discussion about how we tend to categorize things like toys or clothes as being for boys or for girls. Draw a line down the center of chart paper. Ask students to list some things they think of that girls might be interested in. Do the same for boys. Write the responses for girls on one side and the responses for boys on the other.
2. Read Pink is for Boys by Robb Pearlman
3. After the story, ask students to list some things they may like that might be considered for girls (if their boys) and visa-versa. The teacher could give an example by listing something they like that society generally labels as an interest of the opposite gender.
Assessment:
Formative -
  ● Assess students’ understanding of gender stereotypes while asking the group to categorize items into “boy” and “girls” groups.
Summative -
  ● Assess students’ willingness to share their own interests and accept their friends’ differences.

Be mindful of:
  ● Encourage students to be kind and courteous and not giggle when their peers share their answers.

Accommodations:
  ● Instead of writing words on the chart paper, the teacher can print and cut out pictures of different items and activities and have the students put them in the boy or girl categories.

References

Reflection (After Lesson is Complete):
WEEK 19:
Teacher: 
Date: 

Activity: New Year’s Resolutions

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- ID.K-2.3: I know that all my group identities are part of me—but that I am always ALL me.
- ID.K-2.4: I can feel good about myself without being mean or making other people feel bad.

Learning Objective(s):
1. Students will identify a part of themselves that they wish to improve for the year.
2. Students will recognize and respect others in their quest to better themselves.

Materials:
- YouTube Video: HiHo Kids Share Their New Year’s Resolution | HiHo Kids
  - https://www.youtube.com/watch?v=5pcAd8oP5Xg
- Tablet or Laptop and Projector and Speakers
- Large Stars Cut from Yellow Construction Paper
- Markers, Crayons, and Colored Pencils
- Tape

Procedure:
1. Show the YouTube Video: HiHo Kids Share Their New Year’s Resolution | HiHo Kids
  - https://www.youtube.com/watch?v=5pcAd8oP5Xg
2. As a class, ask students to share how they celebrated New Year’s Eve. Did they eat special foods or have special activities?
3. Next ask students if they know what a New Year’s Resolution is and if they have ever tried to complete one.
   - New Year’s Resolution: goals we set at the beginning of the new year to improve ourselves
4. Have students think of a New Year’s Resolution for themselves and have some students share theirs.
5. In smaller groups, help students write or draw a picture of their resolution on a star made from yellow construction paper.
6. Display the stars around the room for students to see. When you are ready to take the stars down, check in with the students to see if the students are still working towards their goal.

**Assessment:**

- Formative -
  - Assess students’ understanding of New Year’s Resolutions through discussion.
- Summative -
  - Assess the students’ motivation to make a change through discussion during the craft.

**Be mindful of:**

- Encourage students to come up with age-appropriate resolutions and encourage them to come up with their own resolutions.

**Accommodations:**

- Hand-over-hand can be utilized to help students write a few words about their resolutions.

**References**

HiHo Kids. (2017, December 29). *HiHo Kids Share Their New Years Resolution | HiHo Kids* [Video]. YouTube. [https://www.youtube.com/watch?v=5pcAd8oP5Xg](https://www.youtube.com/watch?v=5pcAd8oP5Xg)


**Reflection (After Lesson is Complete):**
WEEK 20:
Teacher: Date:

Activity: Separate is Never Equal

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- JU.K-2.11: I know my friends have many identities, but they are always still just themselves.
- JU.K-2.12: I know when people are treated unfairly.
- JU.K-2.13: I know some true stories about how people have been treated badly because of their group identities, and I don’t like it.
- JU.K-2.14: I know life is easier for some people and harder for others and the reasons for that are not always fair.
- JU.K-2.15: I know people who helped stop unfairness and worked to make life better for many people.

Learning Objective(s):
1. Students will learn about the experiences of Sylvia Mendez, a Mexican American, and her family.
2. Students will discuss how the treatment of this family was unfair.

Materials:
- Book: Separate is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation by Duncan Tonatiuh

Procedure:
1. Review the following terms with the students:
   - Immigration: moving to live permanently in a foreign country
   - Segregation: separation of people of different racial groups in a country, community, or establishment
   - Discrimination: unfair treatment of different categories of people based on things like race, age, or gender.
2. Read Separate is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation. Ask students the following questions while reading the book:
   - After reading about the “Mexican School”: Teacher: “Does this seem like a school you would want to go to, with lots of flies and no playground?” “So do you think it is fair that Sylvia and her siblings are forced to go there just because they are not White?”
After finishing the book: **Teacher**: “How do you think Sylvia and her siblings felt when they were told they had to go to a different school because of the way they looked?”

**Assessment:**

- **Formative** - Assess students’ understanding of the terms introduced at the beginning of the lesson by sharing examples or asking follow-up questions.

- **Summative** - Assess students’ understanding of the discrimination displayed in the story through discussion.

**Be mindful of:**

- Discrimination may be a difficult term for this age to understand, but they can understand when others are being treated unfairly.

**Accommodations:**

- This story could be read or discussed in smaller groups to encourage input from each student.

**References**


**Reflection (After Lesson is Complete):**
WEEK 21:
Teacher: 
Date: 

Activity: Happy in Our Skin Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:

- ID.K-2.1: I know and like who I am and can talk about my family and myself and name some of my group identities.
- ID.K-2.3: I know that all my group identities are part of me—but that I am always ALL me.
- ID.K-2.4: I can feel good about myself without being mean or making other people feel bad.
- ID.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone.

Learning Objective(s):
1. Students will discuss how skin color and appearance is part of who they are, but that it is not as important as what is on the inside (beliefs, interests, values, etc).
2. Students will focus on looking past appearances to get to know their peers on a deeper level.

Materials:
- Book: Happy in Our Skin by Fran Manushkin
- White and Brown Eggs (Amount varies on how many times the teacher completes the activity)

Procedure:
1. Read Happy in Our Skin by Fran Manushkin.
2. Discuss with students that we may look different, but we may have more similarities that we can’t see.
3. As a class or in small groups, complete the egg activity.
   - Show the students a white and brown egg.
   - Ask the students what they notice is the difference between the eggs.
     - Students may provide other answers, but they should say the eggs are different colors.
   - Crack the eggs open and show the students that the eggs are the same on the inside even though they look different on the outside.
4. Emphasize that people are similar to the eggs, in the sense that we may all look very different on the outside but inside we have a lot of similarities.

Assessment:

Formative -
- Assess students’ understanding of physical differences through discussion while reading the book.

Summative -
- Through discussion during the egg activity, assess students’ understanding of how our differences make us special, but finding similarities with others allows us to make connections.

Be mindful of:
- Do NOT paint the eggs to show the different appearances. This could change the meaning of the activity.

Accommodations:
- If the teacher is unable to find brown eggs, try to find a YouTube video of someone doing this activity.
- The egg activity can be completed in smaller groups to encourage more students to discuss.

References

Reflection (After Lesson is Complete):
WEEK 22:
Teacher: 
Date: 

Activity: Martin Luther King Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards
- JU.K-2.13:I know some true stories about how people have been treated badly because of their group identities, and I don’t like it.
- JU.K-2.15:I know about people who helped stop unfairness and worked to make life better for many people.

Learning Objective(s):
1. Students will learn about Dr. Martin Luther King Jr.
2. Students will reflect on changes they would like to see within their community.

Materials:
- YouTube Video: The Story of Martin Luther King Jr. by Kid President
  o https://www.youtube.com/watch?v=4xXzhXTFWnE
- White or Tan and Brown Paint
- Large Construction Paper
- Markers, Crayons, or Colored Pencils

Procedure:
1. Begin by asking students if they have heard of Dr. Martin Luther King Jr.
2. Show YouTube Video: The Story of Martin Luther King Jr by Kid President
  o https://www.youtube.com/watch?v=4xXzhXTFWnE
3. In small groups students will work on the “My Dream” craft. (refer to picture at bottom of lesson)
   - Fold both sides of construction paper towards the middle of the paper
   - Have students write “My” on the left flap and “Dream” on the right flap
   - Paint students’ hands, one white/tan and one brown, and help them stamp their handprints onto the flaps in an interlocking position
     o Paint one hand at a time for easier positioning and for less mess
   - Ask students what their dream is, write it on the top of the inside of the flaps, and have them draw a picture of their dream below
Assessment:
Formative -
  ● Assess students’ knowledge of Dr. Martin Luther King Jr. through discussion prior to the video.
Summative -
  ● Assess students’ ability to see potential for change in the world around them through the “My Dream” activity.

Be mindful of:
  ● Paint should reflect possible skin colors. Do not pick colors at random.

Accommodations:
  ● In this lesson, it is assumed that students already have a basic idea of who Dr. Martin Luther King Jr. is, if it seems like your class is not understanding who he is find a children’s book that will educate them on his life and influences.

References

Reflection (After Lesson is Complete):

“My Dream” Craft
WEEK 23:
Teacher:                       Date:

Activity: Jackie Robinson Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- JU.K-2.13: I know some true stories about how people have been treated badly because of their group identities, and I don’t like it.
- JU.K-2.15: I know about people who helped stop unfairness and worked to make life better for many people.
- DLK-2.8: I want to know about other people and how our lives and experiences are the same and different.

Learning Objective(s):
1. Students will learn that Jackie Robinson’s faced discrimination and overcame it.
2. Students will understand how other people’s lives and experiences are the same and different.

Materials:
- YouTube Video: Grammy’s Book Nook
  - https://www.youtube.com/watch?v=ibWCmC23ERQ
- Blank person template
- Markers, Crayons, or Colored Pencils

Procedure:
1. Show YouTube Video: I am Jackie Robinson | Children’s Books Read Aloud
   - https://www.youtube.com/watch?v=ibWCmC23ERQ
2. Discuss how Jackie Robinson faced discrimination and how it influenced his life. What made Jackie Robinson unique?
3. Hand out blank person template with I am ____ written on the top.
   - Write “ I am ____” prior to activity to save time.
4. Have students fill in their name (or write it for them).
5. Have students draw themselves on the template and pick three words that describe themselves to write around the person.
Assessment:
Formative -
  ● Assess students’ understanding of the term “discrimination” by utilizing clarifying questions.

Summative -
  ● Assess students’ sense of identity during the “I am ____” activity.

Be mindful of:
  ● Describe discrimination in terms the students will understand.

Accommodations:
  ● The activity can be completed in small groups to help students write their identifiers.
  ● Purchase the book I am Jackie Robinson by Brad Meltzer instead of watching the read aloud.

References

Reflection (After Lesson is Complete):

Person Template
WEEK 24:
Teacher:                                      Date:

Activity: Rosa Parks Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:

- JU.K-2.12: I know when people are treated unfairly.
- JU.K-2.15: I know about people who helped stop unfairness and worked to make life better for many people.

Learning Objective(s):
1. Students will learn about Rosa Parks and her experiences with discrimination.
2. Students will learn about how African Americans were treated unfairly back in the 1960s and how Rosa Parks did her part to advocate for change.

Materials:
- Book: I am Rosa Parks by Brad Meltzer
- Yellow, Black, and White Construction Paper
  - Yellow- Bus outline
  - Black- Wheels
  - White- Windows
  - If the class is unable to cut, pre-cut the buses and allow them to glue.
- Scissors
- Markers, Crayons, and Colored Pencils
- Glue Stick

Procedure:
1. Gather the class on the floor for story time. “Does anyone know what famous person has a birthday on February 4th?”
2. Ask them if they have ever heard of Rosa Parks. Have a discussion about what they know about Rosa Parks. Be sure to include that Mrs. Parks is most well known for her civil rights activism and is also known for refusing to give up her seat to a white man.
3. Read I am Rosa Parks by Brad Meltzer.
4. Ask students to share what they learned about Rosa Parks.
5. In small groups, complete the bus craft.
   - Provide students with the cut-outs to glue together to create a bus.
● On the yellow part of the bus, instruct students to write what they learned about Rosa Parks.

6. Hang up the buses around the room.

Assessment:
Formative -
● Assess students’ understanding that some groups have been and are treated unfairly and it is everyone’s responsibility to work to change that.

Summative -
● Assess each students’ understanding of what Rosa Parks had to overcome through small group discussion during the craft.

Be mindful of:
● Research Rosa Parks prior to the activity to have basic knowledge prior to the lesson.

Accommodations:
● Precut bus cutouts prior to the activity to save time.

References

Reflection (After Lesson is Complete):
WEEK 25:
Teacher: Date:

Activity: Lunar New Year

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- DL.K-2.10: I find it interesting that groups of people believe different things and live their daily lives in different ways.
- ID.K-2.5: I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

Learning Objective(s):
1. Students will understand how others may celebrate a holiday they do not
2. Students will be able to explain how a holiday they do not celebrate works and is celebrated

Materials:
- YouTube Video: Chinese New Year for Kids | What is the Lunar New Year? | 2020 Year of the Rat
  - https://www.youtube.com/watch?v=rMjXRIPdWqw&vl=en
- Red and Yellow Construction Paper
- Scissors
- Stapler or Tape
- Glue
- Ruler
- Markers, Crayons, and Colored Pencils
- Paint, Glitter Glue, Buttons, Stickers, Ribbons, etc. to decorate lanterns

Procedure:
1. Ask students if any of them celebrate or know about Lunar/Chinese New Year
2. Show YouTube Video: Chinese New Year for Kids | What is the Lunar New Year? | 2020 Year of the Rat
   - https://www.youtube.com/watch?v=rMjXRIPdWqw&vl=en
3. Discuss how the Lunar New Year is similar and different to our new year (create your own list to help flow of discussion). Discuss what the color red symbolizes (happiness, wealth, and prosperity) and what the lantern festival symbolizes (reiterate from video).
4. In small groups begin the Lantern Craft (refer to picture of craft at the bottom of the lesson).
   - Fold the paper in half, lengthwise
● Draw a horizontal line, one inch from the long edge opposite the fold
● Cut vertical lines from the fold up to the horizontal line drawn. Leave about an inch between each slit.
● Unfold the paper and have students decorate the lantern.
● Once the lantern is decorated and dry roll the paper into a tube shape and tape or staple the ends together.

5. Hang lanterns around the room.

Assessment:
Formative -
● Assess students’ knowledge of the Lunar New Year prior showing the video.
Summative -
● Assess students’ understanding of the Lunar New Year and what the lanterns symbolizes.

Be mindful of:
● All cultures that celebrate lunar New Year, emphasize its more than chinese new year

Accommodations:
● Trace lines on the lantern for students to cut themselves, or precut lanterns for students to decorate to save time.

References
https://www.youtube.com/watch?v=rMjXRIPdWqw&vl=en

Reflection (After Lesson is Complete):

Red Lantern Craft
WEEK 26:
Teacher: 
Date: 

Activity: Consent Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
● AC.K-2.16: I care about those who are treated unfairly.
● AC.K-2.17: I can and will do something when I see unfairness - this includes telling an adult.
● AC.K-2.19: I will speak up or do something if people are being unfair, even if my friends do not.
● AC.K-2.20: I will join with classmates to make our classroom fair for everyone.

Learning Objective(s):
1. Students will learn about consent.
2. Students will see consent being modeled during the lesson and practice consent while they are in the classroom.
3. Students will learn how to respect when others do not give them consent or tell them “no.”

Materials:
● Book: C is for Consent by Eleanor Morrison

Procedure:
1. Introduce the word “consent” to the students and provide examples that the students may experience.
   ● Consent: permission for something to happen or agreement to do something
2. Read C is for Consent by Eleanor Morrison
3. With another adult show the students two scenarios:
   ● Scenario #1: One adult asks to hug, hold hands with, or high five the other adult.
     ○ The other adult should verbally consent. Example: “Yes we can hug”
   ● Scenario #2: Like before, one adult asks to hug, hold hands with, or high five the other adult.
     ○ The other adult should verbally refuse consent. Example: “No, thank you. I do not want to hug.”
   ● These scenarios should not be swapped. (We do not want to show students that if they continue to ask people may change their mind).
● In Scenario #2, the adult who asked for something should model how to respectfully accept “no”.

Assessment:

Formative -
● Assess students’ understanding of consent through discussion while reading the book.

Summative -
● Assess students’ ability to practice consent by asking clarifying questions during the adults’ skits (example: “did they consent, or say yes, to a hug?”)

Be mindful of:
● Consent should be practiced throughout the classroom as much as possible throughout the school year.
● If students share moments where adults or older students ignored their consent DO NOT ignore this. After the activity talk with the student individually.
● Refusing physical affection may be seen as disrespectful in certain cultures, but it is still important to teach students of all cultures about respect.

Accommodations:
● If students are comfortable/able, have them practice respectfully responding to being denied access to someone else’s personal space.

Reference

Reflection (After Lesson is Complete):
WEEK 27:
Teacher:  
Date:  

Activity: Garrett A. Morgan Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- DI.K-2.8: I want to know about other people and how our lives and experiences are the same and different.
- JU.K-2.15 I know about people who helped stop unfairness and worked to make life better for many people.

Learning Objective(s):
1. Students will have a better understanding of who Garrett Morgan is and what he accomplished.
2. Students will recreate one of Morgan’s most important inventions.

Materials:
- YouTube Video: GARRETT MORGAN (Traffic Light Inventor) - Black History Month
  - https://www.youtube.com/watch?v=iDwAulTzENQ
- Black Construction Paper
- Green, Yellow, and Red Paint
- Paint Brushes
- Scissors
- White Chalk
- Tablet or Laptop and Projector and Speakers

Procedure:
1. Introduce Garrett Morgan to the students.
   - African American Inventor: most famous for improving the traffic signal for what we know today
2. Show YouTube Video: GARRETT MORGAN (Traffic Light Inventor) - Black History Month
   - https://www.youtube.com/watch?v=iDwAulTzENQ
3. In small groups begin stoplight craft.
   - Give students black construction paper cut into rectangles
   - Ask students to draw three circles (lights) in a line, not touching each other, on the black construction paper
• Have students fill circles (lights) with red (top), yellow (middle), and green (bottom) paint.

4. While working on the crafts ask the students if they can think of any inventions they would like to create some day.
   • Provide an example to get the discussion started.

5. Hang the stop lights around the room

Assessment:
   Formative -
   • Assess students’ understanding of what inventors do and who Garrett Morgan is through discussion.

   Summative -
   • Assess students’ ability to see themselves as inventors through the small groups discussion.

Be mindful of:
• Research Garrett Morgan prior to the lesson.

Accommodations:
• Precut the rectangles to save time.
• Use the chalk to label where each color should go so that students do not forget.

References

Reflection (After Lesson is Complete)
WEEK 28:
Teacher: Date:

Activity: Rock Families

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- ID.K-2.5: I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
- DLK-2.8: I want to know about other people and how our lives and experiences are the same and different.

Learning Objective(s):
1. Students can identify defining features of themselves and their family members
2. Students will be able to listen to and identify features of other people and their families

Materials:
- YouTube Video: Sesame Street: F is for Family
  - https://www.youtube.com/watch?v=XxcJ44Tu0HA&list=PL8TioFHubWFtbDj9_NI5fK9nbf-07wE5j&index=4
- Googly eyes
- String, Yarn
- Markers
- Different size rocks

Procedure:
1. Glue two googly eyes on all the rocks (enough for about 4 rocks per child)
2. Show YouTube Video: F is for Family
   - https://www.youtube.com/watch?v=XxcJ44Tu0HA&list=PL8TioFHubWFtbDj9_NI5fK9nbf-07wE5j&index=4
3. Discuss that not all families look or act the same.
4. Have each student pick out enough rocks for their family members
5. Have each student decorate their rocks to resemble the family members (hair will likely require assistance). While crafting discuss the students’ different families in small groups.
6. Have each student who is willing share their rock family
Assessment:
  Formative -
    ● Assess the students’ responses to the video and to the discussion
  Summative -
    ● Assess the students’ ability to identify key features about their families and how it compares to others

Be mindful of:
  ● Having all available materials for hair types (different types of yarn and string)

Accommodations:
  ● Rocks may not be appropriate for your classroom, make rocks out of construction paper and create a model to show the students.

References
https://www.youtube.com/watch?v=XxcJ44TuoHA&list=PL8TioFHubWFtbDj9_NI5fK9nbf-07wE5j&index=4

Reflection (After Lesson is Complete):
WEEK 29:
Teacher: 

Activity: Courageous Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
  ● JU.K-2.15: I know about people who helped stop unfairness and worked to make life better for many people.
  ● JU.K-2.13: I know some true stories about how people have been treated badly because of their group identities, and I don’t like it.

Learning Objective(s):
  1. Students will be able to recognize unfair treatment (injustice).
  2. Students will learn specific moments of injustice in history.

Materials:
  ● Book: Courageous People by Heidi Poelman

Procedure:
1. Read Courageous People by Heidi Poelman.
2. Discuss if the students know any other examples not in the book.
3. Use scenarios to demonstrate injustice and see if the students can identify the unfair treatment.
4. Ask students to come up with ways to stand up to unfair treatment (injustice) in these scenarios or in scenarios they have experienced.

Assessment:
Formative -
  ● Observe and assess students’ prior knowledge of people who overcame injustice.
Summative -
  ● Assess students’ ability to recognize injustice and assess if they can problem solve how to provide equity.

Be mindful of:
  ● Pair “unfair treatment” with “injustice” so that students can learn what injustice is.
Accommodations:
- Students may struggle to come up with ways to stand up against injustice, have a list prepared for ways they, as preschoolers, can stand up for themselves and others. (Example: standing up to peers being unkind to other peers or not sharing).

References

Reflection (After Lesson is Complete):
WEEK 30:
Teacher: Date:

Activity: A Friend Like Simon

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- DI.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone.
- JU.K-2.14: I know that life is easier for some people and harder for others and the reasons for that are not always fair.

Learning Objective(s):
1. Students will learn everyone has something to offer as a friend
2. Students will learn people have different abilities that may not always be obvious or visible

Materials:
- Book: A Friend Like Simon by Kate Gaynor
- Construction Paper
- Markers, Crayons, and Colored Pencils

Procedure:
1. Read A Friend Like Simon
2. Have a discussion about how different friends think differently and reaffirm the concept of autism. Ask them to name something they like about their friend that makes them different.
3. In small groups, hand out construction paper and markers, crayons, or colored pencils.
4. Ask students to draw a friend who is different from them and ask them to explain how they are different.

Assessment:
Formative -
- Assess students’ understanding of Autism through discussion during the reading of the book.
Summative -
- Assess how they see themselves in the comparison to their drawing of a friend that is different from them.
Be mindful of:

- Encourage students to be kind when discussing differences and not making fun of friends’ differences. The pictures they draw are not meant to be silly or imaginary friends.

Accommodations:

- Have a model of the craft ready as an example to help students get started.

References


Reflection (After Lesson is Complete):
WEEK 31:
Teacher:  
Date:  

Activity: Color of Me  

Grade(s): K-5  

Teaching Tolerance Social Justice Standards:  
- ID.K-2.1: I know and like who I am and can talk about my family and myself and name some of my group identities.  
- ID.K-2.2: I can talk about interesting and healthy ways that some people who share my group identities live their lives.  

Learning Objective(s):  
1. Students will identify their interests and characteristics and share those with their peers.  
2. Students will learn how their identities make them who they are and how their differences and similarities with their peers are what makes them unique.  

Materials:  
- About Me Worksheet (located at bottom of lesson)  
- Markers, Crayons (including multicultural crayons for skin color), Pens, and Colored Pencils  

Procedure:  
1. Find time to work on the About Me Worksheet with each student individually.  
2. Once they are all complete have students share their worksheet with the class.  
3. Point out similar answers among students.  
4. Emphasize that students will have some similar experiences and interests and some different ones and it is important to respect those differences.  

Assessment:  
Formative -  
- Assess students’ ability to identify their own characteristics and interests while working with them individually on the worksheets.  

Summative -  
- Assess students’ ability to identify differences and similarities among their peers.
Be mindful of:

- When referring to family, emphasize that there are many different kinds of families. Let the students do their best to explain who is part of their family and who they live with.

Accommodations:

- Have students draw themselves in the “This is Me” section or print out a photo of them to glue/tape here.

References


Reflection (After Lesson is Complete):
IT'S ALL ABOUT...

THIS IS ME

I AM □ □ □
YEARS OLD

I LIVE IN

MY FRIENDS ARE...

THIS IS MY FAMILY

MY FAVORITE...

COLOR

FOOD

TV SHOW

BOOK

I WANT TO BE A

______________________________________

WHEN I GROW UP
WEEK 32:
Teacher: Date:

Activity: Black History Month Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- DI.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone.
- DI.K-2.7: I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
- DI.K-2.8: I want to know about other people and how our lives and experiences are the same and different.
- DI.K-2.9: I know everyone has feelings, and I want to get along with people who are similar to and different from me.
- DI.K-2.10: I find it interesting that groups of people believe different things and live their daily lives in different ways.

Learning Objective(s):
1. Students will learn about Black History Month and different influential, historical individuals within the Black community.
2. Students will discuss how the individuals’ experiences impacted their lives and how they overcame adversity.

Materials:
- Book: Little Leaders: Bold Women in Black History by Vashti Harrison
- Book: Little Legends: Exceptional Men in Black History by Vashti Harrison

Procedure:
1. Introduce what Black History Month to the students.
2. Throughout the week read through the biographies from the Little Leaders and Little Legends books by Vashti Harrison.
3. Discuss the accomplishments and hardships of the different individuals after reading their biographies.
Assessment:
  Formative -
  ● Assess students’ understanding of Black History Month through discussion prior to reading the biographies.
  Summative -
  ● Assess students’ willingness to learn about individuals in history that may have different identities from their own through discussion while reading the biographies.

Be mindful of:
  ● Some of the biographies are about people that the teacher may not have heard of. Do not shy away from telling their stories. Complete your own research to improve your knowledge of these individuals.

Accommodations:
  ● Read about 3 different biographies a day throughout the month to allow time for proper discussion of each individual.

Reference

Reflection (After Lesson is Complete):
WEEK 33:
Teacher: 
Date: 

Activity: Maya Angelou Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- DI.K-2.8: I want to know about other people and how our lives and experiences are the same and different.
- JU.K-2.15: I know about people who helped stop unfairness and worked to make life better for many people.

Learning Objective(s):
1. Students will understand how this influential person’s life is different or similar to their own.
2. Students will understand how Maya Angelou was someone who helped stop injustice.

Materials:
- Book: Maya Angelou: My First Maya Angelou by Lisabeth Kaiser
- Paint
- Paper Plates (to hold the paint)
- Large Poster Board or Butcher Paper for Poster
- Sharpie

Procedure:
1. Read Maya Angelou: My First Maya Angelou by Lisbeth Kaiser
2. Discuss the power of voice and how it can enact change
3. With one or two students at a time, place one hand in the paint (on the paper plate) and put their handprint along the border of the poster board or paper.
4. Once dry write the name of the student on each hand (Use masking tape to label the hands while they dry).
5. Once the paint is dry, write Maya Angelou’s quote, “If you are always trying to be normal, you will never know how amazing you can be.”
6. Hang the poster in the room.

Assessment:
- Formative -
  - Assess students’ understanding of Maya Angelou’s experiences through discussion.
Summative -

- Assess the impact of Maya Angelou’s story by discussing how to stand up to injustice with students during the craft.

Be mindful of:

- Research Maya Angelou prior to the lesson so that you have a basic understanding of her life and experiences.

Accommodations:

- With a smaller class, you may want to have students place more than one handprint on the poster.
- Other Maya Angelou quotes may fit your class better.

References


Reflection (After Lesson is Complete):
WEEK 34:
Teacher: 

Activity: Songkran Water Festival

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- DL.K-2.10: I find it interesting that groups of people believe different things and live their daily lives in different ways
- DL.K-2.8: I want to know about other people and how our lives and experiences are the same and different.

Learning Objective(s):
1. Students will learn about the different New Year celebrations in Thailand.
2. Students will discuss similarities and differences between how they celebrate New Year’s and how other cultures celebrate New Year’s.

Materials:
- YouTube Video: Quick Guide to the Songkran Festival
  - [https://www.youtube.com/watch?v=ZDUeFWHAU0Y](https://www.youtube.com/watch?v=ZDUeFWHAU0Y)
- Small Spray Bottles of Water Mixed with Tempera Paint (50/50 Mixture)
- White Construction Paper

Procedure:
1. Watch YouTube Video: Quick Guide to the Songkran Festival
   - [https://www.youtube.com/watch?v=ZDUeFWHAU0Y](https://www.youtube.com/watch?v=ZDUeFWHAU0Y)
2. Emphasize the importance of the water for the festival as a sense of cleansing the bad from the past and providing luck for the future.
3. In small groups, work with students on the craft.
   - Hand out the construction paper.
   - Have students pick a spray bottle color to start with.
   - Students can switch up the color to make their paper colorful.

Assessment:
- Formative -
  - Observe the students’ reactions to the video and discussion of the importance of water to the festival
Summative -
  
  - Assess students’ understanding of the concept of cleansing from the festival and the connection to the craft.

Be mindful of:
  
  - Make sure the discussion is positive and not denouncing any other beliefs but just focusing on the ones discussed in the video

Accommodations:
  
  - Canvas or other materials may work better than construction paper to wet/color with the spray.

References
  
  
  
  Reflection (After Lesson is Complete):
WEEK 35:
Teacher: Date:

Activity: César Chávez Day Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- AC.K-2.16: I care about those who are treated unfairly.
- AC.K-2.17: I can and will do something when I see unfairness-this includes telling an adult.
- AC.K-2.19: I will speak up or do something if people are being unfair, even if my friends do not.
- AC.K-2.20: I will join with classmates to make our classroom fair for everyone.

Learning Objective(s):
1. Students will learn about Cesar Chavez and Dolores Huerta, Latino American Civil Rights Activists.
2. Students will discuss unfair treatment and how people work to make a change.

Materials:
- Book: Side by Side/Lado a Lado: the Story of Dolores Huerta and Cesar Chavez/La Historia de Dolores Huerta y Cesar Chavez by Monica Brown

Procedure:
1. Introduce the students to Cesar Chavez and Dolores Huerta.
   - Cesar Chavez: American labor leader, community organizer, businessman, and Latino American civil rights activist; co-founder of the National Farmworkers Association
   - Dolores Huerta: American labor leader and civil rights activist; co-founder of the National Farmworkers Association
2. Terms to review (prior to or while reading the book):
   - Migrant Farm Workers: farm workers that move around to harvest crops
   - Justice: fair behavior or treatment
3. Discuss the unfair treatment of the farmworkers in the book and what Cesar and Dolores did to encourage change.
Assessment:
Formative -
- Assess students’ understanding of who Cesar Chavez and Dolores Huerta are through discussion prior to reading the book.
Summative -
- While reading the book, discuss the terms that students may not be familiar with and assess their understanding through discussion.

Be mindful of:
- Cesar Chavez day is March 31st. This lesson does not have to take place on that day, but the teacher should at least mention the date of the day we have to celebrate his hard work.
- The teacher should research Cesar Chavez and Dolores Huerta prior to the lesson to gather some basic knowledge for any student questions.

Accommodations:
- Print out photos to display of Cesar Chavez and Dolores Huerta to display in the classroom.

References

Reflection (After Lesson is Complete):
WEEK 36:
Teacher: 
Date: 

Activity: Helping Others

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- JU.K-2.14: I know that life is easier for some people and harder for others and the reasons for that are not always fair.
- AC.K-2.20: I will join with classmates to make our classroom fair for everyone.

Learning Objective(s):
1. Students will understand that not everyone has the same abilities as them, but just makes them different, not better or worse.
2. Students will discuss ways to help others in situations that are unfair or not equitable.

Materials:
- YouTube Video: Maggie and the Ferocious Beast - All Shorts
  - https://youtu.be/eVAPFOeVfyo?t=242

Procedure:
1. Discuss students experiences with helping a friend in need.
2. Show YouTube Video: Maggie and the Ferocious Beast - All Shorts
   - https://youtu.be/eVAPFOeVfyo?t=242
3. Discuss with students how Maggie helped the Ferocious Beast in each scenario.
4. Ask students to provide examples for how they would have helped or how they can help peers in their classroom.

Assessment:
- Formative -
  - Observe their response during the video and the discussion
- Summative -
  - Assess their understanding of asking for help and providing help and how to make situations more equitable

Be mindful of:
- Scenarios utilized during discussion should not make students feel isolated or targeted.
Accommodations:
- The teacher can utilize other videos that share scenarios like Maggie and the Ferocious Beast.

References

Reflection (After Lesson is Complete):
WEEK 37:
Teacher: Date:

Activity: Cinco de Mayo

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- DI.K-2.8: I want to know about the other people and how our lives and experiences are the same and different.
- DLK-2.10: I find it interesting that groups of people believe different things and live their daily lives in different ways.

Learning Objective(s):
1. Students will learn about Cinco de Mayo.
2. Students will understand that people from different countries may celebrate different holidays from them.

Materials:
- Book: Cinco de Mayo by Emma Carlson Berne
- Tissue Paper
- Scissors
- String

Procedure:
1. Read Cinco de Mayo by Emma Carlson Berne to the students.
2. Review what the celebration of Cinco de Mayo is for.
3. Introduce the craft to the students. Students will create Papel Picados. These are a popular decoration for Cinco de Mayo. They are tissue paper banners.
   - Prior to the lesson create a Papel Picado to show as an example.
   - Fold the tissue paper in the middle to create a long rectangle (hot dog style), then fold it again, creating a thinner rectangle.
   - Along one edge cut out triangles.
     - Prefold and draw triangles for students to save time.
   - When you unfold it you should see rows of diamond shaped cut outs.
   - Hang on string to create banners for your classroom.
Assessment:
Formative -
  ● Assess students’ understanding of Cinco de Mayo by asking clarifying questions during the read aloud.
Summative -
  ● Assess students’ understanding that different cultures celebrate different holidays by continuing discussion during the craft.

Be mindful of:
● Cinco de Mayo is NOT like the United States Independence Day. Mexico’s Independence Day is September 16th.

Accommodations:
● Work on the Papel Picado craft in smaller groups to help students use scissors.

References

Reflection (After Lesson is Complete):
WEEK 38:
Teacher:  
Date:  
Activity: Ramadan Lesson  
Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- DL.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone.  
- DL.K-2.7: I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.  
- DL.K-2.8: I want to know about other people and how our lives and experiences are the same and different.  
- DL.K-2.10: I find it interesting that groups of people believe different things and live their daily lives in different ways.

Learning Objective(s):
1. Students will learn about the Muslim holiday Eid al-Fitr.  
2. Students will learn that people may celebrate different holidays and hold different beliefs.

Materials:
- Book: *It’s Ramadan, Curious George* by H. A. Rey  
- String  
- Scissors  
- Construction Paper  
- Liquid Glue

Procedure:
1. Introduce the topic of the lesson and the following terms:  
   - Muslim: a follower of the religion of Islam  
   - Islam: a religion where the followers believe in one God which they call Allah. Allah is Arabic for “the god.”  
   - Mosque: a place of worship for followers of Islam  
   - Ramadan: during Ramadan Muslims fast and pray because they believe it helps them become closer to their God  
   - Eid al-Fitr: the holiday celebration that occurs at the end of Ramadan  
   - Fasting: when people go without eating for a period of time usually lasting from 12 hours to 24 hours.
2. Read: *It’s Ramadan, Curious George* by H. A. Rey. Prior to reading the book to students prompt them to think about how Ramadan is similar and different from holidays they celebrate.

3. For the craft, have students cut out stars and crescent moon shapes out of construction paper. Then have students use liquid glue to glue the stars and crescent moons on to string. Hang the strings around the room.
   - The teacher may choose to staple the shapes onto the string if the glue does not hold.
   - To make the process go quicker, draw crescent moon and star shapes on construction paper for the students and let them cut.

**Assessment:**

Formative -
- Assess students’ understanding of Ramadan prior to reading the book through discussion of the new terms.

Summative -
- Assess students’ understanding of differences and similarities between holidays they celebrate and Ramadan through discussion after reading the book.

**Be mindful of:**
- As the teacher, take time to learn to properly pronounce the different terms.

**Accommodations:**
- Display the terms and definitions somewhere the students can see and leave them up for a couple of days to help students learn the words.
- Work in smaller groups for the craft to help the students cut out the shapes and glue them to their strings.

**References**


**Reflection (After Lesson is Complete):**
WEEK 39:
Teacher: Date:

Activity: We’re Different, We’re the Same Sesame Street

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- DI.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone.
- DI.K-2.7: I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.

Learning Objective(s):
1. Students will understand that everyone has something to offer as a friend
2. Students will be able to respectfully identify differences and similarities between them and others

Materials:
- YouTube Video: Sesame Street: We’re Different, We’re the Same | Read Along Series
  - https://www.youtube.com/watch?v=hUrb4SZnxg

Procedure:
1. Discuss with the students how they are different from their peers. Ask students to share how they met some of their friends and how they have similar and different interests (likes/dislikes).
2. Watch YouTube Video: Sesame Street: We’re Different, We’re the Same | Read Along Series
   - https://www.youtube.com/watch?v=hUrb4SZnxg
3. Explain the following activity to students prior to asking them to stand up.
   - Have students stand on one side of the open space.
   - Read through different characteristics and interests and ask students to walk to the other side of the space (also gesture to the side you want them to go to) if that is a characteristic they hold or an interest they have. (Examples: “If you like pizza walk to this side of the space.” “If you like the color blue walk to this side of the space.” “If you have dimples, walk to this side of the room.” “If you have blue eyes walk to this side of the room.”)
4. Throughout the activity ask students to look at who is around them after moving to the other space in the room. Draw parallels to the video for each exercise and emphasize everyone can relate or differ to others and it is not bad that we are different.
Assessment:
  Formative -
  ● Observe their response during the video and the introductory discussion

  Summative -
  ● Assess their responses during the exercise.

Be mindful of:
  ● The characteristics and interests used in the exercise should be considered prior to the activity and not made up on the spot. Try not to utilize options that do not single out students in a negative way. Utilizing an option that would point out that a student is the only minority in the class, would not align with the purpose of this activity.

Accommodations:
  ● Instead of walking across the room, students can sit in place and raise their hand.
  ● If the read aloud on YouTube is no longer available, find the book in store or online.
  ○ We’re Different, We’re the Same by Bobbi Kates

References
Sesame Street. (2018, June 5). Sesame Street: We’re Different, We’re the Same | Read Along Series [Video]. YouTube. https://www.youtube.com/watch?v=hUrib4SZnxg

Reflection (After Lesson is Complete):
WEEK 40:
Teacher: Date:

Activity: Empathy Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
- DI.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone.
- DI.K-2.7: I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
- DI.K-2.8: I want to know about other people and how our lives and experiences are the same and different.
- DI.K-2.9: I know everyone has feelings, and I want to get along with people who are similar to and different from me.

Learning Objective(s):
1. Students will learn about empathy.
2. Students will be able to identify moments when they have shared the feelings of another, showing their ability to feel empathy.

Materials:
- Book: I Am Human by Susan Verde

Procedure:
1. Discuss the following term with the students, provide examples, and ask students if they can provide an example of when they showed empathy.
   - Empathy: the ability to understand and share the feelings of another
2. Read I Am Human by Susan Verde
3. Ask students if they have ever shared the feelings or experiences that the main character in the book discussed. Emphasize that although we are all different humans and may not look alike, we may have similar experiences and feelings and being able to identify feelings you share with another person is empathy.

Assessment:
Formative -
- Assess students’ understanding of “empathy” through discussion prior to reading the book.
Summative -
  ● Assess students’ ability to identify their experiences with empathy.

Be mindful of:
  ● Empathy is an important skill to have in conflict resolution. Teachers will be able to reiterate ideas from this lesson when helping students resolve conflicts.

Accommodations:
  ● It may help students to read through the story a second time so they can identify experiences and feelings they can relate to within the story.

References

Reflection (After Lesson is Complete):
WEEK 41:
Teacher: Date:

Activity: Juneteenth Lesson

Grade(s): PRE-K

Teaching Tolerance Social Justice Standards:
● DL.K-2.8: I want to know about other people and how our lives and experiences are the same and different.
● DL.K-2.9: I know everyone has feelings, and I want to get along with people who are similar to and different from me.

Learning Objective(s):
1. Students will learn about the celebration of Juneteenth.
2. Students will recognize that not all Americans were treated equally in the past and how that influences those individuals today.

Materials:
● Book: Juneteenth for Mazie by Floyd Cooper

Procedure:
1. Discuss when and what Juneteenth is.
   ● When: June 19th
   ● Juneteenth is a celebration that marks a day in 1865 when enslaved Texans learned they’d be freed. This was over two years after President Abraham Lincoln had issued the Emancipation Proclamation which had said that all slaves were to be freed. So, Juneteenth celebrates the moment when all slaves in America had learned of their freedom and were free.
   ● Although free, African-Americans still experienced unfair treatment, but Juneteen is a day to focus on what has been overcome and celebrate moving forward.
2. Read the book Juneteenth for Mazie by Floyd Cooper.
3. Discuss with students how it is important to celebrate and recognize when we overcome challenges.

Assessment:
Formative -
● Assess students’ willingness to learn about their own or another person’s culture during the discussion of Juneteenth.
Summative -
  ● Assess students’ understanding of the unfair treatment of some groups of people and it influences those groups.

Be mindful of:
  ● Juneteenth is a time for African-Americans to celebrate, not non-African-Americans. Students of other ethnicities can take this time to acknowledge the challenges and accomplishments of the African-American community.

Accommodations:
  ● The teacher can split students into smaller groups for more opportunities to discuss, however, be sure that these groups are diverse.

References

Reflection (After Lesson is Complete):
WEEK 1:
Teacher: Date:

Activity: It’s Okay to Be Different Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- ID.K-2.1: I know and like who I am and can talk about my family and myself and name some of my group identities.
- ID.K-2.3: I know that all my group identities are part of me—but that I am always ALL me.
- DI.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone.

Learning Objective(s):
1. Before and after listening to a fiction picture book, students will orally support an opinion with reasons.
2. During listening to a fiction picture book, students will be asked to answer questions, referring to the text to support responses.
3. After listening to a fiction picture book, students will be asked to orally communicate what the main idea of the book is and provide evidence from the text.
4. After listening to a fiction picture book, students will be asked to draw evidence from the text to determine the main idea of the book with reasons in writing.

Materials:
- Book: It’s Okay to Be Different (2009) by Todd Parr
- GOOD/BAD Signs
- Written Response Exit Ticket

Procedure:
1. Before Reading
Introduce the topic of diversity by having students listen to your directions. These will help point out similarities and differences in the classroom. Tell the class:
- If you are eight years old, please stand up.
  - Thank you, please sit down
- Everyone wearing red please stand up
Thank you, please sit down

- If you like to dance, please stand up
  - Thank you, please sit down
- Stand up if you have freckles on your skin
  - Thank you, please sit down

“Turn to a neighbor now and try to point out 3 or more differences between you.”

Give time for discussion, if time allows, have students share what they spoke about

“Are differences bad? If you think that differences are bad go to the “BAD” wall. If you think differences are good go to the “GOOD” wall. Be prepared to share why you chose this answer.

Students move and discuss. If time allows, facilitate a healthy discussion on why differences are good.

“At the end of the story we will revisit this question. It is okay if your thinking changes and it is okay if your thinking stays the same.”

2. During Reading
p. 2: Text: “It’s okay to need some help.”
Teacher: “Turn to a neighbor quickly and tell them the last time you needed help. (Allow time for discussion, if time allows, ask for volunteers to share) The last time I needed help was this morning, I lost my wallet in my house and could not find it! I asked my mom for help and she helped me find it!”

p. 8-9: Text: “It’s okay to be… small, medium, large, extra-large.”
Teacher: “Raise your hand if your family includes all types of sizes. (PAUSE) In my family, my little brother is small, I am medium, and my parents are large!”

p. 15: Text: “It’s okay to be embarrassed.”
Teacher: “Raise your hand if you have ever been embarrassed. Everyone’s hand should be raised. Being embarrassed is acceptable, it happens to everyone. I get embarrassed all the time. As much as it feels like it, it is not the end of the world.”

p. 16: Text: “It’s okay to come in last.”
Teacher: “This concept is very important. You will come in last place in your life. It is bound to happen. Just remember that losing or coming in last is not the end of the world.”

p. 30: Text: “It’s okay to be different. You are special and important just because of being who you are.”
Teacher: “This is the most important message in this book to me. Please repeat after. It is okay to be different (It is okay to be different). I am special and important (I am special and important) just because of being who I am (just because of being who I am).”

3. After Reading
“Now that we have read It’s Okay to Be Different, we will redo our previous activity. Are differences bad? If you think that differences are bad go to the ‘YES’ wall. If you think differences are good go to the ‘NO’ wall. Be prepared to share why you chose this answer.”
Students move and discuss. If time allows, facilitate a healthy discussion on why differences are good.

“Did your answer change from before? Why or why not?”

“What is the main idea of the story? What is the purpose of It’s Okay to Be Different? What is the author, Todd Parr, trying to tell you? I want you to do your best to complete the exit ticket for today. You may use whatever materials you want. Try to do it on your own at first, if you get stuck then turn to a neighbor and complete it together.”

Assessment:
Formative -
- The teacher will observe students during their partner share time and note level of participation. All students are expected to participate.
- The teacher will observe students during the read aloud, paying attention to participation in discussion with peers. All students are expected to participate.

Summative -
- Exit slips will be collected and assessed for evidence of comprehensions and ability to recognize the main idea of a piece of literature. (Exit Slip is located at the bottom of the lesson plan).
  - Advanced - students produce three correct answers
  - Proficient - students produce two correct answers
  - Basic - students produce one or no correct answers

Be mindful of:
- Students asking why differences are good, would it not be better if we were all the same? Make sure you as a facilitator do your own research on this topic.

Accommodations:
- If students are unable to participate in the movements, they can stay at their seat and tell the class which side they chose and why.

Reference
Parr, Todd. It’s Okay to Be Different. Spotlight, a Division of ABDO, 2009.

Reflection (After Lesson is Complete):
EXIT TICKET

It’s Okay to Be Different by Todd Parr

What was the main idea of It’s Okay to Be Different?

What was Todd Parr’s purpose in writing this book?

Name and draw two differences that Todd Parr says that it is okay to have.

Difference 1:__________________ Difference 2:__________________
WEEK 2:
Teacher: 
Date:

Activity: Classroom Puzzle

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- ID.K-2.1: I know and like who I am and can talk about my family and myself and name some of my group identities.
- ID.K-2.2: I can talk about interesting and healthy ways that some people who share my group identities live their lives.
- ID.K-2.3: I know that all my group identities are part of me—but that I am always ALL me.
- DL.K-2.8: I want to know about other people and how our lives and experiences are the same and different.

Learning Objective(s):
1. Students will be able to differentiate themselves from others and recognize similarities as well.
2. Students will understand that although they are all different, together they make a whole.
3. Students will be able to identify at least three (3) defining features of themselves.

Materials:
- Puzzle cut out (google # of children’s blank puzzles)
- Markers, Crayons, and Colored Pencils
- Magazines
- Glue sticks
- Scissors
- Feathers
- Pipe Cleaners

Procedure:
1. Students will be given their own puzzle piece to decorate.
2. Once puzzle pieces are handed out, tell students to decorate them however they want using the materials provided. Tell them that it must include 3 defining features of them (likes or dislikes), for example, baseball, pizza, and the color orange. Teachers should do one of themselves as well, this could serve as an example but should be included in the puzzle.
3. Once all students finish decorating their puzzle piece, have them put their name on the back and mix it in the pile with everyone else’s pieces. Lead an activity where students put the puzzle together.

4. After the puzzle is finished show the students. As they are looking at the completed puzzle, explain how although they are all unique individuals, they are all a part of something bigger than themselves, like the classroom. We all make up one whole classroom and we are just as important as our classmates next to us.

**Assessment:**

- **Formative -**
  - As students work on their puzzle pieces, assess their ability to identify three of their defining characteristics.

- **Summative -**
  - During the wrap-up conversation at the end of the lesson, assess students’ understanding of the concept of individuals making up a whole.

**Be mindful of:**

- Do not exclude or scold students who are unable to find three defining characteristics, tell them to try their best to get one or two and then work on making their puzzle piece as pretty as possible.

**Accommodations:**

- Students that finish early can help others think of their own defining characteristics.
- Students who have trouble writing or drawing can be helped by teachers or students that finish early.

**References**


**Reflection (After Lesson is Complete):**
WEEK 3:
Teacher: Date:

Activity: What is a Disability?

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- DI.3-5.6: I like knowing people who are like me and different from me, and I treat each person with respect.
- DI.3-5.7: I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.
- DI.3-5.8: I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
- DI.3-5.9: I feel connected to other people and know how to talk, work and play with others even when they are different or when we disagree.

Learning Objective(s):
1. Students will increase their knowledge about people with disabilities.
2. Students will explore ways to sensitively communicate with people with disabilities.

Materials:
- Chart Paper
- Markers, Crayons, and Colored Pencils

Procedure:
1. This is a group activity. Have students sit in a group somewhere they can all see the teacher. Teacher: “Some people have disabilities that you can see right away. For example, some people use wheelchairs to help them get around. People with hearing problems might need to use a hearing aid. People who have trouble seeing might need to use a cane or a guide dog. But some people have disabilities that you can’t see right away. Some students have learning disabilities like dyslexia. People with dyslexia often have a hard time with words and reading. Another disability you can’t see is called Attention Deficit Hyperactivity Disorder, or ADHD. Students with ADHD may have trouble staying focused. Autism is another example of a disability that you can’t see. Students on the autism spectrum may have difficulty communicating and forming relationships with people. Whether a kid has a disability you can see or not, remember that he is still just a kid! If you try talking to him, you’ll probably discover that you have a lot more in common that you thought.”
- Disability: a condition of having a physical or mental impairment
2. Follow up discussion questions (have students pair share or share with whole group):
   - **Teacher:** “Do you know someone with a disability?”
     - Teacher may want to share own experience to set the tone of the conversation
   - **Teacher:** “Do you have questions about disabilities? Now is your chance to learn about people who may seem different from you.”
     - Record the questions on a chart paper or white board in front of the room.
     - Take time to answer each question. If you do not know the answer, tell the students you will look it up and then get back to them.
   - **Teacher:** “While it is true that there can be differences among people, there are also lots of things that are the same. All people want to be treated with kindness and respect. Work as a class to come up with some ways that you can be kind and respectful to others.”
     - Teacher may want to provide some examples to get this activity started.

**Assessment:**

*Formative -*
- As students discuss their experiences with individuals with disabilities, assess their understanding of what a disability is. Are they mentioning people that have disabilities or just people that look different than them?

*Summative -*
- As the activity is wrapping up assess students’ participation in the discussion on how they can treat all people with kindness and respect.

**Be mindful of:**
- Encourage the use of person-first language. This is when the person is described before their disability. Instead of “the autistic girl” it is generally more correct to say “the girl with autism.”
- Model proper terminology and correct students utilizing improper terminology in a kind and understanding manner.

**Accommodations:**
- The discussion portion of this activity can be done as a group or students can pair share. Whichever method provides optimum discussion among the students.

**References**

Reflection (After Lesson is Complete):

WEEK 4:
Teacher:                     Date:

Activity: Rosh Hashanah Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- DL.3-5.7: I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.
- DL.3-5.8: I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
- DL.3-5.9: I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.

Learning Objective(s):
1. Students will be aware that people have different religions and beliefs and will learn how to discuss those differences respectfully.
2. Students’ knowledge and awareness of Rosh Hashanah will be improved.

Materials:
- YouTube Video: Jumping Jerusalem! Rosh Hashanah Video for Kids
  - https://www.youtube.com/watch?v=L1znjiyEMKc
- Paper
- Crayons/Markers/Pencils
- Stickers
- Tape

Procedure:
1. Introduce the activity and tell the students when Rosh Hashanah is taking place. (This is not the same date every year. Check prior to the lesson.)
2. Ask students if they know anything about this holiday (e.g. what culture it is from, what it means, how long it lasts?)
3. Play the YouTube video that shares about Rosh Hashanah.
4. Allow time for questions. Reiterate what the holiday is about.
5. Introduce shofar (horn) craft.
6. Pass out materials for craft.
   - Students can utilize stickers, markers, pencils, or crayons to decorate horn.
Then the paper can be rolled into a cone shape with a small opening on one side and a larger one on the other. Adults or students can tape or staple the paper into this cone shape.

7. The cone shape will provide an amplification effect and the children should blow into them loudly to simulate the shofar for which the holiday is centered around.

Assessment:

Formative -
- Assess the participation during the introduction discussion to gage the students’ knowledge of the holiday and/or the culture surrounding it.

Summative -
- Assess the students’ understanding of the video and the holiday Rosh Hashana through discussion.

Be mindful of:
- Research Rosh Hashana prior to giving the lesson to prepare for student questions.
- Practice pronunciations prior to the lesson.

Accommodations:
- Students with sensory sensitivity should be made aware of the coming noise and/or be provided with noise reduction equipment.
- Have other adults available to assist students in creating the craft.

Reference


Reflection (After Lesson is Complete):
WEEK 5:
Teacher:  
Date:  

Activity: Hair Love Lesson  

Grade(s): K-5  

Teaching Tolerance Social Justice Standards:  
● DI.3-5.6: I like knowing people who are like me and different from me, and I treat each person with respect.  
● JU.3-5.11: I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.  

Learning Objective(s):  
1. Students will be able to differentiate other students’ hair and understand that this is not their only identity.  
2. Students will verbalize their similarities and differences  

Materials:  
● YouTube Video: Hair Love | Oscar-Winning Short Film (Full) | Sony Pictures Animation  
  ○ https://www.youtube.com/watch?v=kNw8V_Fkw28  
● Printed out picture of all students’ faces (or blank construction paper to decorate with their face)  
● Pom poms  
● String  
● Construction Paper in Shades of Skin Tones  
● Markers, Crayons, and Colored Pencils (including appropriate variety of skin tones)  
● Glue  

Procedure:  
1. Show YouTube Video: Hair Love | Oscar-Winning Short Film (Full) | Sony Pictures Animation  
  ○ https://www.youtube.com/watch?v=kNw8V_Fkw28  
2. The class will discuss what the short film talked about and reflect on what they learned.  
3. The students will break out into independent work and create a self-portrait that accurately reflects their hair. Pass out materials, any materials can be used for this.  
4. Help students cut and paste and complete their project if needed.  
5. At the end of the lesson gather the class in a circle and ask each student to share how they portrayed their hair and why they used the materials that they used.
Assessment:
Formative -
- Observe student engagement during the video and the discussion following.

Summative -
- Assess students on their ability to share their craft and whether their craft accurately reflects them.

Be mindful of:
- Do not do this activity if you do not have materials to represent every different type of hair, coarse and thin, and color.

Accommodations:
- To provide more help to students who may need it, complete the craft in small groups or ask for other adults to assist during this time.

References
Sony Pictures Animation. (2019, December 5). Hair Love | Oscar®-Winning Short Film (Full) [Video]. YouTube. https://www.youtube.com/watch?v=kNw8V_Fkw28

Reflection (After Lesson is Complete):
WEEK 6:
Teacher:  
Date:  

Activity: M&M Equity Activity

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- AC.3-5.16: I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.
- AC.3-5.17: I know it’s important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.
- AC.3-5.19: I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.
- AC.3-5.20: I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.

Learning Objective(s):
1. Students will understand the importance of caring about those who are treated unfairly.
2. Students will practice recognizing unfairness around them by telling an adult or speaking up for others or themselves.
3. Students will make their classroom fair for everyone.

Materials:
- YouTube Video: Equity vs. Equality
  - https://www.youtube.com/watch?v=MlXZyNtaoDM
- Paper towels
- Packs of M&M’s
- Tablet or Laptop and Projector and Speakers

Procedure:
1. Make students sit in a circle so that they can see their classmates.
2. Give each student a napkin with a different number of m&m’s at random from 0 to 5 (make sure to tell them not to eat them).
3. Give students a moment to look at others’ napkins and recognize how many m&m’s everyone has.
4. After the students realize not everyone got the same number of m&m’s, discuss how this reflects real life.
5. Explain to students that some people start with more money/status/m&m’s, but sadly it does happen. Their job as students is to advocate/speak up for those that can not speak up for themselves.
6. Hand out the rest of the m&m’s ensuring that every student gets the same amount.
7. Show YouTube Video: Equity vs. Equality
   ● https://www.youtube.com/watch?v=MIXZyNtaoDM
8. Follow up with a brief discussion on the differences between the two and how it relates to the M&M activity from before.

**Assessment:**

Formative -
   ● Observe students’ ability to recognize the differences in m&m’s.
   ● Listen carefully to their discussion. Observe participation, all students should participate.

Summative -
   ● Assess the students understanding and completion of the aforementioned learning objectives.

**Be mindful of:**

● Students may get upset and feel picked on for not getting a lot of m&m’s, be mindful of which students you do not give as many m&m’s. Assure students that they will all get the same amount at the end of the activity.

**Accommodations:**

● If a student is unable to eat chocolate, bring in an extra treat for them.

**References**


**Reflection (After Lesson is Complete):**
WEEK 7:
Teacher: Date:

Activity: Bullying Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- AC.3-5.16: I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.
- AC.3-5.17: I know it’s important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.
- AC.3-5.18: I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone’s words or behavior.
- AC.3-5.19: I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.

Learning Objective(s):
1. Students will learn the definition of bullying.
2. Students will be able to recognize bullying.
3. Students will learn how to stand up to bullying.

Materials:
- YouTube Video: Protect Yourself Rules - Bullying
  - https://www.youtube.com/watch?v=4mrE5zgEvt4

Procedure:
1. Begin with the definition of bullying. (Place definition on board or in front of room.)
   - Bullying is when someone is harming someone else’s feelings, body, or property. This can be through physical or verbal aggression (actions).
   - Bullying is repetitive and one-sided. (It happens more than once and is NOT a disagreement.)
   - Getting others to harm someone else is also bullying.
2. Discuss ways to deal with bullying. (Have students come up with these but help them get started or share ideas that were not mentioned.)
   - Examples: walk away, tell an adult (emphasize that they need to tell someone at the program so we can help them), step in when you see someone being bullied, etc.
3. Practice with these scenarios. Determine if it is bullying or if it is a conflict (a disagreement between 2 or more people).
• Amara and Tyler got to the same swing at the same time. They began tugging on it. “I got here first,” argued Amara. “No, I did!” Tyler protested. Is this bullying or a conflict?
  ○ A: This is a conflict. It is a two-sided argument.
• Each day at lunch Zayden sits next to Arlo and calls Arlo’s lunch smelly and makes gagging noises. Some days he encourages other friends to get involved. Is this bullying or a conflict?
  ○ A: This is bullying. It is one-sided and Zayden was encouraging peers to be unkind as well.

4. Separate students into pairs or small groups to create skits where they show how to stick up to a bully. They should come up with a new scenario.
5. Have students come up one pair or small group at a time and share their skit with the group. Discuss with the group. (How was this scenario bullying? How else could this have been handled?)

Assessment:
  Formative -
  ● Assess students’ understanding of the definition of bullying through sharing scenarios and having them determine those scenarios as bullying or a conflict and asking them to explain why.
  Summative -
  ● Assess students’ ability to stand up for themselves or others during the skit activity.

Be mindful of:
• Walk around while students are working on their skits. Remind students that profanity or inappropriate behavior is not excused just because they are doing a skit.

Accommodations:
• If students do not want to act out a skit, sharing a scenario and discussing why it is bullying and what they would do is sufficient.

References
Reflection (After Lesson is Complete):

WEEK 8: 
Teacher: 

Date: 

Activity: Indigenous People’s Day Lesson 

Grade(s): K-5 

Teaching Tolerance Social Justice Standards: 
- AC.3-5.16: I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated. 
- JU.3-5.12: I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules. 

Learning Objective(s): 
1. Students will learn the true history of Christopher Columbus and the “discovery” of the Americas. 
2. Students will recognize Indigenous People’s Day as a holiday instead of Christopher Columbus Day. 

Materials: 
- YouTube Video: Columbus Day vs Indigenous People’s Day 
  - https://www.youtube.com/watch?v=e90cBnicIyk 
- Chart Paper 
- Marker 
- Tablet or Laptop and Projector and Speakers 

Procedure: 
1. Ask students if they have heard of Columbus Day, have discussion of what they know. 
2. Now ask students if they know about Indigenous People’s day, have a brief discussion of what they know. Then give the real definition of Indigenous People and what this day means. Indigenous People are those people that were living in America before Christopher Columbus ‘discovered’ their world. These people have been treated unfairly ever since, their land has been stripped from them. The reason we celebrate Indigenous People’s day is to recognize the unnecessary hardships endured by these people and to celebrate their culture. 
3. Show YouTube Columbus Day vs Indigenous People’s Day 
  - https://www.youtube.com/watch?v=e90cBnicIyk 
4. Discuss thoughts on the videos, what did you learn? 
5. Create a venn diagram and record the similarities and differences between the holidays.
6. After completing the diagram, have students move to a particular side of the classroom to show what holiday they feel is better.
7. If there are dissenting opinions from Indigenous People’s day, remind them of Columbus’ legacy and the importance of celebrating Indigenous People.

Assessment:
- Formative -
  - Observe student participation in the multiple discussions throughout the lessons.
  - Observe student answers while constructing the venn diagram.
- Summative -
  - Assess student opinion and argument as to what their reasoning for choosing the particular holiday was.

Be mindful of:
- Correct students if they use the term American Indian instead of Indigenous Peoples, it is not politically correct.

Accommodations:
- Shorten the discussion aspect of this lesson if the students do not seem to have any thoughts on this topic.

References

Reflection (After Lesson is Complete):
WEEK 9:
Teacher: 

Activity: What’s a Clique?

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- AC.3-5.16: I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.
- AC.3-5.17: I know it’s important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.
- AC.3-5.18: I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone’s words or behavior.
- AC.3-5.19: I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.

Learning Objective(s):
1. Students will be able to recognize the difference between friendship groups and cliques.
2. Students will have the ability to understand how cliques can be exclusive and hurt students’ feelings.
3. Students will learn ways to welcome and include others.

Materials:
- Chart Paper
- Markers

Procedure:
1. Introduce that the activity will be about cliques and ask if any students know what that word means.
   - Clique: a friendship group that often exerts control over its members
2. Begin with these discussion questions.
   Teacher: “Who are the people in your friendship group?” “What do you all have in common?” “How does it feel to have a group of friends?”
   Teacher: “While friendship groups can be healthy and made up of people who share common interests, a clique can be something entirely different. A clique is a group of friends that tends to be mean to students. They may say things like:
   - Oh, he wears clothes from THAT store.
   - We don’t hang out with people like THAT
• If she hands out with THAT girl, we’re not going to be friends with her.”

3. **Teacher:** “Take a minute to think about these statements. How would you feel if you heard someone say these things? Turn and talk to a partner to answer this question.”

4. Read through the following scenarios and answer the questions as a group.

• “Carl sat in the corner of the room with his head down on the desk. Mrs. Flores was walking around the room checking on everyone’s work. Near Carl’s desk, Brad, Ray, and Blake sat giggling. They were cutting out shapes from pieces of paper for the project they were working on. Brad saw Carl sitting all alone. He knew Carl didn’t have a group to work with.”
  ○ Q: “If you were Brad, what would you say or do in this situation?”

• “Natalia, José and Lauren sat at their lunch table whispering. Althea walked past with her tray, and suddenly they started laughing loudly.
  “Do you see what Althea is wearing today?” asked José with a smirk.
  “I know,” replied Natalia. “Her dress is so ugly!” José and Natalia both laughed. Althea kept walking, pretending not to hear their comments. Lauren sat there, feeling really bad about what her friends said about Althea
  ○ Q: “If you were Lauren, what would you say or do in this situation?”

• “Marisa stared at the group of girls in the school yard. She knew they were the most popular girls at her school and she was terrified of them. What if they made fun of her? What if they were mean to her? What if they just ignored her completely? She watched as they talked and smiled at each other. Some of the girls were looking her way. Marisa took a deep breath. Should she walk up to them? What would she say if she did?
  ○ Q: “If you were Marisa, what would you say or do in this situation?”

5. Discuss how to make sure cliques don’t make anyone feel left out in your group. As a group create a list of rules about including others.

• Example: If you see someone standing alone, invite them to join your group.

**Assessment:**

- **Formative -**
  - Assess students’ understanding of cliques through discussion.

- **Summative -**
  - While creating group rules, assess students’ ability to recognize when someone is being excluded and understanding of how to help.

**Be mindful of:**

• Students may want to point out cliques within their own classroom/group which could lead to arguments or steer the discussion into a negative direction. Try to avoid this by NOT asking students if they know of a clique or anyone in a clique.
Accommodations:

- At the end of the activity the teacher can have students act out some of the suggestions mentioned for how to handle cliques.

References


Reflection (After Lesson is Complete):
WEEK 10:
Teacher: Date:

Activity: Dia de los Muertos

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
● DL.3.5.7: I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.
● DL.3-5.8: I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
● DL.3-5.9: I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.

Learning Objective(s):
1. Students will be aware that people have different beliefs and traditions and will learn how to discuss those differences respectfully.
2. Students’ knowledge and awareness of Dia de los Muertos will be improved.

Materials:
● YouTube Video: Dia de los Muertos
  ○ https://www.youtube.com/watch?v=v4-1wFEzM0
● White Paper Plates or Construction Paper
● Crayons, Markers, or Pencils
● Scissors
● Popsicle Sticks
● Tablet or Computer and Projector and Speakers

Procedure:
1. Introduce the holiday, Dia de los Muertos. Ask if any students have heard of or celebrated this holiday.
Teacher: “Dia de los Muertos is a Mexican holiday where families celebrate the loved ones that have passed away. Dia de los Muertos means “day of the dead” in English. People that celebrate this holiday believe that when they pass away they travel to Chicunamictlan or the Land of the Dead. To assist their loved ones on this journey to the Land of the Dead, the family and friends will leave food and water at grave sites or alters. Popular symbols of this holiday are colorful skulls and skeletons. At the Dia de los Muertos festivals you would find people with colorful
skull masks or face paint. So, after this short video we will be making our own colorful skull mask.”

2. Show YouTube Video “Dia de los Muertos.”
   ● Allow time for questions about the video or holiday. (The video shows a young girl visiting with her mother on Dia de los Muertos.)

3. Hand out white construction paper or paper plates and other materials for students to decorate their skull masks.
   ● To save time, outline skulls for the students to cut out or cut out the skulls prior to the lesson.

4. When the students are done decorating their skulls, glue a popsicle stick on the bottom for a handle.

Assessment:
   Formative -
   ● Assess students’ understanding by asking questions that reflect on the lesson (e.g. does this seem similar to your family’s traditions?)

   Summative -
   ● Assess students’ interest in learning about another culture.

Be mindful of:
   ● Students who have experienced a recent death of someone close to them may be more sensitive during this holiday and lesson.
   ● Dia de los Muertos is NOT a Mexican version of Halloween.

Accommodations:
   ● To save time, cut out skull masks prior to the activity.

References

Film School Shorts. (2014, April 23). Dia de los Muertos [Video]. YouTube. [online]. https://www.youtube.com/watch?v=-v4-1wFEzM0


Reflection (After Lesson is Complete):
WEEK 11:
Teacher: 
Date: 

Activity: What are Gender Stereotypes?

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- ID.3-5.1: I know and like who I am and can talk about my family and myself and describe our various group identities.
- ID.3-5.3: I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.
- ID.3-5.4: I can feel good about my identity without making someone else feel badly about who they are.
- JU.3-5.11: I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.

Learning Objective(s):
1. Students will be able to define and acquire relevant vocabulary to talk about gender identity.
2. Students will be able to identify and discuss gender stereotypes.
3. Students will be able to discuss ways stereotypes can result in unfair or even harmful situations.

Materials:
- Chart Paper
- Markers

Procedure:
1. Explain that you will be discussing gender stereotypes. Ask if any students know what gender stereotypes are. Write their responses on a chart paper. Do the same for the word stereotype. Emphasize that students can recognize stereotypes and not believe in them to help students feel more comfortable with sharing.
2. Share the following terms with the students. Make sure it is language that the students will understand. Display on board as reference. Terms:
   - Gender: the state of being male or female. (“Gender” also refers to the social roles, behaviors and traits that a society may assign to men or to women
   - Stereotype: an oversimplified and/or unfair belief or idea that groups of people have particular characteristics or that all people in a group are the same
   - Conform: to fit in with a group or a group’s expectations
• Identity: the sense a person has of herself, who she is and what she thinks is important and defining of herself

• Gender Expression: the way a person chooses to show his or her gender to others

2. Divide students into groups (2 or 4). One or two groups will be listing stereotypes assigned to boys and the other group(s) will be listing stereotypes of girls on chart paper.

• To help students start their lists this explanation may help, “Stereotypes usually involve assuming that all members of a particular group have, or should have, a certain characteristic; for example, thinking that all tall people are good at basketball or that thin people do not eat enough.”

3. Walk around and help students come up with these lists and encourage appropriate conversation.

4. Once they fill up their chart paper (or have a good amount of stereotypes) place the chart papers where all students can see. Have students share their responses or to save time the teacher can share the responses.

5. Finally, ask students to form a circle. Go around the circle and have each student take turns and share one character trait he or she has (or wishes to have) from the page of the other gender (so boys will pick traits off the girls chart paper). Students might “pass” or repeat traits, but emphasize that they should listen to others and respect one another’s feelings.

Assessment:

Formative -

• Assess students’ understanding of gender stereotypes during the discussion of the lesson terms.

Summative -

• Assess students’ understanding that stereotypes can be harmful because they can make individuals feel excluded based on gender.

Be mindful of:

• Emphasize that it is not appropriate to make fun of students. Encourage a non-judgemental and open discussion.

• Do not separate groups based on gender. Have mixed groups with boys and girls.

Accommodations:

• The number of groups can be increased from 2 to 4 groups, if there are more students or students work best in smaller groups.

• Teachers can help students write their stereotypes.
Reference

Reflection (After Lesson is Complete):
WEEK 12:
Teacher: 
Date: 

Activity: Veteran’s Day Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- ID.3-5.1: I know and like who I am and can talk about my family and myself and describe our various group identities.
- DL.3-5.6: I like knowing people who are like me and different from me, and I treat each person with respect.

Learning Objective(s):
1. Students will be able to see the way their family does things and then compare and contrast it to veterans.
2. Students will become more aware of a different lifestyle than their own.

Materials:
- Book: Veterans: Heroes in Our Neighborhood by Valerie Pfundstein
- Chart Paper
- White Board
- Marker
- Dry Erase Marker

Procedure:
1. Start a discussion with the whole class about what it means to be a veteran. Ask what branches of the military students know. Ask if anyone in the class knows a veteran or someone currently serving in the military?
   You should write the students’ answers to the above questions on a white board or chart paper.
2. Read Veterans: Heroes in Our Neighborhood aloud to students in a circle or half-circle on the floor.
3. Go around the circle and ask each student to name one thing that they learned about veterans today. Make sure to write down their answers on the board.
4. After, emphasize the importance of knowing that veterans are everyday people now who used to be in the military. They deserve respect and normally have other jobs. They can be hard to recognize without their uniform.
Assessment:

Formative -
- Observe student participation in the opening discussion, all students should participate.

Summative -
- Assess student awareness of how veteran differ from normal civilians.
- Assess student growth and understanding of veterans and the role they play in our communities before and after their military service. Assess through their answers of what they learned.

Be mindful of:
- Be mindful of the fact that some students might have parents that are veterans or family members who served in the military and have now passed.

Accommodations:
- Students who are hard of hearing can sit in the front, this way they can read the words while the teacher reads.
- Students who have trouble sitting still can be allowed to move to the back or to the side as to limit disruptions during reading.

References:

Reflection (After Lesson is Complete):
WEEK 13:
Teacher: 

Activity: Differing Abilities Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
● AC.3-5.18: I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone’s words or behavior.
● AC.3-5.19: I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice

Learning Objective(s):
1. Students will be able to recognize injustice and unfairness occurring in front of them.
2. Students will learn to intervene in unfair situations.

Materials:
● YouTube Video: Perfectly Able
  ○ https://www.youtube.com/watch?v=M8CmuTvymSs&list=PL66EB3EDC2CAA7C7&index=7&t=0s
● YouTube Video: Unfolding Ability
  ○ https://www.youtube.com/watch?v=omyVQe8_Tk&list=PL66EB3EDC2CAA7C7&index=1
● 3 printed scenarios cut into strips for the groups
● Tablet or Laptop and Projector and Speakers

Procedure:
1. Ask students if they have ever heard of people with differing abilities than their own. Explain to students that people with differing abilities can look just like us or look very different from us. Their differences could be inside, outside, or both. Either way these friends deserve the same amount of respect and friendliness as everyone.
2. Give students examples of differing abilities. (Born with no legs, Autism, Down Syndrome, Born with no arms, paralyzed, deaf, blind, etc.)
3. Show the youtube videos to the class to show them how someone with differing abilities still lives a normal life.
4. Split the class into up to three groups depending on the number of students. Act out different scenarios in which someone of differing abilities is confronted with unfairness. Tell the class after why you did what you did to intervene. Everyone must participate.
- Scenario 1: You are in line at school and you see everyone passing by a student in a wheelchair who can not open the door on their own. What do you do? Act it out with your group in front of the class.
- Scenario 2: You are playing at the playground and you see a friend with autism getting upset because they are unable to tie their own shoe. People around them are laughing and pointing at them. What do you do? Act it out with your group in front of the class.
- Scenario 3: A friend is being made fun of because they walk with a limp and can not run as fast as everyone else, the person making fun of them is running around saying “Don’t you wish you could run fast haha!” What do you do? Act it out with your group in front of the class.’

Reflect on if those scenarios were difficult. Ask if the students will act the same in the ‘real world.’

**Assessment:**

- **Formative:**
  - Observe student participation in discussion of differing abilities.
  - Observe student participation in group activity. Participation is required for this activity.

- **Summative:**
  - Assess group answers to the scenarios. Address and correct their answer when necessary
  - Assess student understanding of the need for advocating for people with differing abilities.

**Be mindful of:**

- If there is a student with differing abilities in your classroom, do not isolate that child. Instead, celebrate and explain their differences to the class.

**Accommodations:**

- Students who need more assistance working in groups can work in a group with the teacher included.

**References:**

UNICEF PACific. (2012, July 23). *Perfectly able* [Video]. YouTube. https://www.youtube.com/watch?v=M8CmuTvymSs&list=PL66EB3EDC2CAAA7C7&index=7&t=0s
https://www.youtube.com/watch?v=omyVQe-8_Tk&list=PL66EB3EDC2CAAA7C7&index=1


**Reflection (After Lesson is Complete):**
WEEK 14:
Teacher: 
Date: 

Activity: Thankful Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
  ● JU.3-5.14: I know that life is easier for some people and harder for others based on who they are and where they were born.

Learning Objective(s):
1. Students will be able to identify at least one thing that they are thankful for.

Materials:
  ● YouTube Video: What does it mean to be thankful?
    ○ https://www.youtube.com/watch?v=PcVQGoalfnk
  ● Multi-colored construction paper
  ● Tape
  ● Markers, Crayons, and Colored Pencils
  ● Scissors
  ● I AM THANKFUL FOR… sign to hang on door

Procedure:
1. Show YouTube Video: What does it mean to be thankful?
   ○ https://www.youtube.com/watch?v=PcVQGoalfnk
2. As a recap to the video, ask students what it means to be thankful? Explain that everyone has at least one thing to be thankful for. What are some examples?
3. Go around the room and ask students what they are thankful for.
4. After they tell you what they are thankful for, direct students to choose a colored construction paper, trace their hand, and cut it out.
5. Then students should write down their answer to what they are thankful for on the palm of the hand they just cut out.
6. Students should then tape their hand on to the wall or door where the teacher placed the I AM THANKFUL FOR… sign.

Assessment:
  Formative -
    ● Observe student attention during the video.
• Take note of student participation during the post video discussion.

Summative -
• Assess student answers of what they are thankful for. As long as students understand the idea that everyone has at least one thing to be thankful for.

Be mindful of:
• Students may say they have nothing to be thankful for. This is untrue, work together with that student to determine something they are thankful for. (Family, health, school, teacher, food, etc)

Accommodations:
• If students are unable to cut with scissors, the teacher can cut everything out prior to the lesson.
• If students can not write, have them try their best, then write under what they wanted to write so that parents, students, and teachers can recognize what that student is thankful for.

References:

Reflection (After Lesson is Complete):
WEEK 15:
Teacher: 
Date: 

Activity: Equity vs. Equality Lesson Two (Follow-Up of M & M Activity)

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- JU.3-5.12: I know when people are treated unfairly, and I can give examples of prejudiced words, pictures and rules.
- JU.3-5.14: I know that life is easier for some people and harder for others based on who they are and where they were born.

Learning Objective(s):
1. Students will recognize the difference between equity (fairness) and equality (even distribution).
2. Students will problem solve situations of distribution.
3. Students will discuss and recognize differences in opinion.

Materials:
- Chart Paper
- Pencils

Procedure:
1. Place pencils out on the tables, but not enough for all students.
2. Review definition of equality.
   Teacher: “When we did the activity with the M & M’s we learned that equality is when things are equal or the same. Today we are going to talk more about equity. Equity and equality may sound similar, but they have different meanings.”
3. Before starting, ask students to raise their hand if they still need a pencil. Pass out the pencils then ask the students, “Just now, was I being fair (passing out pencils to those that needed one)? Did I give a pencil to everyone or just certain students?”
4. Brainstorm real-world examples of when things may be given out based on needs and not necessarily equally.
5. Work through the following situations as a group: Is this situation showing equity or equality?
   - In the cafeteria, each student picks up a tray of the exact same lunch.
     - Equality
   - At home your mom gives your older brother 3 pieces of pizza and gives you 2 pieces of pizza.
Your teacher gives pencils to the students who need them.

- Equity

Your teacher gives the same homework to every student.

- Equality

Your teacher asks you to do some extra work to help you in math.

- Equity

Your teacher gives you extra help in reading during lunch.

- Equity

6. Wrap up by discussing that both equity and equality strategies are meant to promote fairness, but both could be perceived as being unfair. Discuss situations that would apply to your program and students.

**Assessment:**

- **Formative** -
  - Evaluate students’ understanding of equity and equality while reviewing the terms equity and equality.

- **Summative** -
  - Assess students’ understanding while working through the different situations with them.

**Be mindful of:**

- Do not single students out during discussion. (Do not bring up ways individual students may receive equitable treatment).

**Accommodations:**

- Come up with a visual aid to help students better understand the difference between equity and equality.

**References**


**Reflection (After Lesson is Complete):**
WEEK 16:
Teacher: 

Activity: Alike and Different (Thumbprints)

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- DL.3-5.6: I like knowing people who are like me and different from me, and I treat each person with respect.
- JU.3-5.11: I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.

Learning Objective(s):
1. Students will recognize the similarities and differences between their fingerprints.
2. Students will understand the subtle and blatant differences between others in a shared identity group.

Materials:
- White 3" x 5" index cards
- Black or dark colored inkpad
- Pen
- Magnifying Glasses for every student if possible

Procedure:
1. Ask students to make a print of their thumbs on the white index card by pressing their thumbs to the inkpad, then pressing them to the card.
2. Label each students’ card with their name
3. Have students wash their hands as soon as possible after using the ink.
4. Let students use the magnifying glass to see how the prints are alike and different.
5. Point out that everyone has patterns on the skin of their fingers and each person's fingerprints are different from anyone else's.

Assessment:
Formative -
- Observe student participation while fingerprinting.
- Pay attention to whether students follow directions for
Summative -
  ● Assess student understanding of the subtle differences and similarities in students’ fingerprints.

Be mindful of:
  ● Students might not look closely at the fingerprints and claim that they are all the same.
    Take the student over to two different prints and point out the fine differences you see.

Accommodations:
  ● For students unable to use their fingerprints, you can do toe prints, or change the activity to snowflakes instead of fingerprints.

Reference

Reflection (After Lesson is Complete):
WEEK 17:
Teacher:                   Date:

Activity: Introduction to Activism

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- AC.3-5.17: I know it’s important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.
- AC.3-5.18: I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone’s words or behavior.
- AC.3-5.19: I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.
- AC.3-5.20: I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.

Learning Objective(s):
1. Students will be able to define activists and identify strong leaders in their communities and discuss why they are activists.
2. Students will be able to discuss and list a variety of characteristics that make someone a leader.
3. Students will be able to describe a leader in their community.

Materials:
- YouTube Video: How to Change the World (a work in progress) | Kid President
  - https://www.youtube.com/watch?v=4z7gDsSKUmU
- Chart Paper
- Construction Paper
- Markers, Crayons, Pencils

Procedure:
1. Introduce that the topic of the lesson is activism. Share these terms with students. (Write them on board/chart paper)
   - Activism: energetic action or involvement in a movement to get something changed or achieved. Activities may include participating in demonstrations, protests, or passive resistance.
   - Movement: a change or development
   - Influence: the ability to affect the actions, behavior, opinion, etc of others.
Leadership: the ability, position or function of a person who guides or directs others

2. Share YouTube Video: How to Change the World (a work in progress) | Kid President
   - https://www.youtube.com/watch?v=4z7gDsSKUmU

3. At this time one of the teachers should share a personal story of someone who exemplifies leadership (A member of your family, community, school, or someone you have learned about from history.

4. Teacher: “What makes that person a strong leader? What kinds of qualities do you think they have?” Use chart paper to track the students’ responses.
   - Examples: honesty, vision, competence, ability to inspire, intelligence, persistence, charisma, passion, emotional intelligence, curiosity, and creativity

5. Encourage students to share their own examples of leaders in their families, neighborhoods, school, etc. Each student should come up with their own example and should be able to explain why that person is a leader.

6. Hand out coloring materials. Instruct students to create a picture of the leader they discussed completing the action that makes them a leader.

Assessment:

Formative -
- Assess students’ understanding of a leader while they are discussing leaders in their own lives.

Summative -
- Assess students’ ability to recognize leaders in their own lives during the coloring activity.

Be mindful of:
- Some students may need more help thinking of leaders.

Accommodations:
- Break up into pairs and allow students to share leaders they know with a partner instead of the whole group.

References
SoulPancake. (2013, December 19). *How to Change the World (a work in progress)* | Kid President [Video]. YouTube. https://www.youtube.com/watch?v=4z7gDsSKUmU

Reflection (After Lesson is Complete):
WEEK 18:
Teacher: 
Date: 

Activity: December Holiday Webquest

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
● DI.3-5.8: I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
● DI.3-5.6: 6 I like knowing people who are like me and different from me, and I treat each person with respect.

Learning Objective(s):
1. Students will explore holidays of cultures that are different from their own.
2. Students will learn and recite information about these cultures’ holidays.

Materials:
● Laptop
● Student Devices
● Webquest site:
  ○ https://www.pulseplanet.com/pulsepicks/december/
● Webquest Worksheet
● Pencil/Pen

Procedure:
1. Ask students to grab a device. Students can be split into groups or do individual work if there are enough devices. (If the teacher does not feel students can handle using their own devices, only use one central device and go through the website together)
2. Tell students to visit https://www.pulseplanet.com/pulsepicks/december/
3. Students should work independently or in groups to fill out the Webquest Worksheet
4. Once students have finished the webquest, have students share one thing that they learned that is from a culture other than their own.

Assessment:
  Formative -
  ● Observe student participation during webquest.
  Summative -
  ● Assess students' answers to webquest, grade on accuracy and completion.
Be mindful of:
- There may be holidays that are not mentioned and a student who celebrates it might feel left out. Make sure to state that not all holidays are included on this site and that there are many more out there that are just as important.

Accommodations:
- If students do not have a device they can work in groups with children that do.
- If the teacher does not feel students can handle using their own devices, only use one central device and go through the website together

References

https://www.pulseplanet.com/pulsepicks/december/

Reflection (After Lesson is Complete):
December Holiday WEBQUEST  

Name:________________________

1. Go to https://www.pulseplanet.com/pulsepicks/december/ What is the name of the article you are linked to?

2. Name 3 Holidays that are mentioned on the Website.

3. What is a Menorah?

4. What does Klausjagen mean?

5. What is the Winter Solstice and what day does it fall on every year?

6. What is “Posadas” and how long does it last?

7. What year was Kwanzaa first initiated?

8. What are the Seven guiding principles of Kwanzaa?
WEEK 19:
Teacher: Date:

Activity: New Year’s Resolutions

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- ID.3-5.3: I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.
- ID.3-5.4: I can feel good about my identity without making someone else feel badly about who they are.

Learning Objective(s):
1. Students will identify a part of themselves that they wish to improve for the year.
2. Students will recognize and respect others in their quest to better themselves.

Materials:
- History of New Year's Resolutions video
  - [https://www.youtube.com/watch?v=tC1PVY0j_e4](https://www.youtube.com/watch?v=tC1PVY0j_e4)
- Laptop
- Speakers
- Projector
- Yellow Construction Paper
- Markers
- Star Stencil
- Scissors
- Pencil
- Tape

Procedure:
1. Gather students around the carpet in a half circle. Ask students if they know what a New Year’s Resolution is and if they have ever done one. How did it go?
2. Watch the video describing the history of New Year's Resolutions.
3. Ask students to take a moment to think of a resolution for the new year.
4. One by one, ask students to share their resolution if they would like.
5. After students share their resolution they should grab a pencil and trace a star using the stencil on yellow construction paper.
6. Next cut out the star and write your name and resolution on the star.
7. After the student has completed their star, tape it to the wall or door, or wherever you are hanging them up. This way you can keep students accountable for their resolutions.

Assessment:
- Formative -
  - Observe student attention during the video.
  - Observe student participation during the before and after video talks.
  - Make sure students are on task while completing their resolution craft.
- Summative -
  - Assess the students’ finished crafts on effort put in and appropriateness of resolution.

Be mindful of:
- Do not assume students have heard of resolutions or that they have participated in resolutions before.

Accommodations:
- For students with poor fine motor skills, precut the star and if needed, write their resolution for them.

References

[https://www.youtube.com/watch?v=tC1PVY0j_e4](https://www.youtube.com/watch?v=tC1PVY0j_e4)

Reflection (After Lesson is Complete):
Star Stencil:
WEEK 20:
Teacher: 
Date: 

Activity: Oppression/Systemic Racism Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- JU.3-5.14: I know that life is easier for some people and harder for others based on who they are and where they were born.
- AC.3-5.16: I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.

Learning Objective(s):
1. Students will understand that life is easier for some and harder for others based on who they are and where they were born.
2. Students will understand how systemic racism affects them and others around them.
3. Students will brainstorm how to combat systemic racism at their age.

Materials:
- YouTube Video: Systemic Racism Explained
  - https://www.youtube.com/watch?v=YrHIQIO_bdQ
- Tablet or Laptop and Projector and Speakers

Procedure:
1. Show YouTube Video: Systemic Racism Explained
  - https://www.youtube.com/watch?v=YrHIQIO_bdQ
2. Have an open discussion with the class as to what systemic racism means to them and if they have noticed it in their lives.
3. Teachers should guide the discussion and not isolate students who are a part of the oppressed groups.
4. This is an excellent time for students to express their frustrations with systemic racism and how it can be prevented.
5. After this discussion, host another discussion on how students can help against systemic racism.
Assessment:
  Formative -
  ● Observe student participation in discussion by the number of times they add to the conversation.
  ● Listen to student discussion and assess the quality of the discussion.
  Summative -
  ● Assess students’ improved understanding of systemic racism and how it affects them.

Be mindful of:
  ● Try not to isolate students that are a part of the oppressed groups from those not in the oppressed.
  ● Do not blame those students that are not in the oppressed group for the others’ oppression, instead look to steer the conversation into how to make it right.

Accommodations:
  ● Students unable to have a mature discussion should be removed from the room as they would only hurt the lesson and others’ learning.

References
  https://www.youtube.com/watch?v=YrHIQIO_bdQ

Reflection (After Lesson is Complete):
WEEK 21:

Teacher:                                            Date:

Activity: SMART Goals

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- ID.3-5.1: I know and like who I am and can talk about my family and myself and describe our various group identities.
- ID.3-5.4: I can feel good about my identity without making someone else feel badly about who they are.

Learning Objective(s):
1. Students will understand that they are special but everyone does have something that they can improve upon or something that they want to accomplish.
2. Students will be able to construct a SMART goal.

Materials:
- Easel paper
- Markers
- Colored Pencils
- Envelopes
- Lined Paper
- Pencil

Procedure:
1. Introduce what SMART goals are. Explain that SMART is an acronym and it represents what the goals should be. For a goal to be Specific, Measurable, Achievable, Relevant, Time Bound. Write these on easel paper. Define all five of these terms in ways children will understand.
2. Ask students to take a minute to themselves and think of a goal for themselves by the end of the school year.
3. Once students are ready, go around the room and ask students to share their goal. If students do not want to share that is okay.
4. Pass out a lined piece of paper and an envelope. Students should write their goal down on the piece of paper saying “I will (insert goal here) by the end of the school year.”
5. Have students fold the paper and put in the envelope. The students can then decorate the envelope with their name and anything else they would like to.
6. Store the envelopes in a safe place until the last few weeks of the school year. Then redistribute the envelopes and allow students to reflect on whether they completed their goals.

Assessment:

Formative -
- Observe students' ability to come up with their own goal.
- Observe student participation while discussing their goals.

Summative -
- Assess student ability to produce an original and relevant goal using the SMART model.

Be mindful of:
- Students may think other students’ goals are silly, remind the class that all goals are important no matter how big or small.

Accommodations:
- If students can not write, a teacher can write out their goal for them.
- Students unable to produce their own goal can be guided by a teacher to make it easier.

References

Reflection (After Lesson is Complete):
WEEK 22:
Teacher: Date:

Activity: Martin Luther King Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- JU.3-5.14 I know that life is easier for some people and harder for others based on who they are and where they were born.
- JU.3-5.15: I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

Learning Objective(s):
1. Students: will learn about Dr. Martin Luther King Jr. and his accomplishments and experiences.
2. Students will reflect on changes they would like to see within their community.

Materials:
- YouTube Video: The Life of Dr. Martin Luther King, Jr. - MLK Day! (Animated) Black History Month Video
  - https://www.youtube.com/watch?v=PyurjhRNOmw&t=85s
- Tablet or Laptop and Projector and Speakers
- White or Tan and Brown Paint
- Large Construction Paper
- Markers, Crayons, or Colored Pencils

Procedure:
1. Begin by asking students if they have heard of Dr. Martin Luther King, Jr.
2. Show YouTube Video: The Life of Dr. Martin Luther King, Jr. - MLK Day! (Animated) Black History Month Video
   - https://www.youtube.com/watch?v=PyurjhRNOmw&t=85s
3. In small groups students will work on the “My Dream” craft. (refer to picture at bottom of lesson)
   - Fold both sides of construction paper towards the middle of the paper
   - Have students write “My” on the left flap and “Dream” on the right flap
   - Paint students’ hands, one white/tan and one brown, and help them stamp their handprints onto the flaps in an interlocking position.
     - Paint one hand at a time for easier positioning and for less mess
• Ask students what their dream is, write it on the top of the inside of the flaps, and have them draw a picture of their dream below.

Assessment:
Formative -
• Assess students’ knowledge of Dr. Martin Luther King, Jr. through discussion prior to showing the video.
Summative -
• Assess students’ ability to see potential for change in the world around them through the “My Dream” activity.

Be mindful of:
• Paint should reflect possible skin colors. Do not pick colors at random.

Accommodations:
• In this lesson, it is assumed that students already have a basic idea of who Dr. Martin Luther King Jr. is, if it seems like your class is not understanding who he is, find a children’s book that will educate them on his life and influences.

References

Reflection (After Lesson is Complete):
WEEK 23:
Teacher:  
Date:  

Activity: Bessie Coleman

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- JU.3-5.12: I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.
- JU.3-5.15: I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

Learning Objective(s):
1. Students will recognize what prejudices Bessie Coleman had to combat in order to become a pilot.
2. Students will gain awareness of who Bessie Coleman is.

Materials:
- YouTube Video: Bessie Coleman | 3 Minute Innovative History
  - [https://www.youtube.com/watch?v=zDProFrAcgI](https://www.youtube.com/watch?v=zDProFrAcgI)
- Tablet or Laptop and Projector and Speakers
- White Paper
- Markers, Crayons, and Colored Pencils
- Prize?

Procedure:
1. Show YouTube Video: Bessie Coleman | 3 Minute Innovative History
  - [https://www.youtube.com/watch?v=zDProFrAcgI](https://www.youtube.com/watch?v=zDProFrAcgI)
2. Have a discussion with the class. “Have any of you heard of Bessie Coleman before this video? Why do you think that is? Did you know that it was her birthday on January 26th? What prejudices did Bessie Coleman have to combat in order to become a pilot.”
3. Give each student a blank piece of paper.
4. Tell students that we will have a paper airplane contest in celebration of Bessie Coleman.
5. Every student has one piece of paper to make their best paper airplane, they can decorate their plane while they wait for others to finish.
6. Once everyone finishes folding their planes, they will take turns throwing their plane down a hallway (or outside). Whoever’s plane goes the furthest will win a prize.
Assessment:

Formative -
- Participation in discussion and follow-up activity.

Summative -
- Students will be assessed in their understanding of who Bessie Coleman is with the discussion following the youtube video.

Be mindful of:
- Students should not make fun of others’ paper airplanes, if a student is struggling to either throw or construct their plane, a teacher or student can assist them.

Accommodations:
- Fold a plane for students that are unable to fold.
- If a student can not throw their plane, allow them to ask a friend to or for a teacher to throw it for them.

References


Reflection (After Lesson is Complete):
WEEK 24:
Teacher: 

Activity: Rosa Parks Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:

- JU.3-5.12: I know when people are treated unfairly, and I can give examples of prejudiced words, pictures and rules.
- JU.3-5.15: I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

Learning Objective(s):
1. Students will recognize the important role Rosa Parks played in the African American fight for civil rights during the 1960’s.
2. Students will develop a further understanding of how African Americans were treated unfairly in the 1960’s.

Materials:
- Yellow, Black, and White Construction Paper
- Scissors
- Markers
- Glue Stick
- Pencil/Pen

Procedure:
1. Gather the class on the floor for story time. “Does anyone know what famous person has a birthday on February 4th?”
2. Ask them if they have ever heard of Rosa Parks. Have a discussion about what they know about Rosa Parks. Be sure to include that Mrs. Parks is most well known for her civil rights activism and is also known for refusing to give up her seat to a white man.
3. Read the book *Rosa Parks* to the whole class. The illustrations in this text are wonderful, make sure each student sees them.
4. Host a round table discussion around the class and ask each student what they learned about Rosa Parks today.
5. Using the materials provided have students construct their own bus.
   - Yellow- Bus outline
Black- Wheels  
White- Windows

6. On the yellow part of the bus, instruct student to write what they learned about Rosa Parks
7. These buses can be hung up around the room or posted on the door or wall once every student finishes.

Assessment:
Formative -
- Observe student participation in before and after reading discussions about Rosa Parks. All students should participate.
- Observe student attention while reading the book aloud.

Summative -
- Assess the accuracy of what each student says they learned.
- Assess the care that the student took while constructing their own bus.

Be mindful of:
- Do not isolate african american students.
- Include all students in the discussion.

Accommodations:
- Students who finish early can help those taking a longer time.
- Students who are unable to cut or glue can have a precut bus.

References


Reflection (After Lesson is Complete):
WEEK 25:
Teacher: 
Date: 

Activity: Lunar New Year

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- DI.3-5.8 I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
- DI.3-5.7 I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.

Learning Objective(s):
1. Students will understand how others may celebrate a holiday they do not
2. Students will be able to explain how a holiday they do not celebrate works and is celebrated

Materials:
- YouTube Video: Fortune Tales | The Story of Lunar New Year
  - https://www.youtube.com/watch?v=GVPPhFX9iHY
- Glue stick
- Sheets of red paper with Pre Cut vertical lines
- Strips of red or black paper for the handle/to be hung by
- Tassels
- Tissue paper
- Markers, Crayons, and Colored Pencils

Procedure:
1. Ask students if any of them celebrate or know about Lunar/Chinese New Year
2. Show YouTube Video: Fortune Tales | The Story of Lunar New Year
   - https://www.youtube.com/watch?v=GVPPhFX9iHY
3. Discuss/ reiterate the importance of lanterns and the color red to the holiday
4. Hand out materials
5. Have the students decorate them however they’d like.
6. Have the students fold down the top of the sheet to the bottom
7. Have them roll the paper and glue together the top and bottom edges to make a cylinder shape. (see bottom for reference photo)
8. Glue the handle to the inside
Assessment:
Formative -
  ● Assess students’ prior knowledge of the holiday during the intro discussion
Summative -
  ● Assess students’ understanding of the importance of the craft to the holiday in its color and which day it is celebrated on

Be mindful of:
  ● All cultures that celebrate lunar New Year, emphasize its more than chinese new year

Accommodations:
  ● Trace lines for students to cut prior to the craft to save time.

References

Reflection (After Lesson is Complete)
WEEK 26:
Teacher: 
Date: 

Activity: Color Blindness Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- AC.3-5.20: I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.
- AC.3-5.19 I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.

Learning Objective(s):
1. Students will learn the difference between racial color blindness and eye colorblindness.
2. Students will learn to speak up against color blindness.

Materials:
- YouTube Video: Colorblind: Rethinking Race
  - https://www.youtube.com/watch?v=uQkJnLSPf5k
- Chart Paper
- Marker
- Tablet or Laptop and Projector and Speaker

Procedure:
1. Discussion on What is Color Blindness? There are two types, one is where someone is born not being able to see color, sometimes they mix up blue and black or red and green. The second kind is the one that we are going to talk about today. This kind is detrimental to people of color. This type of color blindness is an ideology where one claims they do not see skin color. Do you think that colorblindness is good or bad?
2. Watch the video Colorblind: Rethinking Race.
3. Have students list why colorblindness is detrimental to people of color, write their answers on a piece of easel paper. If students did not mention these reasons, hint at these until they do: by downplaying someone's racial identity, it essentially erases their entire background and culture, when someone chooses to ignore your racial identity, it makes students less willing to do work, when someone does not see color, racist practices go unchecked or unnoticed.
4. Is it good or bad to be colorblind? (BAD) What should you do if one of your friends says they “do not see color?”
Assessment:
Formative -
  ● Observe student participation and understanding during the post-video discussion
Summative -
  ● Assess student ability to recite reasons why it is bad to be colorblind
  ● Assess student ability to come up with ways to speak out against someone who claims to not see color.

Be mindful of:
  ● Do not shame white students for not seeing color, gently correct them.
  ● Do not isolate black students by making this lesson all about them.

Accommodations:
  ● Students with difficulty hearing or seeing the video can sit at the front or can watch it individually.

References

Reflection (After Lesson is Complete):
WEEK 27:
Teacher: 
Date: 

Activity: Garrett A. Morgan Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- DL.3-5.8: I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
- JU.3-5.15: I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

Learning Objective(s):
1. Students will have a better understanding of who Garrett Morgan is and what he accomplished.
2. Students will recreate one of Morgan’s most important inventions.

Materials:
- YouTube Video: Moments in History: Garrett A. Morgan
  - https://www.youtube.com/watch?v=5BGad3CgQ60
- Black Construction Paper
- Green, Yellow, and Red Paint
- Paint Brushes
- Scissors
- White Chalk
- Tablet or Laptop ad Projector and Speakers

Procedure:
1. Introduce Garrett Morgan to the students.
   - African American Inventor: most famous for improving the traffic signal for what we know today
2. Show YouTube Video: Moments in History: Garrett A. Morgan
   - https://www.youtube.com/watch?v=5BGad3CgQ60
3. Begin the stoplight craft.
   - Give students black construction paper cut into rectangles or have students cut the paper themselves.
   - Ask students to draw three circles (lights) in a line, not touching each other, on the black construction paper.
- Have students fill circles (lights) with red (top), yellow (middle), and green (bottom) paint.

4. While working on the crafts ask the students if they can think of any inventions, they would like to create some day.
   - Provide an example to get the discussion started.
5. Hang the stop lights around the room.

Assessment:
- Formative -
  - Assess students’ understanding of what inventors do and who Garrett Morgan is through discussion.
- Summative -
  - Assess students’ ability to see themselves as inventors through discussion during the craft.

Be mindful of:
- Research Garrett Morgan prior to the lesson.

Accommodations:
- Precut rectangles to save time.
- Use the chalk to label where each color should go so that students do not forget.

References


Reflection (After Lesson is Complete)
WEEK 28:
Teacher: 

Activity: Rock Families

Grade(s): K-5

Teaching Tolerance Social Justice Standards:

- DL.3.5.5: I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.
- DL.3.5.8: I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

Learning Objective(s):
1. Students can identify defining features of themselves and their family members.
2. Students will be able to listen to and identify features of other people and their families.

Materials:
- YouTube Video: Different Kinds of Families
  - https://www.youtube.com/watch?v=hpCyiyNqz1E
- Googly eyes
- String, Yarn
- Markers
- Puffy Paint
- Different Size Rocks

Procedure:
1. Glue two googly eyes on all the rocks (enough for about 4 rocks per child)
2. Show YouTube Video: Different Kinds of Families
   - https://www.youtube.com/watch?v=hpCyiyNqz1E
3. Discuss that not all families look or act the same.
4. Have each student pick out enough rocks for their family members.
5. Have each student decorate their rocks to resemble the family members (hair will likely require assistance).
6. Have each student who is willing share their rock family.
Assessment:

Formative -
- Assess the students’ responses to the video and to the discussion.

Summative -
- Assess the students’ ability to identify key features about their families and how it compares to others.

Be mindful of:
- Having all available materials for hair types (different types of yarn and string).

Accommodations:
- Rocks may not be appropriate for your classroom, make rocks out of construction paper and create a model to show the students.

References

Reflection (After Lesson is Complete):
WEEK 29:
Teacher: Date:

Activity: International Women’s Day

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- DI.3-5.6: I like knowing people who are like me and different from me, and I treat each person with respect.
- DI.3-5.8: I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

Learning Objective(s):
1. Students will establish an increased knowledge on 8 famous women.
2. Students will work in groups to research famous women.
3. Students will present their newfound information to the class.

Materials:
- Device for each group (8 devices, has to be a tablet)
- Internet access
- Pencil
- Worksheet (attached)
- Webquest site
  - https://www.internationalwomensday.com/Videos

Procedure:
1. Tell students that International Women’s Day was this week on March 8th. This day is a celebration of all women and their accomplishments that sometimes sadly go unnoticed.
2. Can you name any famous women?.... Awesome! We will spend the next hour researching and sharing about 8 famous women that you might not have heard of.
3. Split the class into 8 groups for each famous woman.
4. Have each group work together to fill out the worksheet below.
5. Once every group is done researching, have them share their findings to the rest of the class.
6. For an exit ticket have students write down (on a scrap piece of paper) one new thing they learned from today and hand it in..
Assessment:

Formative -
- Observe student engagement during the introductory discussion.
- Observe student participation during the group research portion of the lesson.
- Make sure every student participates in sharing about their famous woman.

Summative -
- Assess student research for accuracy and effort.
- Assess student exit ticket

Be mindful of:
- Be mindful of isolating male students by only celebrating women. Tell them that there are so many famous men already celebrated throughout the year (President’s day, MLK Jr. day, and others) that it is important to recognize famous women as well.

Accommodations:
- Students do not need to present if it will cause unnecessary and abnormal stress/anxiety, or if they are physically unable.

References

Reflection (After Lesson is Complete):
International Women’s Day Worksheet

Group Members:

Famous Woman:

Where are they from?

What did/do they do?

**THREE** interesting facts!

•

•

•
WEEK 30:
Teacher:                          Date:

Activity: Marvelous Max Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:

- DL.3-5.6: I like knowing people who are like me and different from me, and I treat each person with respect.
- DL.3-5.7: I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.
- JU.3-5.14: I know that life is easier for some people and harder for others based on who they are and where they were born.

Learning Objectives:
1. Students will understand everyone has something to offer as a friend.
2. Students will understand people have different abilities and they are not always obvious or visible.
3. Students will understand that everyone may not have the same opportunities or abilities.

Materials:
- YouTube Video: Marvelous Max - Autism Awareness for Kids
  - https://www.youtube.com/watch?v=wc77MksM_2c
- Construction Paper
- Markers, Crayons, and Colored Pencils

Procedure:
1. Show YouTube Video: Marvelous Max - Autism Awareness For Kids
   - https://www.youtube.com/watch?v=wc77MksM_2c
2. Have a discussion about how different friends think differently and reaffirm the concept of autism/ASD. Tell students it is not a difference that you can see, it shows in their actions, not their appearance. Ask students to name something they like about the friend to their right that makes them different.
3. Hand out construction paper and markers, crayons, or colored pencils.
4. Ask students to draw a friend who is different from them and ask them to explain how they are different.
Assessment:

Formative -
- Assess students’ understanding of Autism through discussion after showing the YouTube video.

Summative -
- Assess how they see themselves in comparison to their drawing of a friend that is different from them.

Be mindful of:
- Encourage students to be kind when discussing differences and not making fun of friends’ differences. The pictures they draw are not meant to be silly or imaginary friends.

Accommodations:
- Have a model of the craft ready as an example to help students get started.

References


Reflection (After Lesson is Complete):
WEEK 31:

Teacher: 

Date: 

Activity: Exploring Skin Colors

Grade(s): K-5

Teaching Tolerance Social Justice Standards:

- ID.3-5.1: I know and like who I am and can talk about my family and myself and describe our various group identities.
- ID.3-5.3: I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.

Learning Objective(s):
1. Students will recognize their own skin color and celebrate their differences.
2. Students will notice others’ skin colors and how they differ from theirs.

Materials:
- Book: The Color’s of Us by Karen Kratz
- MulticulturalMarkers, Crayons, or Colored Pencils
- White Paper
- Pencil

Procedure:
1. Begin by reading The Color’s of Us by Karen Kratz. Then discuss the book:
   - Lena has many different names to describe the shades of skin color she sees, such as cinnamon, chocolates, honey, coffee, toffee, and butterscotch. Can you tell me more about these different shades? What color is chocolate? What about honey?
   - If you walked around your neighborhood, like Lena did in the book, what different skin tones do you think you would notice?
   - Ask students to look at their skin. How would you describe the color of your skin? If children give responses such as white or black, encourage them to look closer and identify some of the different colors that combine to make their skin tone. For example, do they see brown, red, orange, yellow, and/or beige in their skin?
2. Tell students they will be tracing an outline of their hand and coloring it to match their own skin color. Show students the end pages of the book, which features hands with different skin tones.
● Ask students to look at their skin. How would you describe the color of your skin? If children give responses such as white or black, encourage them to look closer and identify some of the different colors that combine to make their skin tone. For example, do they see brown, red, orange, yellow, and/or beige in their skin?

● Examine the multicultural crayons and/or paints together. Read and discuss the names on each label. Ask:
  ○ Which crayon is closest to the color of a peach?
  ○ Which brown looks like the color of a teddy bear?

● Invite students to pick the crayon or paint that most closely matches the color of their skin. If they feel that the color is not close enough, encourage them to mix in other colors.

● When students have skin tone colors they are satisfied with, have them trace the outlines of their hands on sheets of paper, then color or paint the outlines. Encourage children to invent a name for the color of their skin. Foods are often good inspiration, for example, chocolate cake and honey gold. Help children write their color names on their artwork: My skin is _____.

3. Display students’ artwork. Review the color names students have invented. Write a poem together, using these color names as well as others. Use The Colors of Us to inspire additional ideas. Your poem might begin:

We are the colors of (chocolate cake and honey gold),
(Of cinnamon toast and caramel crunch) . . .

Assessment:
Formative -
  ● Observe student participation during read aloud, participation is required.

Summative -
  ● Assess students’ understanding of skin tone and the subtle differences in those around them.

Be mindful of:
● If you do not have multicultural crayons, this lesson should not be completed.
● Make sure you have a color for ALL skin tones, no student should be left out.

Accommodations:
● If a student cannot trace their hand, allow a friend to do it for them.

References

**Reflection (After Lesson is Complete):**
WEEK 32:
Teacher: 
Date: 

Activity: César Chávez Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- AC.3-5.16: I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.
- AC.3-5.18: I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone’s words or behavior.
- AC.3-5.19: I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.

Learning Objective(s):
1. Students will gain a better understanding of Cesar Chavez’s impact on American farmers.
2. Students will understand why speaking against injustices is important.

Materials:
- YouTube Video: Cesar Chavez (Biography for Children) YouTube for Kids (Cartoons) Animation Cartoon Network
  - [https://www.youtube.com/watch?v=yDOjZMON78](https://www.youtube.com/watch?v=yDOjZMON78)
- White, Black, and Red Construction paper
- Scissors
- Glue
- Markers
- Pencil
- White Crayon (for tracing on black construction paper)
- Stencil for symbol on the flag
- Printed pictures of Cesar Chavez

Procedure:
1. Ask students if they have ever heard of Cesar Chavez? If so, what do they know about him? Cesar Chavez was a civil rights activist who made people aware of the struggles of farmers. He fought for better pay and safer working conditions. He succeeded in this using nonviolent tactics such as boycotting, pickets and strikes. Here is a video that further explains Chavez’s impact on American farm workers.
2. Show YouTube Video: Cesar Chavez (Biography for Children) YouTube for Kids (Cartoons) Animation Cartoon Network
   ● https://www.youtube.com/watch?v=-yDOjZMON78

3. Today, in honor of Cesar Chavez’s birthday we will each make a replica of his union’s flag (example is at the bottom of the lesson plan) using construction paper.

4. Pass out red and black construction paper and markers for students to begin the craft.
   ● Emphasize that the flag is meant to encourage dignity and courage among the farm workers.
   ● Students should first cut out the Aztec eagle from black construction paper.
     ○ This symbolizes the dark situation of the farm workers.
     ○ Create stencils or pretrace the eagle prior to the activity to save time.
   ● Next students should cut out a circle from white construction paper, big enough for the eagle to fit on top. Glue the eagle onto the circle.
   ● Students should cut out a small picture of Cesar Chavez to glue onto the body of the eagle.
   ● Finally, glue the white circle on top of the red rectangle flag.

5. Hang student artwork up around the room.

Assessment:
Formative -
   ● Observe student engagement during the video
   ● Watch students to see if they are on task while working on their flag.
Summative -
   ● Assess students’ flags for general accuracy.

Be mindful of:
● Students might compare this flag to the Nazi, be sure to emphasize what this flag represents (Chavez’s union that fought for better pay and safer working conditions).

Accommodations:
● If students have trouble cutting, the teacher can precut the flag so that they only have to glue.

References
Reflection (After Lesson is Complete):
WEEK 33:
Teacher: 
Date: 

Activity: Maya Angelou Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- DL.3-5.6: I like knowing people who are like me and different from me, and I treat each person with respect.
- DL.3-5.8: I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

Learning Objective(s):
1. Students will write 10 lines of original poetry using Maya Angelou’s form.
2. Students will have a better understanding of who Maya Angelou is.

Materials:
- YouTube Video: Maya Angelou (Little People, Big Dreams series) | Kids Book READ ALOUD!
  - https://www.youtube.com/watch?v=I9pRb_QhnwU
- Paper
- Markers, Crayons, and Colored Pencils
- Tablet or Laptop and Projector and Speakers

Procedure:
1. Ask students if they have ever heard of Maya Angelou. Then ask them to guess what she is famous for.
2. Show YouTube Video: Maya Angelou (Little People, Big Dreams series) | Kids Book READ ALOUD!
   - https://www.youtube.com/watch?v=I9pRb_QhnwU
3. Ask students again if they know what she is famous for.
4. Tell the class that we will channel our inner poet today. Their job is to write a 10 line poem about anything at all as long as it is school appropriate, the only requirement is that it must rhyme. Students can decorate their poem if they have time.
5. Students can then share their poem with the class when everyone finishes.
Assessment:

Formative -
- Observe student participation in discussion and while watching the video.
- Observe work ethic while working on the poem.

Summative -
- Assess students’ ability to write the poems and follow the directions of making it rhyme.

Be mindful of:
- Maya Angelou was more than just a poet, make sure to emphasize her civil rights work.

Accommodations:
- Students who finish early can help friends who are struggling to finish
- Students who are unable to write or write legibly can have a teacher or friend write their poem down for them, OR they can use a tablet/laptop to write it.
- If the video is no longer available, search for the book to purchase: Little People, Big Dreams: Maya Angelou by Lisbeth Kaiser

References
https://www.youtube.com/watch?v=I9pRb_QhnwU


Reflection (After Lesson is Complete):
WEEK 34:
Teacher: Date:

Activity: Songkran Water Festival

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- DL.3-5.8: I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
- DL.3-5.7: I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.

Learning Objective(s):
1. Students will learn about the different New Year celebrations in Thailand.
2. Students will understand how their celebration is different from theirs.

Materials:
- YouTube Video: Quick Guide to the Songkran Festival
  - https://www.youtube.com/watch?v=ZDUeFWHAU0Y
- Small Spray Bottles of Water Mixed with Tempera Paint (50/50 Mixture)
- White Construction Paper
- Tablet or Laptop and Projector and Speakers

Procedure:
1. Show YouTube Video: Quick Guide to the Songkran Festival
   - https://www.youtube.com/watch?v=J9pRb_QhnwU
2. Explain the importance of the water for the festival as a sense of cleansing the bad from the past and providing luck for the future.
3. In small groups, work with students on the craft.
   - Hand out the construction paper.
   - Have students pick a spray bottle color to start with.
   - Students can switch up the color to make their paper colorful.

Assessment:
Formative -
- Observe students’ reactions to the video and discussion of the importance of water to the festival
Summative -
● Assess students’ understanding of the concept of cleansing from the festival and its connection to the craft

Be mindful of:
● Make sure the discussion is positive and not denouncing any other beliefs but just focusing on the ones discussed in the video.

Accommodations:
● Canvas or other materials may work better than construction paper to wet/color with the spray.

References

Reflection (After Lesson is Complete):
WEEK 35:
Teacher:  
Date:  

Activity: Malcolm Little Lesson  

Grade(s): K-5  

Teaching Tolerance Social Justice Standards:  
- DL.6-8.8: I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally.  
- DL.6-8.10: I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.  
- AC.6-8.17: I know how to stand up for myself and for others when faced with exclusion, prejudice and injustice.  

Learning Objective(s):  
1. Students will learn about Malcolm X and his life as a child.  
2. Students will discuss things they would like to advocate for and come up with steps towards making a change.  

Materials:  
- Book: Malcolm Little: The Boy Who Grew Up to Become Malcolm X by Ilyasah Shabazz  

Procedure:  
1. Introduce Malcolm X as an influential leader during the Civil Rights Movement.  
2. Read Malcolm Little: The Boy Who Grew Up to Become Malcolm X  
3. Emphasize that the students’ voices are important to make change. Discuss changes they would like to advocate for. What steps could they take? Who could help them toward advocating for these changes? What did Malcolm do to become a better advocate? (Educated himself, spoke with peers, etc.)  

Assessment:  
Formative -  
- Assess students’ knowledge of the Civil Rights Movement and Malcolm X prior to reading the book.  

Summative -  
- Assess students’ acknowledgement that they do not have to be adults to start advocating for change.
Be mindful of:

- Malcolm X is at times a controversial person to discuss. However, he had a very powerful and important influence on the Civil Rights movement and should be acknowledged.

Accommodations:

- For a children’s book Malcolm Little: The Boy Who Grew Up to Become Malcolm X is a longer story. Feel free to break up the story to allow time for discussion.

References


Reflection (After Lesson is Complete):
WEEK 36:
Teacher: 

Activity: Color of Me

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- ID.3-5.1: I know and like who I am and can talk about my family and myself and describe our various group identities.
- ID.3-5.2: I know about my family history and culture and about current and past contributions of people in my main identity groups.

Learning Objective(s):
1. Students will understand who they are and how they compare to their classmates.
2. Students will further practice recognizing and growing into their own identity.

Materials:
- The worksheet (below)
- Crayons, colored pencils, markers
- Pen/Pencil
- Multicultural crayons, for skin color

Procedure:
1. Students will be given time to fill out the worksheet below. Encourage students not to share their answers until the very end so that they can see who is most like and different from them.
2. Go around the room and ask students to share their answers and show off their pictures. If students do not want to share that is ok.
3. Hang students’ pictures around the room, or send it home with the student for their parents to see.

Assessment:

Formative -
- Observe student work ethic while walking around the room as students complete their worksheet.

Summative -
- Assess students’ ability to identify characteristics of themselves and their families.
Be mindful of:
● Instead of using the word family, or mom and dad, say who you live with. This removes the possibility of students getting upset over possibly not having a family like everyone else.

Accommodations:
● If students have difficulty writing then a friend or a teacher can write down their answers for them.

References

Reflection (After Lesson is Complete):
NAME: 

AGE: 

I am in grade ________
I love learning about

____________________________________________
____________________________________________

I live with my ________

____________________________________________

We have ___ Pets
Their names are ________

I have many favorites!
Color: _____________
Song: _____________
Holiday: ___________
Fruit: _____________
Vegetable: __________
Month: ______________
Smell: ______________
Place: ______________
Shape: ______________
Animal: _____________

Here's a drawing of who I live with!

Here's a drawing of me!
WEEK 37:
Teacher: 

Activity: Cinco de Mayo Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- DL.3-5.8: I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
- DL.3-5.10: I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

Learning Objective(s):
1. Students will learn about Cinco de Mayo.
2. Students will understand that people from different countries may celebrate different holidays from them.

Materials:
- YouTube Video: PBS Learning Media | Cinco de Mayo | PBS Kids
  - https://www.youtube.com/watch?v=O20HgEL0t8I
- Yellow Paper Cups and Plates (Small Plates)
- Pipe Cleaners
- Small Pom Poms
- Liquid Glue

Procedure:
1. Introduce the topic of this lesson (Cinco de Mayo)
2. Play YouTube Video: PBS Learning Media | Cinco de Mayo | PBS Kids
   - https://www.youtube.com/watch?v=O20HgEL0t8I
3. Have students discuss the question from the end of the video: Have you ever overcome an obstacle that made you want to celebrate?
4. As a group or in smaller groups, begin the craft: Sombrero
   - Sombrero: a broad-brimmed felt or straw hat, typically worn in Mexico and the southwestern US.
5. Hand out craft materials to students. Let students pick the colors they want for the pipe cleaners and pom poms.
   - 1 cup per student
   - 1 plate per student
   - 3 pipe cleaners per student
   - 10-15 Pom Poms per student

6. Instruct students to glue the opening of the cup in the middle of the face of the plate.
7. Next instruct students to glue the pipe cleaners toward the opening of the cup (which is glued to the plate).
8. Finally, instruct the students to glue pom poms around the “brim” of the hat (plate).

**Assessment:**

- **Formative** -
  - Assess students’ understanding of Cinco de Mayo by asking clarifying questions after the video.

- **Summative** -
  - Assess students’ understanding that different cultures celebrate different holidays by continuing discussion during the craft.

**Be mindful of:**

- Cinco de Mayo is NOT Mexico’s independence day. Mexico’s independence day is September 16th.

**Accommodations:**

- Work with students in small groups for the craft to make assisting students easier.

**Reference**
PBS Kids. (2017, May 5). *PBS LEARNING MEDIA \ Cinco de Mayo| PBS KIDS* [Video]. YouTube. https://www.youtube.com/watch?v=Q20HgEL0t8I


**Reflection (After Lesson is Complete):**
Activity: Eid al-Fitr Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- DL.3-5.6: I like knowing people who are like me and different from me, and I treat each person with respect.
- DL.3-5.9: I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.

Learning Objective(s):
1. Students will have a better understanding of the religion of Islam, including Ramadan and Eid al-Fitr.
2. Students will explore a culture different from their own.
3. Students will learn that people of a different culture should still be treated equally and celebrated.

Materials:
- Purple and Yellow Construction Paper
- String/pipe cleaner for handle
- Scissors
- Glue
- Markers, Crayons, and Colored Pencils
- What is Eid al-Fitr? Ramadan & the Festival of Breaking the Fast - Behind the News
  - [https://www.youtube.com/watch?v=6OF4HEGNBRQ](https://www.youtube.com/watch?v=6OF4HEGNBRQ)

Procedure:
1. Gather the class around the circle, ask students if they know anyone who is Muslim, someone that believes in the religion of Islam. Tell students that this week is very special to Muslim people as Eid al-Fitr is celebrated on May 12th to the 13th. Eid al-Fitr marks the end of Ramadan and is also known as the “Festival of Breaking the Fast.”
2. Here is a short video explaining Eid al-Fitr better! (Show video)
3. Now that we know more about Eid, let's make a craft celebrating it. For this craft we will construct purple and yellow lanterns out of construction paper. After you make the base lantern, you may decorate it any way you wish!
4. Looking at the example (bottom), try your best to make a lantern that is of similar shape and size.
5. These lanterns can be hung from the ceiling or put on the wall.

**Assessment:**
- Formative -
  - Observe student engagement before and during the video.
- Summative -
  - Assess students’ lanterns on accuracy relative to the examples.
  - Assess students’ understanding of Eid al-Fitr

**Be mindful of:**
- Look up how to pronounce Eid al-Fitr.

**Accommodations:**
- Students who cannot cut can have their lantern cut for them.

**References**

**Reflection (After Lesson is Complete):**
WEEK 39:
Teacher: Date:

Activity: Classroom Guess Who

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- ID.3-5.1: know and like who I am and can talk about my family and myself and describe our various group identities.
- ID.3-5.3: I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.

Learning Objective(s):
1. Students will be able to comfortably talk about the multiple facets that make up who they are
2. Students will understand each part of themselves is only a single part and they are not defined by any one thing

Materials:
- Prior information from parents
- An Open Area to Complete the Activity
- Index Cards

Procedure:
1. Gather information about each student and their identity from their parents, for example things they like to do, different cultures they are a part of, interesting facts, favorite foods, favorite colors, etc.
2. Make an index card of the students’ information and number the hints.
3. Go through the hints and have the students raise their hands with a guess.
4. The first person to guess the right classmate will get to randomly choose the next index card.

Assessment:
Formative -
- Observe student participation during the guessing game.
Summative -
- Assess student ability to correctly identify students based on clues alone.

Be mindful of:
- Do not use any facts or interest you think could isolate or stress the child
Accommodations:
  ● For students who cannot hear well, you can place them at the front of the class.

References

Reflection (After Lesson is Complete):
WEEK 40:
Teacher:

Activity: Freedom Summer

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- JU.3-5.12: I know when people are treated unfairly, and I can give examples of prejudiced words, pictures and rules.
- JU.3-5.13: I know that words, behaviors, rules, and laws that treat people unfairly based on their group identities cause real harm.
- JU.3-5.14: I know that life is easier for some people and harder for others based on who they are and where they were born.
- JU.3-5.15: I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

Learning Objective(s):
1. Students will learn about the Civil Rights Act of 1964.
2. Students will learn the influence of the Civil Rights Act of 1964.

Materials:
- YouTube Video: Civil Rights Act of 1964 | Montgomery Bus Boycott for Kids | Rosa Parks and Martin Luther King
  - https://www.youtube.com/watch?v=WKEGou1zPII
- Book: Freedom Summer by Deborah Wiles

Procedure:
1. Watch YouTube Video on the Civil Rights Act of 1964:
   - https://www.youtube.com/watch?v=WKEGou1zPII
2. Review the following people and terms.
   - Martin Luther King (reiterate points from previous lesson)
   - Rosa Parks (reiterate points from previous lesson)
   - Segregation: the action or state of setting someone or something apart from other people or things or being set apart
   - Boycott: withdraw from commercial or social relations with a country, organization, or person as a punishment or protest
• Civil Rights Act of 1964: President Lyndon Johnson signed this law on July 2nd 1964. This law prohibits the discrimination in public places, made employment discrimination illegal, and paved the way for the integration of schools and other public facilities.

3. Read Freedom Summer by Deborah Wiles and discuss:
   • How did some businesses react to the Civil Rights Act of 1964?
   • Towards the end of the story what were the two friends finally able to do?
   • How did activism lead to/influence the Civil Rights Act of 1964.
     ○ This would be in reference to both the book and the YouTube video
   • Have they seen or heard of any recent changes in law that were influenced by activism?
     ○ Police officers being held accountable for wrongful deaths (George Floyd’s case).
     ○ Set plans of police reform into motion.
     ○ Many people in the United States (and all over the world) demanded change in our culture which led to major corporations reconsidering their participation in systemic racism.

Assessment:
Formative -
• Assess students’ understanding of segregation, boycotting, and the Civil Rights Act of 1964 through discussion after showing the YouTube video.

Summative -
• Assess students’ understanding of the impact of the Civil Rights Act of 1964 through the final discussion.

Be mindful of:
• The discussion should focus on how activism can lead to change.
• This lesson requires the teacher to have moderate knowledge of the Civil Rights Act of 1964 and recent or current events.

Accommodations:
• The discussion during this lesson may be uncomfortable for some students. Monitor students’ reactions and allow for breaks or one-on-one teacher-student discussions.

References

Reflection (After Lesson is Complete):
WEEK 41:
Teacher:                 Date:

Activity: Juneteenth Lesson

Grade(s): K-5

Teaching Tolerance Social Justice Standards:
- DL.3-5.6: I like knowing people who are like me and different from me, and I treat each person with respect.
- DL.3-5.8: I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
- DL.3-5.10: I know that the ways groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

Learning Objective(s):
1. Students will learn about the celebration of Juneteenth.
2. Students will recognize the way African Americans were treated in the past and present, and how it is a part of what makes them who they are.

Materials:
- Book: All Different Now: Juneteenth, the First Day of Freedom by Angela Johnson

Procedure:
1. Discuss when and what Juneteenth is.
   - When: June 19th
   - Juneteenth is a celebration that marks a day in 1865 when enslaved Texans learned they’d be free. This was two months after Robert E. Lee surrendered and the Civil War ended and over two years after President Abraham Lincoln issued the Emancipation Proclamation which declared that all persons held as slaves within the rebellious states were to be freed.
   - Although freed, African Americans still experienced oppression, but Juneteenth was a day to focus on what has been overcome and celebrate moving forward through hostile environments.
2. Read the book All Different Now: Juneteenth, the First Day of Freedom by Angela Johnson.
3. Discuss with students how it is important to celebrate and recognize when we overcome challenges. Discuss the word resilient and how they have been resilient in their own lives.
   - Resilient: able to withstand or recover from difficult conditions


Assessment:

Formative -
- Assess students’ willingness to learn about their own or another person’s culture during the discussion of Juneteenth.

Summative -
- Assess students’ understanding of how the treatment of groups of people in the past and present influence who they are.

Be mindful of:
- Juneteenth is a time for African Americans to celebrate, not non-African Americans. Students of other ethnicities can take this time to acknowledge the challenges and accomplishments of the African American community.

Accommodations:
- Students can be split into smaller groups for more opportunities to discuss, however, be sure that these groups are diverse.
- If the book is unavailable there is a read aloud on YouTube
  - [https://www.youtube.com/watch?v=iOvi3j26ZDc](https://www.youtube.com/watch?v=iOvi3j26ZDc)

References
Johnson, A. (2014). *All different now: Juneteenth, the first day of freedom*. Simon & Schuster Books for Young Readers.
Literally Cultured. (2020, June 17). *All Different Now: Juneteenth, the First Day of Freedom (Literally Cultured Read Aloud) [Video]*. YouTube.
[https://www.youtube.com/watch?v=iOvi3j26ZDc](https://www.youtube.com/watch?v=iOvi3j26ZDc)

Reflection (After Lesson is Complete):
Materials:

Book List:

- A Friend Like Simon by Kate Gaynor
- All Different Now: Juneteenth, the First Day of Freedom by Angela Johnson
- All the Colors We Are (2014) by Katie Kissinger
- C is for Consent by Eleanor Morrison
- Cinco de Mayo by Emma Carlson Berne
- Courageous People by Heidi Poelman
- Freedom Summer by Deborah Wiles
- Happy in Our Skin by Fran Manushkin
- I Am Human by Susan Verde
- I am Rosa Parks by Brad Meltzer
- It’s Okay to Be Different (2009) by Todd Parr
- It’s Ramadan, Curious George by H. A. Rey
- Juneteenth for Mazie by Floyd Cooper
- Little Leaders: Bold Women in Black History by Vashti Harrison
- Little Legends: Exceptional Men in Black History by Vashti Harrison
- Malcolm Little: The Boy Who Grew Up to Become Malcolm X by Ilyasah Shabazz
- Maya My First Maya Angelou (Board Book) by Lisabeth Kaiser
- Pink is for Boys by Robb Pearlman
- Sacagawea: The Journey to the West (1997) by Dennis B. Fradin
- Separate is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation by Duncan Tonatiuh
- Side by Side/Lado a Lado: the Story of Dolores Huerta and Cesar Chavez/La Historia de Dolores Huerta y Cesar Chavez by Monica Brown
- The Color’s of Us by Karen Kratz
- The Sandwich Swap (2010) by Queen Rania of Jordan Al Abdullah
- Veterans: Heroes in Our Neighborhood (2013) by Valerie Pfundstein
- What’s the Difference?: Being Different is Amazing (2017) by Doyin Richards
Lesson Plan Template

Teacher:  

Activity:  

Date:  

Grade(s): PRE-K or K-5

Teaching Tolerance Social Justice Standards:

Learning Objective(s):
1.
2.

Materials:

Procedure:
1.
2.

Assessment:

Formative -

Summative -

Be mindful of:

Accommodations:

References

Reflection (After Lesson is Complete):

For this section, the teacher should note feedback from the session from students or their own feedback. This is also a section to note any follow-up reflection completed with students. Some examples of this are meditation, journaling, group discussion, or anything that assists the students in reflecting on what they learned.
Parent/Guardian Letter

Dear Parents/Guardians,

This year ________ will be using the YWCA Anti-Bias Curriculum. It is a curriculum that is centered on the idea of understanding and hopefully eliminating conscious and subconscious biases.

Children will be given age appropriate lessons that align with our YWCA Lancaster Mission.

As the parent/guardian of the child, you play the most important role in keeping children informed about these incredibly important topics. We hope to support you in these efforts and request your permission to share the YWCA’s Anti-Bias Project with the child.

If you have any questions or would like more information, please feel free to reach out to the YWonderful Kids Director, Jasmyne King, at jking@ywcalancaster.org or (717)-283-4493.

Sincerely,

YWCA YWonderful Kids Staff

………………………………………………………………………………………………………………………………………………………………………

My child, ____________________________________ (please print full name) has my permission to be a part of the YWCA Anti-Bias Curriculum.

☐ Yes
☐ No

Signature: ---__________________________________________
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