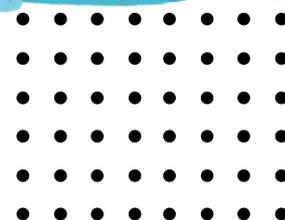


# Teaching Plan

# Black Lives Matter

**How to teach kids to be anti-racist**



# Book information



## Book information

Grade Level Equivalent: Grade 1-4  
Genre: Easy readers

Ages: 6 to 8+

Themes: Teaching kids about racism and tolerance

## Why this book

Students will be able to learn about the increasingly large problem of racism. They will find out about the history of racism and why some people aren't tolerant of the Black community.

## Teaching materials:

Black Lives Matter story book, paint, crayons, art supplies, resources provided in this teaching guide.

## Summary

Hundreds and thousands of people in the US and around the world are marching to raise awareness of the problems faced by people in the Black community. But which problems...?

## Critical question

How can teachers proactively work to encourage kids to question and think critically about the world around them?

Get the student to:

1. Go beyond “what?” — and ask “how?” and “why?”
2. Follow it up with “How do you know this?”
3. Prompt them to think about how their perspective may differ from other people’s.
4. Finally, ask them how to solve this problem.

Why is racism so wrong?  
How does being racist effect someone's life?  
What should you do if you are being picked on because of the color of your skin?

# Before you read



## Introduction

Begin by sitting the children in a circle. Play a listening game to get the children thinking about racism. Ask them if they understand what racism is, why it happens and why it is such a bad thing. Remember it is important that children listen to each other and remain respectful. *Also make sure that children know they can speak to an adult in private if they want to share anything.*

## Preview and Predict

Introduce the story to the kids, begin with the cover page including the title. Ask the kids to describe the picture. Encourage the kids to predict the message of the story.

## Talk about the book cover, title

The Book cover says the title of the book is “Black Lives Matter” written by Blandine Carsalade. The book is encouraging people to think about bullies, bullying, and how the act of bullying effects others.

## Ask the following questions:

- Why do you think the people are waving signs?
- Do you think the protesting will help?
- Why are some people are intolerant of the Black community?



# ►► Vocabulary activity

## Vocabulary

Knowing the meaning of the words and phrases below increases students' understanding and enjoyment of the word play in the book. Encourage them to look for clues in the text or in the special typefaces to figure out the meaning of unfamiliar words.

Use Resource #1: Vocabulary Cards on page 5 and distribute copies to students.

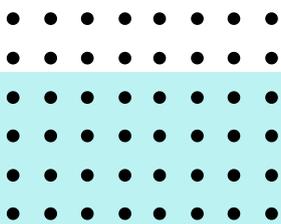
**Kindergarten:** Print two copies and play a memory game by finding the same word pair.

**Grade 1/2:** Pick two words from the vocabulary card and use them in a sentence / Fill in the blank /match up (words on one side - definitions on the other).

**Grade 3:** Use a dictionary or online resources and find the definitions. Pick five words to put in a sentence.

## Words:

*Racism, Stealing, Accusations, Imagine, Rights, Alone, Inferior, Change, Crime, Worthless*





# ►► Vocabulary card

**Racism**

**Stealing**

**Accusations**

**Imagine**

**Rights**

**Alone**

**Inferior**

**Change**

**Crime**

**Worthless**

# As you read



## Reading the book

### Modeled reading

Read aloud the first chapter of the book, asking the class to follow along. Project the text on a whiteboard or screen, if possible. Have students go through the book and write down all the words that are in unusual typefaces or that they don't understand. Explain why they thought the author chose to use those typefaces or words to help tell the story.

### Paired reading : Resource #2

Assign partners to read the book together. Encourage them to share questions and reactions with each other.



## Comprehension focus

### Looking at the cover:

- What do you think this book will be about?
- What makes you think that?
- What genre is this book? How do you know?

### While reading:

- What's the setting of this story?
- What is your favorite illustration in the book? Explain what you like about it.
- What is happening in the story so far?
- What do you think will happen next? What makes you say that?
- What problems/challenges are the characters facing?

# After you read



## Questions to discuss: Resource #3

1. What was the author's purpose? Was he/she trying to persuade, inform or entertain you? How do you know that?
2. What was the message of the story?
3. In which other way could you find out more about the Black Lives Matter movement?
4. How did the character/s change during the story?
5. What were the most important parts of the story?
6. Did you like how the story was set out (in rhyming poem form)? What did you like about it?
7. What are you still wondering about?
8. How might you find the answer to your questions?
9. How would you have handled the situation the poor racially abused black people find themselves in?
10. What would you have done differently?

## How does racism make people feel: Resource #4

After you have finished reading and discussing Black Lives Matter have your students work with a partner or in a small group to brainstorm thoughts, feelings and emotions of people being abused because of the color of their skin. They simply need to discuss how a victim might feel and fill the outline of the person up with the various descriptive words.

While this task can be completed individually, working in a small group has a variety of benefits:

1. It allows children to be able to voice their feelings and thoughts to others.
2. It allows children to listen to and understand how other children feel when being picked on for the color of their skin.
3. It builds up empathy between kids and brings them together.
4. They feel like they have a 'safe space' and friends they can talk to if they experience or witness any kind of racism.



# ▶▶ Reading questions

	Questions	Answers
Before		
During		
After		

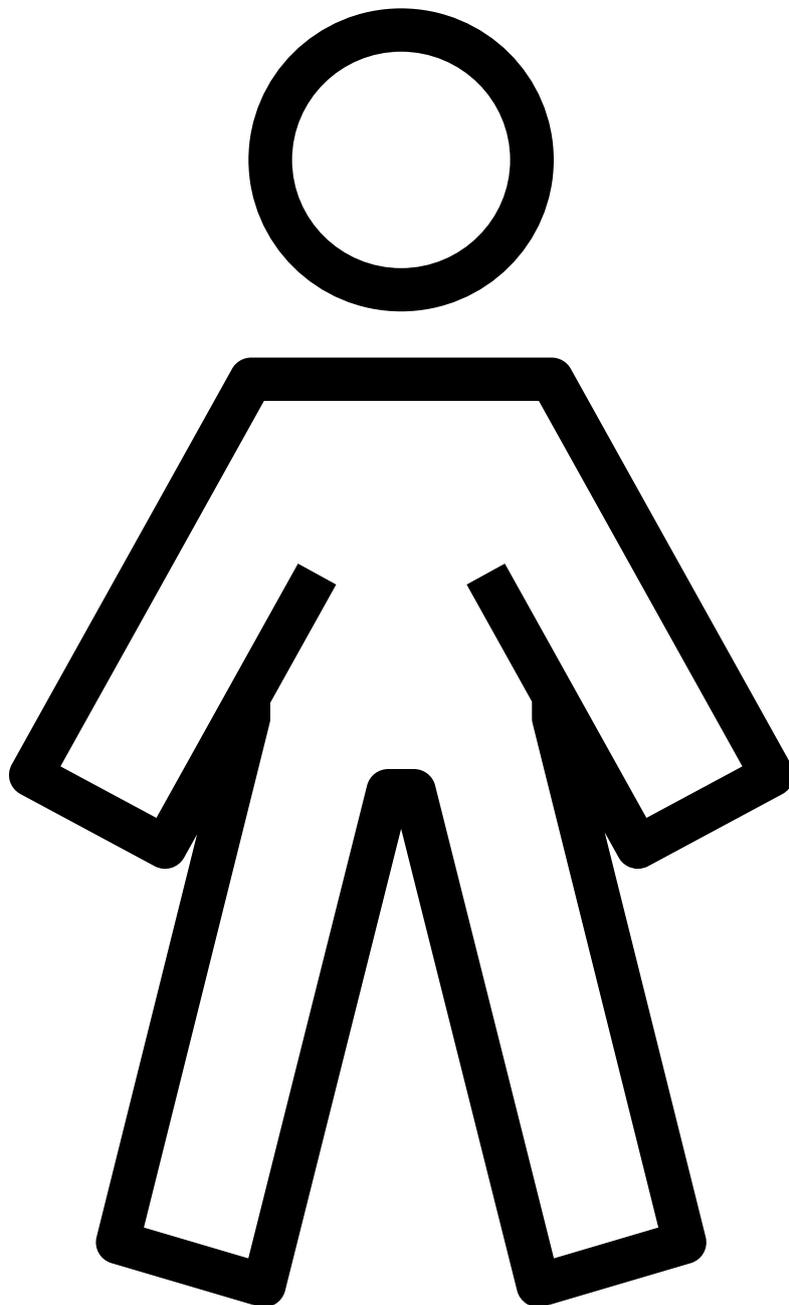
# ▶▶ Questions to discuss



#	Answers
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

# ▶▶ How does racism make people feel?

Think about how you or someone else might feel if you were being picked on because of the color of your skin. Work in a small group and fill up the outline of this body with all the thoughts, feelings and emotions you might be experiencing!



# ▶▶ Extra activities

## Other related subjects

### Speaking practice

How do you think being picked on because of the color of your skin would make you feel? What emotions do you think you would feel inside if someone says something mean or nasty about the color of your skin?

It is important for children to recognise and validate their own emotions and the emotions of others. If they so desire they can get up in front of the class and tell everyone about their understanding of racism and how it affects people's lives. Some children will find this easier to do than others and it is important that no child feels pushed or coerced to talk when they might not want to. If they wish to talk to you privately then make sure that they are aware that they can do so!

### Spot the difference

#### Resource #5

It is important for children to realise that when it comes to race, the difference is only superficial and skin deep.

In this task children must work independently to circle or list any and all the differences they can spot between the two images WITHOUT mentioning the color of the skin. This spot the difference task allows kids to see that aside from the color of the skin there is absolutely no difference between a black person and a white person.

You can then bring the class back together after a short while and discuss their findings. This could stimulate some debate and conversation between the children. Ask questions such as "what do you notice?" and "what differences have you spotted between the two children?"



# ▶▶ Spot the difference

Take a look at the pictures below. One is of a black child reading a book, the other is of a white child reading a book. **Without mentioning the color of their skin**, list as many differences as you can spot. You can either circle them or write them down next to the pictures. What do you notice?





## Quiz

Q1: Which spirit did the three friends meet first?

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Q2: What era did the spirit of the past take them to?

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Q3: What was a sign of ill-health in the Victorian era?

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Q4: What were the names of the two Texan slaves?

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Q5: What kind of beard did the spirit of the future have?

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Q6: Which three kids do the bullies see?

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Q7: How does the spirit of the future read thoughts?

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Q8: Who ends up homeless in the future?

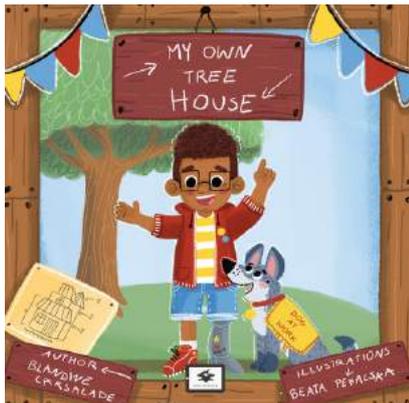
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Q9: Is it ever too late to change your ways?

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# Read **more**

Use these books and other Book Prunelle resources to expand your students' study of the book or theme.



## **Title: My Own Tree House**

Collection: Magic me

Age: 6+

Grade:

Leron has dreamt of building his very own treehouse for as long as he can remember and he's not going to let his disability get in the way!

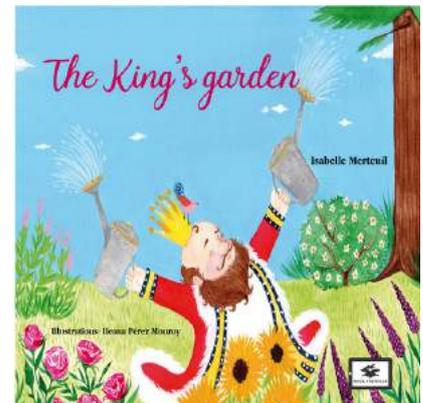
## **Title: The King's Garden**

Collection: Magic me

Age: 6+

Grade:

A king is passionate about floral art, a lover of plants and trees, and has created a splendid garden. One day he goes on a long journey. When he returns, he finds that everything in the garden is dying. What happened?



## **Title: Princess Ellya Goes to School**

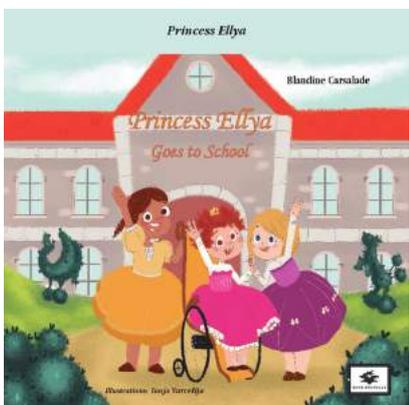
Collection: Magic me

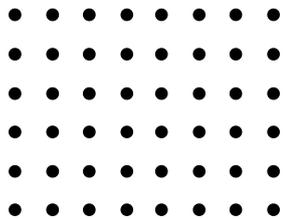
Age: 6+

Grade:

Princess Ellya is in a wheelchair, and she is no different from other little girls. She likes picking flowers, racing on the ramps of the castle that is fully equipped to help her move around freely.

But now it's time for Ellya to join Madame Rose's boarding house outside her kingdom.





# Book Prunelle



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