

# NO ONE EATS ALONE®

A Positive Prevention Initiative for 5th - 8th Grade



BEYOND DIFFERENCES™  
Inspiring Youth to End Social Isolation

# Teacher Guide

2023 - 2024

A SEL Curriculum for Educators

# WELCOME TO NO ONE EATS ALONE

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# FAQS ABOUT BEYOND DIFFERENCES AND SOCIAL ISOLATION

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## 1. WHAT IS BEYOND DIFFERENCES?

Beyond Differences is a student-led social justice movement and the only organization dedicated to ending social isolation by empowering students to become activists and change the culture of middle school. All of our curriculum is provided at no cost to educators that sign up.

**Focused on social isolation.** While other organizations are focused on bullying after the damage to children has been done, we focus on the positive opportunities to prevent bullying instead of reacting after the fact. We are the only organization raising national awareness through strategic communications campaigns designed by the teens themselves about adolescent social isolation, a preventable public health crisis.

**By students for students.** Our approach is rooted in our belief that this generation of youth has the power to change the world, starting with how they treat one another at school and online. Students have shown that, when given the tools, they will stand up for others as empathic and caring activists, not passive bystanders. We engage directly with our student leaders and show them how to influence their classmates, making the culture at school better for the whole community. They are making “inclusion the new cool in school.”

## 2. WHAT IS SOCIAL ISOLATION?

Social isolation is a lack of quality social connections that can lead to feelings of distress or emptiness. It is a feeling of being “different” for any number of reasons, and not accepted by one’s peers or classmates. It could also refer to the feeling of being in a group yet not feeling as if anyone knows you are there or would notice if you were missing. There are students in schools all over the United States who quietly suffer from loneliness and isolation every day. We focus on middle school because adolescence is a perfect time emotionally and cognitively to create student awareness and commitment to one’s own growth and connecting with their classmates.

## 3. WHY SOCIAL ISOLATION? DON’T SCHOOLS HAVE BIGGER PROBLEMS SUCH AS BULLYING AND VIOLENCE?

We believe that much of the bullying and violence in our schools can be addressed by treating the underlying causes. Since 2010, Beyond Differences has presented to thousands of middle school students in schools all over the country, and we have found the problem of social isolation to be universal across urban and suburban communities.

There is a higher propensity for social isolation among children who identify as multi-cultural, multi-religious, LGBTQ and English language learners.

By reducing social isolation, we believe we can help change the culture of middle school to one in which students thrive academically, emotionally and physically.

# FAQS ABOUT NO ONE EATS ALONE®

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## 1. WHAT IS NO ONE EATS ALONE?

No One Eats Alone (NOEA) is a Positive Prevention Initiative for middle school children that includes an original curriculum, day of action, and student leadership unit. It teaches students how to be activists working to combat social isolation. NOEA Day is a lunchtime special event that takes place at school. Students engage in simple acts of inclusion during lunch – in other words, taking the first step towards making sure that no one is eating alone.

### No One Eats Alone consists of three components:

- **Original Curriculum:** This includes a teacher’s guide containing eight (8) stand-alone classroom lesson plans and a student leadership unit on how to run a NOEA Day and Beyond Differences Club. Included with the lessons are accompanying worksheets, links to suggested videos, and lesson plans with talking points and slides that will guide you and your class through each lesson.

This year, the lesson sequence is focused on taking students through a sequence of developing three types of empathy, according to psychologist Daniel Goleman.

You can choose the lessons you but can be chosen according to your interests, what is happening in the news, or in response to the needs of your community.

- **National No One Eats Alone Day:** A fun school-wide special event that takes place on the same day at schools across the country! Hundreds of thousands of students will be practicing inclusive behavior during lunch time by mixing up with whom they sit, by playing interactive activities we have provided, by creating a community art installation, and by making pledges of what they can personally do to combat social isolation and make sure that no one eats alone!
- **Student Leadership Training:** Additional guides for students to help them with the planning, preparation, and leading of NOEA®. Your student leaders can build their skills and inspire their classmates to create a culture of belonging at the same time.

## 2. WHY SHOULD WE DO NO ONE EATS ALONE?

No One Eats Alone is a great way to start or continue changing the culture of your middle school to one where all students feel included, valued, and accepted by their peers.

### No One Eats Alone works because of three simple ideas:

- **Students can improve their own communities.** By practicing how to engage with students who might feel isolated, students can make a tangible change in their community, challenging themselves and others to understand and accept each other’s personal stories and experiences in order to combat social isolation.
- **Inclusive communities are stronger communities.** Inclusive school communities create happier and more successful students while also allowing youth to empower themselves.
- **Inclusion helps prevent bullying.** Social isolation is oftentimes the precursor to bullying. School communities with a culture of inclusion have far fewer instances of bullying.

# LETTER TO EDUCATOR

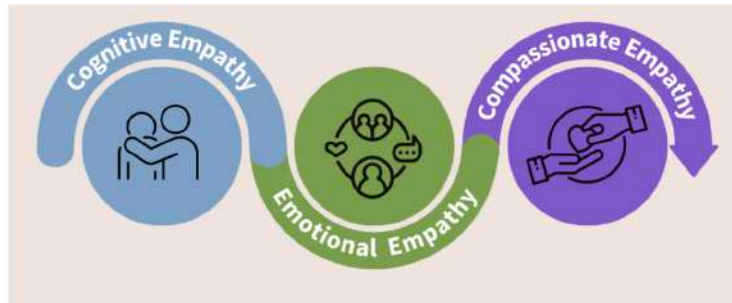
Dear Educator,

As a former teacher, I remember scrambling to research different lessons and activities for my students on top of my full class workload when I sensed we needed to build more connection and trust. Or when I desperately tried to find solutions or talking points to support my students going through very personal issues. I was doing my best with the capacity I had.

This is why I am consistently inspired and understand the need to provide resources for educators, so you can continue thriving in your role without getting burnt out.

Thank you for bringing No One Eats Alone® to your school.

Our theme for this year is *My Recipe for Empathy*. Our team has thoughtfully revamped our SEL lessons and sequenced them in a way that allows students to experience the following types of empathy, as informed by psychologists Daniel Goleman and Paul Ekman. We believe when students learn these, they are much more equipped to end social isolation and contribute to a culture of belonging.



## Other curriculum highlights:

- 5-minute adaptations for each lesson if you are short on time (*use them either as lesson brain breaks and an on-ramp to building trust and understanding in your class*).
- Lessons are broken down into manageable chunks so you can pick and choose what is most relevant for your students.
- Each lesson comes with a lesson slide deck that has additional speaker notes to address challenging topics.
- Each lesson plan contains teaching tips called “Teacher Tools” written on the side. These are suggestions for how to empower and engage students further in the lesson.

## About the Student Leadership Unit:

Use this with your selected group of student leaders to run NOEA Day. Inside you will find Lesson 9: an introduction to Lili Smith, the inspiration behind Beyond Differences, that reinforces the power of students telling their authentic stories.

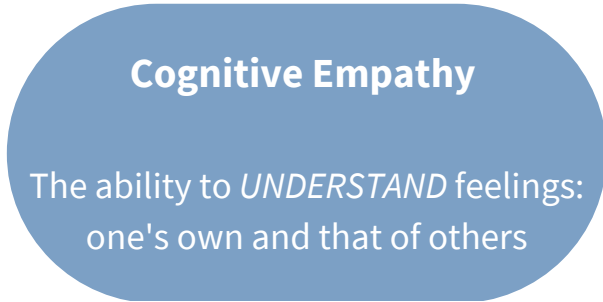
Student Leader Guide to Run NOEA Day using your mailed activity kit includes: instructions of how to run the *My Recipe for Empathy* art project, a BINGO template, and conversation cards. There are multiple activities students can lead to run their NOEA Day.

A second student leader guide is provided to encourage students to continue cultivating belonging by starting a Beyond Differences club after NOEA Day is over. A BD Club is a great way to get students to run lunch activities consistently for one another.

I hope that our NOEA Program will create the impact of encouraging students to sit with one another in the lunch room, ask each other if they are doing OK, and allow your relationships with them to thrive.

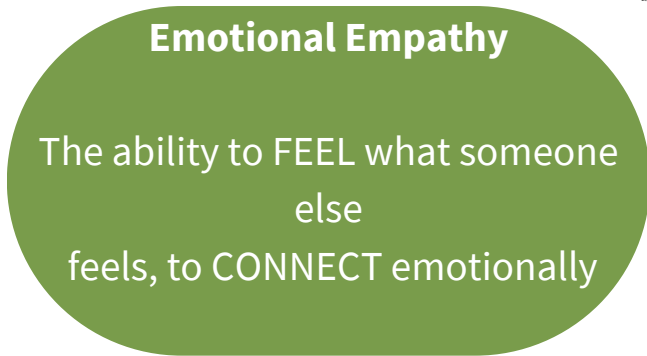
Warmly,  
Alyssa Ching  
Director of National Programs

# NOEA Curriculum Scope and Sequence



## Lessons 1-3:

The Power of Self-Reflection  
Language of Emotions\*  
Advice to Younger Selves



## Lessons 4-6:

Introduction to Social Isolation\*  
Guided Art Activity  
Origin Story



## Lessons 7-8 and Student Leadership Unit

How to Apologize  
Theater of Inclusion  
Running A Student-Led NOEA Day +  
Culture\*

**\*We recommend these as introductory lessons/activities to run SEL  
informed lessons on social isolation**

## KEY TERMS

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**Social Isolation** - a lack of quality social connections that can lead to feelings of distress or emptiness.

**Belonging** - a feeling of complete acceptance of oneself, which can be cultivated by one's own actions, and being in community with others.

**We attribute these three things to creating cultures of belonging in schools:**

- 1) Knowing yourself & having self-love and acceptance
- 2) When we are with others we can bring our authentic selves to a space
- 3) We embrace people's differences and create opportunities for people to feel valued, seen, and heard.

**Empathy** -the ability and willingness to understand the feelings of another.

**No One Eats Alone® Day (NOEA)** - A day of action to encourage youth to sit with others, find new friends, and model ways to battle social isolation.

National No One Eats Alone Day is designed to be student-led. Beyond Differences provides a free backpack filled with materials for the event. The national awareness day can be the culmination after working through the lessons, as a kickoff to begin utilizing the lessons, or as a stand-alone event.

On National No One Eats Alone Day, students are reminded of the importance of creating an inclusive community where everyone has a place at the table. Sometimes, life-long relationships will be created. At the very least, everyone feels good about themselves, knowing they've contributed to a healthier, positive school climate.

**Student Leader Unit**- A leadership unit designed with instructions for awesome student leaders at a school site to run NOEA Day art and icebreaker activities to cultivate belonging and end social isolation.

No One Eats Alone® Curriculum

Lesson	CASEL Competencies Addressed
Lesson 1: The Power of Self-Reflection	<p><b>Self-Management:</b> Identifying and using stress-management strategies</p> <p><b>Responsible Decision-Making:</b> Reflecting on one’s role to promote personal, family, and community well-being</p>
Lesson 2: Language of Emotions	<p><b>Self-Awareness:</b> Integrating personal and social identities</p> <p><b>Responsible Decision Making:</b> Co-creating a sense of belonging</p>
Lesson 3: Advice to Younger Selves	<p><b>Self-Awareness:</b> Having a growth mindset</p> <p><b>Social Awareness:</b> Showing concern for the feelings of others</p> <p><b>Responsible Decision Making:</b> Identify solutions for personal and social problems</p>
Lesson 4: Intro to Social Isolation	<p><b>Self-Management:</b> Identifying and using stress-management strategies</p> <p><b>Relationship Skills:</b> seeking or offering support and help when needed</p>
Lesson 5: Guided Art Activity	<p><b>Self-Awareness:</b> Integrating personal and social identities</p> <p><b>Self-Management:</b> Identifying and using stress-management strategies</p> <p><b>Responsible Decision Making:</b> reflecting on one’s role to promote personal, family, and community well-being</p>
Lesson 6: Origin Story	<p><b>Self-Awareness:</b> Identifying personal, cultural, and linguistic assets</p> <p><b>Relationship Skills:</b> Understanding and expressing gratitude</p>
Lesson 7: How to Apologize and Why It Matters	<p><b>Self-Awareness:</b> Critical self-analysis</p> <p><b>Social Awareness:</b> Perspective Taking</p> <p><b>Relationship Skills:</b> Building relationships, effective communication</p> <p><b>Responsible Decision Making:</b> Co-creating a sense of belonging</p>



Lesson 8: Theater of Inclusion	<p><b>Self-Management:</b> Critical self-analysis</p> <p><b>Social Awareness:</b> Perspective Taking</p> <p><b>Relationship Skills:</b> Building relationships, effective communication</p> <p><b>Responsible Decision Making:</b> Co-creating a sense of belonging</p>
Lesson 9: The Power of Storytelling	<p><b>Self-Awareness:</b> Integrating personal and social identities</p> <p><b>Social Awareness:</b> Taking others’ perspectives</p>

**Featured Curriculum: FIRE**

Art Lesson	<p><b>Self-Awareness:</b> Integrating personal and social identities</p> <p><b>Social Awareness:</b> Understanding and expressing gratitude</p>
History Lesson	<p><b>Social Awareness:</b> Students will understand what social isolation and exclusion looks like.</p> <p><b>Relationship Skills:</b> Students will be able to have in-depth discussions about the topics taught in the classroom.</p> <p><b>Responsible Decision-Making:</b> Students should be able to push forward in creating inclusive and welcoming environments in the classroom and lead the charge in deconstructing systems of exclusion and isolation for immigrant and refugee youth.</p>
Policy Lesson	<p><b>Self-Awareness:</b> Students will be able to identify inherent self-biases and misconceptions about immigrant and refugee communities.</p> <p><b>Relationship Skills:</b> Students will be able to have in-depth discussions about the topics taught in the classroom.</p> <p><b>Responsible Decision-Making:</b> Students should be able to push forward in creating inclusive and welcoming environments in the classroom and lead the charge in deconstructing systems of exclusion and isolation for immigrant and refugee youth.</p>
Microaggression Lesson	<p><b>Self-Awareness:</b> Students will be able to identify inherent self-biases and misconceptions about immigrant and refugee communities.</p>

	<p><b>Self-Management:</b> Students can effectively respond to microaggressions they see and/or apologize for any microaggressions unintentionally perpetrated.</p> <p><b>Social Awareness:</b> Students will understand what social isolation and exclusion looks like.</p> <p><b>Relationship Skills:</b> Students will be able to have in-depth discussions about the topics taught in the classroom.</p> <p><b>Responsible Decision-Making:</b> Students should be able to push forward in creating inclusive and welcoming environments in the classroom and lead the charge in deconstructing systems of exclusion and isolation for immigrant and refugee youth.</p>

# LESSON 1: THE POWER OF SELF-REFLECTION

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**Time** 30 Minutes

**Got Only 5 Minutes?**

Skip to the Exploration part of this lesson and invite students to complete a thought download.

**Essential Question(s)**

- What is self-reflection?
- How does journaling/self-reflection help us build connection and create cultures of belonging?

**Lesson Overview**

This lesson give students the opportunity to practice self-reflection( journal, thought download, honest & open questions, & whole class reflection) and gain insights into their classmates’ mindsets to help build connections & empathy. Implementing one of more of these tools/ practices on a daily/weekly basis will help students with creating cultures of belonging.

**Objectives**

- I can explain what self-reflection is & why self-reflection is important.
- I can learn how to use four different tools/practices for self-reflection.
- I will engage in a whole-group reflection.

**Materials Needed**

- Notebook/ blank journals/ or sheets of paper stapled together to create journals for each student (link to low-cost journals)
  - Pens or pencils
  - Lesson slide deck
- Optional:
- markers/magazines/art supplies to decorate journal
  - Beyond Differences Know Your Classmates Lesson 1: Exploring Self-Identity (will help set foundation for using journals & continue self-reflection practice)
  - Journal Best Practices

**Vocabulary**

**Self-reflection** (noun). It is a skill that can be learned. It is taking time to think about our thoughts, emotions, and behaviors. The why behind them. It is a way for us to look at ourselves with interest and curiosity and not with judgment.

**Thought Download** (noun)- a self-reflection practice of writing/drawing everything that is on you mind/ taking up space.

**Honest and Open Questions** (noun)- (adapted from the work of Parker J. Palmer & The Center for Courage & Renewal)- Questions that the asker doesn’t know the answer to. These questions help us expand our thinking instead of nudging us towards a particular way of looking at a situation.

## OPENING: WHAT IS SELF-REFLECTION?

(5 minutes)

### Directions

Write Beyond Differences definition of self-reflection on the board & have students copy the definition into their journal.

1. Write Beyond Differences definition of self-reflection on the board & have students copy the definition into their journal.
2. Ask students the following questions & discuss as a class.
  - What stands out to you when you look at this definition. Any thoughts. Questions. Comments?
  - What does the “not with judgment mean?”
  - Why is that important to have no judgment?
  - Why is it important to self-reflect?



### Teacher Toolkit

*Keep reminding students this is a skill that they need to build and to not have judgment with what they write/draw!*

3. Name the four self-reflection tools you will use today.
  1. Journal
  2. Thought Download
  3. Honest & Open Questions and
  4. Whole-Group Reflection

## EXPLORATION: THOUGHT DOWNLOAD & HONEST OPEN QUESTIONS

(15 minutes)

### Directions



### Teacher Toolkit

1. Show students an example of a Thought Download.

*When first introducing Thought Downloads, it is a great practice to give students an example list of your thought download. Show your students an example of a Thought Download you did recently (write or draw). Use slide deck for additional examples.*

*Share journal agreements with students and get their input. Or, if you have time, create journal agreements together as a class.*

2. Set a time for 5 minutes and have students write down, or draw in their journals their Thought Download. Have students answer the question “what is on your mind/ what’s taking up a lot of space?”



### Teacher Toolkit

*Create rituals when you are using journal and reflection time. E.g. turn on music, dim the lights*

3. Introduce Honest Open Questions & write the questions on the board.
  - Have you ever felt like this before?
  - What surprises you most about this situation?
  - If you could wave a magic wand, what would you make happen?
  - How might you look at this situation differently?
4. Set a timer for 5 min and have students look at their thought downloads and answer the following Honest Open Questions (writing or drawing).

## CLOSING: WHOLE-CLASS REFLECTION

(10 minutes)

### Directions

1. Come back together as a large group and close out by asking the following questions:
  - **Questions about the activities**
    - How did you feel at the beginning? in the middle? At the end of this experience?
    - What surprised you about yourself while doing this exercise?
    - Did your inner “unfriendly voice” get activated during this exercise? What can you do to activate your “friendly voice”?
  - **Questions connecting this to creating Cultures of Belonging?**
    - How could doing Thought Downloads & asking ourselves Honest & Open questions regularly be helpful?
    - How does self-reflection help us build stronger connections with other people?
    - How could practicing self-reflection help when you feel lonely or isolated?
    - How could practicing self-reflection help when others are feeling lonely or isolated?
    - What is one self-reflection practice you are going to try for the next 2 weeks?

### Teacher Toolkit



*Keep in mind, students may not be in the habit of sharing. Continue to ask reflective questions at the end of all your activities, and students will slowly begin to share more!*

## EXTENSION ACTIVITIES

(10 minutes)

### Directions

- We highly recommend using our Frida Kahlo slide deck (English / Spanish) to demonstrate how journals can be a creative outlet and to make the connection between self-reflection & journal writing as a tool to counter social isolation and loneliness. Introduce the concept of a creative interactive journal using the Frida Kahlo slide deck.
- Frida Kahlo is a great example for students today. She was a Mexican woman who had multiple disabilities, including polio as a child and spinal and pelvis damage from a car accident who became a world-renowned self-portrait painter. Her disabilities kept her inside and separate from the rest of the world for long periods of her life similar to the quarantines. During these periods, her journals and art were her lifelines. She was a queer, intersectional feminist who loved her Mexican culture but wanted to elevate and celebrate Latinas on their own terms.

Learn more about Honest and Open Questions. Guidelines and sample questions.

## LESSON 2: LANGUAGE OF EMOTIONS

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**Time** 40 Minutes

**Got Only 5 Minutes?**

Choose one vocabulary word from the list and review its definition, how it might look in others, etc. with your students. You can do this at the beginning of a class or for a daily brain break.

**Essential Question(s)**

- What words best describe how I am feeling?
- What do emotions look like, sound like, etc?
- Can our emotions appear differently from one person to another?

**Lesson Overview**

In groups, students build up their vocabulary of different emotions, and discuss how emotions may show up in inner dialogue and in the body. Students explore how emotions can be recognized in others, and discover how there is a range of ways that people can express themselves.

**Objectives**

- I will be able to better identify and use the correct terms to describe my emotions.
- I will be able to recognize which situations can create certain emotions in me, and how it can affect my mind and body.

**Materials Needed**

- Emotion Answer keys (for reference)
- Poster paper
- Markers
- Slide Deck

**Vocabulary**

Vocabulary Word with Definition (Refer to the **Emotion Key Sheets** for their definitions)

**Anxious**

**Overwhelmed**

**Grateful**

**Inspired**

**Angry**

**Connected**

**Powerful**

**Enraged**

**Lonely**

**Defiant**



**Teacher Toolkit**

**Directions**

**OPENING: FIND YOUR EMOJI**

(5 minutes)

Using the Opener slide deck, ask students to choose 1 or 2 that best describe which ones match their mood today.

*Keep reminding students this is a skill that they need to build and to not have judgment with what they write/draw!*

**EXPLORATION: WHAT'S IN A WORD?**

Time: 20-25 min

**Directions**

1. Assign groups of 2 or 3 to each of the feelings words listed.
2. Have students choose a role during group work: researcher, scribe, artist, etc.
3. Provide each group with poster paper, markers, and a computer if needed for research.
4. Show the example task on the slide deck.
5. Have them write down their word and find a definition on their poster.
6. Task students with completing the rest of what is needed on the poster sections:
  - a. Draw where they may feel this emotion in their body
  - b. Write what thoughts might come up in your mind
  - c. Describe signs of it in others
  - d. Three synonyms



**Teacher Toolkit**

*Keep reminding students this is a skill that they need to build and to not have judgment with what they write/draw!*

**CLOSING ACTIVITY: POSTER PRESENTATIONS**

(10 minutes)

**Directions**

1. If time allows, have a representative from each group present their poster, asking them to share one example out from each poster section (i.e. one synonym, one way it shows up in others, etc.)
2. If time is short, ask students to pair with another group and present with each other.
3. Acknowledge the thoughtfulness, attention to detail, and new knowledge that the students demonstrated today. Remind students that they are doing amazing with recognizing emotions, which will allow them to better figure out their triggers and what they may need in intense emotional moments.

**EXTENSION ACTIVITIES**

(10 minutes)

**Directions**

1. Keep the posters displayed in the classroom for the coming weeks, and use them as daily check-ins with students using the following questions:
  - Which word that you learned resonates with you the most right now?
  - How does another person express this feeling similarly or differently than you?



**Teacher Toolkit**

2. Charades- How to recognize it others

- Mix the students into four groups.
- Give slips of paper each with one of the chosen words to every student
- Taking turns, each student should do all that they can to convey the word on the piece of paper without saying the word. They can act, draw on the board or on paper, explain or even sing, but they cannot say the word.
- When the students guess the word correctly the next student in the group acts out their word until all the members of the group have gone
- The first group to complete guessing all the words correctly wins!

*This activity will get students past the knowledge stage of emotion recognition to the action stage.*



# Anxious - Ansioso o Inquieto

**Dictionary Definition:** Overarching fear or worry; Feeling uneasy;

## What it may feel like in your mind:

- Thinking the worst is going to happen
- Believing you do not have what you need to be successful or even normal
- Worry is your main emotion even about little things
- Replaying events over and over again

## What it may feel like in your body:

- Tightness in chest
- Upset stomach
- Uneven or heavy breathing
- Shaking
- Sweating

## What it can look like in others:

- Bouncing foot
- Back and forth checking phone or devices
- Nail or lip biting
- Easily startled

## Other words like it:

- Nervous
- Unsure
- Uncomfortable
- Fidgety
- Jittery
- Uneasy
- Restless

## Grateful - Agradecido

**Dictionary Definition:** feeling thankful or appreciative

**What it may feel like in your mind:**

- Feeling thankful for the moment
- Feeling filled with satisfaction about something positive in your life
- Wanting to take in the moment and remember it forever
- Wanting to celebrate an experience and or others for enabling you to feel joy

**What it may feel like in your body:**

- warm fuzzy feeling
- feeling “fully” (unlike full from eating)
- happy, excited, glowing

**What it can look like in others:**

- Teary eyed
- heightened and excite voice
- nodding, smiling

**Other words like it:**

- connected
- touched
- thankful
- appreciative
- satisfied
- peaceful

## Inspired - Inspirada

**Dictionary Definition:** Wanting to do or be better - usually because of a powerful experience

### **What it may feel like in your mind:**

- A sudden feeling of clarity and focus
  - Suddenly feeling ready to take on more and try new things
  - Feeling creative
  - Energized to discover and do more
- Joy of everything seeming to come together

### **What it may feel like in your body:**

- Lightness
- Jittery
- Super energy

### **What it can look like in others:**

- Undistractable
- Being highly productive
- Speaking quickly or loudly
- Being super busy
- Smiling
- Talkative

### **Other words like it:**

- animated,
- Encouraged
- energized
- galvanized
- motivated

## Connected - Connectado

**Dictionary Definition:** feeling a meaningful sense of closeness, unity, as if you are linked, related to person, place, or group

### **What it may feel like in your mind:**

- Feeling no need to judge others
- Feeling free of judgment
- Feeling a deep appreciation for your experience in a culture or community
- Appreciating others
- Feeling centered and calm
- Lack of self consciousness
- Feeling open to others, able to listen

### **What it may feel like in your body:**

- Genuine smiles
- Lack of tension in the muscles - relaxed
- Easy to laugh
- Easy to look others in the eye
- Talkative

### **What it can look like in others:**

- Willingness to help
- Open to listen and to talk
- Big smiles
- Relaxed body language
- Laughing
- Wanting to stay in the moment

### **Other words like it:**

- united
- linked
- joined
- seen
- appreciated

# Powerful - Poderosa o Fuerte

**Dictionary Definition:** feeling as though you have a strong effect on the world around you

**What it may feel like in your mind:**

- Feeling confident
- Bold
- Motivated
- Feeling in control
- Positive outlook
- Belief in one's abilities
- Desire to uplift others

**What it may feel like in your body:**

- Standing tall
- Eyes forward
- Easy to make eye contact with others
- Easy to focus
- Lightness in the chest

**What it can look like in others:**

- Engaged
- Energized
- Openness
- Laughter
- Loud speech
- Big smile
- Bold walking and gestures

**Other words like it:**

- important
- influential
- Impressive
- formidable
- Moving

## Enraged - Rabioso o Enfurecido

**Dictionary Definition:** being extremely angry or upset

### **What it may feels like in your mind:**

- Feeling extremely on edge
- Feeling like the world is against you
- Believing the world is deeply unfair
- Feeling impatient,
- Heightened anxiety
- Needing to dominate the situation
- Not caring about consequences

### **What it may feels like in your body:**

- Headaches
- Heavy pulse or breathing
- Redness in the face
- Tension in the body particularly in the jaw and fists
- Inability to make eye contact or deep, direct staring down of others
- Edgy / twitchy

### **What it can looks like in others:**

- Arguing
- Yelling or shouting
- Passive aggression
- Picking fights

### **Other words like it:**

- infuriated
- furious
- incited
- antagonized
- Hostile
- betrayed

**Pain to Power:** Anger and rage are important emotions. They are a reflection of feeling deeply about the world around you. The feelings of rage and anger can come from feelings of injustice, of being misunderstood or frustration at a situation that is deeply hurtful. Being able to talk about the source of one's rage can be powerful and can draw others in. Feeling enraged is valid and can be channeled to power positive change. It can be used to stand up for others, to voice what others cannot and to push for the world to change.

## Engaged - Comprometido o involucrado

**Dictionary Definition:** Feeling interested, occupied, or involved in an activity or relationship.

### What it may feel like in your mind:

- enveloped
- mind racing
- calm but strong attention
- ignited
- confident
- curious

### What it may feel like in your body:

- energized
- excited
- rapid heartbeat
- motivated
- warm
- calm
- may forget about your body while engaged

### What it can look like in others:

- strong gaze
- quiet
- intense or excited in their voice or movement, talk over others
- careful observer

### Other words like it:

interested  
involved  
occupied  
attached  
immersed  
absorbed  
connected with  
invested in  
focused

## Lonely - Solitario o Aislado

**Definition:** Sad because one has no friends or company with whom to share their experience, thoughts or feelings

### What it may feels like in your mind:

- frustration
- confusion
- sadness
- low self-esteem
- regret

### What it may feels like in your body:

- abdominal pain
- muscle tightness
- tearfulness
- helplessness or weakness in body
- low energy
- sensation of something heavy weighing you down
- numb (cannot feel anything)

### What it can look like in others:

- Quiet
- withdrawn
- hunched shoulders
- tired
- nervous
- Also sometimes angry, rude, or socially awkward

### Other words like it:

- isolated
- friendless
- deserted
- rejected
- unwanted

**Pain to power:** Sometimes we find strength in ourselves when we complete projects or accomplishments on our own. We can feel independent and powerful. Also there may be other people we didn't know before in our communities and schools that would be willing to talk with us or even do these activities alongside us. Look into the works of young Frida Khalo. Much of her early work was made when she was restricted to her bedroom. Creativity helped her get through her loneliness and inspire others!



## Overwhelmed - Inundado o abrumado

**Definition:** to have something in your life feel too strong for you, overpower you

### What it may feel like in your mind:

- Tired
- lost
- stressed
- on the edge of crying or getting angry
- hard to hold thoughts clearly
- lightheaded
- hard to express yourself with words
- making lots of mistakes

### What it may feel like in your body:

- Tense in your body
- clenched jaw
- trouble sleeping or sleeping a lot
- shallow breathing
- eating habits are not normal

### What it can look like in others:

- Big emotions
- hard to reach them
- forgetful
- withdrawn
- confused
- frantic
- uncharacteristically moody

### Other words like it:

- inundated
- overpowered
- exhausted
- crushed
- overrun
- smothered
- buried

**Pain to Power:** Being overwhelmed is usually a sign that you are competent and capable, that you or someone else feels that you can handle so much. You are sensitive or empathetic to the needs or pressures around you. Being overwhelmed is about learning what your limitations are, and giving yourself permission to take care of yourself. It is important not to forget your own needs and values.

**Example:** Audre Lorde, a Black & queer civil-rights activist and writer, wrote about her experience of being an activist when institutionalized racism and homophobia make her work incredibly challenging and overwhelming. Instead of giving up and burning out, she wrote about the power of soothing and caring for herself in order to keep fighting longer. "Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare."

## Defiant - Desafiante o Audaz

**Dictionary Definition:** Boldly resisting an opposing force or authority even against all odds. Refusal to accept what is considered normal.

### What it may feel like in the mind:

- Feeling like the world needs to change
- Wanting to push back against those in authority
- Unwillingness to accept things as they are
- Feeling that one's needs are not being met
- Having a desire for things to be deeply different

### What it may feel like in your body:

- Heartbeats faster, may feel like it is pounding
- Tightness in the chest
- Redness in the cheeks or chest
- Tension in one's muscles
- Clenched jaw
- Focused vision

### What it may look like in someone else:

- Speaking in a hostile tone
- Looking at others as opponents
- Tension in the body
- Speaking loudly or under one's breath
- Arms crossed
- Lack of smiles - sneer

**Pain to Power:** Defiant is an emotion that is part exhausted, part revolutionary. It's kind of exciting and can be dangerous. Feeling defiant is the basis of Malcolm X, Dolores Huerta and Marsha J Johnson standing up and demanding justice. Each of them had had enough and did not want to go along with injustice. Malcolm X stood up against racism, Dolores Huerta against the exploitation of farm workers, and Marsha P. Johnson against homophobia and police brutality. Each focused this emotion and found ways to stand against the wrongs in their communities. When this feeling is channeled and put to a good purpose it is very powerful.

## LESSON 3: ADVICE TO YOUNGER SELVES

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**Time** 40 Minutes

**Got Only 5 Minutes?**

- Choose one piece of advice from your community or something you have found and discuss it as a class.
- Respond to an issue happening in your community by brainstorming as a class ways to advise others by drawing on past experiences and solutions students have found.

**Essential Question(s)**

- How have past challenges shaped who I am today?
- What lessons have I learned from hardships or previous mistakes that can help myself and others now?

**Lesson Overview**

Students listen to National Teen Board members discuss their own experiences with social isolation. They reflect on their own personal experiences with it, and write a letter to themselves about what these challenges taught them, and give their younger self advice. At the end, students make their own connections to other peers' advice, learning about the power of empathy. This lesson sets them up for the subsequent one where they learn more about what social isolation is and its causes.

**Objectives**

- I can reflect on how my own definitive past experiences with social isolation or loneliness can impact how I treat others now.
- I can define and discuss what empathy is.

**Materials Needed**

- Journal or piece of paper
- Index Cards
- Writing utensils
- Stickers (at least 2-3 per student)

**Vocabulary**

(Refer to the **Emotion Key Sheets** for their definitions)

**Empathy (noun)** - the ability to understand and share the feelings of another.

**Social Isolation (noun)** -a lack of quality social connections that can lead to feelings of distress or emptiness.

### OPENING: HEAR FROM THE NATIONAL TEEN BOARD

(8 minutes)

**Directions**

1. Play through 1-2 videos in the slide deck from the Teen Board of your choice as they talk about what advice they would give to their younger self. **A summary of what each discussed is available in the speaker notes of the slide deck.**
2. Facilitate a Think-Pair-Share: How were these affected by social isolation when they were younger? How did it shape who they are today?



**Teacher Tool Kit**

**EXPLORATION: JOURNAL: MEMORY MAPPING  
AND LETTER TO YOUNGER SELF**  
(15 minutes)

**Directions**

1. In their journals or piece of paper, have students first draw a line (as demonstrated on the slide deck).
2. Prompt them to visually track what major events that they remember leading to middle school (the highs and lows). Refer to this example provided in the slide deck.
3. Share this prompt: Think about a difficult time or challenge on your map that you had when you were younger, maybe you experienced social isolation. How did you feel a that time? What did you wish others knew about you? What is one quality about yourself you were grateful for? How did it change you?
4. Write a letter to your past self. Here are some prompts:
  - a. What would you share to your past self that you are proud of?
  - b. What advice would you give yourself?
  - c. How has that event shaped who you are today? How you treat others?

*Students are invited to share, but are not required. They also do not need to submit it to you.*

**CLOSING: GALLERY WALK OF ADVICE**  
(7 minutes)

**Directions**

1. Write out the one piece of advice you want to share on an index card.
2. Collect the index cards and put them on display.
3. Instruct students to put stickers on which ones resonated with them.
4. Call on a few students to reflect.
5. Present the slide on Empathy, and how they just demonstrated their ability to use this skill as a way to combat social isolation by connecting with others' experiences.
6. Say: "Our empathy skills take time to develop. We may have bumps along the way, but we strengthen our ability by meeting new people and listening to others. Sometimes, we may not always be able to show empathy when we have our own stuff going on. I want you to realize that this is okay, and all we can do is show kindness to others to the best of your ability."

**EXTENSION ACTIVITIES**

**Community Building**

**Directions**

Have your students interview your school community (other students, teachers, administrators, cafeteria and custodial staff, etc.) the question: What advice would they give to their younger self? Compile a list of responses and include the names with each response (with permission) and put them up on a mural.

**Small Group Discussion**

- After you introduce the conversation & present the community quotes, put students into groups of 4-5 students to discuss the advice from the community. Have them select a speaker for the group to take notes and report to the larger

group. (When students share out, they can report out as a group and do not need to identify who said what in the group).

- In groups, have students consider the following questions
  - Did any of the pieces of advice speak to you?
  - What did it feel like to hear something that felt close to your experience?
  - What do you think is the origin of the piece of advice? In other words, how did the speaker discover their truth?

### **Lesson 6**

The No One Eats Alone Lesson 6: Origin Story is an excellent follow-up and complements this lesson.

## LESSON 4: INTRODUCTION TO SOCIAL ISOLATION

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**Time** 30-45 min

**Got Only 5 Minutes?**

After giving students the definition of social isolation, ask them to journal what comes to mind when they hear this, and if they have experienced it themselves. Consider sharing one fact daily about the effect of social isolation.

**Essential Question(s)**

- What is social isolation?
- How is social isolation affect people?
- What steps can I take to combat social isolation if I experience it?

**Lesson Overview**

Students are introduced to the concept of social isolation through a video made by National Teen Board members and Beyond Differences’ supporters, discovering quickly that everyone can experience it. Students learn more about social isolation’s physical and psychological effects, and discover ways they can end social isolation for themselves and others.

**Objectives**

- I can define what social isolation is and speak on its effects to the body, mind, and interactions with others.
- I can identify one or two ways I can prevent or disrupt social isolation for my self and others.

**Materials Needed**

- Copies of the KWL Chart
- Lesson Slide Deck
- “What is social isolation in middle school?” video

**Vocabulary**

**Social Isolation (noun):** a lack of quality social connections that can lead to feelings of distress or emptiness.

### OPENING : INTRO TO SOCIAL ISOLATION AND KWL CHART (5 minutes)

**Directions**

1. Ask students what they know or think that social isolation is. Have them independently write their thoughts/ideas down on the K part of the KWL chart.
2. Have students turn to a partner to discuss what they wrote down, and then do a whole group shareout.
3. Ask students to complete the W section or what they Want to Learn
4. Do a whole group shareout.

## EXPLORATION: UNDERSTANDING SOCIAL ISOLATION

(20 minutes)



### Teacher Toolkit

#### Directions

1. Play the Beyond Differences video, “What is Social Isolation in Middle School?”
2. Ask students based on what they know, and what they heard from the video, how would they define social isolation and what might be some causes.
3. Write a definition as a class together, or refer to the provided definition that Beyond Differences uses.
4. Go through subsequent slides to learn more about the causes of social isolation and its effects on the brain, the body, and interacting with others.

*For the video, after 2:30 is the segment on NOEA Day, and you may choose to play this section closer to your school’s NOEA day. The first couple of minutes are intended to familiarize students with different experiences with social isolation.*

## CLOSING: WHAT DID YOU LEARN?

(5 minutes)

#### Directions

1. Review the slides on ways to disrupt social isolation in one self and for others.
2. Have students then complete the Learn part of their chart of:
  - a. what they learned about what causes social isolation
  - b. how it affects a person or how to recognize it.
  - c. ways to combat it
3. Have a group shareout of what they learned using the following prompts:
  - a. What surprised you about social isolation?
  - b. Is there anything you related to either in the video or the information?

## EXTENSION ACTIVITIES

#### Directions

1. Share out and practice strategies with your students for management of isolating feelings:
  - a. Writing Affirmations
  - b. Breathing or Mindfulness Techniques (start off with a one minute meditation where students sit in silence, and progress into longer periods).
2. Complete Lesson 8: Theater of Inclusion, which includes a video made by our National Teen Board Members on practical ways that they can be social isolation disruptors for their peers, and practice being an upstander.

Name: \_\_\_\_\_

## MY KWL CHART

### Know, Want to Learn, & Learn

I want you to take time today to think about connections and lack of quality connections (social isolation, loneliness, weak connections). What do you know? What do you want to know?

Social Isolation Definition: \_\_\_\_\_

<p style="text-align: center;">K</p> <p style="text-align: center;">Write down what you know</p>	<p style="text-align: center;">W</p> <p style="text-align: center;">What do you want to know?</p>	<p style="text-align: center;">L</p> <p style="text-align: center;">What did you learn today?</p>



## LESSON 5: GUIDED ART ACTIVITY

**Time** 30-45 min

### Got Only 5 Minutes?

Choose one of the guided art prompts under the Exploration section and have students complete a drawing task in their journals to the start of any class or a needed brain break.

**Essential Question(s)** What do the words: Empathy, Connect, Inspire, and Transform mean to me?

- What are ways I can show Empathy in my schools?
- How can I better connect with others that are different from me?
- What do I want to transform in my schools for good?

**Lesson Overview** Students participate in a guided art activity. Through various drawing prompts, students illustrate and reflect on facets of their identity, the relationships in their lives, and their role in their communities to activate their empathy and connection skills.

**Objectives**

- I can use mindful coloring as a self-management technique.
- I can use visual representations of different parts of my identity: my interests, the people in my life, and the emotions I feel to raise higher self-awareness.

**Materials Needed**

- Copies of the Word Art Template Sheets
- Drawing or Writing Utensils
- Optional: Journals

**Vocabulary** **Empathy (noun)** - the ability to understand and share the feelings of another.

**Connect (verb)** - to build relationships with others to feel a sense of closeness and belongingness

**Transform (verb)** - to change so that a thing or situation is improved

**Inspire (verb)**- to excite, encourage, or breathe life into

### OPENING : GUIDED ART ACTIVITY INTRODUCTION

(5 minutes)

**Directions**

1. Have students choose a word art sheet of their choice (make several copies of each in advance).
2. Ask students to flip their sheet over and write a definition of what they think the word they chose means, or what comes up for them.
3. Share out student definitions of each one to the rest of the class. If needed, you may refer to the Beyond Differences' provided definitions and visuals as needed.



#### Teacher Toolkit

*To adapt this activity to remote learning, use the whiteboard settings in Zoom, or use your camera settings to mirror your camera such that what you write on a piece of paper or a handheld whiteboard will be legible by your students. If these are not settings you have or are comfortable with, share your screen and type into a document live during the discussion.*

**Directions**

**EXPLORATION: GUIDED ART DRAWING ACTIVITY**

(20-25 minutes)

1. Hand out materials and play some music.
2. Remind students that anything that happened before coming into class, that they have permission to shake it off and take a break from during this guided activity.
3. Use the suggested prompt intended to help students make connections with their own personality, hobbies, and the people in their lives

Suggested prompts:

- Look at your word: What’s one way you will be more empathetic? Transform? Or Connect with others?
- Decorate the first letter of your word using your favorite color.
- Add the lyrics to a song that uplifts you to the inside of a letter.
- Add a different flower that represents each member of your family.
- In a letter, add a representation that signifies your cultural background.
- In one of the letters, add an element to honor a loss in your life.
- Draw a symbol of someone that reminds you of someone you look up to.
- Add your favorite animal/ the animal that speaks to you the most/best represents you to the last letter.
- What element do you identify with the most - earth, water, air, or fire? Depict that element in one of the letters.
- What’s a personality trait you like about yourself - are you helpful, a book or animal lover, quiet, extroverted? Capture that in one of the letters.
- In one of the letters add a representation of something or someone that brings you joy.
- Draw an emoji that you use often or you really connect to.
- Draw a vine linking the letters if there is a challenge in your life.

*Consider asking one of your students to be responsible for being the “DJ” for the duration of the lesson.*

*Once the teacher has modeled this activity, students can take turns to have an active part in the planning/implementing this activity. For example, students can decide on the words, select the drawing prompts, and lead the lesson. This activity is easily done in other languages.*



**Teacher Toolkit**

**Directions**

**CLOSING ACTIVITY: REFLECTION DISCUSSIONS**

(5 minutes)

1. Choose one or a few reflection prompts to close out the guided drawing exercise with your students either through journaling, partner work, or whole group discussion:
  - Share out one thing they drew.
  - What’s one thing you noticed about another’s art work?
  - Have students determine if there was anything you had in common with their partner.
  - What does the word you chose: Empathy, Connect, Inspire, or Transform mean to you?



## Teacher Toolkit

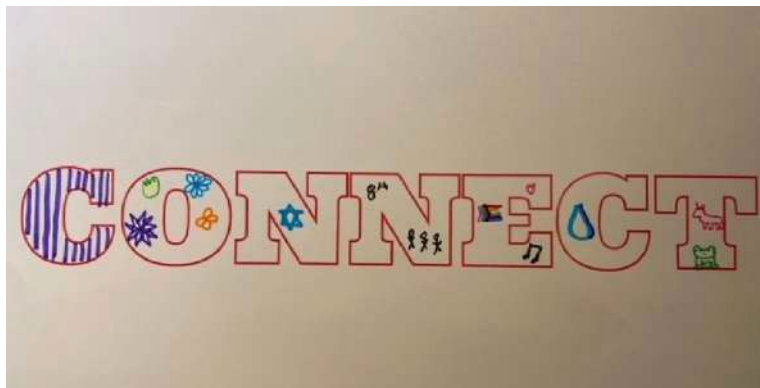
- Is there someone important to you in your life that you remembered during this exercise?
- What did you draw that brought you joy?

*Identify elements in a student's work that are unique and express to the student what is specifically interesting about their work. Ask permission before you share with others.*

## EXTENSION ACTIVITIES

### Directions

- Consider having your students lead this activity for some students at lunch by setting out a table with copies of the word art sheets and colored utensils.



# TRAINSFORM

# BEWARY

# INSPIRE

GOINTECT



## LESSON 6: WHAT'S YOUR ORIGIN STORY?

**Time** 50-90 min, depending on if you would like to do the extension activities, and have students share their own origin stories.

### Got Only 5 Minutes?

Choose an origin story of a known person to deconstruct with your students.

What makes the story compelling? How does knowing someone's story allow us to feel closer to them?.

- Essential Question(s)**
- What events/circumstances in our lives lead us to make life-changing decisions?
  - Can we find appreciation in powerful moments, even tough moments, because they lead us to know our authentic selves?

**Lesson Overview** Everyone has an origin story that defines them. Big or small, recognizing and reflecting on these moments are a powerful part of personal growth. Students reflect on "origin stories" in popular culture and from their educator. Students then write a narrative that explains their "A-ha" moment or moments - the event(s) that lead them to be passionate and motivated to do and be what they do and are, their "authentic selves".

- Objectives**
- I can reflect and gain insight on my own lived experiences.
  - I can share my origin story in a compelling fashion.
  - I can listen, respect, and connect with my peer's origin stories.

- Materials Needed**
- Paper
  - Pen or pencil
  - Journal (refer lesson 1: The Power of Self Reflection- to implement a daily journal in class)
  - Comic book template
  - Art supplies (colored pencils, markers, etc.)
  - **Juan's origin story video\*** (start at 25 min 31 sec and end at 28 min 0 sec)  
\*TRIGGER WARNING: References to alcoholism and domestic violence are featured in this video clip

**Vocabulary** **Origin Story** - a story or narrative that explains how a person became to be who they are today

## OPENING : INTRODUCTION TO ORIGIN STORIES

(15 minutes)

### Directions

1. Introduce the Essential Questions for the lesson. Consider having students journal their responses.



### Teacher Toolkit

*Refer to Speaker Notes on the slide deck for this section for guidance on how to introduce yours and/or Juan's origin stories. Make sure it has a setup, an unexpected moment that changes your perspective, and how you turned that into insight (see below for an example).*

2. Review: What is an origin story? Share out the provided definition and example OR your own.
3. Brainstorm with your students 2-3 other superheroes and identify the two parts to their origin story.
4. Show video of **Juan's origin story**, starting at 25:31 and play until 28:00
5. Debrief Juan's origin story.
  - What were his challenges?
  - What did he realize was his value?

## EXPLORATION: WHAT'S YOUR ORIGIN STORY?

(20 minutes for getting students to write their own)

### Directions

1. Introduce students to the task of creating their own origin story using the provided comic book template or re-creating it in their journal. Refer to the slide deck for all the components needed.
2. If students are having a hard time creating their own origin story, give them the option to create one for someone they admire.



### Teacher Toolkit

*Allow students the option to present their origin story in multi-modal ways if a comic strip is not the best way: write, draw, or create a script of a moment they discovered they had value in this world.*

## CLOSING: APPRECIATION, APOLOGIES AND AHA'S

(5 minutes)

### Directions

1. Gather students into a community circle, or several smaller community circles.
2. Invite students to share out one appreciation, apology, or AHA moment they had about today's exercise on origin stories.
  - **Example Appreciation:** I appreciate "educator's name" for sharing their origin story.
  - **Example Apology:** I apologize for not listening during the first part of the lesson because I was distracted.
  - **AHA Moment:** I realized after listening to X's story, that I had a similar origin story that inspires me today to not give up on playing basketball.
3. You may refer to this video for guidance on how to facilitate this activity.

## EXTENSION ACTIVITIES

### Directions

1. Share your student's origin stories! Encourage them to write in their native language.
  - a. After students have had the opportunity to create the narrative of their origin story, have them put an X at the bottom of the page if they are willing to have their story shared with the class.
  - b. Once you have the stories in hand, read through the stories to yourself in front of the class. Or have an Open Mic session for students who are willing to read theirs out loud.
  - c. Make sure you react with respect and enthusiasm. Ways to respond:
    - I never knew so much about ya'll
    - It's an honor to know you
    - There is so much here I hope you will share
    - These are so powerful. You should be so proud of yourself.
    - Others could learn so much from you.
    - Make sure you also validate those who are not yet ready to share.
2. Have students interview various people in the school about their origin stories to highlight from a wide spectrum of people in your community and ensure they are equitable. The story of the custodian is as important as that of the head of school as that of a second-grader.
3. Check out the No One Eats Alone, Student Leadership Unit. Lesson 9: What Power Does Your Story Hold, is a great follow up to this lesson. Lesson 9 is intended to be student-led. Students can work with their classmates /help guide their peers with developing their stories further.

## LESSON 7: HOW TO APOLOGIZE & WHY IT MATTERS

**Time** 35 Minutes

### Got Only 5 Minutes?

Have a student create a poem offering an apology they have always meant to give, but never did. Ask them to record what emotions they may have felt at the time, and how they feel now.

**Essential Question(s)**

- How/when do you apologize?
- What is the importance of apologizing in a friendship?

**Lesson Overview**

Students will learn the ingredients that make up a good apology, and have an opportunity to practice with one another.

**Objectives**

- I will learn what makes a good apology and why they are important.
- I will practice apologizing in a way that can repair harm.

**Materials Needed**

- Lesson Slide Deck
- Notebook/ blank journals/ or sheets of paper stapled together to create journals for each student (link to low-cost journals)
- Pens or pencils
- (optional) markers/magazines/art supplies for journal entry

**Vocabulary)**

**Apology (noun)** - A communication tool used to help people express their hope to rebuild trust when there is a break or bump in a relationship.

### OPENING : WHAT IS AN APOLOGY?

(5 minutes)

**Directions**

1. Ask students what their definition of apology is. "Why and when have you apologized?"
2. Share out.
3. Share the Beyond Differences definition of "apology"

**Teacher Toolkit**

*This can be done in one larger group or among members of a smaller group. The importance of sharing out during this discussion comes in students being able to hear a diversity of responses. We may know what "apologizing" means to us personally and in our home, but it may look slightly different for others and it's important to remember this subjectivity when giving and receiving apologies with peers.*

### EXPLORATION #1: REFLECT ON APOLOGIES FROM OUR OWN LIVES

(10 minutes)

1. Discuss apologies with students by using the Lesson Slide Deck going over the Four Ingredients to an apology and the clarifying questions in difficult conversations.

## EXPLORATION #2: ROLE PLAY APOLOGIES

(15 minutes)

### Directions

1. Role Play: Present students with a situation where they owe someone an apology. Have them write out 2 versions of an apology. 1 good, 1 not good. Students should pull from the Ingredients of an Apology.
2. Call on a few students to share out their good examples and bad examples.
3. Discuss them as a class using the following prompts:
  - a. What did you like about \_\_\_'s apology?
  - b. How could you rephrase the bad apology?
  - c. What ingredients did \_\_\_'s apology have?

## CLOSING: REFLECTIONS

(5 minutes)

### Directions

- Have students describe THE EXPERIENCE of participating in this activity to their partner. They do not need to share what they wrote but have them share how it felt to draw or write out the responses to these questions. If they are comfortable sharing what they wrote/drew, they can also share that (give students choices!)

### Alternate

- Come back together as a large group and close out by asking the following questions (point out to students that these are reflective questions and engaging in self-reflection).
  - What felt easy about that activity?
  - What felt comfortable?
  - What felt like a stretch?
  - What could be the benefit for you doing this exercise a few times throughout the year? What could be learned or gained?



### Teacher Toolkit

*Keep in mind, students may not be in the habit of sharing. Continue to ask reflective questions at the end of all your activities, and students will slowly begin to share more!*

## EXTENSION ACTIVITIES

### Directions

- Publish a post/journal entry that commemorates a significant apology you've given or received. Tell us about an apology you wish you'd gotten.
- Create a poem offering an apology you'd always meant to give, but never did. Share an image of the other person involved in yours, or a painting showing how the apology made you feel.
- Write a short story about an apology gone wrong. What would have made it better?

## LESSON 8: THEATER OF INCLUSION

**Time** 60 minutes, but if you have time, the theater section can go for longer.

**Got Only 5 Minutes?**

Check out this 5 minute Teen Board Video about being a Social Isolation Disruptors: <https://www.youtube.com/watch?v=xNqdL0cTg34>  
Use this video to share with students practical tips from our National Teen Board on how to about what it means to be a social isolation disruptor and what students can do to take care of themselves and their community.

**Essential Question(s)**

- What are different ways to disrupt social isolation?
- How can you build and practice your skills of social isolation disruption?

**Lesson Overview**

Students will explore what it means to be a social isolation disruptor and identify different ways to disrupt it. Students will also identify what social isolation looks like in their school community and practice combating social isolation through developing and acting out skits (role-playing) exercises.

**Objectives**

- I can define what it means to be a social isolation disruptor.
- I can share my experiences and perspectives on social isolation and disrupting social isolation.
- I can work together to create skits to combat social isolation & reflect on their experiences with my group.

**Materials Needed**

- Theater of Inclusion Brainstorm Sheet: <https://docs.google.com/document/d/1kKY0WXfGC9IG8j-tft8GZSPTGeSunDsH/edit?usp=sharing&oid=111258452734343237610&rtpof=true&sd=true>
- Journals
- Pencil/Pens
- (optional) Teen Board Video on Social Isolation Disruptors (5min): <https://www.youtube.com/watch?v=xNqdL0cTg34>
- Space to perform

**Vocabulary**

**Social isolation Disruptor (noun):** A person who possesses or works to develop the following skills:

- Build and maintain connection
- Repair disconnection
- End cycle social isolation & loneliness

## OPENING: SOCIAL ISOLATION DISRUPTORS

(15 minutes)

### Directions

1. When you hear the phrase “social isolation disruptor,” what does that mean to you? What are some ways that someone can be a “social isolation disruptor?” You can choose to show the examples provided in the slide deck: Sadness from the movie “Inside Out” and Congresswoman Ayanna Pressley.
2. Write students’ answers on the board/ refer to the definition of social isolation disruptor skills to help students think of responses.
3. Identify people who are social isolation disruptors:
  - Have students think of someone they know as a social isolation disruptor (friend, family member, someone in the media, a historical figure, a famous person, a character from a movie, book, tv show, comic, etc.).
  - Have students journal (write or draw) for 5 min about this person/ character and why they feel they are a social isolation disruptor.
  - \*\* If students can’t think of anyone, have them take time to imagine who this person is and what they would do.
4. Write on the board Social Isolation Disruptors, and below that, write three columns labeled: Name, Actions, Results.
5. Have students share their responses either verbally or come to the board and write out their answers.
6. Take a moment to reflect with students: What is similar/different about the different social isolation disruptors listed?

## EXPLORATION: THEATER OF INCLUSION

(30-60 minutes)

### Directions

1. Divide students into groups of 3-5.

### Teacher Toolkit

*We want all students to feel comfortable sharing their stories and scenarios while cultivating empathy and perspective-taking. As you form your groups for this activity, please think strategically about student identity and try to give children an ally in each group, especially if they tend toward introversion. This way, each student can feel more comfortable sharing their stories in a group setting.*

*Conversely, if a whole friend group is together in their assigned group, are they able to think outside of their group-culture to really hear others’ experiences? Group formation is a delicate art, but it can yield amazing results in building your classroom community!*

2. With their groups, have students complete the **Theater of Inclusion Brainstorm Sheet** & create two versions of a skit:
  - one with a social isolation disruptor and
  - the same situation without the social isolation disruptor.
  - Encourage students to use examples from their school community and the social isolation disruptors listed in the warm-up activity.
  - Each skit should be at most 1-3 min long.
  - Have students perform both versions of their skit for the class.

**Directions**

**CLOSING: REFLECTION**

(5-10 minutes)

Choose from a range of reflection questions:

**WHOLE-CLASS REFLECTIONS**

**Skit Reflections:** ( choose from one or more of the reflection questions below)

- How are the situations in the skits similar and different from what is happening in your school & community?
- Could there have been other alternative endings for the skits?
- Do you think it is easy or difficult for someone in your school & community to be a social isolation disruptor?
- What can we do to make it easier for people in our school & community to be social isolation disruptors?

**SMALL- GROUP/PERSONAL REFLECTION**

**Teamwork/collaboration reflection:**

- What worked for your team?
- What didn't work for your team?
- What did the other people in your group do to help you and others feel included and part of the experience?
- What did you do to encourage each other's contributions or help each other to continue to contribute?

**PERSONAL REFLECTIONS:**

(In Student Journal)

- What are some ways that you have been a social isolation disruptor? What makes it easy or hard to be a social isolation disruptor? What are ways you can continue building/ practicing these skills?

**Directions**

**EXTENSION ACTIVITIES**

1. Here are ways to continue the culture of celebrating social isolation disruptors:
  - Create a bulletin board with pictures of characters/people who are examples of social isolation disruptors ( from news, movies, books, historical figures, etc.) Get creative. Information you can include: their name, some characteristics that make them unique, what they did to stop social isolation, result.
  - As a class, when you read or learn about someone you can identify as a social isolation disruptor (e.g., during history class or a character in the book or a news event), take a moment to identify them as a social isolation disruptor and talk about what they did and the impact it had on others.



**Directions: 1) Brainstorm as a team, different ways that you see social isolation happening in your schools and communities. 2) Using your knowledge of how to be a social isolation disruptor, think of some ways to get involved and help the people in the scenario feel seen and appreciated. Be sure to brainstorm in each category. 3) When you are done, pick your strongest idea, and turn it into a Theater of Isolation skit!**  
 Use the back of this page to write out script and assign roles.

Name(s):

<b>Social Isolation based on culture, identity, and diversity</b> <b>Scenario:</b>	<b>Social isolation during social times like before school, recess, lunch, after school, etc.</b> <b>Scenario:</b>	<b>Social isolation online through apps, chatting, and any social media</b> <b>Scenario:</b>
<b>Ideas for disrupting loneliness/social isolation:</b>	<b>Ideas for disrupting loneliness/social isolation:</b>	<b>Ideas for disrupting loneliness/social isolation:</b>

# NO ONE EATS ALONE®

A Positive Prevention Initiative for 5th - 8th Grade



BEYOND  
DIFFERENCES™  
Inspiring Youth to End Social Isolation

STUDENT LEADERSHIP UNIT

# Teacher Guide

2023 - 2024

A SEL Curriculum for Educators

## LESSON 9: WHAT POWER DOES YOUR STORY HOLD?

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### Overview

In this lesson we will explore the power of our personal stories. We start with a poet who was the youngest featured artist in the Obama White House and we end with an inspiring story of Lili Rachel Smith who overcame social isolation and whose memory helped inspire thousands to change the world. What will your story have the power to change?

### Materials

- 8 x 11 white paper
- Crayons/markers or colored pencils
- Writing Materials - paper, pencils, pens, etc.
- Timer - a clock, watch, phone, or something similar will work
- Computer / internet access

### Video intro:

There are many ways we can tell our stories. Some people write books, paint paintings, or sing songs. Mayda del Valle grew up on the South Side of Chicago, the daughter of Latinx and African immigrants. She found her voice in the writing and performance of Slam Poetry.

When you watch her tell her story think about the following:

- How does Mayda use specific details to make her story resonate with others?
- How does she go from telling her own story to inviting others to tell their own?

Watch: “Why I’m Loud as Hell: Mayda del Valle at TEDxYouth@Hollywood” (6 min 40 sec)

<https://www.youtube.com/watch?v=l2O2EpxLY4w>

### Discussion Questions:

- Mayda says that “Each and every one of us has a story to tell! Every one of us are story makers.” The basis for her story is being short and then she turns it into something powerful. What could be the little thing about you that could become powerful to others?
- Mayda also says, “All of our individual stories, our collective stories... have the power to change the world.” If everyone in your class was free to nurture and share their

- What is your story?
- What is the story you tell yourself?
- What is the story you tell the world?

You can draw your responses, write a poem, or write out your responses. Whatever feels most comfortable to you. Take 15-20 minutes to respond to the questions.

- Set a timer for 15-20 minutes
- Pass out the plain paper, crayons, pen and pencils.
- Have students draw or write out their responses to the 3 questions above.
- After 15-20 minutes, pair students up. Have students sit side by side with their backs to each other (students will be shoulder to shoulder and each facing a different direction). Sharing stories and not looking each other in the eye is a powerful way to practice active listening.
- Have students describe THE EXPERIENCE of participating in this activity. They do not need to share what they wrote but have them share how it felt to draw or write out the responses to these questions with their partner. If they are comfortable sharing what they wrote/drew, they can also share that with their partner.
- Closing: As a large group, ask the following questions to the group one at a time. Have a few people share their responses to each question.
  - What felt easy about the activity?
  - What felt challenging or like a stretch?

### Lili’s Story: The Founding Story of Beyond Differences



[Beyond Differences](#), the organization that brought you No One Eats Alone® Day, was born out of one middle school girl’s experience of **social isolation** that transformed into a force for change. Lili Rachel Smith was a foodie, fashionista, animal lover, and had a laugh that drew people to her. She was also born with a rare craniofacial anomaly somewhat like Auggie in the book “Wonder.” In elementary school, Lili was part of a fun, active, group of friends, but then, things changed.

In middle school, Lili experienced painful **social isolation**. Back then, her parents didn’t have the words to describe what was happening to

Thankfully, teachers helped her nurture this passion and so did the family friends she had outside of school. Those people made her feel accepted and seen.

Sadly, Lili passed away from medical complications due to her condition when she was just 15½ years old. After her death, Lili’s classmates learned about the painful social isolation she had felt in middle school. Her story inspired them to come together and build something in honor of her resilience and compassionate spirit. This was the beginning of Beyond Differences.

Lili’s brave story has touched millions of youth in schools across the nation (and beyond!) and that is the reason we are here today.

**As a group, watch Lili’s Story [here](#).**

After watching the video, pair up in groups of 2-3 and spend about 5 minutes answering the following questions. You can set a timer to help keep you on track:

- Lili’s story has been influential across the nation. Why do you think it resonates with so many people?
- How has telling Lili’s story enabled others to tell their own stories?
- Why do you think it is important to talk about experiences of social isolation/loneliness at school?

What both Mayda and Lili teach us is we all have a story of social isolation! They also teach us how powerful that story can be in ending social isolation.

We each have the power to learn each other’s stories, find common ground, make connections, and create communities where everyone belongs.

**If we harness the power of our stories we can end social isolation and change the world... just like Lili.**

## STUDENT LEADER GUIDE FOR DAY OF



### 01 ASSEMBLE YOUR STUDENT TEAM

Like the Avengers, recruit a group of other student leaders (friends, student council, etc.) to help organize NOEA Day! Ask a teacher to conduct Lesson 4 or Lesson 9 for student leaders to learn more about social isolation, which NOEA Day aims to address. Complete the Recipe for Empathy Art Project first before you teach it to your peers (instructions below).



### 02 BRING THE ADULTS ON BOARD



Get permission from your teacher or another adult to host your NOEA Day in the lunch room. Try to get every teacher to participate by having them do Lesson 9 and participate in the NOEA Day activities.

### 03 FINALIZE THE EVENT DETAILS

NOEA Day is February 17 this year, but you can celebrate anytime. Decide the time, location, and additional materials you need to celebrate.

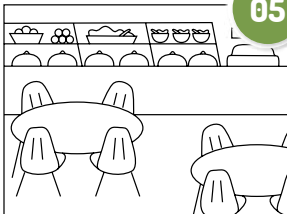


### 04 PROMOTE KYC DAY

Create posters and signs, post on your school's social media, etc. Use the hashtag #NoOneEatsAlone when posting online and tag @beyonddifferences. Use our Press Release Template to share what you're doing to local news.



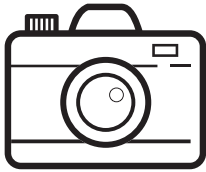
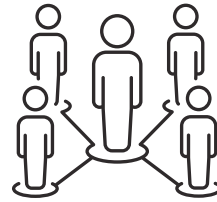
### 05 DAY OF: SET UP THE LUNCH ROOM



Gather all the activity supplies (BINGO copies, NOEA Art Project materials, Conversation Cards, and any other games you would like to have available) and set them up in activity stations at tables in the lunch room.

**06 ACTIVATE YOUR STUDENT LEADERS**

Decide which student leaders will facilitate or manage each activity to give instructions to students on how to: play BINGO, use the Conversation Cards, and do the art project.



**07 CAPTURE THE MOMENTS!**

Have a student leader(s) be your designated photographer and videographer to capture any powerful moments during NOEA Day.

**08 SHOW US HOW YOU CELEBRATE!**

Post your photos and stories with support from adults at your school on your school's social media pages. Tag @beyonddifferences with the hashtag #NoOneEatsAlone #MyRecipeForEmpathy

**09 START A BEYOND DIFFERENCES CLUB**

Do you want to continue connecting students and ending social isolation? Refer to our guide on how to start a Beyond Differences Club at your school to have long-lasting impact after NOEA Day is over! Contact [info@beyonddifferences.org](mailto:info@beyonddifferences.org) for support.



**Additional Preparation:**

Before NOEA Day, make sure all participating teachers have access to the online NOEA Teacher's Guide.

## NOEA DAY ACTIVITY OPTIONS:

We encourage you to set up stations in the lunch room for one or all of these for more student choice!

### BINGO:

Make several copies of this template. Hand out wristbands, stickers, and other prizes to students that get BINGO!

- [Bingo Template](#)
- [Conversation Cards](#)

### Conversation Cards:

Assign a student to facilitate one or all of these activities at several lunch tables.

### PREPARE AND LEAD THE COMMUNITY ART PROJECT: MY RECIPE FOR EMPATHY

For instructions of how to do the Recipe for Empathy Art Project, read below.










## NOEA STUDENT-LED ART PROJECT: MY RECIPE FOR EMPATHY

### Project Overview:

Students will design their own paper cake slice that symbolizes the unique traits and qualities that they contribute to their school community. They are encouraged to share their unique artworks with others, activating their listening and conversational skills.

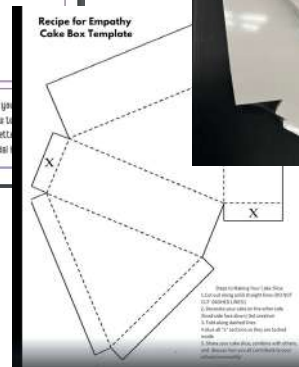
### Materials Needed:

-  Paper cake slice box or cut-out printed cake template for each student
-  Scissors (if using paper cake template)
-  Decorative supplies: washi tape, stickers, markers, paint
-  Copy of Recipe Card (per student)
-  Large table for set up and do art project



Recipe Card

Cake box templates or copies of the paper templates



### Directions:

1. Inform your classmates they will be creating their own “recipe for empathy” that they will “bake” into their own layered cake form. The first step is to consider what qualities about them help make their school a better place. Refer to the brainstorm sheet below if students are stuck.

### Tips:



- Remind students that recipes bring together distinct and unique ingredients to create a whole. Further, every recipe is unique and personal even when it’s for the same dish.
- Think of each ingredient as one aspect or quality of developing an empathic connection with others. (Ex. openness, active listening, patience, interdependence, humor, etc.)
- *If done in groups:* Each student chooses and reflects on one crucial aspect of empathy, which will be the ingredient they add to the cake recipe.

2. Next, have them write down their ingredients on a recipe card first. *Alternate option:* they can develop and write down their recipes for empathy on the cake template itself, on the inside (would not show in the final project but would work symbolically as what is inside the cake/what the cake is made out of)

3. Have them decorate their cake template first using color with markers or other coloring utensils (colored pencils, pastels, etc).

**Tips:**



- Encourage students to illustrate the ingredients included in their recipe for empathy
- (ex. frosting may symbolize bridging a connection with another person, or sprinkles may represent joy)
- Ask students to consider **color symbolism** - what do the colors they're adding mean to them? What emotions/feelings do they convey?
- *If done in groups:* students will be responsible for one section of the cake template, illustrating their ingredient and decorating as they please.

4. Add additional decorations to the cake slice using stickers, washi tape, etc.

5. Cut out decorated cake template along guiding lines OR fold into the sleeves if you have a cake box.

6. Fold and assemble cake template with tape or glue.

**Tips:**



- If done in groups, assembly tasks may be divided - one person may cut out the templates, another folds it, and another glues or tapes it together. Encourage participation from as many of the students as possible in this task.
- If students are finding the assembly tricky, encourage them to work together with their peers and help one another out.

7. **Closing Reflection:** Bring students back for a wrap-up and have them combine their cake pieces together to make whole cakes. Start a reflection and discussion with the suggested prompts:

- **What came up for many of us during this activity? What are some shared qualities we bring to the school?**
- **Are there things you hadn't considered until hearing from your peers?**
- **What felt challenging to you about this process? What felt rewarding?**
- **Ask individuals (or groups) to share their cake design with each other or the group, prompting them to explain the ingredients they came up with and how they represented them.**
- **When we put our slices together, what are all the amazing things we bring to the table?**

8. Share with the world! Tag @beyonddifferences with hashtags #NoOneEatsAlone #MyRecipeForEmpathy on your social media pages. We'd love to see your cake slices!

Hand out wristbands or stickers to students that are really participating, making new friends, and helping out with NOEA Day.

FOR IMMEDIATE RELEASE  
February 17, 2023

Contact: (NAME OF STAFF MEMBER)  
(STAFF CELL PHONE)  
(STAFF EMAIL)

## **STUDENTS AT (NAME OF SCHOOL) CREATE A CULTURE OF BELONGING AS THEY CELEBRATE NATIONAL NO ONE EATS ALONE® DAY ON FEBRUARY 17 (OR ANOTHER DATE)**

### **— Lunchtime Initiative Provides a Recipe for Empathy to Build Connection**

(CITY, STATE ABBREVIATED) -- Building a culture of belonging makes schools and communities stronger. That's why students at (NAME OF SCHOOL) are participating in **National No One Eats Alone® Day**, a program created by the nonprofit **Beyond Differences** to combat social isolation and help students get to know one another and make everyone feel welcome and accepted for who they are. **National No One Eats Alone Day is February 17, 2023.**

With in-class lessons, interactive exercises, and a new creative art project that focuses on empathy, students work together to make their school more welcoming and accepting for everyone. National No One Eats Alone Day gives students the tools they need to be social isolation disruptors and ambassadors of belonging.

"This year's **No One Eats Alone** lesson plans get to the root of social isolation by teaching students about empathy to build connection and belonging. Our Social-Emotional Learning (SEL) Teacher's Guide also includes **FIRE: Foster Immigrant + Refugee Empowerment**, a featured curriculum from our National Teen Board of high school students who have first-hand experience with these struggles, and created exercises and activities to promote acceptance and belonging for these communities," said Laura Talmus, co-founder and executive director of Beyond Differences.

Beyond Differences sends a backpack filled with everything schools need for **No One Eats Alone Day**, including a curriculum for teachers that dives deep into understanding social isolation, connection, friendship, mindfulness, effective communication, activism, inclusion, and more. The nonprofit also provides Conversation Cards and **No One Eats Alone Bingo** to break the ice and get to know each other, and materials for the interactive art projects – all free of charge. This year, more than a million students and thousands of schools from all 50 states will celebrate National No One Eats Alone Day. For more information, visit [nooneeatsalone.org](https://nooneeatsalone.org).

**No One Eats Alone** is sponsored by Centene Charitable Foundation.

"Educating and empowering youth to promote inclusion continues to be a critical component in schools today," said Wade Rakes, president and CEO of Centene's Georgia market, Peach State Health Plan, and board chairman for Beyond Differences. "The Centene Charitable Foundation is proud to continue our partnership with Beyond Differences to celebrate No One Eats Alone Day to help combat social isolation in youth."

### **About Beyond Differences**

Nonprofit Beyond Differences' mission is to inspire students to end social isolation in middle schools and create a culture of belonging for everyone. Founded in 2010, Beyond Differences has created year-round programs to tackle a wide range of issues that lead to social isolation, including Know Your Classmates with lessons that focus on Stand Up for AAPI Youth, No One Eats Alone and Be Kind Online. All curriculum and activity kits are provided free for schools. Currently, more than 9,500 schools use Beyond Differences programs and materials. For more information, visit [nooneeatsalone.org](https://nooneeatsalone.org).

###

**Editor's Note:** For questions about No One Eats Alone Day or Beyond Differences, contact Barbara Zamost at (415) 987-2810 or [barbara@zamostpr.com](mailto:barbara@zamostpr.com).



FOR IMMEDIATE RELEASE  
February 17, 2023

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(STAFF CELL PHONE)  
(STAFF EMAIL)

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**WHEN:** (DATE) at (TIME)

**WHERE:** (ADDRESS AND LOCATION AT SCHOOL, SUCH AS CAFETERIA, COURTYARD, ETC.)

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# STUDENT LEADER GUIDE: STARTING A BEYOND DIFFERENCES CLUB!

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## How do we continue creating cultures of belonging in our school?

Change doesn't happen in one day or with one event! Real change comes from taking small, consistent action steps daily, weekly, and monthly.

Beyond Differences' mission is to inspire students nationwide to end social isolation and create a culture of belonging for everyone. We envision a world where all youth are accepted, valued, and included no matter their differences.

Will you help us spread this mission at your school? One great way to help in your school is to start your very own Beyond Differences Club! Just follow these simple steps, and you'll be building a community of belonging in no time!

### Check Your School's Policy

Every school and district has different rules about clubs! Make sure you check in with your own school's policy before starting the process, so you know exactly what you can and can't do. (Be sure to collect all required forms for consent, photography, online meetings, etc.) That being said, this manual should include most of the things that you'll need to do to get your club up and running.

### Assemble Your Team!

Get a group of your friends and classmates together to help you start the club. Be mindful to create a diverse, reliable group so you can attract people from the entire school community. Reach out to students in other groups and programs. A strong team is the key to having a successful club.

### Find a Club Advisor

This is an adult, usually a teacher or a counselor, who can be the advisor for your club. Choose two or three possible advisor candidates who you know and are comfortable with, and are interested and engaged in student leadership. Your club advisor is there to support and help you in any way that you need. They are a great resource, so make sure to use and rely on them!

## STUDENT LEADER GUIDE: STARTING A BEYOND DIFFERENCES CLUB!

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### Where & When

- Find a location to meet. You can use your advisor’s classroom/office, or find an alternate space on campus if necessary. Your advisor can help with this process.
- Once you have your location, decide on a time to meet. Usually during lunch, recess or a free period. Figure out when your location is available, and then choose a time that you think will work best for the most people. Decide how often you’ll meet, and when your first meeting will be.
- Because of the pandemic it is important to plan for virtual and hybrid options to make sure everyone is included and to keep consistency, safety, be able to reach students in a safe space outside of the school building, and promote connection outside of school hours. You can incorporate virtual activities such as Kahoot, Jeopardy, movie watching, book clubs, etc.

### Spread the Word!

You’re ready to start your club, but now you need people to join! There are lots of great ways to tell people about your club and find new members. Remember: If there are students who speak other languages at your school make sure you have outreach in those languages.

- School Announcements - Whether it’s a weekly video, a bulletin board, or a message over the loudspeaker, most schools have a consistent way of getting information out to students. Reach out to your school administration and ask to advertise your club in the school announcements.
- Posters - Hanging posters with all the important information about your club is a great way to publicize it. You can design your own colorful and exciting posters, or use a Beyond Differences Poster Template. Make sure to hang your posters in high traffic areas, like classrooms, the cafeteria, or the office.
- Social Media - If your classmates are on social media, it’s another great place to disperse information about your club. You can create a private account specifically for your club on different social media platforms to help advertise it. Remember to always practice online safety and be responsible about what you post!
- Word of Mouth - Last but not least, one of the simplest ways to get people to sign up for your club is simply to talk about it! Tell all your

friends and classmates, and encourage them to tell theirs as well. Word of mouth is a very effective way to spread information about your club.

## Set Goals

- As you start your club, it's important to make sure that you stay on track and accomplish what you need to. One great way to do this is by setting goals! At your first meeting, sit together and decide on your club's goals. As time passes, you can measure how well you are doing in reaching your goals and adjust as needed. Make sure that your goals are SMART:
  - Specific** - set real numbers, dates, etc. Examples: We will each invite one new person to join our club this week. We will plan at least one event every month.
  - Measurable** - set a clear definition of what success is for your club. Example: At least 20 students will participate in our lunch time activity next week.
  - Attainable**- set goals for your club that are challenging but realistic.
  - Relevant** - make sure the activities you plan are related to your club's goals. I.e. New students feel like they are respected, accepted and welcomed to participate in your events.
  - Time-Based** - set dates for events, be realistic about how much time it will take to plan the event.
- Use agendas for each meeting to help plan your activities and stay focused. All of this will help ensure that your club is successful and efficient.
- As a group, create outlined norms and routines.
- Create a charter (a communication document) that feels comfortable for participants (displayed at the beginning of meetings). Our middle school student friends in NYC suggest using the [RULER method](#) and the [mood meter](#) for check-ins.
- Have a shared Google form (or other method) where students can share thoughts and ideas.
- Schedule regular meetings. Consistency is important.

Below are some actions and activities your club can do to make sure everyone feels accepted, respected and included.

- 11.. **Daily** - take notice of the students in your class and school. Say, “Hi!” to people you don’t usually greet, say people’s names when you speak to them (check in with them first to make sure you are saying their name correctly), compliment someone or tell them something you appreciate about them.
- 22.. **Weekly**- Ask your school/teacher if every week you can set up a system of student morning greeters for when students arrive at school. Have students take turns every week to stand near school/class entrances and greet the students coming into class. Make sure everyone feels welcome!
- 33.. **Weekly/ Monthly** - Plan community events that promote belonging and connection:
  - a. Set up a table with an **Acts of Kindness Jar** at lunch filled with little sheets of paper with random acts of kindness on them. Have students pick a paper and encourage them to do the act of kindness for someone they don’t know.
  - b. **Create space for connection.** Encourage students to take ownership of rallying teachers and peers to take time out of their ordinary school day to focus on building social connections and community, by either setting up optional meetings outside of ordinary school times or dedicating time during class or lunch for more interaction among students. This is especially important during the pandemic. Social Isolation is at an all time high. It is important that we continue to make time to connect with others.
  - c. Chalk Messages - Use sidewalk chalk and leave encouraging words on the sidewalk and blacktop around your school. (Be sure to get permission from your teachers before writing on school property.)
  - d. Download Beyond Differences’ **Let’s Connect! Activity Guide** and plan fun activities to do during lunch, at recess or during your advisory period. Access the Let’s Connect! Activity Guide here:  
<https://www.beyonddifferences.org/lets-connect-activity-kit/>

These are just a few ideas! What ideas do you have?

**Note to Teachers/Advisors:**

- Ask for student input.
- Think about the chemistry of students who will be attending (gear activities toward common interests).
- Give students autonomy and encourage leadership by creating opportunities for students to think through, design, propose and implement sessions and activities.
- Provide an online hub where materials are posted and available for students at all times. Consider using a [Flipgrid](#) model and have students record messages for each other.



## Tips from Students:

- Keep things light and allow trust to build between members before inviting them to share about deeper topics.
- Send reminder invitations to the virtual meeting space a few days before the meeting and on the day of the meeting.
- Keep the invitation open but emphasize “we’d love to have you there”!
- Do a survey for students who may want to be involved to see what their interests are, if they feel better doing this online, in person etc, at what time or on what days.
- Make sure there is an adult chaperone who owns the meeting.
- Keep it fun.

## What’s Next?

Now that you’ve started your club, it’s time to figure out what you want to do with it. Here’s a list of ways that your Beyond Differences club can work to end social isolation and make sure everyone feels like they belong in your school community:

- Start in your very own club by making it a welcoming space where students can go to find friends. You can do different games or activities during your meetings to build teamwork and friendship, provide a space for students to share their experiences, or do anything else to make the environment a safe and accepting place.
- Your club can also spend time practicing leadership and public speaking skills. These skills will be essential to many of the other club activities that you plan and run at your school, and the only way to get better is to practice! Whether it’s practicing giving a presentation, or going through the details of an event, preparation is going to be key to your club.
- If your club is ready to get to work, you can plan one of Beyond Differences’ National Awareness Days in your own school! These days include: Know Your Classmates, No One Eats Alone, and Be Kind Online. To find more information and get started, visit [beyonddifferences.org](http://beyonddifferences.org).
- Encourage your teachers to use the Beyond Differences curriculum in your classrooms. (All of our resources for teachers are free!) You can easily adapt and teach any of the lessons to your fellow students. Either provide teachers with a lesson and guide them in teaching it to their classes, or find a time to go into the classroom and teach it yourselves!
- If you aren’t ready to plan a whole National Awareness Day event, your club can also plan smaller lunchtime activities to promote inclusivity. Feel free to pull any of the games or activities from our curriculum and run them during lunchtime. It can be a lot

more manageable to organize just one activity, and it's an easy way that your club can bring some joy and fun to your school community on any day.

- You can also collaborate with other clubs! If your school has a club that is aligned with the Beyond Differences' mission you can work together and help each other out. Whether it's showing up to their events, asking them to come to yours, or planning an event together, there are tons of ways that you can unite in solidarity.

Remember these are just suggestions, so your club can pick and choose from them and adapt them. At the end of the day, you know your school community, and you know what will work best to help make your classmates feel more included and accepted!

## FAQ's

### **Who can I ask if I have more questions about Beyond Differences and starting a club?**

If you have questions, concerns, or even just want to connect with Beyond Differences further, don't worry! We've got you covered. Email [teens@beyonddifferences.org](mailto:teens@beyonddifferences.org). We'll get back to you as quickly as possible, and do our best to help however we can.

### **I started my club, but I'm having trouble getting people to participate. What can I do?**

The key to getting more participation is to have good incentives. Whether it's offering snacks at meetings and events, or getting teachers to offer extra credit to participants, incentives will definitely draw people to your club. If you can't access incentives like these, the next best thing is to just focus on making your club really fun and attractive. Let people know that joining your club is an experience they won't want to miss!

### **It seems like no one is noticing my club. How can I broaden the reach that my club has?**

A great way to reach a bigger audience with your club is to first reach out to administration. It can be school administration, district administration, or even county administration depending on how much visibility you are looking for. Having the support of administration can be very helpful in getting the word out. It also may provide you with new and exciting opportunities to bring Beyond Differences to your area.

## Resources

- Beyond Differences Social Media
  - Instagram: [@beyonddifferences](#)
  - FB: [@BeyondDifference.org](#)
  - Twitter: [@BeyondDiff](#)
  - YouTube: [BeyondDifferences](#)
- Website: [beyonddifferences.org](#)

- Sign Up page for Beyond Differences' National Awareness Days (and free curriculum) [beyonddifferences.org/national-awareness-days/](https://beyonddifferences.org/national-awareness-days/)
- [Sample posters](#) to use to promote your club. Use these or create your own!

Thank you for being an activist and a youth leader! You are helping to create a culture of belonging at your school!





## FEATURED CURRICULUM: FIRE

### GETTING STARTED

Our latest Featured Curriculum written by the National Teen Board for Beyond Differences' No One Eats Alone® Day of Action is called ***FIRE: Foster Immigrant + Refugee Empowerment***.

One in four children in U.S. schools identifies as an immigrant or refugee. Beyond language barriers, they may face challenges of finding community and connection to their new home. This curriculum was built by immigrant and refugee youth who have first-hand knowledge of these struggles. The lessons and activities focus on real-world strategies to foster belonging.

Our Featured Curriculum was inspired by the NTB's owned lived experiences.

- National Teen Board Members Alondra and Dominck discuss how they navigated their way through feelings of isolation connected to their immigration status
- Emily speaks about finding her way to being seen as a disabled immigrant
- India and Fayyaz speak about how they combated anti-Arab sentiment in their schools
- Nury speaks of growing up in a family affected by war and the loss of their homeland

All youth-built curriculum is embedded in research-based practices to ensure engagement and sustain impact. Our adult team is composed of educators of color from immigrant families that have first-hand experience both teaching in schools with immigrant/refugee populations and being from immigrant family themselves.

- As students participate in this curriculum, we hope that they will use the lessons and materials in this year's Featured Curriculum to:
- Broaden their definition of who and what is "American"
- Create more immigrant- and refugee-inclusive policies at their schools to disrupt social isolation

Combat anti-immigrant sentiment and create communities of belonging

Special thanks to Dr. Lisette Ostrander, Alyssa Ching, Sally Matsuishi, Nina Haggerty, Reina Garay-Solis, Alba Alvarado, Erin Curtin, and FIRE Committee of our National Teen Board: Kiki, Nury, Alondra, Cris, Cesar, Fayyaz, Dominick, Avery, India, Inga



# LETTERS FROM NOW TO YOUR ANCESTOR OR TO FUTURE GENERATIONS

**Time** Spread throughout two class periods: 30 minutes each session.

**Essential Question(s)**

- If you could ask your ancestors anything, what would you ask?
- If you could time travel to the future what would you tell your future generations about the world you live in today?
- Who is important to you? How has your connection to these people impacted you?
- How have others affected you? How do you hope to impact others?
- What do you hope for future generations ?
- How will we talk about emotions, immigration, or racism in the future?
- Why is reflection important for change?

**Lesson Overview**

This lesson is an art activity for students to write letters to connect with their ancestors or future generations. They are able to pick between two prompts, "If you could ask your ancestors anything, what would you ask?" and "If you could time travel to the future, what would you tell your future generations about the world you live in today?" After writing their letters they are able to decorate it in any way they would like.

**Objectives**

- Students will creating letters to their ancestors, or their past self. This encourages students to have both gratitude and consider what about their past makes them who they are today. For immigrant and refugee students, it gives them an ability to connect and ground themselves outside of place and location.
- Creating letters for our future generations allows students to reflect on their "now" and how they can impact the future.

**Materials Needed**

- Colored paper
- Stickers
- Color pencils
- stamps
- Colored envelope

**Vocabulary**

**Ancestors:** a person from whom one is descended

**Intergenerational:** occurring between or involving people of different age groups

**Traditions:** the handing down of statements, beliefs, legends, customs, information, etc., from generation to generation, especially by word of mouth or by practice

**Heritage:** something that is handed down from the past, as a tradition



## OPENING : JOURNALING (10 minutes)

### Directions

- Step 1:** Ask students to journal, allowing them to choose between the following prompts:
  - What is an ancestor?
  - What do you know about your ancestors?
  - What are some traditions that you have?

These questions may be particularly sensitive for students who may be under foster care or in complex family situations. Students may also come from ancestors with complex pasts, that may induce feelings of shame or uncertainty. Because of this, we invite them to choose from these prompts:

- What is something you wish you knew about your ancestors/family?
- What do you wish the people in your family will know about you in the future? What traditions or values do you want to pass on to them?

Because of the sensitive nature of this topic, we encourage you to remind students that their writing is confidential and that you will not read it unless they give you permission.

- Step 2:** If appropriate, engage in a discussion with students if they are open to reflecting out loud.

## EXPLORATION: LETTER TO MY ANCESTORS (30-60 minutes)

May be broken into two class sessions

### Directions

- First, have students silently journal or reflect on these two prompts:
  - If you could ask your ancestors anything, what would you ask?
  - If you could time travel to the future what would you tell your future generations about the world you live in today?



### Teacher Toolkit

*Students will be writing letters to their ancestors and to their future generations. Their letters will not be read by their teachers; it will be confidential. Students are encouraged to write in their native language.*

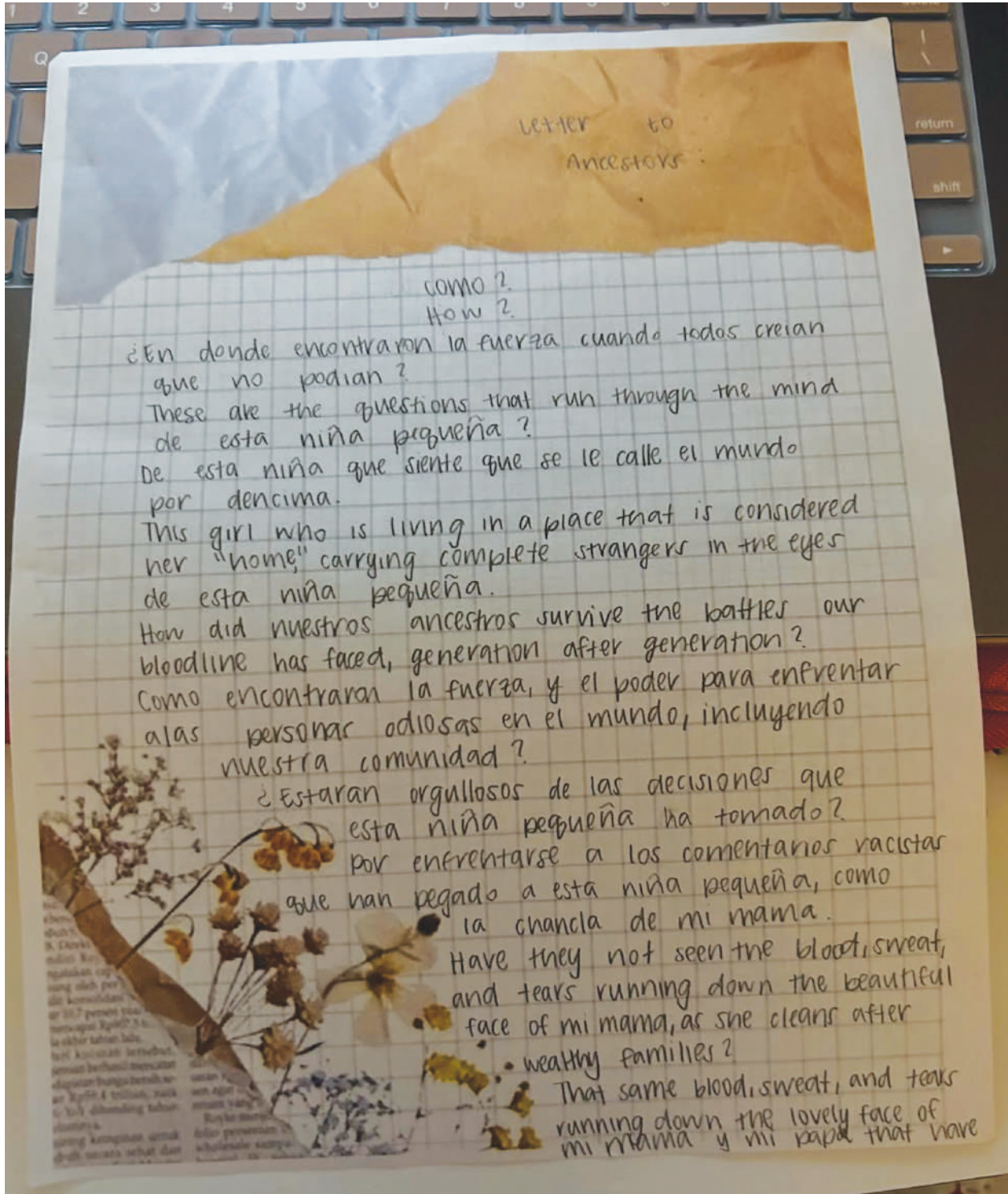
- If you think it will be helpful, ask students to get into small groups to share what they journal about.
- Spread out supplies to conduct art projects. Allow students to grab art materials to write and decorate their letter.



### Teacher Toolkit

*We encourage you to play music (perhaps have your students be the "DJ") while students are writing it.*

- If students are stuck on what to write, consider asking the essential questions we provided.





## COMING TO AMERICA: HISTORY OF IMMIGRANTS AND REFUGEES

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**Time** 40 Minutes

**Essential Question(s)**

- What points in history are crucial to highlight?
- What moments in history aren't widely known about refugees and immigrants? Think about what isn't talked about in your history book, and what you've learned and what you've had to learn on your own/outside of school?
- Why are these moments in history important to highlight? What can these moments and events tell us, in relation to social isolation?

**The questions here correspond with the two slide decks provided for this lesson.**

**Lesson Overview**

**Prior:** We recommend you complete the microaggressions activity before doing this lesson so students have some background.

Students learn the history of immigrants and refugees in America, microaggressions towards these communities, and intersectional activism done to uplift them. Through engaging discussions, students will learn how to make their community more inclusive of immigrant and refugee youth.

**Following:** We recommend completing the Policy lesson in the FIRE Curriculum after this if students want to take more action.

**Objectives**

- Students learn the difference between immigrants and refugees.
- Students learn the origins of microaggressions against immigrants and refugees.
- Students learn what policies are and how to make their communities more inclusive.

**Materials Needed**

- Two poster papers
- Post-It notes
- Writing Utensils
- Copies of Slide Deck:
  - History of Immigrants and Refugees in America

**Vocabulary**

**Policy:** an agreed upon action that determines the actions of an organization or community

**Belonging:** a feeling of complete acceptance of oneself, which can be cultivated by one's own actions, and being in community with others.

**Refugee:** a person who has escaped from their own country for political, religious, or economic reasons or because of a war

**Immigrant:** a person who has come to a different country in order to live there permanently





## OPENING : PULSE CHECK

(10 minutes)



### Teacher Toolkit

#### Directions

1. Put up two posters that ask: What do you know about immigrants? What do you know about refugees?

*Include immigrant and refugee teachers and members of the adult community at your school to come on in a panel so students know they are not alone.*

*Teachers should also model and show vulnerability to make the space safe.*

2. Ask students to use post-it notes to write down what they know about each and then do a share-out. Observe any patterns of responses, and point those out to your students. Let them know today, they are going to learn a little more about these two communities in America.

## EXPLORATION: IMMIGRANTS AND REFUGEES IN AMERICA

(20 minutes)

#### Directions

1. Play the following video. [https://www.youtube.com/watch?v=3e08v5GN\\_\\_s](https://www.youtube.com/watch?v=3e08v5GN__s)
2. Ask students to go back to their journal entries, and begin a discussion around:

- a. Is this different from what you knew about immigrant and refugee communities before?
- b. When these communities get excluded in this country, what do you think happens? Rise in hate crimes, only certain communities are able to escape poverty

You can also choose to split students into smaller groups to answer these prompts together.

#### **If students have reflections that might be harmful to the conversation, take the following steps:**

1. Take a deep breathe. Check your biases. Assume best intent from this student, and remember there are many voices that this student might be mirroring, so remain curious.
2. Ask to understand:
  - a. What do you mean by that? Can you explain more?
3. Say: "Thank you for sharing your perspective. This is a challenging conversation and I want to remind you that this lesson today is learning more to understand a community that we have in our (city/town) and we all want to support each other. If you want to talk more, let's set up a time outside of class."



### Teacher Toolkit

*\*Warning: The content of the rest of this lesson does have sensitive topics that may spark discussion on political beliefs.*

*You may want to ask support from admin to do these lessons, and research the communities in your school that have immigrant/refugee populations.*

3. There are two slide decks in the deck that you can choose from based on what you would like to educate students on:



**Learn More**

- History of Immigrants in America
- History of Refugees in America

**CLOSING: APPRECIATIONS, APOLOGIES, AND AHA'S  
(5 min)**

**Directions**

1. Gather students into a standing community circle, or several smaller community circles.
2. Invite students to share out one appreciation, apology, or AHA moment they had about today's exercise on origin stories.
  - a. Example Appreciation: I appreciate "educator's name" for sharing their experience as an immigrant or refugee.
  - b. Example Apology: I apologize for not understanding enough about your family's history.
  - c. AHA Moment: I realized after listening to X's story, that my family also had a similar experience coming here.



**Teacher Toolkit**

*You may refer to this video for guidance on how to facilitate this activity.*



# PLEASE DON'T: A GUIDE TO ADDRESSING IMMIGRANT AND REFUGEE MICROAGGRESSIONS

<b>Time</b>	<b>35 Minutes</b>
<b>Essential Question(s)</b>	<ul style="list-style-type: none"><li>• What are microaggressions?</li><li>• How can microaggressions negatively impact individuals in immigrant and refugee communities?</li><li>• How can recognizing and correcting microaggressions make others feel seen and included?</li></ul>
<b>Lesson Overview</b>	<p>This lesson is designed to teach students the meaning of what a microaggression is, how it can negatively impact individuals and how one can recognize and correct microaggressions. It includes videos, slide decks, and a worksheet. This lesson specifically focuses on the microaggressions directed at the immigrant and refugee community through class and partner discussions. After learning the definitions behind base terms like “microaggression,” and “marginalized communities”, students will be exposed to common microaggressions and misconceptions about immigrant and refugee communities.</p>
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Students will understand the impacts of othering and social isolation on immigrant and refugee youth.</li><li>• Students will have a clear understanding on how to deconstruct systems of exclusion for them to take action and create a safe community for immigrants and refugees.</li><li>• Students will be given the tools to champion and create safe spaces of inclusion in their own classrooms.</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• <b>Microaggressions slide deck:</b> <a href="https://www.canva.com/design/DAFXCLKK4GM/1AxwR528ranEBEOXWlr8Dg/edit?utm_content=DAFXCLKK4GM&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFXCLKK4GM/1AxwR528ranEBEOXWlr8Dg/edit?utm_content=DAFXCLKK4GM&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></li><li>• <b>Videos: Exploring Microaggressions</b> <a href="https://www.youtube.com/watch?v=hDd3bzA7450">https://www.youtube.com/watch?v=hDd3bzA7450</a></li><li>• <b>How Microaggressions are like:</b> <a href="https://www.youtube.com/watch?v=e4N50b76cZc&amp;t=12s">https://www.youtube.com/watch?v=e4N50b76cZc&amp;t=12s</a></li><li>• Microaggressions worksheet</li><li>• Microaggressions worksheet - teacher edition</li></ul>



**Vocabulary** **Microaggressions:** Microaggressions are indirect or subtle behaviors that intentionally or unintentionally portray a negative message based on identity.

**Our NTB definition:** Microaggressions can be verbal, nonverbal or environmental insults. Whether intentional or unintentional, it communicates negative messages to people because of their identity.

**Marginalized communities:** Marginalized Communities are groups of people who have been historically oppressed or mistreated through systematic practices that involve blame, prejudices, and discriminatory laws.

### OPENING : WHAT ARE MICROAGGRESSIONS? (10 MIN)

- Directions**
1. Play video: either watch the entire Understanding Microaggressions <https://www.youtube.com/watch?v=e4N50b76cZc&t=12s>
  2. Stop the video halfway. Engage students in a class discussion.
    - What is the video talking about?
    - Are there any words that spark your curiosity that you know or might not know?
    - How many of you have heard these words?

#### For Steps 3 and 4:



#### Teacher Toolkit

*Try to guide students to answer something along the lines of: Microaggressions can be indirect or subtle insulting comments. Whether intentional or unintentional, they communicate negative messages to people based on assumptions they have about their ability.*

3. Continue the rest of the video and ask. In the scenarios presented, what was happening?
  - Who did what to who?
  - How would you consider the behavior from the microaggression? Why?
  - Why was it important for the person to speak up when this event was happening?
4. Say: "Now, could someone define what is a microaggression, how it shows up, and why do you think we should speak against it?"

### EXPLORATION: THE IMPACTS OF MICROAGGRESSIONS ON IMMIGRANTS AND REFUGEES (15-20 minutes)

- Directions**
1. Play video for students. How microaggressions are like mosquito bites (5 min <https://www.youtube.com/watch?v=hDd3bzA7450>)
  2. Launch into a partner discussion: What are some examples of microaggressions that you have seen/heard in your life either directed at immigrants or refugees?



#### Teacher Toolkit

*For step 2 try to guide students to answering something along the lines of: Microaggressions can be indirect or subtle insulting comments. Whether intentional or unintentional, they communicate negative messages to people based on assumptions they have about their identity.*



3. Prompt students to complete the Microaggression worksheet. Print out the Teacher's Edition answer key for guidance on helping students complete this.
  - microaggressions worksheet - teacher edition

## CLOSING: WRAP UP DISCUSSION

5 minutes

### Directions

1. As a class, discuss:
  - a. How do you think microaggressions can be harmful?
  - b. What can we do to avoid microaggressions towards the immigrant and refugee community?
  - c. What can we do instead to support this community?

Possible responses students may have for prompt a:

- They reinforce negative stereotypes and dismiss the oppression people face. They also build up over time and hurt people's mental health and self-esteem.

Possible Solutions for prompts b and c:

- Apologize when someone communicates to you they were hurt by what you said.
- When you hear a microaggression, speak up and ask them why what they said could be misunderstood.
- Continue to diversify who you interact with at school so they can open up your insights.



### Teacher Toolkit

*Make sure you are closing by hearing the students and educators discuss about the behavior that they should enact to avoid microaggressions towards immigrants and refugees.*



## MICROAGGRESSIONS WORKSHEET

Write your own personal definition below of what you think a microaggression is:

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Microaggressions <i>Two examples</i>	How and why can this be harmful? <i>Write down below</i>
The phrase "Wow, your English is actually really good!" or something similar.	



### MICROAGGRESSIONS WORKSHEET (TEACHER'S EDITION)

Microaggressions <i>Two examples</i>	How and why can this be harmful? <i>Write down below</i>
"Wow, your English is actually really good!"	<p>It assumes that because someone is not from this country, they cannot speak English.</p> <p>It pushes negative stereotypes/prejudices of immigrants and refugees, and puts them in a box.</p>
<p>You do not belong, You are not trustworthy, You are all the same .</p>	<p>Belittling the trauma they have gone through Telling them why they shouldn't be here. This message conveys that refugees are undesirable who not belong in a particular environment such as school or the neighborhood or in society in general.</p>

Write your own personal definition below of what you think a microaggression is:

No incorrect answers.



## FIRE POLICY POINTS

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**Time** 35-40 Minutes

**Essential Question(s)**

- What is policy and why is it important?
- How can we work together to better support Immigrants and refugees through policy making?
- Do our school policies make our community more or less inclusive of members of our community who are immigrants and refugees

**Lesson Overview**

This lesson is designed to teach students what policy is, how to form an inclusive working group, examine their school policies, and find ways to make policy that is inclusive and supportive of immigrants and refugees.

**Objectives**

- Students learn how to critically read school policy to encourage diversity, equity and inclusion of immigrant and refugee students
- Students will collaborate and learn how to suggest and work with their schools to create an inclusive community for immigrants and refugees.

**Materials Needed**

- A copy of your school's handbook
- Post-It notes for each student.
- Lesson Slide Deck

**Vocabulary**

**Policy:** Course of action that may be adopted and pursued by a governing body, government, political party, or facility to inspire change.

**Equity:** the practice of making sure people get the support they need, which may not have always been guaranteed based on historical or cultural barriers:

**Inclusion:** the practice of providing equal access to opportunities and resources for people otherwise excluded

### OPENING : INTRO TO POLICY MAKING (10 MIN)

**Directions**

1. Define policy and why it is powerful
2. Define inclusion and equity
3. Brainstorm with your groups about what you already know about refugees and immigrants populations.



**Teacher Toolkit**

*Helpful Prompts: Where are they coming from? What languages do they speak? Do they know English? Do they know English, like you do?*

4. Ask students: What are some challenges that immigrants and refugees face when entering a new school environment?
5. Have students discuss and consider writing these out on a poster paper.





## EXPLORATION: CASE STUDY ON SCHOOL POLICY

(20 minutes)

### Directions

1. Review the information about the case study \*  
\*Name has been changed, but this is a real school\*
- 2: Ask students what was the problem that the school was trying to solve? What policy or action did they create it to solve it?



### Teacher Toolkit

*Point out that this school realized that the older students who identify as immigrants or refugees were assets that they could use to foster connections with families of new immigrant students. It taught the older students about responsibility, and gave the younger students a peer they could depend on at their school.*

3. After students have had time to discuss the case study, let them know it's time to brainstorm. Hand each student 4 post-it notes

Every student should be given four post it notes, and if possibly, a copy of your school's handbook to reference.

Questions 1 and 2 should be posed in sequence on whiteboards around the room:

- What are ways we can help students that are new to the school feel like more included? Do we already do these things?
- How can we make their adjustment to school easier? In other words, how do we make school more equitable for them?

When everyone has put up their post-it, look for common ideas and make a list of possible solutions together. Have the class discuss the chosen solutions and decide which ideas they feel are most important to pursue.

*Refer to the list below of suggested policies if students struggle to come up with some examples.*

## CLOSING: NEXT STEPS

(8 min)

### Directions

1. As a class, decide one policy they want to focus on and ask them to discuss:
  - a. What are the next steps?
  - b. Who do we speak to in school admin? Who are our allies?
  - c. What is our timeline?
  - d. Who will take the step to set up a meeting with all parties?



### Teacher Toolkit

*Teachers can meet with admin on their own to help pave the way for the student's efforts.*

2. Ask students to do a final reflection:  
How will this policy help the overall goal of ending social isolation? How would these points help create cultures of belonging?



**Directions**

Real life examples:

**NTB MEMBERS SUGGESTED POLICY POINTS:**

Remember to make your policy points actionable.

For example:

1. Provide a complete bilingual orientation for all immigrant/refugee students and families that connects them with specific services and resources to ensure equitable access.
2. Require at least 10% of authors in school libraries to be Latinx, Queer, Indigenous, and AAPI authors.
3. Scheduled regular DEI assessment of all curriculum, programs and policies to ensure immigrant and refugee communities are represented and equitably resourced.
4. Translated class syllabi and homework, so families can support and assist assignments
5. Instead of pledge of allegiance, we ask teachers to read a poem from historically marginalized communities
6. Building into schools budget: once a month spotlight the food of an immigrant/refugee group in the community with explanations.
7. Require bilingual teaching aids in all classroom where ELL students are present
8. Teach students as well as staff about the geography of the Americas and to not refer to the U.S.A as "America"
9. Create Safe Sanctuaries in schools for immigrants can be safe, included as well as gain access to school supports
10. Ask teachers and administrative staff to read Land acknowledgments during assemblies
11. Allow and invite students to engage with intersectional activism