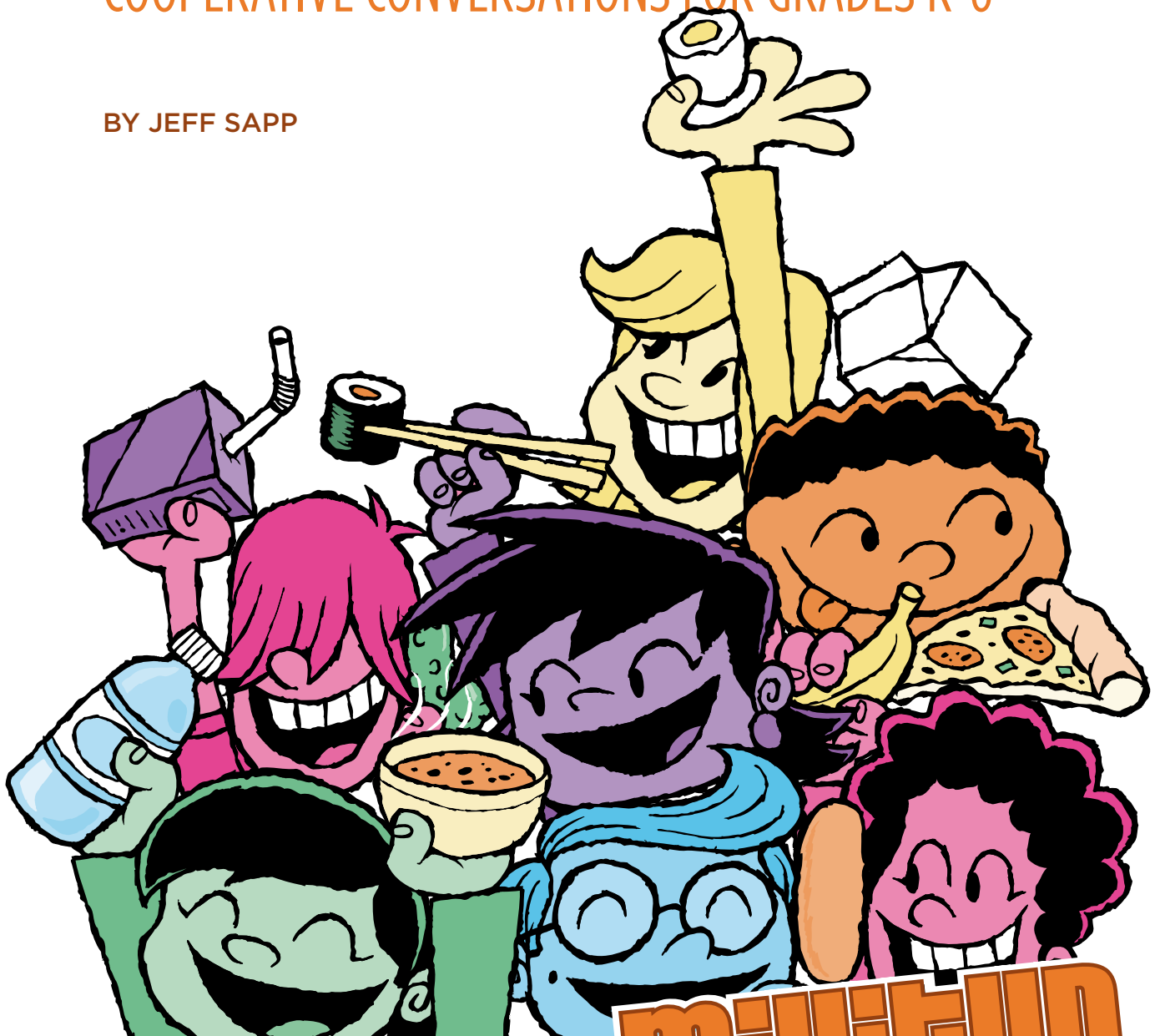


EARLY GRADES
HANDBOOK

MAKING FRIENDS, BEING FRIENDS

COOPERATIVE CONVERSATIONS FOR GRADES K-6

BY JEFF SAPP



MIXITUP[®]
www.mixitup.org

Table of Contents

About this Handbook	3
General Instructions	4
Handout	6
SESSION 1	
Mix It Up on Valentine's Day	
Facilitator Instructions	7
Handout	8
SESSION 2	
Mix It Up About Gender	
Facilitator Instructions	9
Handout	11
SESSION 3	
Mix It Up in Math Class	
Facilitator Instructions	12
Handouts (Grades K-3)	14
Handout (Grades 4-6)	15
SESSION 4	
Mix It Up With the New Student	
Facilitator Instructions	16
Handout	17
SESSION 5	
Mix It Up With Flat Friends	
Facilitator Instructions	18
Handout #1	19
Handout #2	20
SESSION 6	
Mix It Up With Music	
Facilitator Instructions	21
Handout	22
SESSION 7	
Mix It Up at Recess	
Facilitator Instructions	23
SESSION 8	
Mix It Up With Sharing	
Facilitator Instructions	24
APPENDIX A	
Handbook Evaluation Form	25
APPENDIX B	
About Mix It Up	26

About this Handbook

The lesson plans in this handbook show K-6 teachers how Mix It Up themes can be woven into classroom discussions, issues, events, holidays, routines and academic content. Mix It Up is about talking with and connecting with those around you.

The lessons center on group conversations combined with cooperative learning — termed “cooperative conversations” in this handbook. These conversations help children reach across social boundaries, get to know each other and gain respect for different viewpoints.

Mix It Up’s cooperative conversations work because:

- They include all kinds of children with different experiences and ideas.
- They are held with small groups of children (no more than 6 children in each conversation).
- Children set their own rules for being kind with each other.
- Children don’t have to agree with each other, but they do learn to respect differences.

Standards

The content provided in this Mix It Up handbook supports the goals and objectives of your state content standards. Relevant academic standards are provided in each lesson. The standards are drawn from *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, 4th Edition* (www.mcrel.org/standards-benchmarks).

Character Education

Character qualities mentioned in this handbook (citizenship, compassion, respect, etc.) are taken from *The Center for Advancement of Ethics and Character at Boston University*. (<http://www.bu.edu/education/caec/>)

General Instructions

Before You Start the Conversations

Help your students learn about effective listening and speaking before using these lessons. Use the following guidelines to teach them explicit listening and speaking skills.

What You Need

Flip chart, or large sheets of paper
Markers
Tape
Copies of the General Instructions Handout

Brainstorming Activity

Write these question prompts on two separate posters and read them aloud to children: “What is effective listening?” and “What is effective speaking?” Let them raise their hands and share qualities that people use when they listen or speak. Write their answers on a large piece of poster paper. In groups of four, have students summarize the list. Below are some typical fourth-grade student responses:

Effective Listening

Look at the person talking
Pay attention
Don't play with things
Don't fool around
Don't talk to others
Don't bother others
Listen to the person talking
Don't touch or push others
Don't look around the room
Don't leave your chair
Don't move your chair
Don't ask questions
Keep your hands to yourself

Effective Speaking

Don't interrupt
Don't put others down
Look at the person
Try to think before you talk
Share talking time
Take turns talking
Don't yell or scream
Don't be mean
Speak loud enough
Don't get upset if a person doesn't agree with you
Be kind
Be respectful

Post these answers in the front of the room and ask the students if they will agree to them as ways they will listen and speak to each other in class. Refer to them often with prompts like the following:

- “Can someone look at the poster and tell me which ones we are using right now?”
- “Can someone look at the poster and tell me which ones we need to work on?”
- “Estella, I appreciate that you are ‘listening to the person talking’ like it says here on our poster.”
- “Can someone tell us what we are doing well?”
- “Can someone tell us what we need to improve on next time?”

Self-Assessment

When you feel that students need self-assessment and reflection on whether they are practicing effective listening and speaking, use the General Instructions Handout. Have the cooperative group answer the first set of questions together and share their answers with the whole classroom. You might even write them on a poster to affirm what the class is doing well and to help them focus on what they need to improve upon next time. The individual assessment is private though, but the teacher might reinforce concerns for individuals who need further encouragement (i.e. “Yes, Susan, that is exactly what I think you might work on too.”)

Language Arts Standards

Standard: Uses listening and speaking strategies for different purposes

Benchmark Pre-K: speaks expressively; listens for a variety of purposes; understands messages in conversations

Benchmark K-6: makes contributions in class and group discussions; follows rules of conversations and group discussion; contributes to group discussions
(www.mcrel.org/standards-benchmarks)

General Instructions Handout

For the **GROUP**

What are we doing well?

What can we improve on next time?

For the **INDIVIDUAL**

What did I do well?

What can I improve on next time?

SESSION 1

Mix-It-Up on Valentine's Day

TEACHER INSTRUCTIONS**What You Need**

Copies of the Mix It Up Valentine for each child

Goals for this session

- To identify ways in which we are different
- To express love for the differences in each other
- To learn to affirm each other

Getting Started

This session can be done before or during Valentine's Day. The teacher prints out one copy of the Mix It Up Valentine for each student and takes time to identify qualities about each student that they admire. Focus on character education qualities: trustworthiness, cooperation, respect, responsibility, fairness, citizenship, caring.

Write the student's name and the quality you admire about them on their Mix It Up Valentine. Give them out orally in the classroom as a model. Tell the students: "These are just a few of the things I value about you." The more specific you can be, the more powerful this strategy will impact your students.

Mix It Up Valentines for the Entire Class

Now that students have a model of what to do, have them either (a) do a Mix It Up Valentine for each member of their class or (b) draw a Mix It Up Valentine from a box where the teacher has written everyone's name. (This is to assure that each student receives one equally and that certain students don't receive too many or none at all).

Cooperative Group Conversation

After students receive their Mix It Up Valentines, have them discuss the following questions in small groups:

- Did the quality you were affirmed about surprise you at all?
- Have people said this about you before?
- Were you surprised that someone at school noticed this about you?
- How did this make you feel?

Follow-Up Ideas

Have students make a list of important people in their lives and the qualities they most admire about them. Suggest that they tell the people on their list that these qualities are some of the reasons that they love them.

Any book that you have in your library that has a topic of love would be fine to read here. We suggest *Learning About Love From the Life of Mother Teresa* (\$13.75), a character-building book that details the life of Mother Teresa. When she won the Nobel Peace Prize in 1979, for example, Mother Teresa requested that they cancel the expensive banquet; she instead used the money to feed 2,000 people. (*Learning About Love From the Life of Mother Teresa*: ISBN# 0-8239-5777-2, PowerKids Press, (800) 237-9932, www.powerkidspress.com)

Life Skills Standard

Standard: Working with others

Benchmark Pre-K: develops friendships with others

Benchmark K-6: demonstrates appropriate behaviors for relating with others (empathy, caring, respect, helping, friendliness, politeness) www.mcrel.org/standards-benchmarks

SESSION 1

Mix It Up on Valentine's Day

CUT ALONG HERE ✂



I want you to **BE MINE**
because you demonstrate the quality
_____!



My favorite quality about you is

_____!



My favorite quality about you is

_____!



I know your heart is big and
bright because you _____
_____!

SESSION 2

Mix It Up About Gender

TEACHER INSTRUCTIONS**What You Need**

List of questions on boys and girls
Copies of the Session 2 Handout

Goals for this session

1. To show that boys and girls are equal
2. To be kind to each other
3. To invite boys and girls to talk to each other more

Pre-Discussion Handout

Without explanation, pass out the Session 2 Handout and have students draw a circle around items they think boys can use and a square around items they think girls can use. They may draw both a circle or square around an item they think boys and girls can use.

Welcome

“Today we’re going to talk about how boys and girls are the same and how we are different. I want to begin by asking you some questions. Please remember to raise your hand before you answer.”

1. “Are there some things that boys can do that girls cannot do?”
2. “Are there some things that girls can do that boys cannot do?”
3. “Do boys and girls do different activities on the playground? Why or why not?”
4. “Is there something that you want to do as a girl that boys you know do?”
5. “Is there something that you want to do as a boy that girls you know do?”

NOTE: It is essential, in this exercise, that teachers move beyond identifying stereotypes into questioning and challenging them. If students, for example, draw only squares around an image of an iron, ask, “Why is ironing considered a ‘girl’ thing? Can’t boys iron, too?”

Cooperative Group Conversation

“Let’s talk about our handout now. Would you circle or square pictures differently now? Why or why not?” Ask these questions:

1. “Do boys and girls do different things? Where do you think boys and girls learn to do things?”
2. “Can girls and boys do the same things?”
3. “What is something you learned today that is new?”

Closing

Talk about this as a group: “If you are a boy, what is one thing you would like to try that girls usually do? And if you are a girl, what is one thing you would like to try that boys usually do?”

Follow-Up Activity

Any book that you have in your library that has a topic of gender would be fine to read here. We suggest *William’s Doll* (\$5.99), about a little boy who, more than anything, wants a doll. His upset father gives him manly toys like basketballs, trains and tools. But it’s William’s wise grandmother that sees that what William wants is to be loving and nurturing. (*William’s Doll*: ISBN# 0064430677, HarperTrophy, (212) 261-6500, www.harpercollins.com)

Life Skills Standard

Standard: Working well with others

Benchmark Pre-K: interacts with others regardless of differences; plays with peers of opposite genders

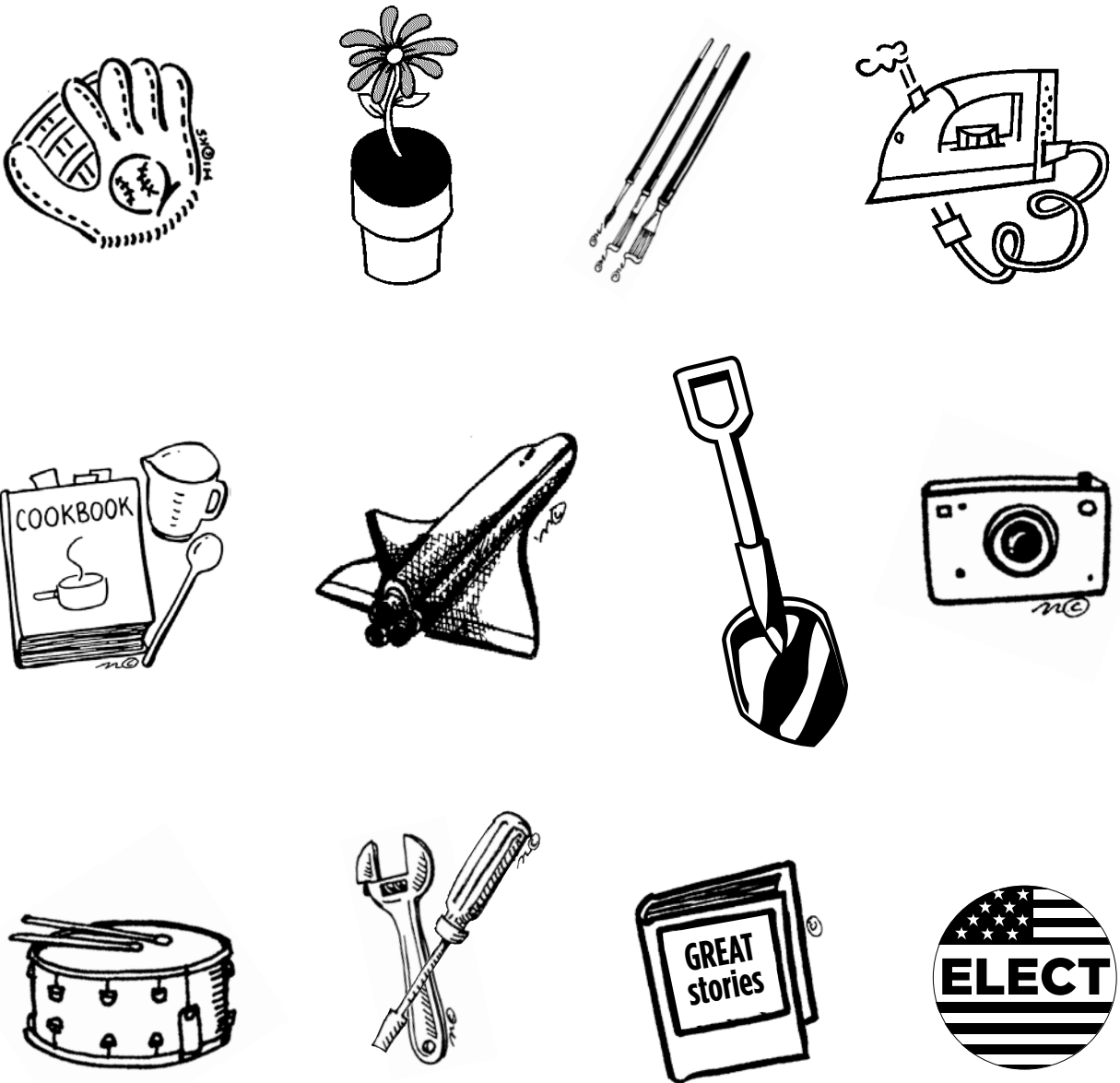
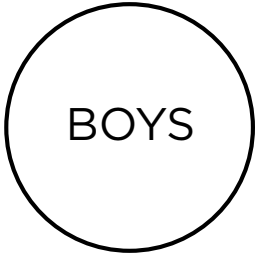
Benchmark K-6: works well with those of the opposite gender, of differing abilities, and from different age groups

(www.mcrel.org/standards-benchmarks)

SESSION 2

Mix It Up About Gender

Draw a circle around the items that boys use and draw a square around the items that girls use. If girls and boys use an item, draw both a circle and square.



SESSION 3

Mix It Up In Math Class**TEACHER INSTRUCTIONS****What You Need**

Children's author Demi's mathematical folktale, *One Grain of Rice*

A large poster of the Math Mix It Up Poem (For K-3 children, the math problems use addition)

Copies of the Session 3 Handout

Goals for this session

- To identify character traits we value in our classroom
- To understand that kind and supportive behavior multiplies itself

Getting Started

Read the Math Mix It Up Poem that you have written on the board or large poster to the class.

MATH MIX IT UP POEM

$$1 + 1 = 2$$

Kindness is good for me + you

$$2 \times 2 = 4$$

Patience always causes more

$$12 \div 2 = 6$$

That's how we do Math Mix!

Identify and Define

Have students identify positive behaviors they want to see in the classroom. Ask students to think about how they want other students to treat them before class, in class, at recess and lunch, after school and in their neighborhood. After students list behaviors, have them define or describe the behaviors. Have students use the dictionary if they can't define behaviors themselves.

Literature Connection

Read *One Grain of Rice* (\$19.95) by children's author Demi. It's a mathematical folktale about a girl from India named Rani who does a good deed for a raja. Her reward is a single grain of rice, doubled every day for 30 days. The perfect folktale to show that kind deeds can multiply. (ISBN# 0-590-93998-X, Scholastic Press, (800) 770-4662, www.scholastic.com)

Math Mix It Up Poem Model Write

Use the Session 3 Handout appropriate for your grade level and have children create their own Math Mix It Up Poem. Teachers can create one out loud with students as a model.

Cooperative Group Conversation

In groups of no more than four, have students read their poems to each other. Then discuss the following questions:

- Have you ever been around someone who is angry or upset and it made you angry and upset too?
- Have you ever been around someone who is happy and it made you happy too? Why?
- Do you think that when you're kind to someone that it causes him/her to be kind too?
- When someone is sad, what is something you can add to make him/her happy?

Follow-Up Activity

Sing the “*Magic Penny*” with your students. Find it online at:

www.tolerance.org/teach/resources/songbook/activities/love.jsp or order the free curriculum kit *I Will Be Your Friend: Songs and Activities for Young Peacemakers* at www.tolerance.org/teach/resources/index.jsp.

Mathematics Standard

Standard: Understands and applies basic and advanced properties of the concepts of numbers

Benchmark Pre-K: Counts by ones to ten or higher

Benchmark K-6: Understands basic whole number relationships

Life Skills Standard

Standard: Maintains a healthy self-concept

Benchmark Pre-K: Displays positive self-esteem and confidence in abilities

Benchmark K-6: Uses positive affirmations and self-talk to improve sense of self, build confidence, and complete difficult tasks

(www.mcrel.org/standards-benchmarks)

SESSION 3

Math Mix It Up Poem

GRADES K-3

Example

$$1 + 1 = 2$$

Kindness is good for me + you

$$2 + 2 = 4$$

Patience always causes more

$$3 + 3 = 6$$

That's how we do Math Mix!

$$1 + 1 = \underline{\quad}$$

_____ is good for me + you

$$2 + 2 = \underline{\quad}$$

_____ always causes more

$$3 + 3 = \underline{\quad}$$

That's how we do Math Mix!

SESSION 3

Math Mix It Up Poem

GRADES 4-6

Example

$$1 + 1 = 2$$

Kindness is good for me + you

$$2 \times 2 = 4$$

Patience always causes more

$$12 \div 2 = 6$$

That's how we do Math Mix!

Make up your own math problems and then choose qualities to go with them. Make your Math Mix It Up Poem as long as you like by writing any math problem and then rhyming a sentence with it:

" $12 \div 4 = 3$, Here is a smile for you from me." Be creative.

SESSION 4

Mix It Up With the New Student

TEACHER INSTRUCTIONS**What You Need**

Any book in your library about a child's first day of school. The book we use in this model is *My Name is Yoon*
Computer access for the meanings of names
Copies of Session 4 Handout for each student

Goals for this session

- To welcome any new student into your classroom community
- To have students already in your class mix more

Getting Started

Being the new student in class is very frightening. Tell your students about a time when you were new somewhere. Read the following story:

Any book that you have in your library that has a topic of experiencing the first day of school would be fine to read here. We suggest *My Name is Yoon* (\$16), an excellent book to welcome a child from a different country (or anywhere) into your classroom. Yoon has just arrived from South Korea and isn't sure she likes school in America. In Korean Yoon means "Shining Wisdom." Go to school with her for the first week as she learns to write her name in English and make new friends. (ISBN# 0374351147, Farrar, Straus and Giroux, Inc., (212) 206-5367, www.Fsbassociates.com)

Have your students tell of their own first day at school or in a new place. Have them complete the Session 4 Handout and answer questions about their first-day experiences. (Complete the exercise as a guided discussion for students who don't yet write.)

Welcoming the new student

Have each student in your classroom spend one hour as the new student's guide. This makes the new student feel welcomed and this gives your classroom students real responsibility.

Follow-Up Activity

Have students complete the "A New Friend" exercise offered on the Teaching Tolerance website, in which students create personalized storybooks about the true meaning of friendship. (<http://www.tolerance.org/teach/web/ptolerance/plan.jsp?ar=215>)

Life Skills Standard

Standard: maintains a healthy concept

Benchmark Pre-K: feels comfortable around peers

Standard: contributes to the overall effort of a group

Benchmark Pre-K: participates in a variety of group and individual activities, tasks, and plays; cooperates with others in play and group activities

Benchmark K-6: demonstrates respect for others' rights, feelings, and points of view in a group (www.mcrel.org/standards-benchmarks)

SESSION 4

“My name is _____.”

Places I remember being at for the first time:

- 1.
- 2.
- 3.
- 4.
- 5.

Feelings I had:

- 1.
- 2.
- 3.
- 4.
- 5.

Who welcomed me and what they did to make me feel welcome:

- 1.
- 2.
- 3.
- 4.

SESSION 5**Mix It Up With Flat Friends****TEACHER INSTRUCTIONS****What You Need**

Copies of Session 5 Handouts for each student
Coloring materials
One of the *Flat Stanley* books in the series

Goals for the session

- To learn more about the students in my classroom
- To learn and experience empathy

Getting Started

Introduce Jeff Brown's classic children's book, *Flat Stanley* (\$4.99) that tells the story of a boy who wakes up one day totally flat! Stanley is suddenly able to do all kinds of things like slide under doorways and climb into an envelope to go places. (ISBN# 0060097914, HarperTrophy, (212) 261-6500, www.harperchildrens.com)

Our Flat Friends

Tell the children that they're going to pretend that each of them is flat just like Flat Stanley. The flat version of themselves will travel home with a classmate and learn about that classmate's life. Give out the Session 5 Handout and let the children color the Flat Friend to look just like them. On the back of each Flat Friend (now named after each child in the class), they put their names. Flat Friends are put into a bag and each student draws out a friend. The Flat Friend they choose goes home with them to visit them for the evening. They have a Session 5 Handout Postcard to fill out to share what the Flat Friend discovers in the classmate's home. (Teachers should be aware that some student experiences may require more thoughtful classroom discussion, including children who may live in homeless shelters.)

Follow-Up Ideas

Visit the official Flat Stanley website for lots of ideas: www.flatstanley.com

Visual Arts Standard

Standard: knows a range of subject matter, symbols, and potential ideas in the visual arts

Benchmark K-6: knows different subjects, themes, and symbols which convey intended meaning in artworks

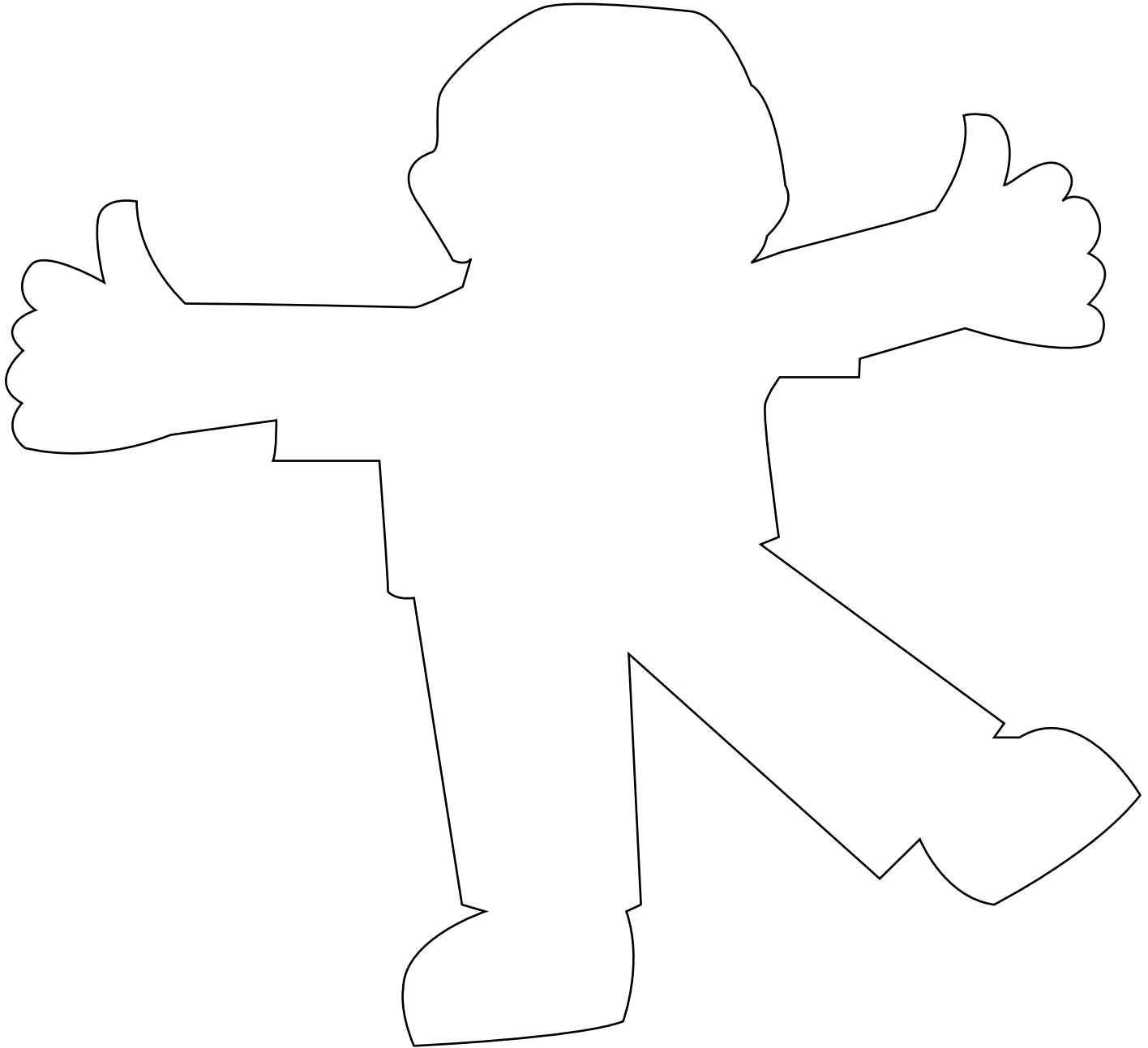
Life Skills Standard

Standard: works well with diverse individuals and in diverse situations

Benchmark K-6: works well with those from different ethnic groups, of different religious orientations, and of cultures different from their own (www.mcrel.org/standards-benchmarks)

SESSION 5

Mix It Up With Flat Friends



SESSION 5

Mix It Up With Flat Friends

Postcard includes the following question items:

- I live with...
- My room is...
- In the evening, we like to...
- Some of my favorite things at home are...
- One thing you might not know about me is...
- My family is originally from...
- Something I am really proud of is...
- Something else I want to share with you is ...

SESSION 6**Mix-It-Up With Music****TEACHER INSTRUCTIONS****What You Need**

Order the curriculum kit *I Will Be Your Friend: Songs and Activities for Young Peacemakers* for free at www.tolerance.org/teach/resources/index.jsp. Or find the song right now at <http://www.tolerance.org/teach/resources/songbook/songs/ifind.jsp>

CD player

Copies of the Session 6 Handout for older students

Goals for this session

- To learn the song “I Find A Good Friend” in both English and Chinese
- To make up motions to go with the song
- To discuss how to make new friends and keep old friends

Getting started

Play the song for students. Older students can read along by using Session 6 Music Handout.

Have students decide what motions go with the song — smiling, handshakes, pats on the back, etc. Play the song a few more times with the students moving to the music with the motions they’ve created.

Cooperative Group Conversations

Ask the students the following questions:

- What are ways that we can make new friends?
- What are qualities that make us a good new friend?
- How can we treat friends we have to make sure that they stay our friends for a long, long time?

I find a good friend

Play the song and let the children do the motions one more time.

Music Standard

Standard: sings, alone and with others, a varied repertoire of music

Benchmark Pre-K: sings simple, familiar songs

Benchmark K-6: sings repetition, partner songs, and rounds

Life Skills Standard

Standard: displays effective interpersonal communication skills

Benchmark Pre-K: uses language to communicate thoughts, feelings, and needs

Benchmark K-6: uses emotions appropriately in personal dialogues

(www.mcrel.org/standards-benchmarks)

SESSION 6

I Find A Good Friend

Jow yah, jow yah, jow yah low
Jow do wee guh how pung yo
Jeeng gah lee ah
Wah guh sho
Nee shur wah duh how pung yo

I look for, I look for, I look for
I find a good friend
I bow to you
I shake your hand
You are my good friend

SESSION 7

Mix-It-Up At Recess

TEACHER INSTRUCTIONS**What You Need**

Poster paper and markers

A copy of the book, *The Recess Queen*

Goals for this session

- To play at recess with someone you don't usually play with
- To do something at recess that you don't usually do
- To develop conflict-resolution strategies

Getting started

Have students map out the playground and discuss who plays with whom and where.

Ask the following questions:

- Do classmates tend to play with the same friends? Why or why not?
- Do students always go to the same places on the playground? Why or why not?
- Does anyone play alone or by themselves? Why or why not?

Read any book from your library that has a topic of getting along. We suggest *The Recess Queen* (\$16.95), about Mean Jean, the Recess Queen, who bullies everyone on the playground. When a new girl named Kate arrives and doesn't know that Jean is the Queen, everyone on the playground is frightened at what will happen. They sure are surprised when Jean and Kate become best friends. (ISBN# 0439206375, Scholastic Inc., (800) 724-6527, www.scholastic.com)

Recess Conflicts and Resolutions

Ask students the following questions and chart their answers:

- "Without naming any names, what are some conflicts that happen on the playground during recess?"
- "What are some ways to make peace when conflicts happen?"
- "What are some things we can learn from Kate in *The Recess Queen*?"

Mix It Up At Recess

Ask the students to plan one recess where they play with different people and do something that they don't usually do. Go to recess and have fun!

Cooperative Group Conversations

Have them write it out and talk about what happened when they did something different at recess. Did they make a new friend? Did they try something different? Why is it good to not do the same thing over and over again? Why is it important to know how to avoid conflicts on the playground?

Follow-Up Activity

Mix It Up at recess can become a part of every week. Ask students to provide input as to which day of the week they want to be the weekly Mix It Up at Recess day where they play with someone new and do something different.

Life Skills Standard

Standard: uses conflict-resolution techniques

Benchmark Pre-K: uses acceptable methods to resolve conflicts and disagreements with peers

Benchmark K-6: communicates ideas in a manner that does not irritate others; determines the causes and potential sources of conflict; establishes guidelines and rules for negotiating conflict

(www.mcrel.org/standards-benchmarks)

SESSION 8**Mix-It-Up With Sharing****TEACHER INSTRUCTIONS****What You Need**

A few personal items to share with students
Poster paper and markers

Goals for this session

- Sharing self, family or culture
- Making personal connections

Getting started

The purpose of this activity is for children to choose something of significance to share with their group. Participants are encouraged to select items that help to define or describe who they are. The artifact activity promotes the development of trust and understanding among participants.

“What is important to us and why?” Poster

Categorize your shared items on a group poster. As you share your items with students, identify a category it fits under (toy, personal item like jewelry, photograph) and why it is important to you (an heirloom, given by a special friend, reminds you of a special time).

Students bring and share

Tell students to bring only two items that mean something to them. Invite them to bring something that is unique to their culture and family. Students share these with the whole class and the class decides where the items fall on the “what and why” poster.

Summarizing

After all students have shared, have students work in small groups to summarize what kinds of items are important to people and why. Their summary statements must be complete sentences (for older grades).

Life Skills Standard

Standard: contributes to the overall effort of a group

Benchmark Pre-K: cooperates with others in group activities

Benchmark K-6: works cooperatively within a group to complete tasks, achieve goals, and solve problems (www.mcrel.org/standards-benchmarks)

APPENDIX A

Handbook Evaluation Form

Your completion of this form will help us improve future editions of *Making Friends, Being Friends: Classroom Conversations for Grades K-6*. Thank you for taking the time to complete it.

Name _____ Phone _____
 Email _____ School _____
 Address _____

1. Overall, how would you rate this handbook?

- Excellent
- Good
- Average
- Below Average
- Poor

2. Which lessons did you use in your classroom?

- Mix It Up On Valentine's Day
- Mix It Up About Gender
- Mix It Up In Math Class
- Mix It Up With The New Student
- Mix It Up With Flat Friends
- Mix It Up With Music
- Mix It Up At Recess
- Mix It Up With Sharing
- Did not use the activities

3. Which lesson had the strongest impact on your students?

- Mix It Up On Valentine's Day
- Mix It Up About Gender
- Mix It Up In Math Class
- Mix It Up With The New Student
- Mix It Up With Flat Friends
- Mix It Up With Music
- Mix It Up At Recess
- Mix It Up With Sharing
- Did not use the activities

Please tell me how strongly you agree or disagree with the following statements.

4. The activities in this handbook were easy to use.

- Strongly Agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

5. The activities in this handbook supported my students' character development.

- Strongly Agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

6. The activities helped students appreciate their differences and similarities.

- Strongly Agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

7. The activities helped students learn how to get along better.

- Strongly Agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

8. Did these activities impact your students in any other way?

- Yes _____
- No _____

9. Additional Comments _____

Please return the form to us by fax at (334) 956 8488 or by mail: Mix It Up Evaluation, 400 Washington Avenue, Montgomery, AL 36104. Questions? Email us: mixitup@tolerance.org

APPENDIX B

About Mix It Up

The Mix It Up program works to reduce prejudice and improve intergroup relations in schools by supporting students' efforts to identify, question and cross social boundaries.

In 2005, more than 6 million students in 15,000 schools participated in the 4th annual Mix It Up at Lunch Day, sitting with someone new in their school cafeterias. This Handbook is designed to keep students mixing and mingling throughout the school year.

The Southern Poverty Law Center and the Study Circles Resource Center joined forces to create Mix It Up.

The Southern Poverty Law Center combats hatred and intolerance in the U.S. through education, investigation and litigation. Its Teaching Tolerance program provides educators with free materials, like this Handbook, that promote tolerance in the classroom and beyond.

TEACHING
TOLERANCE 

www.tolerance.org

The Study Circles Resource Center is dedicated to finding ways for all kinds of people to engage in problem solving on critical social and political issues. It provides tools to help people organize productive dialogue, recruit participants from all walks of life, find solutions and work for action and change.

 **STUDY CIRCLES**
RESOURCE CENTER

www.studycircles.org

For more information about Mix It Up, log onto www.mixitup.org

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