

2007-2008 PLANNER

Mix It Up at Lunch on Nov 13, 2007

Mix It Up All Year Long!

- How to organize Mix It Up at Lunch Day in your school
- Boundary-crossing lesson plans and activities for grades K-12
- Activities support content standards and character education



Congratulations!

You've made the commitment to make a move and cross the lines that divide your school! We thank you for agreeing to take this important step and organize Mix It Up at Lunch Day on November 13, 2007.

You'll be in good company. This year, more than 4 million students in 10,000 schools are expected to participate in this national event.

Research shows that Mix It Up at Lunch Day produces powerful results. A scientific survey by Quality Education Data in 2006 showed:

- 99% of Mix It Up at Lunch Day organizers said they'd recommend the program to other schools.
- 95% said the Day prompted students to interact with people outside their normal social circles; nearly 100% described those interactions as positive.
- 87% said the event fostered school spirit and unity.
- 83% reported the Day helped students make new friends.
- More than three out of four organizers said that, even months after the Day, students were more comfortable interacting with different kinds of people.

The survey also showed that Mix It Up at Lunch Day has more powerful outcomes when it's treated as more than a one-day event. That's what this planner is all about. Here, you'll find activities you can use to "Mix It Up" and explore social boundaries before, during and after national Mix It Up at Lunch Day.

Thank you again for your participation.

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USING THIS PLANNER

The 2007-2008 Mix It Up Planner is designed for teachers, counselors, students, administrators and others looking for activities and ideas to organize Mix It Up at Lunch Day, reduce social boundaries at school and promote an inclusive learning environment for all students. It includes lesson plans for early, middle and upper grades that can be used in classrooms and homerooms and are easily adaptable for school clubs. They also support content standards in language arts, social studies, character education and other disciplines (see p. 24). For additional activity ideas, online polls and essay prompts, visit www.mixitup.org

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Organizing Mix It Up At Lunch Day

Who: Millions of students in thousands of schools

What: Take a new seat in the cafeteria, cross the lines of division, meet new people and make new friends.

When: November 13, 2007

Why is it important to Mix It Up?

- Social scientists have shown that interaction across group lines can help reduce prejudice and improve intergroup relations. When people interact with those who are different from themselves, biases and misperceptions can fall away.
- Informal surveys conducted by Mix It Up show that at least half of students describe their schools as “quick to put people into categories.” Forty percent admit they have rejected someone from another group, and 70% name the cafeteria as the school setting where social boundaries are drawn most clearly.
- Last year, an estimated four million students in 10,000 schools participated in Mix It Up At Lunch Day. This year, you can be part of the national event!

So, how exactly should schools “Mix It Up” on November 13th?

Mix It Up at Lunch Day organizers used a variety of successful activities before, during and after the Day last year. Here are some of their ideas.

BEFORE THE DAY

Publicize it!

- Teachers and students used daily announcements over the intercom or in classroom morning meetings. “We had quotes read on the morning announcements about crossing social boundaries.”
- Most schools displayed Mix It Up at Lunch Day fliers. Many used the posters from Mix It Up, while others created posters and fliers unique to their schools. “We set up a table and handed out fliers.”
- Organizers also raised awareness by writing about the Day in the school newspaper, newsletter, news broadcast or website. “We put it on the school web page, and we used commercials at school.” “We promoted the Day on our 25-minute news program we do every Friday.”
- Student and teacher organizers held assemblies to talk about the Day and get students motivated. “We had an assembly to talk about Mix It Up at Lunch Day.” “We had discussions during lunch period a few days prior to Mix It Up at Lunch Day.”
- Many organizers used skits to promote the Day. “The teacher role-played successful and unsuccessful conversations with students.” “We did skits and announcements each morning.”

Diagnose it!

- In many schools, students participated in or created surveys to examine and understand the social boundaries in their schools. “We sent out questionnaires to teachers who provided them to students, and we tabulated the results.” For sample surveys, visit www.mixitup.org/survey
- Others used writing prompts to get students thinking about the boundaries and divisions in their schools. “Teachers had students write about social boundaries in their journals, and students were then encouraged to discuss.”
- Some schools created maps of the cafeteria as an art project, highlighting the areas where different groups sit, day after day, and displayed the maps in the hallways and lunchroom.

Teach about it!

- In many schools, early grades educators used literature selections with Mix It Up themes to introduce key concepts to young children. “We read *The Sneetches* and other books.”
- Many educators used the lesson plans in the Mix It Up Planner, and we hope you will this year, too!

ON THE DAY

Seating Options

- One school provided each student with a “Breaking News” item and asked students to sit at the tables where their headline appeared. The tables had conversation starters related to the news item.
- Another school asked students to bring in a pair of funny socks. Organizers threw all of the socks into a big box and mixed them up. At lunch, students drew a sock out of the box and had to find the person with the matching sock. They then became lunch partners.
- Early in the day, all of the students got a letter from the phrase, ‘Mix It Up.’ During lunch, they had to find other kids to spell out the whole phrase. (So an “M” had to find an “I” and an “x” and so on.) “The groups would get bigger as they spelled out the phrase, and each group went to a table when the phrase was complete. They got a treat for completing the exercise.”
- Many schools mix up lunchroom seating by birthday (October birthdays at one table, May birthdays at another) or by giving students playing cards (a “Jack of Hearts table”), fruit (“the apple table”), color swatches (“the red table”) or shapes (“the triangle table”).

Three Ways to Pump Up the Fun

- 1) Offer rewards or incentives to participating students. Some schools sponsor drawings for gift certificates or school T-shirts, for example.
- 2) Be creative. Increasingly, schools bring music into the cafeteria for Mix It Up at Lunch Day, inviting local DJs or musicians. Others expand on the lunchroom activity by staging outdoor cooperative games.
- 3) Participate. Usually eat in the teacher’s lounge? Take a seat with your students on November 13th. Many students will appreciate the opportunity to “Mix It Up” with their teachers, and, if conversations are slow to get going, you can always pitch in.

AFTER THE DAY

Debrief.

Set aside time for students to discuss and reflect on their experiences:

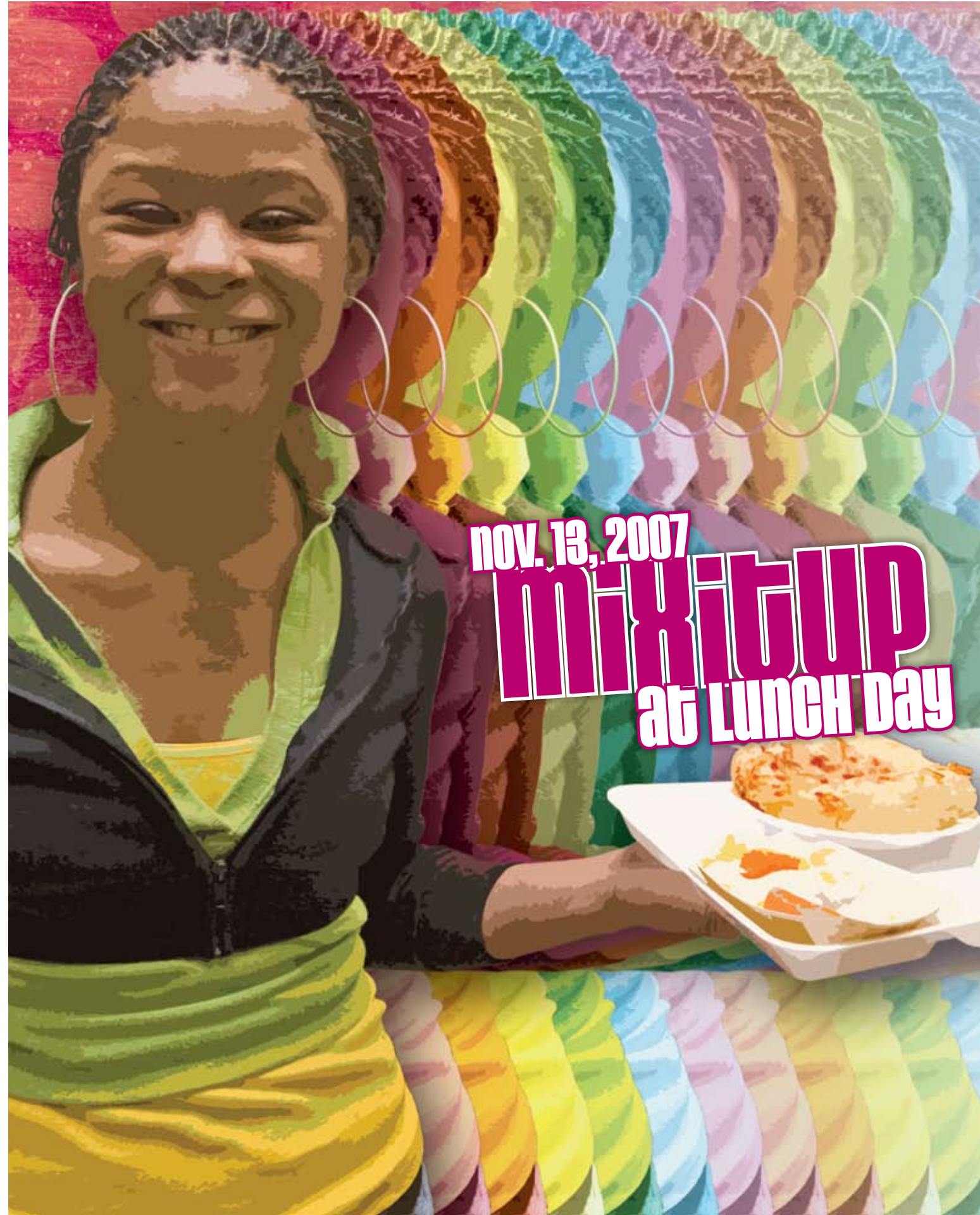
- Why did you choose to participate — or not?
- Were you nervous? Why?
- Were people nice or rude? How?
- What was fun? What wasn’t?
- Would you be willing to Mix It Up again tomorrow? Next week? Next semester? Next year? Why?
- What would make the experience better?

Also set aside time for teachers, administrators, counselors and staff to share their observations and experiences:

- How did students react?
- What do their reactions tell us about the social climate of our school?
- What did it feel like for us, as the adults in the school, to sit with students at lunch and “Mix It Up” with them? What did we learn from those experiences?
- How can we encourage students to keep “Mixing It Up” beyond the Day?
- What should we do differently, and the same, next year?

Stay engaged.

- Use the lessons provided in this Planner in classrooms and homerooms throughout the school year. Student clubs can adapt the activities, too.
- Many schools organize Mix It Up Lunches monthly or quarterly. You can download free supplies from www.mixitup.org. This Planner also includes lunchroom activities (“In the Lunchroom”) with each of its lesson plans.
- Incorporate the resources and literature selections highlighted with each lesson plan into standard curricula.
- The provided “Service-Learning” lesson plan (p. 16) can help students create an original boundary-crossing project tailored to your school or community. Mix It Up offers \$500 grants to help get projects off the ground. (See p. 22).



BOUNDARY CROSSING

September 2007 marks the 50th anniversary of the Little Rock Nine's attempt to integrate schools. Have we really learned how to break down barriers?

OBJECTIVES

- Students will draw conclusions about boundary crossing from history and literature.
- Students will identify boundaries in their classroom or school, cross those boundaries, report back and reflect on what they learned.

Background Information

To set the stage for the activity, teachers should read or story-tell this background information with students, allowing them to ask questions:

In May 1954, the U. S. Supreme Court issued its famous *Brown v. Board of Education* decision that was to end segregation in schools. A civil rights organization called the NAACP attempted to register black students in previously all-white schools throughout the South. One of those schools was Central High School in Little Rock, Arkansas.

In September 1957, nine black students showed up at Central High's doors and were met by white protestors. The governor even sent the Arkansas National Guard to keep the black children out. The sight of a line of soldiers blocking the teenagers from going to school made national headlines. After President Dwight Eisenhower intervened, the governor removed the soldiers.

The nine students still had to face hundreds of protestors, mostly parents of white students who didn't want the black students to attend the school. Federal troops were sent in to protect the black teenagers, but they still encountered physical and verbal violence throughout the year.

The next year, the governor closed all the public schools rather than allow integration to continue. The Supreme Court ultimately made Arkansas reopen Little Rock's schools to all children.

EARLY GRADES ACTIVITY

Time and Materials

- One or more class periods
- Download and copy *Papalotzin and the Monarchs/Papalotzin y las Monarcas* from [http://www.tolerance.org/teach/maga-](http://www.tolerance.org/teach/maga-zine/features.jsp?is=39&ar=686)

[zine/features.jsp?is=39&ar=686](http://www.tolerance.org/teach/maga-zine/features.jsp?is=39&ar=686) for students

- Colored paper, pipe-cleaners, scissors, glitter and glue for butterflies; poster paper and pens for posters
- After sharing the story of the Little Rock Nine with students, read *Papalotzin and the Monarchs/Papalotzin y las Monarcas* with them.

Ask students to make butterflies using colored construction paper, glitter and glue. Assign students to small groups, and ask the group to choose a special color that all of their butterflies will be. (i.e. one group has all red butterflies, the next has all green, etc.) Make sure that no two groups of friends have the same color choice. For the rest of the school day, allow students to play and study only with their butterfly group.

The next day, tell them that the rest of the week they'll need to "Mix It Up" and do classroom activities with a different colored butterfly every day.

As a follow-up activity, students can cut their butterfly wings into four equal parts and then trade with each other so that all the butterflies are multicolored, representing how they have "Mixed It Up."

Discussion or Writing Prompts

- What was fun about being with your first group and choosing a color that only your group would have?
- How did you feel when you were asked to do things with different colored butterflies?
- How did it feel at the end of the day (or week) when you had done things with classmates whom you didn't usually work?
- What do you like about the new and more colorful butterflies made of all the different colors?

MIDDLE/UPPER GRADES ACTIVITY

Time and Materials

- One or more class periods
- Poster paper and pens for student-created maps

After sharing the background information, ask students if they think we've improved since the fifties. Why? In small groups of four, ask student to draw a map of your school's lunchroom, noting who the different groups are and where they eat and spend lunchtime. Why do they think students self-segregate?

Hang the maps in the classroom for at least a week and ask students to venture out of their own lunchtime comfort zone and move into a different group's area. (They can do it in pairs to feel more comfortable.) As they practice moving out of their comfort zones, invite students to draw arrows on their maps, showing how they moved from their group to other groups. Keep track of this for as long as students remain engaged with the activity.

Discussion or Writing Prompts

- What are ways society segregates us? Why does this happen?
- What are ways we segregate ourselves? Why do we do this?
- How did it feel to move to a different group? Was it fun, or were you nervous?
- How were you received in the different group? Are there ways that you could make it positive for everyone? What are they?
- Will you remain in your own group from now on, or will you venture into other groups from time to time? Why?

IN THE LUNCHROOM

Every lunchroom, unfortunately, has them: students whom no one wants to have at their tables. Before students go to lunch, ask them to do a quick-write about how those left-out

students might feel. Alternately, ask students to envision how the Little Rock Nine might have felt as they headed to lunch each day. Ask your students to cross a boundary and sit with someone who needs kindness extended to them.

RESOURCES

Historic photos of segregation and civil rights are coupled with author Toni Morrison's fictional student dialogue in *Remember: The Journey to School Integration* (\$18). The poignant voices of children offer a sharp contrast to the book's shocking real-life pictures. Included is a list of key events in civil rights and school integration as well as notes on the photos. (All grades)
ISBN# 0-618-39740-X
www.houghtonmifflinbooks.com

PeaceJam (\$25, VHS) is a documentary that follows five teenagers whose lives involve such relevant topics as school shootings, homelessness and gangs. The documentary follows them as they interact with leading Nobel Peace Prize laureates. See how you can move teenagers from the culture of violence to transformation. (Grades 6-12)
www.peacejam.org

VERBAL BULLYING

Use these activities to “Mix It Up” before, during and after No Name-Calling Week (January 21-25, 2008) and help end verbal bullying in your school.

OBJECTIVES

- Students will reflect on put-downs they hear around your school.
- Early grades students will create posters reminding everyone of the importance of speaking “kindly, not meanly.”
- Students in the middle and upper grades will brainstorm a list of appropriate responses to speak up against name-calling.

Background Information

Students (and adults) often use hurtful words. One in 8 students report that someone at school has called them a derogatory word related to race, religion, ethnicity, disability, gender or sexual orientation in the past six months: “That’s so gay!” “You’re a ho!” “Shut up, fag!” “Stop being so ghetto.” “Retard!” “You’re a slut.” “You fat pig.” “What a gyp!”

Not a day goes by that put-downs are not heard in school hallways and lunchrooms, even in classrooms. And whether or not they are meant to hurt, bigoted words end up hurting all of us. Use of biased language is one of 13 factors the federal government considers when assessing a school’s level of safety.

EARLY GRADES ACTIVITY

Time and Materials

- One class period
- Poster paper and crayons

After introducing the topic of name-calling, ask students to write short statements about how they feel when someone calls them a name. Also do the reverse, “How does it feel when someone speaks kindly to you?” Examples you can model for students: “When someone calls me a name I feel like a zero.” or “When someone says nice things to me, I feel like I could climb the highest mountain!” Ask students to create posters with their sentences as the themes. Display them prominently in the classroom or throughout the school as reminder of the need to speak kindly, not meanly.

Discussion and Writing Prompts

Ask students to reflect on each other’s posters:

- “When I look at Danny’s poster, it makes me think of the time when...”
- “The thing I like most about Danny’s poster is...”

• “One thing that Danny’s poster teaches me is to...”

• “Danny’s poster reminds me to...”

MIDDLE/UPPER GRADES ACTIVITY

Time and Materials

- Two class periods
- 3x5 index cards or slips of paper
- Pens or pencils

Provide each student with an index card. Ask students to brainstorm put-downs or hurtful words they often hear in school and to write them down on one side of their card. Collect the cards, and list responses on the board. (There will be inappropriate words on the list; teachers can simply write the “B” word or the “N” word, for example, and students will know what is meant.) As a whole class, look at the words in a moment of silence.

Next, allow students to research the history and meaning of the listed words. Two great books for this purpose are Philip Herbst’s groundbreaking dictionaries, *The Color of Words: An Encyclopaedic Dictionary of Ethnic Bias in the United States* and *Wimmin, Wimps and Wallflowers: An Encyclopaedic Dictionary of Gender and Sexual Orientation Bias in the United States*. For free samples, visit http://www.tolerance.org/teach/web/power_of_words/index.jsp

Begin the next class period by allowing students to share what they learned about the history and meaning of particular words.

Set up the concept of a “bystander” for students. A bystander is a person who is present at an event without participating in the central actions of the event. Bystanders sometimes actively or passively condone or condemn the central actions by their words or actions or, alternately, by their silence or inaction.

Then introduce the next step of the activity: to identify ways we can speak out against bigoted words when we hear them.

Break students into small, diverse groups of four. Give each group four of the index cards completed at the beginning of the activity. Each small group should brainstorm a list of ways to respond appropriately when someone uses the hurtful or bigoted words listed on the cards. Students can write their ideas on the back of the index cards.

Finally, ask students to role-play their responses in their small groups. (By acting out the scenarios, students will be more likely to respond in real-life situations.) An example you can model for students:

Young women in school often face sexist and misogynistic slurs from others. The “B” word is often used. What can a young woman say when someone calls her a “B”? What should a bystander (of any gender) do?

Person A: “Hey ‘B’ what’s up?”

Person B: “Excuse me! Don’t you ever call me that again! It is disrespectful and sexist.”

Invite members of small groups to role-play for the whole class.

Discussion and Writing Prompt

Ask students to reflect in writing on the power of confronting someone who says hurtful things. Submit students’ essays and poems to Mix It Up at <http://www.tolerance.org/teens/win.jsp>. If a student’s piece is selected for publication, Mix It Up will offer \$50 cash, a \$100 gift card from BarnesandNoble.com, or a \$50 donation to the charity of the student’s choice.

IN THE LUNCHROOM

Don’t think it’s a big deal that an unkind word is spoken here and there? Don’t think it adds up? Have students listen for the unkind things they hear during lunch. Tally them up on the board after each lunch for a week. Examine and discuss patterns that emerge.

RESOURCES

At www.nonamecallingweek.org, you’ll find information for organizing No Name-Calling Week, along with additional lesson plans.

Benjamin and the Word/Benjamin y la palabra (\$14.95) is a bilingual book that dispels the myth of “sticks and stones will break your bones but words will never hurt you” and explores racism on a school playground. The book is a perfect discussion-starter for name-calling and bullying. (Grades 3-6) ISBN# 1-55885-413-4 www.artepublicopress.com

The Revealers (\$6.95) is a fictional story about three 7th-graders who experience bullying. They begin an online forum called “Revealer” where students can come and share their stories of being bullied. The novel shows that bringing unspoken stories into the light can cause transformation. (Grades 6-8) ISBN# 0-374-46243-7 www.fsgkidsbooks.com

Speak Up: Responding to Everyday Bigotry is a free online guidebook from Teaching Tolerance that provides strategies for interrupting biased speech at home, at school and in public. View it online, or download a free copy in PDF, at www.tolerance.org/speakup. (Grades 9 and up)

GOODWILL AMBASSADORS

Being on a sports team or in a school club automatically puts students in leadership roles. These activities invite student leaders to be proactive about their roles.

OBJECTIVES

- Students will understand the power of good sportsmanship.
- Students will lead by example.

TIME AND MATERIALS

- On-going
- Cards or paper and envelopes for students to write letters
- Stamps

Background Information

It's never too early to teach sportsmanship, especially when the media is full of stories about professional athletes engaging in inappropriate conduct. Whether you serve as the adviser or coach for sports teams or competitive academic clubs such as debate teams, these activities can help promote sportsmanship and help students "mix it up," within and across schools.

ALL GRADES ACTIVITY

Almost every school has a rival school somewhere across town that is the sworn "enemy" when it comes to academic and sports competitions. Yet, these schools contain students exactly like you who have joined clubs and teams because of their interests in those topics and sports. Why not reach out to like-minded students at the "rival school" for the ultimate Mix It Up experience?

- At the beginning of any competitive season, have your team send the rival team a card or poster signed by everyone that wishes them a great season
- On a night when your team isn't playing, go to your rival's game or competition and root for them to win.
- Note who on the opposing team has a great attitude and exemplifies sportsmanship, and acknowledge them.

Early Grades Discussion and Writing Prompts

Have students write a personal biography statement about themselves.

My name is Erwin and I like computers and science-fiction movies, especially "Star Trek." I live with my Mom and my stepfather, Charles. I am on the soccer team. When I am older, I hope to travel around the world. Then, as a group, write a biography statement about your class, club or team. Share this statement with rivals, helping students get to know one another.

Middle/Upper Grades

Discussion and Writing Prompts

Older students who are a part of a sports team play certain positions. Invite team members to write to their counterparts. For instance, the captain of the Academic Decathlon, the head cheerleader and the quarterback can write the counterparts of the rival team. Clubs can write and invite the rival school's club to participate in an event with them.

Keep copies of students' letters, as well as copies of any responses. Pitch the topic to the student newspaper or year-book, asking them to write about the sportsmanship project. Student journalists might ask:

- How did you feel about writing the rival team?
- Did you expect to get an answer? What did it feel like when they responded (or didn't)?
- Did any special friendships form as a result of the letters?

If your school doesn't have clubs or sports teams ... Build a relationship with another grade-level classroom in your school, in your town or someplace far away. Create a simple poster, signed by everyone in your class: "From one fifth-grade class to another, we salute your love of learning!" For a content area connection, find grade-level classes in a part of the nation, or in another country, that you are studying and follow-up on the poster's delivery with a request for a pen-pal exchange. Visit www.epals.com to make a connection.

IN THE LUNCHROOM

In most schools, athletes and prominent student government leaders are popular. Call upon these students to use their status to help "mix up" the lunchroom. When leaders take the initiative to sit somewhere new and meet new people, other students are more likely to do the same. Stress that real leaders lead by example.

RESOURCES

"2-4-6-Hate," a special report published in the Fall 2006 issue

of *Teaching Tolerance* magazine, profiles schools that celebrate athletic spirit, without sinking to cheers and chants steeped in intolerance. The report includes tried-and-true sportsmanship pledges. Find a free copy online: <http://www.tolerance.org/teach/magazine/features.jsp?p=0&is=39&ar=680>

Harriers: The Making of a Championship Cross Country Team (\$5.95), by Joseph and Paul Shivers, tells the real-life story of a cross country team that places in a state meet only to be eliminated by a scoring error. It's the story of a group of boys who use teamwork and dedication to overcome the odds. (Grades 7-12)
ISBN# 1-932802-95-9
www.freshwritersbooks.com



RELIGIOUS BOUNDARIES

Spirituality is meant to bring people together as one. These Mix It Up activities allow students to celebrate the ways they do — and don't — worship.

OBJECTIVES

- Students will share the ways they do or don't worship.
- Students will learn about other faiths and affirm other ways of worship.

TIME AND MATERIALS

- One to two class periods
- Construction paper and crayons

Background Information

In David J. Smith's picture book, *If the World Were a Village* (\$15.95, www.kidscanpress.com), the author explains that the world's population is over 6 billion. Smith explains that large numbers like this are a little difficult to understand, so he condenses the whole world into a village of exactly 100 people. In our world village of 100:

- 61 people are from Asia
- 13 are from Africa
- 12 are from Europe
- 8 are from South America, Central America and the Caribbean
- 5 are from Canada and the United States
- 1 is from Oceania

We can learn a lot about the world's religions, too, by looking at this imaginary village. In our village of 100:

- 32 people are Christians
- 19 are Muslims
- 15 people are nonreligious
- 13 are Hindus
- 12 practice shamanism, animism and other folk religions
- 6 are Buddhists
- 2 belong to other religions like the Baha'i faith, Confucianism, Shintoism, Sikhism or Jainism
- 1 person is Jewish

EARLY GRADES ACTIVITY

After sharing the statistics from Smith's picture book, invite students to share ways they do and don't worship, so they can learn about the world's religions and find out that people worship in different ways. Be sure to be sensitive to those who don't worship in traditional ways or don't worship at all. After all, 15 of our imaginary villagers are nonreligious.

Give students pieces of construction paper and ask them to decorate their piece with words and symbols of their faith tradition. If students are nonreligious, invite them to use words and symbols representing the members of their family, or values that are important to them.

As a simple math activity, see if the percentages in your classroom match the percentages from Smith's picture book.

Discussion and Writing Prompts

Have students affirm something they learned and liked about the way a classmate does or does not worship. For instance, "One thing I liked about how Kimberly chooses not to worship is that she and her family play games together all day on Sunday."

MIDDLE/UPPER GRADES ACTIVITY

After sharing Smith's imaginary village with students, invite them to share how they do or do not worship. Next, introduce the concept of a "cultural plunge." (A cultural plunge is when people from one identity group immerse themselves in the experiences of another identity group.)

The purpose of a cultural plunge is to:

- Have direct contact with people who are culturally different from yourself in a real-life setting.
- Gain understanding into the characteristics of the different group.
- Experience what it is to be different from most of the people around you.
- Gain insights into your own biases and reactions.

To facilitate "cultural plunges" for your students, secure permission from their guardians to allow them to visit a house of worship different from their own. A Christian student could visit a Sikh student's temple, and visa-versa, for example.

Coordinate those visits. (Students may be more comfortable if they visit in pairs.)

If most of your students share a particular faith tradition, or if arranging visits to houses of worship proves too complicated, reach out to a local interfaith organization to visit with your classroom and discuss your community's religious diversity. Locate interfaith groups using the local phone book or by visiting <http://www.interfaithalliance.org>.

Discussion and Writing Prompts

After students take the cultural plunge, ask them to write an essay based on these guidelines:

- What are (at least) three stereotypes you held about this group?
- Explain your emotional response to the plunge. What did you think and feel before, during and after the plunge?
- How were your assumptions challenged by this experience? How have you changed?

Submit student essays to Mix It Up at www.tolerance.org/teens/win.jsp.

IN THE LUNCHROOM

Lunch is the perfect time to cross social boundaries by discussing a topic that combines food and faith. People of many faith traditions, for example, bless the food they eat as a way to express gratitude for the earth's bounty.

Place the following prompt on 5x7 cards and put a card on each lunch table to facilitate student discussion over their meals. "What are different ways that people show thanks for what they eat?" Follow up after lunch and find out what students said or heard.

RESOURCES

The ABCs of Religion in Schools, a free online guide from Teaching Tolerance, explores ways to introduce study of religion into public school classrooms, including ground rules to promote respectful inquiry. www.teachingtolerance.org/religion

The Kingfisher Book of Religions (\$22.95) offers cultural insight into religious festivals and ceremonies around the world. This informative reference concisely explains the concept, roles and the many forms religion has taken around the world. Vivid text and spectacular photographs expose students to many different faiths. (All ages) ISBN-13: 978-0753451991 www.houghtonmifflinbooks.com/kingfisher/

SOCIO-ECONOMIC CLASS

Teachers name socio-economic class as the #1 division between students in their schools. These activities delve into issues surrounding this social boundary.

OBJECTIVES

- Students will understand that socio-economic class often divides people.
- Students will become more sensitive to the exchange of money.
- Students will develop a giving and charitable attitude.

Background Information

No matter how homogeneous a school appears to be, some students have more material wealth than others do. Students are often teased or ostracized at school because of what they wear or do not wear, for example. These activities invite students to explore lines of socio-economic class.

In introducing this lesson, discuss as a class, or explore privately as a pre-write, questions such as:

- How can you tell if a peer has more material things than you do? How can you tell if a peer has less? Is there anything between these two? What is it? How can you tell?
- Have you ever heard anyone make fun of someone else because they have more or less? What kinds of things do they say? Who gets made fun of more often? Why?
- As students, have you done something that causes you to have more or less than other students?
- How does it make you feel to be judged based on something you have no control over? Why do you think people tease each other based on having more or less?

EARLY GRADES ACTIVITY

Time and Materials

- As little as one class period

Schools routinely create situations where children become embarrassed about their financial insecurity or, on the other hand, validated by their financial security. A simple Valentine's Day exchange can put some families into a financial panic. The same is true for other holiday gift exchanges or costume parties. And not everyone can easily afford the extra \$5 needed for a field trip. Even the youngest students understand that some children have more than others. As early as age three, they attach stigmas to those differences.

On the board, write out the names of the months from September to June. Discuss with your students the many times that these months require us to buy things. For instance, many classes celebrate Halloween or have a Harvest party in the month of October. This often requires that students or parents bring in party items. Ask students, "Is this fair? Why?" Next, brainstorm ways to celebrate holidays, events and each other without relying on money. For example, at Valentine's Day, students can make cards or write kind notes, instead of relying on store-bought items. Reinforce to the children that celebrating and honoring traditions and each other does not mean we have to spend money.

Discussion and Writing Prompts

Discuss the following questions with your students:

- Why do you think we want to be sensitive to how much things cost?
- How would it make you feel if everyone else could buy something and you couldn't?
- What is one way we're going to celebrate that you think sounds really fun? Why?

MIDDLE/UPPER GRADES ACTIVITY

Time and Materials

- Two class periods
- Self-addressed, stamped blank postcards
- Markers, magazines, scissors, glue and so forth for decorating

Anonymity can be a great status leveler. Frank Warren found this out when he asked people to send him postcards about their secrets. He received so many that he started www.postsecret.com, an ongoing community art project where people mail in their secrets anonymously on one side of a homemade postcard.

We strongly discourage teachers from taking students to his website, as some postcards are sexually explicit. Instead, print two or three appropriate postcards from the site ahead of time as models for this activity.

Give each student a blank, stamped postcard with your home or school address on it. As a homework assignment, so students can conduct the activity privately and anonymously, ask them to write and artistically decorate their cards based on their personal experiences with socio-economic class. For instance, "All the money in my parents' world can't fill the emptiness I feel inside." Or, "I work at night after school to help pay rent for my family's apartment." Or, "I don't feel guilty that my family has money."

Once you have received the postcards, assemble them into a book or post them online for students to review. As a whole class, explore the discussion and writing prompts, below.

Discussion and Writing Prompts

- What most surprised you about the content written on the cards? Why?
- Do the images the artists chose match their words? Why?
- What emotions do the messages of the cards evoke in you? Why?
- As you look at the different postcards, what one thing have you learned about socio-economic class?
- Will the messages on these cards change the way you think about and interact with peers who have more or less than you do?
- As you look at all the postcards together, what are some general statements we can make about socio-economic class in our lives?

IN THE LUNCHROOM

During lunch, encourage students to observe what people are eating, playing with or discussing. After lunch, ask students to discuss how they know that some people have more financial security than others by virtue of what they eat, play with or talk about during lunchtime.

RESOURCES

"Someone Else's Problem," a story from the Spring 2001 issue of *Teaching Tolerance* magazine, profiles teacher Benjamin Dow and his students' exploration of hunger and poverty. Among the things they tackled: their school's cafeteria staff segregated students into two lunch lines. One was for those paying in cash and another was for those who had free or reduced-price meal plans. Not surprisingly, students didn't like standing in the free or reduced-price line. Learn how Dow's students resolved the situation at: <http://www.tolerance.org/teach/magazine/features.jsp?is=20>



SERVICE-LEARNING

Create a boundary-crossing project tailored specifically to your school or community — and get funded with a \$500 Mix It Up Grant!

OBJECTIVES

- Students will identify a social boundary in their school or community, and the reasons why they would like to cross it.
- Students will co-write a grant and implement the project.
- Students will reflect on what they've learned as a result of the project.

TIME AND MATERIALS

- As little as one class period for planning; project ongoing
- Copies of the Mix It Up Grant application for students to read, see p. 23

Background Information

The best place to make a change is in your own back yard, and Mix It Up offers grants to help you help yourself! The Mix It Up Grants Program funds youth-directed activist projects that focus on identifying, crossing and challenging social boundaries in schools and communities. Here are our simple guidelines:

- Youth must serve as decision-makers in the project. Ideally, it is created and implemented by students.
- Projects must promote collaboration across social boundaries — different youth groups, clubs or community groups working together.
- The project or program should be a part of an ongoing effort, or an effort that's just getting started, but will continue.
- Grants are not renewable.

ALL GRADES ACTIVITY

1. Zero in. What social boundaries are hardest to cross in your school or community? Focus on a specific part of the division. For example, instead of taking on a huge problem like “racism,” focus on a particular way racism is creating divisions at your school, such as racial self-segregation in the lunchroom.

2. Do your homework. Learn more about the issue you want to tackle. Conduct a survey to find out how often something happens, or how other students see a particular problem. Research ways others have worked to create change on an issue like yours. Visit the websites of youth activist groups. Check out books from the school library, or do an internet search. Brainstorm to come up with original, creative ideas.

3. Create a project plan. What specific tactics will you use to raise awareness about the problem or to create change? Set goals; assign roles and responsibilities. Who will do what — when, where and how? If you need money to make your project a reality, apply for a Mix It Up Grant. See the grant

application on p. 22.

4. Document your efforts. Keep good notes as you go along.

A record of events will help you keep track of remaining tasks, as well as the group's accomplishments.

5. Take action. Implement your project.

6. Assess progress. Debrief after you finish your action project. How'd it go? What worked? What didn't? What should be done differently — or the same — next time?

7. Share your experiences. Students all across the U.S. — even people in other countries — are looking for good ideas about how to create more welcoming schools and communities. Share your ideas, your successes and the pitfalls you encountered. Send a written description to Mix It Up at <http://www.teachingtolerance.org/teens/win.jsp> Create an online photo-essay exhibit, publish a booklet or produce a documentary short film about your efforts. As you celebrate the completion of your project, start planning for the future. What issue do you want to tackle next? (See #1, above.)

Discussion and Writing Prompts

Reflection is an important aspect of any service-learning initiative and should be incorporated before, during and after the project:

- **Before:** What is a social boundary you have crossed and what was its outcome?
- **Before:** What is a social boundary that you are intimidated by or frightened to cross? Why?
- **During:** How does it feel to be developing a project that will help you and others cross social boundaries?
- **During:** What do you think is the hardest part about asking others to cross a social boundary? Why?
- **After:** What would you do differently next time?
- **After:** What are the three most important things you've learned as a result of this project?

IN THE LUNCHROOM

Students who are involved in this project can use their informal lunchtime to assess the most rigid boundaries in the school. They can observe the lunchroom, or ask friends what they think is the toughest boundary to cross.

RESOURCES

The ABCs of Service-Learning, a free online guide from Teaching Tolerance, provides ideas for early, middle and upper grades classrooms and offers a “Multicultural Service-Learning Planning Sheet” for teachers.

www.teachingtolerance.org/service

It's Your World — If You Don't Like It, Change It: Activism for Teenagers (\$8.99) invites students to change the world. Chapters include: helping animals, fighting racism, environmentalism, ending war, stopping HIV/AIDS and defending women's rights. (Grades 7-12)

ISBN# 0-689-87448-0

www.simonsays.com/content/

PROFILES OF MIX IT UP GRANTEES

North Carolina high school student Tyler McCall used his Mix It Up grant to start a dialogue group and create a safe space for students to discuss differences. Tyler wrote in his grant application, “a person of a different religion, sexual orientation, or race is not usually accepted [here].”

A team of youths with emotional disabilities held a series of assemblies at area schools to educate peers about their disabilities and their experiences with name-calling and bullying. The program helped dispel common stereotypes and myths.

The youth group, Neighborhood Strength, collected oral histories to identify common environmental health issues affecting diverse peoples within a low-income neighborhood. The project documented shared needs among the community's Latino, refugee and immigrant residents.

WE ARE FAMILY

In these activities, students collect oral histories from family members and other adults to see if Mix It Up would have benefited them when they were in school.

OBJECTIVES

- Students will interview adults of different generations to see what they experienced about name-calling and cliques.
- Students will summarize what they've learned from the adult interviews.

TIME AND MATERIALS

- Two class periods (one to introduce and one to report)
- A list of questions for students to use during their interview

Background Information

It has been said, "The more things change, the more they stay the same." In this lesson, students will interview family and adult friends to see if bullying is an age-old experience.

EARLY GRADES ACTIVITY

For young students, focus on bullying. Have students ask their parents, guardians, aunts, uncles and/or grandparents the following questions:

- What year were you in my grade?
- Do you remember the first name of any bullies?
- What were the bullies like?
- Did they ever bully you? If so, how? If you could tell the people who bullied you something today, what would you tell them?
- Did you ever bully anyone? If so, who? How? Do you feel bad about it now? Why? If you could say something today to the person you used to bully, what would you tell them?

- What should I tell my classmates about bullying?

Discussion and Writing Prompts

Focus students on the following summative ideas:

- How many years ago was the person you interviewed in the same grade as you?
- Did they still remember a bully's first name? What does that tell you about the lasting effects of bullying?
- Has bullying changed over the years? Why?
- What is something you have learned about bullying because of your interview?

MIDDLE/UPPER GRADES ACTIVITY

For older students, focus on social cliques. Have students ask

any adults in their lives the following questions:

- How many years ago were you in my grade?
- Do you remember the different cliques in your school? What were they?
- Which one(s) did you belong to? Why?
- Were you in a popular clique or a non-popular one? What did it feel like?
- Did you ever make fun of another group? Why?
- Did anyone ever make fun of you? If so, could you describe that experience?
- Why do you think we have cliques? Do you think they are good or bad? Why?
- What would you change if you had it to do all over again? Why?
- If you could give my generation any advice about getting along, what would it be?

Discussion and Writing Prompts

Focus students on the following summative ideas:

- Has the social scene in school changed much over the years? Why?
- Were the adults' memories about their experiences with cliques "fresh," or did they have to try hard to remember? What does this tell you?
- What did the adults most regret?
- What did you learn from the interviews?

IN THE LUNCHROOM

As a discussion prompt over lunch, invite students to share their favorite movie and to identify the movie's key characters. To what social circles or cliques do the characters belong? How would the plot change if the characters all belonged to the same group?

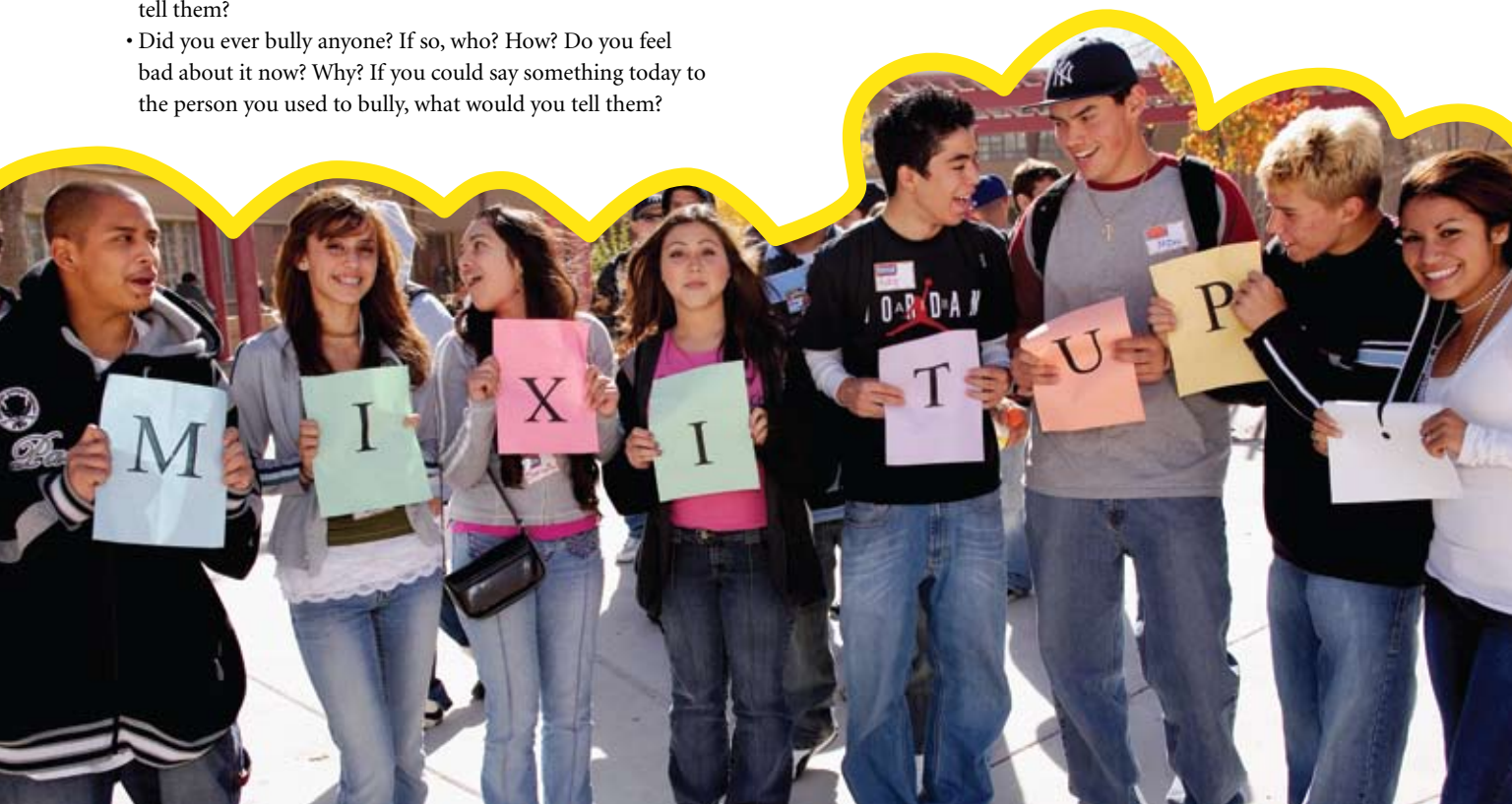
RESOURCES

We Are Family: A Musical Message For All is a "multi-species lesson in tolerance and diversity." This DVD has all the cartoon favorites of young children promoting the moral values we all hold dear. Join SpongeBob SquarePants and all his friends and sing along. Includes curriculum guide. (Grades Pre-K-5)

We Are Family Foundation
www.wearefamilyfoundation.org

To Feel as Our Ancestors Did (\$20) shows students, step by step, how to not only collect family oral histories, but to design them into dramatic performances. This interdisciplinary book connects history, drama, art, dance, music and language arts. (Grades 7-12)

ISBN# 0-325-00686-5
www.heinemannndrama.com



IMMIGRATION/MOVEMENT

Immigration is a topic that students will hear a lot about as the 2008 elections draw near. These activities look at how, at one time or another, most of us will move from place to place.

OBJECTIVES

- Students will understand the emotions, fears and expectations of new students.
- Students will define ways to make all new students feel welcome.

TIME AND MATERIALS

- Two class periods

Background Information

To immigrate means to enter or settle into a place where one is not a native. Some students might be immigrants from other countries. Others may have experienced in-country migration, coming from a different part of the nation, state, part of town or school district. Some students will have just come from elementary to middle school or from middle school to high school. The degrees may vary, but most of us, in one way or another, have migrated or moved from some place. This lesson highlights the need to be sensitive to the experience of moving places.

ALL GRADES ACTIVITY

To open the lesson, ask students to share, in class discussion or as a quick-write, an experience they've had with moving from one place to another:

- What were your fears?
- What were you excited about?
- What was difficult about coming to a new place?
- Were people welcoming? How?
- What do you wish people had done to make you feel more welcomed?

Coordinating with colleagues from other classes, arrange for small groups of students to visit another classroom. Choose classrooms that will push students' comfort zones, placing them in two or three grade-levels above, for example.

Right before they enter the classroom, ask students to do a quick-write about how they feel going into the unknown.

Ask teachers whose classrooms your student groups are visiting to call on them as if they should know exactly where the class is content-wise, simulating what many students experience when they come to a new country or a new place and are expected to know all of the cultural and social norms.

Discussion and Writing Prompts

Use the following questions to guide students' reflections about this experience:

- How did you feel sitting in a new classroom? Why?
- At some point in your life, you will probably experience moving from one place to another. What is it that you want people to do to make you feel welcome?
- What can we do to make our school more welcoming?

IN THE LUNCHROOM

Over lunch, students from different classrooms can share their experiences with this activity, as well as ideas about ways students, teachers and administrators can make school a more welcoming place. Working together, they can create a shared list of ideas on large sheets of paper. Hang them in the lunchroom, in school hallways and in classrooms as ongoing reminders.

RESOURCES

In *I Am René, The Boy/Yo soy René, el niño* (\$14.95), a boy from El Salvador comes to America and finds out that in the United States his name is a girl's name. It is a wonderful book that has both gender and immigration themes. (Grades K-6) ISBN# 1-55885-378-2
www.artepublicopress.com

Based on a true story from the author's father-in-law, *Landed* (\$16), by Milly Lee, tells the story of 12-year-old Lee Sun Chor and his journey from China to America around 1882. It also tells the true story of the 1882 Chinese Exclusion Act that detained new immigrants at Angel Island. (Grades 4-6) ISBN# 0-374-34314-4
www.fsgbooks.com

First Crossing: Stories about Teen Immigrants (\$16.99) includes 12 fictional accounts of teenage immigration written by

award-winning authors for young adult readers. (Grades 6-12)

ISBN# 0-7636-2249-4

www.candlewick.com

Maria Testa's Something About America (\$14.99), written in poetic free verse, is about a 13-year-old girl who emigrated from Kosovo. Having been burned as a result of the war in the former Yugoslavia, she attempts to assimilate into American culture. This book would make a great readers' theater production. (Grades 7-12)

ISBN# 076362528-0

www.candlewick.com



Mix It Up Grant Guidelines

Have a great idea about how to challenge social boundaries and bring down the walls that divide your school or community? We want to help, and, to prove it, we give \$500 grants to support youth-directed programs and projects that address social boundaries in schools or communities.

Our guidelines are simple:

- Youth must serve as decision-makers in the project. Ideally, it is created and implemented by students.
- Projects must promote collaboration across social boundaries — different youth groups, clubs or community groups working together.
- The project or program should be a part of an ongoing effort, or an effort that's just getting started, but will continue.
- We do not give grants for activities conducted on Mix It Up at Lunch Day.
- Grants are nonrenewable.

Be creative. We're definitely open to new ideas!

Mail the completed application to:

Mix It Up Grants
400 Washington Ave.
Montgomery, AL 36104

Please be sure to fill out the application completely and to provide required attachments. Incomplete applications are not considered.

What to Expect

Within four weeks of receiving your application, we'll contact you by e-mail to let you know if your project will receive a Mix It Up Grant.

If your project is selected for funding, we'll send you a grant agreement by e-mail, which you have to complete and return to us by snail mail. Within three weeks of receiving your completed form, you will receive a check in the mail, along with instructions about the required report on your project.

If you don't receive funding from us, we'll send you some fundraising ideas by e-mail. Just because we don't fund your project does not mean you should forgo the idea altogether.

GRANT APPLICATION

The Mix It Up Grants Program funds youth-directed activist projects that focus on identifying, crossing and challenging social boundaries in our schools and communities. Grants are \$500 and are non-renewable.

Contact Name _____

School/community Group _____

Address _____

Address _____

City _____ State _____ Zip _____

Contact Phone _____ Contact Email _____

Project Description _____

Project Title _____

Date that you'll complete the project _____

Attach a 1-page description for your project.

Answer the following questions:

- What do you plan to do?
- Why are you doing it? What problems or needs does the project address?
- How does the project address social boundaries?
- Is the project youth-directed?
- How many young people are currently involved in the project?
- How many young people will the project ultimately affect?
- Is the project collaborative? If so, what kind of groups are working together to make it happen?

Did your school participate in Mix It Up at Lunch Day in 2006?

Yes No

Has your school participated in previous years?

Yes No

Would you be willing to talk to the media about your project?

Yes No

What will the grant funds pay for? **Attach a 1-page outline of the anticipated project expenses.** If the Mix It Up Grant will only pay for a portion of the project, tell us where the other funds will come from.

Print Your Name _____ Date _____

Signature _____

Mail this application with attachments to:

Mix It Up Grants
400 Washington Avenue
Montgomery, AL 36104

**Questions? Email us at mixitup@tolerance.org
Incomplete applications are not considered.**

CONTENT STANDARDS

The content provided in this Mix It Up curriculum supports the goals and objectives of your state content standards. The lessons in this guide may be used to address the academic standards listed below. The standards are drawn from *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, 4th Edition* (www.mcrel.org/standards-benchmarks).

LANGUAGE ARTS

Standard Uses the general skills and strategies of the writing process.

Benchmark K-2 Writes for different purposes (e.g., to entertain, inform, learn, communicate ideas.)

Benchmarks 3-5 Uses strategies to write for a variety of purposes; writes autobiographical compositions.

Benchmarks 6-8 Uses content, style and structure appropriate for specific audiences and purposes; writes compositions that address problems/solutions.

Benchmarks 9-12 Writes persuasive compositions that address problems/solutions or causes/effects; develops arguments using a variety of methods.

Standard Uses listening and speaking for different purposes.

Benchmark K-2 Follows rules of conversation and group discussion.

Benchmark 3-5 Contributes to group discussions.

Benchmark 6-8 Plays various roles in group discussions.

Benchmarks 9-12 Uses criteria to evaluate own and others' effectiveness in group discussions and formal presentations; asks questions as a way to broaden and enrich classroom discussions.

Standard Uses viewing skills and strategies to understand and interpret visual media.

Benchmark K-2 Understands the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper photographs, visual narratives.)

Benchmark 6-8 Understands a variety of messages conveyed by visual media (e.g., main concept, details, themes or lessons, viewpoints.)

Benchmark 9-12 Uses a range of strategies to interpret visual media (e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view, deconstructs media to determine the main idea.)

CIVICS

Standard Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.

Benchmarks 3-5 Understands the concept of diversity; knows some of the benefits of diversity.

Benchmarks 6-8 Knows a variety of forms of diversity in American society (e.g., regional, linguistic, socioeconomic); knows how diversity encourages cultural creativity.

Benchmark 9-12 Knows different viewpoints regarding the role and value of diversity in American life.

ART CONNECTIONS

Standard Understands connections among the various art forms and other disciplines.

Benchmark K-4 Knows how ideas and emotions are expressed in the various art forms.

Benchmark 9-12 Understands how elements, materials, technologies, artistic processes (e.g., imagination, craftsmanship), and organizational principles (e.g., unity and variety, repetition and contrast) are used in similar and distinctive ways in the various art forms.

VISUAL ARTS

Standard Understands and applies media, techniques, and processes related to the visual arts.

Benchmark Pre-K Uses a variety of basic art materials (e.g., paints, crayons, clay, pencils) to create works of art and express ideas and feelings.

Benchmarks K-4 Knows how different materials, techniques, and processes cause different responses from the viewer; uses art materials and tools in a safe and responsible manner.

Benchmark 5-8 Knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.

Benchmark 9-12 Understands how the communication of ideas relates to the media, techniques, and processes one uses.

Standard Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art.

Benchmark K-4 Understands how different compositional, expressive features (e.g., evoking joy, sadness, anger), and organizational principles (e.g., repetition, balance, emphasis, contrast, unity) cause different responses.

Benchmark 5-8 Knows how the qualities of structures and functions of art are used to improve communication of one's ideas.

Benchmark 9-12 Understands how the characteristics and structures of art are used to accomplish commercial, personal, communal, or other artistic intentions.

Standard Knows a range of subject matter, symbols, and potential ideas in the visual arts.

Benchmark K-4 Knows how subject matter, symbols, and ideas are used to communicate meaning.

Benchmark 5-8 Knows different subjects, themes, and symbols (through context, value, and aesthetics) which convey intended meaning in artworks.

Benchmark 9-12 Applies various subjects, symbols, and ideas in one's artworks.

CHARACTER EDUCATION

Character qualities mentioned in this Planner are drawn from the Center for Advancement of Ethics and Character at Boston University. www.bu.edu/education/caec

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ABOUT MIX IT UP

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

In 2006, an estimated 4 million students in 10,000 schools participated in the 5th annual Mix It Up at Lunch Day, sitting with someone new in their school cafeterias. This year, Mix It Up at Lunch Day is scheduled for November 13, 2007.

This Planner is designed to get students mixing and mingling before, during and after Mix It Up at Lunch Day.

Mix It Up also provides:

- www.mixitup.org — A website where students can share their experiences, vote in online polls and let their voices be heard. Students are compensated for exceptional essays and poetry that are submitted through the site's "Get Published" link and selected for publication by the Mix It Up team.
- www.mixitup.org/teachers — A resource-oriented website for educators, complete with lesson plans and activity booklets, including a special dialogue guide for upper grades students, Talk for Change, that was created by the Study Circles Resource Center.
- www.mixitup.org/grants — A grants program that provides \$500 for selected youth-led boundary-crossing projects.

Mix It Up is a project of the Southern Poverty Law Center's Teaching Tolerance program, which provides free multicultural materials to hundreds of thousands of educators each year. Our programming is made possible through the generous support of select foundations and caring individuals across the country.



A project of the Southern Poverty Law Center
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Montgomery, AL 36104
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mixitup@tolerance.org

