

Mix It Up at Lunch Day Organizer's Guide

GRADES 6-12





INTRODUCTION

They sit here, *that* group hangs out there and, of course, we *always* sit right here. The school cafeteria is the one place where you can't ignore the social divisions between students.

But it doesn't have to stay that way.

Mix It Up at Lunch Day is a national movement. It's a day of action when teachers and students make a difference and break through the social boundaries in their schools.

On Nov. 10, 2009, join students in thousands of schools as they sit with someone new at lunch, and break down the walls that divide us.



Nowhere on school campuses are divisions more visible than in and around the school cafeteria. Students sit with others who look like them, dress the same way, live in the same neighborhoods and have the same interests.

Social scientists have long maintained that contact between diverse groups helps alleviate tensions and reduce prejudice. Mix It Up seeks to break down the barriers between students and improve intergroup relations — so there are fewer misunderstandings that lead to conflicts, bullying and harassment.

Participation in the national **Mix It Up at Lunch Day** has the power to connect school communities. Break through the boundaries in your school. On Nov. 10, 2009, join us for the national **Mix It Up at Lunch Day!**



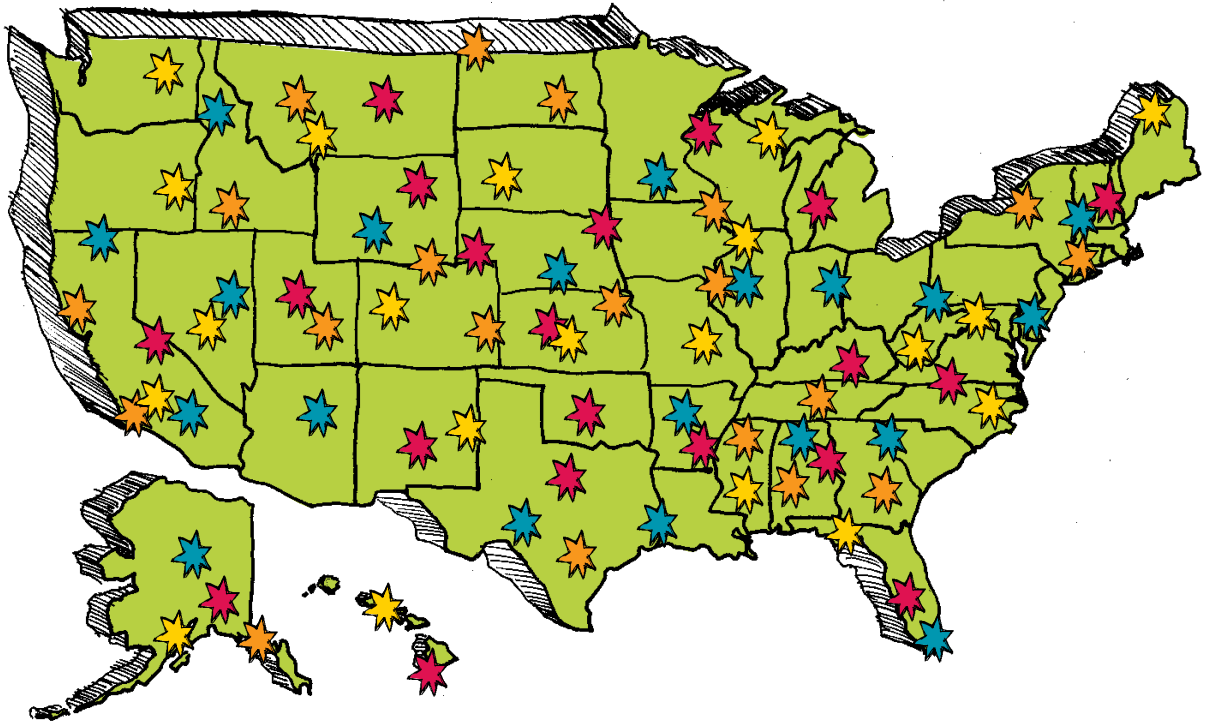
Mix It Up at Lunch Day
November 10, 2009





IS YOUR SCHOOL ON THE MAP?

Add your school to the map and start organizing your school's participation in the national [Mix It Up at Lunch Day](#).



HOW TO PARTICIPATE IN MIX IT UP AT LUNCH DAY

ORGANIZE! Get an early start. [Mix It Up at Lunch Day](#) is a school-wide effort that involves everyone.

- ✦ Start by organizing teachers and students to help with the day. Delegate tasks to teachers, peer leaders, student council members and school club members.
- ✦ Meet with the cafeteria staff to help organize the cafeteria space for the day. Get creative. Ask teachers and other students for ideas.
- ✦ Follow us on Facebook and Twitter.



IDENTIFY THE DIVISIONS IN YOUR SCHOOL What boundaries exist in your school? No one knows better than students.

Working with students in your class, use the survey on page 5 to identify and break through the boundaries that exist at your school.

Tally the results and report your findings. You can post the results in your classroom, along the hallways and on student bulletin boards. What do the results tell you about your school? Do all students see the social boundaries in the same way?

By participating in the national **Mix It Up at Lunch Day** on Nov. 10, 2009, you make your school a more welcoming place.



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MIX IT UP SURVEY

Photocopy this survey and distribute among students in your class.

1. Which best describes our school?

- Welcoming to all kinds of people
- Quick to put people into categories

2. In what settings have you noticed people grouping themselves and others by categories?

- After-school clubs
- The bus
- Recreational activities
- Other _____
- Assemblies
- The lunchroom
- Spectator events

3. Which of the following categories create group boundaries at our school? (Check all that apply.)

- Race
- The language you speak at home
- Sexual orientation
- Where you live
- Religion
- Parents' income
- Gender
- Hobbies/interests
- The clothes you wear
- The music you listen to

4. Which group boundaries are hardest to cross?

5. At our school, how easy is it to make friends with people in different groups?

1	2	3	4	5
<i>very easy</i>	<i>somewhat easy</i>	<i>not sure/it's complicated</i>	<i>somewhat difficult</i>	<i>very difficult</i>

6. Have you ever felt unwelcome or rejected by others on the basis of any of the categories listed in Question 3? If so, which ones? How did it make you feel?

7. Have you ever been a part of a group that rejected someone on the basis of any of these categories?

- Yes
- No

8. What one thing will you do to help break down the walls of social separation in our school?



ROMEO & JULIET MIX-IT-UP

Grades 9-12

Shakespeare's classic play is a must-read for all high school students. Might the tragic end of *Romeo & Juliet* have been different if the Montagues and the Capulets had crossed their social boundaries?

Objectives

- ✦ Students will identify themes in *Romeo & Juliet* and Mix It Up
- ✦ Students will write a scene, using Shakespearean language, in which two opposing characters cross their social boundaries

Time and Materials

- ✦ Two class periods
- ✦ Copies of *Romeo & Juliet* for each student (or a film version for whole-class screening)

The stage has already been set for this activity in most English classes who read *Romeo & Juliet*. Modern day versions of the play exist already and many teachers show the 1961 *West Side Story* or the 1996 film version with Leonardo DiCaprio and Claire Danes. This classic tale of feuding groups, conflict, opposites and banishment contains many of the same themes that Mix It Up hopes to counter in schools. This activity has students use the themes from the novel to reinforce the need to cross social boundaries in their own school.

If students are reading *Romeo & Juliet*, they've already discussed universal themes for the story. These might include, among others, themes of love, death, violence, the individual versus society, time, destiny, opposites, conflict, love at first sight, banishment and the feud between families.

After sharing about [Mix It Up at Lunch Day](#), ask students to identify possible reasons why the program might be important. This helps create a buy-in for students. Their responses will vary. The following questions will guide you in leading a discussion and generating themes for Mix It Up:

- ✦ What are some reasons people self-segregate in our school? (*Possible answers: people want to be with those like themselves; some people think they're better than others*)
- ✦ What happens when people self-segregate? How do they feel about other groups? (*Possible answers: people don't know as much about each other and may rely on stereotypes for the other group; different groups may not trust each other*)
- ✦ What are some possible positive outcomes of Mix It Up? (*Possible answers: you might make new friends; you could find out that your stereotypes were wrong; our school will get along better*)

Many of the words we use today — like “assassination” — didn't appear in print until Shakespeare wrote them down. He may have simply been recording the language he heard around him, but it's quite possible that Shakespeare often made up his own words when he couldn't think of the perfect word to use in his writing.

Help students make up some Elizabethan words about Mix It Up. Use the answers they generated to



the questions above to help create their new words. These websites might help you:

Elizabethan Accents

www.renfaire.com/Language/

Idiomatic Idiosyncrasies

<http://elizabethan.org/compendium/8.html>

Examples might include:

Bealike (as in *The bealike has hold of them.*)

Mix-It-Upeth (as in *Won't you aid us in our Mix-It-Upeth?*)

Fithithin (as in *She doesn't really fithithin, does she?*)

Labeleth (as in *We shant labeleth any longer!*)

Notclique (as in *To clique or notclique, that is the question!*)

Next, have students break into groups of two or three and develop a common everyday school scene in which there are two opposing groups that would be better off if they'd crossed their social boundaries. Invite students to be as playful as possible. The only requirement is that they have to use Elizabethan English. The following is an example:

OUR COMMON EVERYDAY SCENE We've noticed that many students on our campus sit with the same group of friends at every lunch, but that often the group of friends are the same race or ethnicity. We'd like to see more multi-racial groups at lunch.

Estella: *How art thou, Sir Marcos?*

Marcos: *Why speakest thou to me Lady Brittney?
I am not of thy clique, nor have you deemed me ever
to fittithin with your company.*

Estella: *Oh no, Sir Marcos! I labeleth not!*

Marcos: *Hmmmm...*

Estella: *True, my Lord, there was a time when the bealike
was ahold of me. I may hath once upon a time thought better
of myself than of thy company but, alas, I have repented.*

Marcos: *But why my Lady? Do tell.*

Estella: *It is two-fold, my Lord Marcos. One, I witnessed the fate
of Romeo and Juliet. Romeo — brave knight — and Juliet — maiden fair,
torn asunder by their family's inability
to crosseth their social boundaries. Two, having
understoodeth their plight, I made a covenant with myself
not to repeat such behavior. Thus, if you'll forgive me and
invite me to lunch with thee, I would be greatly honoured.*

Marcos: *Then I deem you a maid of great honour and I beg
you take this seat besideth me and be my friend from
hence forward! Mix-It-Upeth with me!*



Extensions

Students could use any heritage language (i.e. Spanish, French, Vietnamese) to do this same activity. Or they could use their common slang references. Teaching a video class at your school? Then why not have students make short films about crossing social boundaries? Teaching drama? Students could perform these short vignettes in Elizabethan costumes to advertise **Mix It Up at Lunch Day**. In charge of the Madrigal Choir? Have students write new crossing boundary lyrics to their favorite Elizabethan song and perform it.



CONTROVERSIAL ISSUES

Grades 6-12

Students always have passionate opinions about controversial social topics. They also often become friends with others who reinforce their ideology. And students don't often possess the skills to disagree gracefully. This activity invites students to cross their ideological boundaries and become friends with others who think differently than they do.

Objectives

- ✦ Students will debate a controversial topic with grace and dignity.
- ✦ Students will practice disagreeing by using the “Disagree with Grace” statements.
- ✦ Students will make friends across ideological boundaries.

Time and Materials

- ✦ One class session.
- ✦ Controversial Topics Handout for each student.
- ✦ Teacher first reads “What Do We Say When We Hear ‘Faggot?’”
<http://cda.morris.umn.edu/~pagem/courses/SeEd4101/Faggot.pdf>

Explain to students that they're going to be discussing a controversial topic in class. Content specialists can use whatever topic is controversial in their field (i.e. evolution vs. intelligent design for science; the discovery of America by Columbus vs. the invasion of the Americas by Columbus for history). The model we're providing is on the common, everyday put-down, “You're so gay!” Any controversial topic will do though.

Their goal is to simply not raise their voices, be aggressive, put down others' opinions or be unkind in any way at all. This is a lesson in crossing the social boundaries of ideology. Reinforce the idea that they live in a world of diverse opinions, and that being able to conduct dialogue safely is an important skill.

Next, have them read the Controversial Topic Handout on “You're so gay!” silently for at least five minutes. Remind students that as long as they disagree with grace, the discussion can continue. Specifically, invite them to be mindful of their tone and volume when speaking with classmates. Tell students that they are *not* trying to move people to believe like they do; they're just discussing different opinions gracefully.

Last of all, have students reflect on how they felt during the dialogue. Were they angry? Why or why not? Did they get frustrated? How so? Why is it important to listen to people's opinions that are different from our own? How can “disagreeing with grace” help us during our lives personally and professionally? What is one positive thing I learned from my classmates' different point-of-view?



Extension

As a follow-up, share with your students these articles on school-age children who have recently been killed or taken their own lives because of anti-gay bias in schools.

- ✦ Jaheem Herrera, age 11

www.cnn.com/2009/US/04/23/bullying.suicide/index.html

- ✦ Carl Walker-Hoover, age 11

www.tolerance.org/teach/current/event.jsp?ar=1069

- ✦ Lawrence King, age 15

www.tolerance.org/teach/magazine/features.jsp?p=0&is=43&ar=943

Remind students that the words we use can either give life or death — that’s how important they are.

Have students brainstorm a list of other controversial topics that they may want practice with “disagreeing with grace.” Have students practice crossing ideological boundaries so that they can see others’ points-of-view.

For additional hints on teaching students to talk respectfully about controversial topics, try the website ProCon (www.procon.org), which includes lesson plan ideas and glimpses of how other schools are using controversial topics to foster civil debate and build critical thinking skills.



Controversial Topics Handout

Disagree with Grace Statements

Remember: Using “but” negates. Using “and” hears.

“You’re right and this is how I feel/think...”

“That’s okay and...”

“That’s true for you and what’s true for me is something else...”

“That’s a really good point and I feel/think differently...”

“I was curious what you thought when you said...”

“I was wondering what you thought/felt when you said...”

“Can you tell me more about what you meant when you said...”

Controversial Topic: “You’re so gay!”

I think saying it is fine because...

We don’t mean anything by it.

It just means “stupid” or “dumb.”

Being gay is wrong.

Gay men are effeminate.

Being gay is a sin.

I think saying it is wrong because...

It is bullying.

There is nothing wrong with being gay in the same way that there’s nothing wrong with being heterosexual.

It’s hurtful to people.

Sometimes if people aren’t really masculine or feminine they get called gay and they aren’t.

A ‘faggot’ literally means a stick for kindling and it’s used to denigrate gays and lesbian because in medieval times they used to use gay men as kindling to burn women accused of witchcraft.

“Gay men are effeminate” is a stereotype. Plenty of gay men are not and plenty of heterosexual men are. There is no such thing as a typical gay or lesbian person.

Thinking that effeminate is negative is sexist.

Gay people believe they are born gay, that it isn’t a choice. Therefore, it’s not a sin.



PROMOTE THE DAY Get the word out. Promoting **Mix It Up at Lunch Day** generates excitement about the day, prepares your school for the day and helps students understand what the day is all about.

- ✦ Download FREE posters, fliers, stickers and web banners.
- ✦ Create an event on Facebook and ask students and teachers to invite their friends.
- ✦ Ask students and teachers to put up posters and distribute flyers about the day.
- ✦ Join us in promoting the day via Facebook or follow us on Twitter.
- ✦ Get permission from administrators to include announcements about **Mix It Up at Lunch Day** over the intercom, announce the day in school newsletters and post the news on school websites.

EDUCATE The free activities included in this guide are designed to get students to think about challenging and breaking through the social boundaries in their school. These lessons support student learning, meet content standards and complement character education programs.

Share your thoughts and ideas by joining discussions on our Facebook page!



On Nov. 10, 2009, join the movement and hold a **Mix It Up at Lunch Day** in your school.

Schools have used a variety of ideas to get their students to take a new seat at lunch. Try these:

- ✦ Provide students with a “Breaking News” item and have students sit at the tables where their headlines appear.
- ✦ Create table themes. Try social justice themes like: environmental justice, racial justice, economic justice; or feed the hungry, youth against poverty, and immigrant justice.





UPPER GRADES MAPPING ACTIVITY

Grades 9-12

Students are involved in many school teams, groups and organizations. These school-sanctioned groups help students find identity, increase academic commitment to school and give students friendships throughout their school experience. Still, these groups and teams often stay to themselves instead of reaching out to others. This activity asks students to consider ways they might “cross-pollinate” in order to make their school experience more fruitful.

Objectives

- ✦ Students will identify different organizations within their school and discuss what their organization can do for another group.
- ✦ Students will “cross-pollinate” by taking action to do a kind deed for another school team or organization.

Time and Materials

- ✦ On-going
- ✦ Cross-Pollination Handout for each student.

Explain to students that bees are important because they take the pollen from one plant and carry it to another to fertilize the plant. This is called cross-pollination. Without bees we’d be in serious trouble because many of our trees and plants would not be able to bear fruit. In the same way, our school bears more fruit (team spirit) if our teams/groups/organizations/clubs cross-pollinate and support each other.

Unfortunately, some school teams/groups/organizations/clubs get more attention than others. This is especially true of sports teams or teams that have a winning reputation.

First, use the Cross-Pollination Handout to aid students in brainstorming the different teams/groups/organizations/clubs on campus. The teacher can lead this discussion on the front board while students individually copy the brainstorm session on their own handouts. Ask students what teams/groups/organizations/clubs they’re involved in and start with those.

Once the Cross-Pollination Handout is filled out, invite students to consider which team/group/organization/club would be most shocked and impacted by their kind support.

Everything rises and falls on leadership. Thus, this activity works best if you select the student president/captain of each team/organization to lead their group in this activity.

The leader tells group members that their team is a part of a larger community. As an act of kindness, they are going to reach out to another group, showing that team spirit reaches across

social boundaries. The leader can explain the concept of cross-pollination and refer to this activity as “creating some buzz” with another team/group/organization/club.

For an example, see the Cross-Pollination Example. In this example you’ll see that the cheerleaders have decided to reach out to the chess team, band and GSA. That’s the object of their “buzz.”

Ideas they can do to “create some buzz”:

- ✦ One group can have all team members sign a card telling them they support them, congratulating them for a recent victory or encouraging them after a recent loss. Have representatives take the card to their next meeting and give it to them.
- ✦ Send the coach or team some flowers.
- ✦ A lot of school groups throw a bake sale to raise money for their own team, but what if one group threw a bake sale and donated all the proceeds to another team?

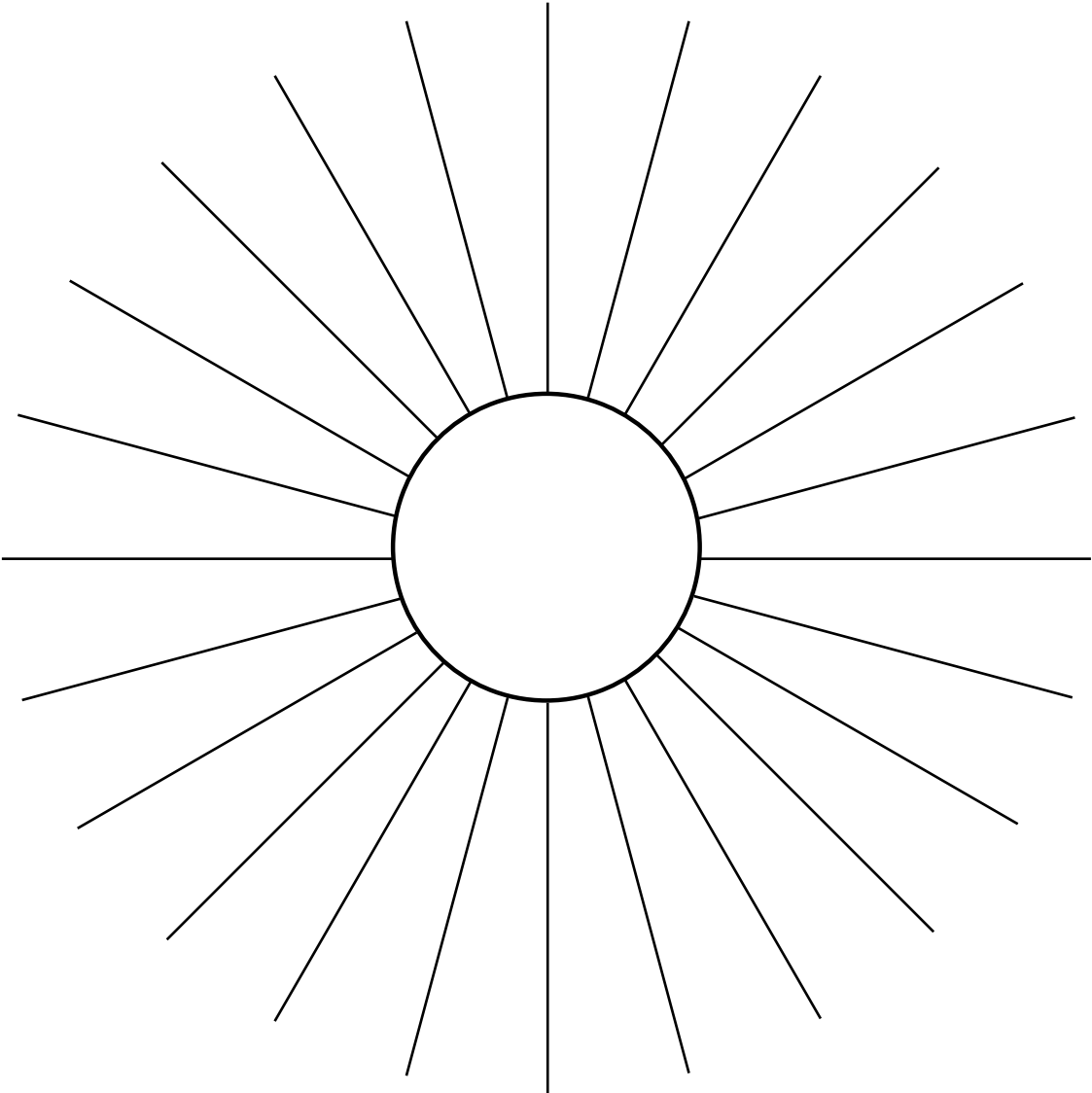
The most simple act of kindness one group can offer another is to simply show up at their events.

Extension

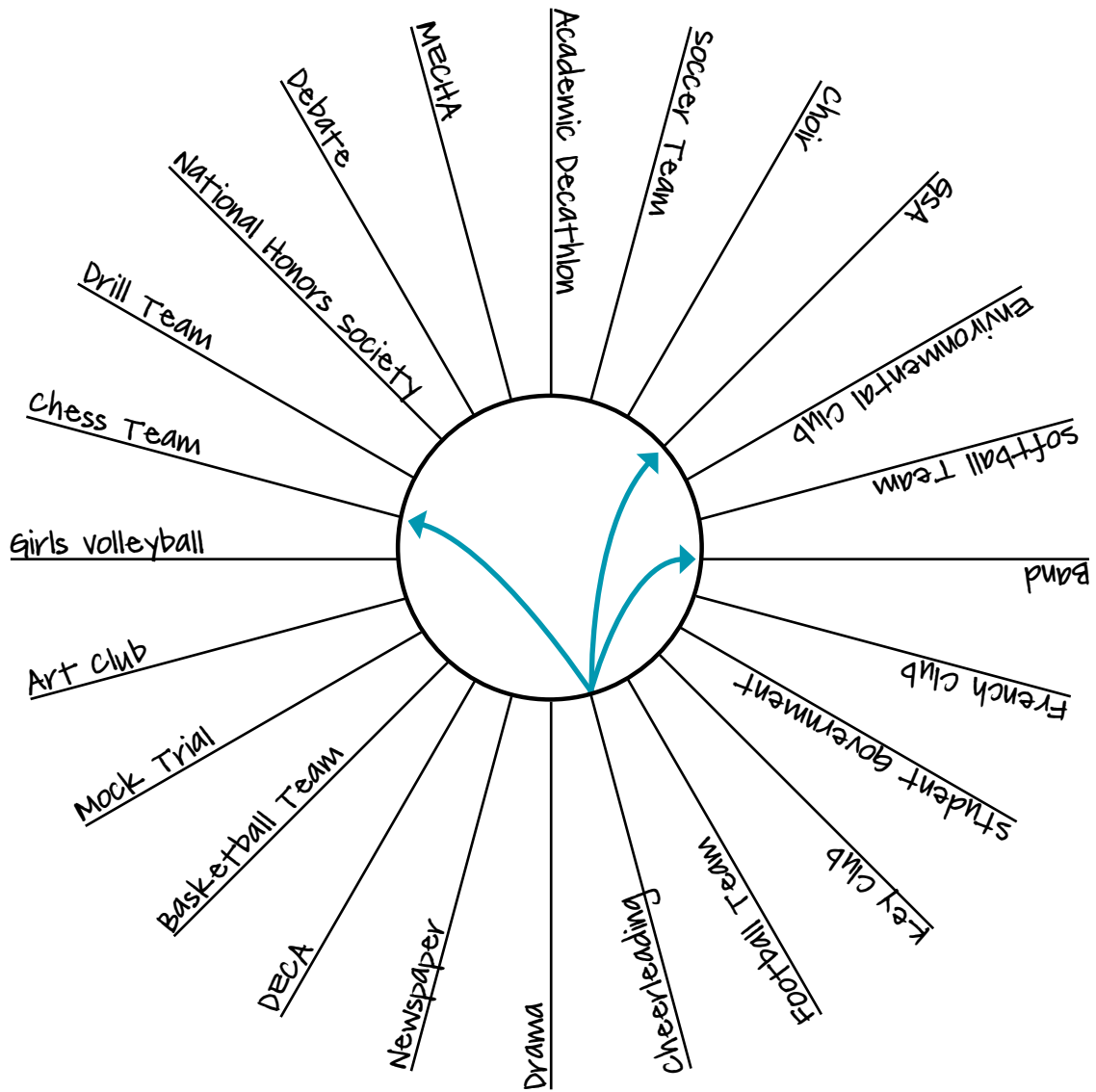
Once students get comfortable with “creating buzz” inside their school walls, they might consider taking it out to the community. They could show great school spirit by offering any of the above “buzz” ideas to their rival school. Or they could find other community groups to encourage. Teams from high school could encourage their counterparts at the local middle school.



Cross-Pollination Handout



Cross-Pollination Example





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 6 Uses reading skills and strategies to understand and interpret a variety of literary texts.

6-8 Benchmark 3 Understands complex elements of plot development (e.g., cause-and-effect relationships; use of subplots, parallel episodes, and climax; development of conflict and resolution).

9-12 Benchmark 3 Analyzes the use of complex elements of plot in specific literary works (e.g., time frame, cause-and-effect relationships, conflicts, resolution).

9-12 Benchmark 4 Analyzes the simple and complex actions (e.g., internal/external conflicts) between main and subordinate characters in literary works containing complex character structures.

9-12 Benchmark 5 Knows archetypes and symbols (e.g., supernatural helpers, banishment from an ideal world, the hero, beneficence of nature, dawn) present in a variety of literary texts (e.g., American literature, world literature, literature based on oral tradition, mythology, film, political speeches).

CIVICS

Standard 9 Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy.

Standard 27 Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities.

6-8 Benchmark 5 Understands how citizens' responsibilities as Americans could require the subordination of their personal rights and interests to the public good.

9-12 Benchmark 7 Understands the importance of dispositions that foster respect for individual worth and human dignity such as compassion and respect for the rights and choices of individuals.

LIFE SKILLS

Standard 2 Uses conflict-resolution techniques.

K-12 Benchmark 3 Understands the impact of criticism on psychological state, emotional state, habitual behavior, and beliefs.

K-12 Benchmark 6 Determines the causes and potential sources of conflicts.

K-12 Benchmark 7 Determines the seriousness of conflicts, and identifies explicit strategies to deal with conflict depending on its nature and seriousness.

K-12 Benchmark 9 Establishes guidelines and rules for negotiating (e.g., clarifying problem, considering other viewpoints, listening to others; meeting at mutually agreeable times).

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Writer: Jeff Sapp

Editors: Lecia J. Brooks and Tim Lockette

Reviewer: Tafeni English

Illustrators: Michelle Leland and Sunny Paulk

Designer: Michelle Leland

Photography Credits

Pg. 1 Eric Swanson (top); Chris Dean (bottom)

Pg. 2 Chris Dean

Pg. 4 Chris Dean

Pg. 8 Chris Dean (top); Jim West (bottom)

Pg. 12 Brandi Simons

Pg. 13 Chris Dean (top); Jim West (bottom)

Pg. 15 Chris Dean





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400 Washington Avenue • Montgomery, AL 36104

334.956.8200 • mixitup@tolerance.org

www.mixitup.org • www.teachingtolerance.org • www.splcenter.org