



Mix It Up at Lunch Day Organizer's Guide

GRADES K-6





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!**



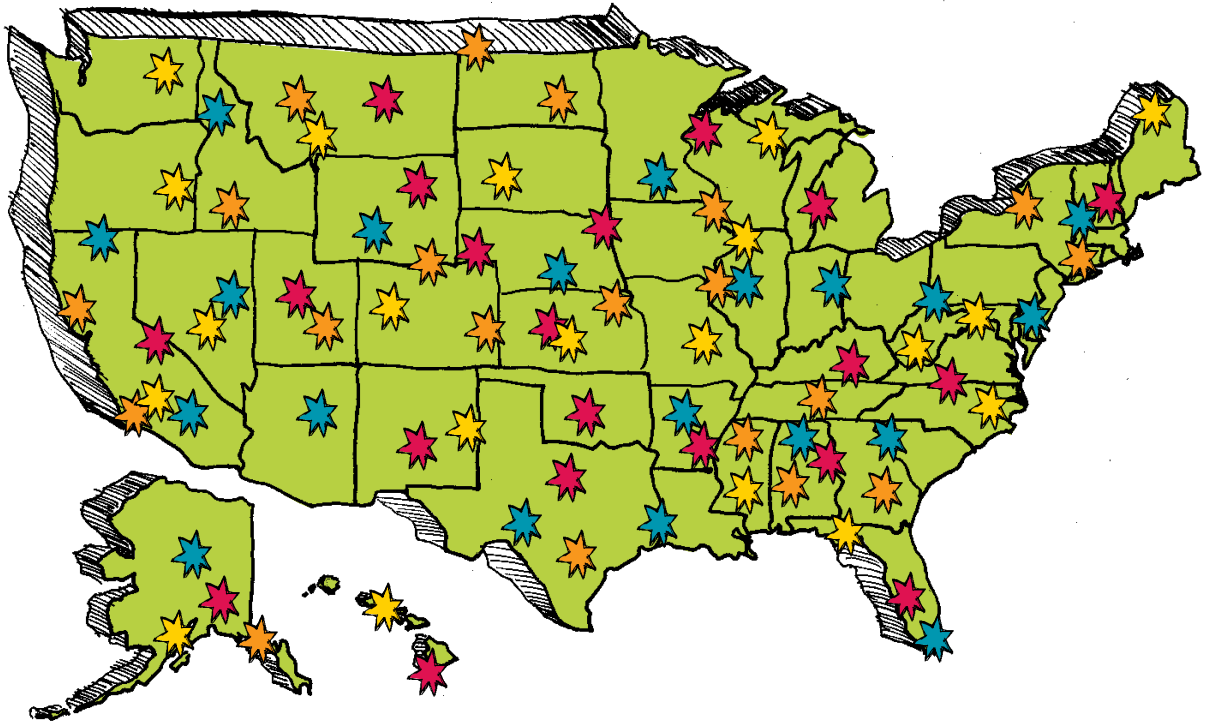
Mix It Up at Lunch Day
November 10, 2009





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.



Mix It Up at Lunch Day
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MIX IT UP SURVEY

Photocopy this survey and distribute among students in your class. Please adapt for use with early grades students.

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?



HAPPY FACES

Grades K-2

Everyone has a bad day once in a while. This activity helps students be sensitive to schoolmates who might be having a bad day and gives them a way to cross boundaries and bring cheer to others.

Objectives

- * Students will learn empathy.
- * Students will look beyond themselves to see the needs of others.

Time and Materials

- * One class session to explain the happy faces.
- * 3 happy faces per student.

Begin by reading *Alexander and the Horrible No Good Very Bad Day* (www.SimonSaysKids.com, \$7.99). Like Alexander, everyone has a bad day once and a while. Tell your students, from your personal experience, about a day that went badly for you. Tell them that you really could have used a friendly smile that day — or, perhaps, publicly affirm a student who did give you a smile that day.

Explain to students what a bystander is (i.e. someone who watches from the sidelines). Sometimes we see other classmates being bullied. Perhaps someone has said or done something mean to them, and we aren't sure what to do to make the victim feel better. Sometimes we stand up for that person. Sometimes we do nothing. Tell your students that doing nothing is no longer an option — because they have Happy Faces.

Give each student three happy faces and tell them that whenever they see someone who needs some extra cheer, they can give them a happy face and say something kind to them. Here is the catch: students can only give happy faces to someone outside of their classroom! Tell students they'll have to really look and listen before school, at recess on the playground, at lunch and after school to find people who need an extra smile.

On Friday, give students a chance to reflect on giving out happy faces. Have them silently write or draw a picture to show what they did, how it felt and the response of the person they gave a happy face to. Then share these with the whole class.

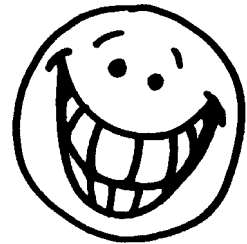
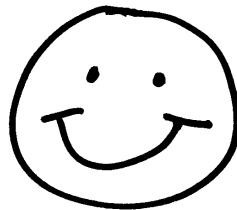
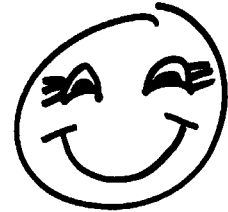
Extension

Without telling your class, invite a colleague to implement this happy face activity too, with a special emphasis on watching your class. Your students will be shocked and pleased to receive their own happy faces!

Have your students go, in pairs, to give happy faces to adults in school who just need an extra affirmation for the hard work they're doing. This way, students get a chance to cross boundaries of age to affirm adults.



Happy Faces Handout



PUT-UPS

Grades 3-5

Students are used to put-downs, but what about put-ups? This activity helps students see the positive things that their schoolmates are doing and gives them skills to affirm each other across social boundaries.

Objectives

- ✦ Students will understand the difference between put-downs and put-ups.
- ✦ Students will be encouraged to give others put-ups.

Time and Materials

- ✦ One class period to introduce the lesson (After the introduction, “put-ups” can be an ongoing practice for as long as it is effective.)
- ✦ A pile of Put-Up slips available in the classroom.

Ask students if they know what a put-down is and list common put-downs they hear on the board. Next, ask them if they know what a put-up is and give some examples by giving students in your class some put-ups. Examples:

“I notice that Myranda always has a smile on her face and is ready to help anyone with anything at all.”

“I really love how Augustine always reminds all of us to turn out the light when we leave the room.”

Use the following poem to introduce to young children how people are always watching what they do:

*I am my schoolmate's reader
He reads me when we meet
Today he reads me in my class
Tomorrow on the streets
He may be classmate or friend
Or slight acquaintance be
He may not even know me
But he is reading me!*

Inform students that they are going to begin “reading” each other, finding positive things schoolmates are doing and giving each other put-ups. To make it easy for students to praise each other, they can use the Put-Up slips.

Encourage students in your class to “put-up” students in the grades below them so as to model good behavior to younger schoolmates. Likewise, encourage them to cross boundaries and offer put-ups to older students and adults in the school so that others can see that they are modeling good behavior to younger schoolmates. This lets them see that they can cross social boundaries of grades and age and make a positive impact on the entire school.



Extensions

Have a special time during the day when students can offer each other put-ups. Make this a classroom ritual. Make visits to other classes where your students give put-ups to others not in their class.

Make an in-class bulletin board of the “I am my classmate’s reader” poem and hang all of the put-ups there for everyone to see. Even better, make the hallway bulletin board a place where the whole community can see the put-ups!



Put-Ups Handout

<p>You deserve a Put-Up!</p> <p>I saw you...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Given by...</p> <hr/> <p>Mix It Up at Lunch Put-Up Slip</p>	<p>You deserve a Put-Up!</p> <p>I saw you...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Given by...</p> <hr/> <p>Mix It Up at Lunch Put-Up Slip</p>	<p>You deserve a Put-Up!</p> <p>I saw you...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Given by...</p> <hr/> <p>Mix It Up at Lunch Put-Up Slip</p>
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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!



THE DAY

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. Possible themes include shapes, fruits, colors, birth month or action heroes.





ELEMENTARY MAPPING ACTIVITY

Grades 3-5

Classroom climate dramatically affects students' lives on a daily basis. We know that a teacher can set the mood of the classroom, but so can students, through the ways they interact with each other. This sociogram helps students see their patterns of interaction and offers them opportunities to mix it up.

Objectives

- ✦ Students will map out key relationships in their classroom.
- ✦ Students will see relationships they're neglecting and make efforts to reach out to classmates with whom they do not normally interact.

Time and Materials

- ✦ One class session.
- ✦ Sociogram Handout for each student.

A sociogram is a visual representation of the relationships in a classroom. This activity uses a sociogram to help students understand how they interact — or don't interact — with their classmates. The understanding of their interpersonal interactions can create opportunities for students to cross their routine social boundaries and strengthen their relationships with all classmates.

Give each student a copy of the Sociogram Handout. Tell them that the “Me” in the center represents them. Have them write the names of all their classmates on the page (or you could have done this already for them to make the activity go quicker).

Explain to the students that they are going to visually map out their relationships. No one else needs to see their paper and it can remain private. Use the Sociogram Example as a model of what they are going to do and see if they can “read” the relationships. For instance, the person in the model thinks of Raven as a best friend, plays with her at recess and thinks that she is one of the popular kids in class.

Sociogram Key:



These are my 3 best friends



I wish I could be these people's friends



I play with these people at recess and lunch



These are the popular kids in our class



These are the smartest kids in class



After students fill out the Sociogram Handout, and without naming any classmates, ask them the following questions:

- ✦ Do you have multiple lines going to the same name(s)? What could this tell you?
- ✦ Look at the names you didn't draw any lines to. Why do you think you don't interact with them?
- ✦ Using a green crayon, draw circles around people you don't usually play with, but would like to start playing with. Make an effort to spend time with them today. (Do the same thing for people you would like to play with tomorrow or the next day, using different colored crayons for each day.)

After a few days of using the sociogram to help students cross their usual social groups, have them write about or discuss the following prompts:

- ✦ What did it feel like to Mix It Up? Was it easy or difficult? Why?
- ✦ Did you make new friends? Why or why not?
- ✦ Do you find yourself playing with different people more now?
- ✦ What did you learn about a new friend that you didn't know before?

Extension (for Teachers Only)

These sociograms may provide very valuable information to you about the interpersonal dynamics of your classroom. With students' permission — and since no names are on the handouts so they remain anonymous — collect them and synthesize your classes' relationships. Look for the following dynamics:

- ✦ Who was chosen over and over again? Are these the leaders — for better or for worse — in your classroom?
- ✦ Which children consistently had no lines drawn to them? Did you know that these children were socially isolated? What can you do to help them build healthy friendships in your classroom?

Sociogram Handout

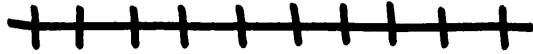
KEY



These are my 3 best friends



I wish I could be these people's friends



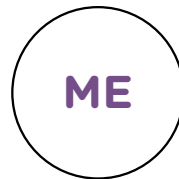
I play with these people at recess and lunch



These are the popular kids in our class








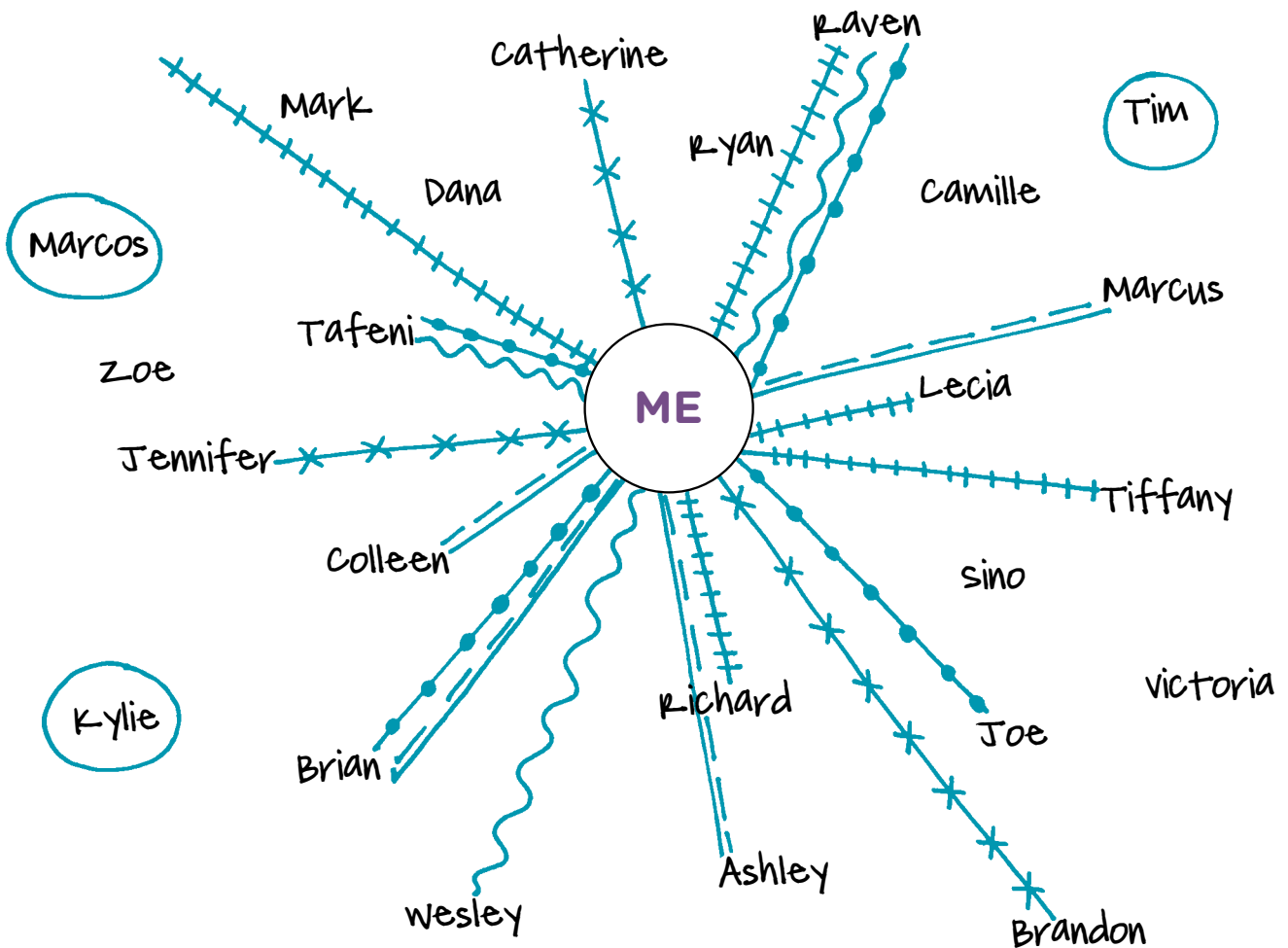
These are the smartest kids in class



Sociogram Example

KEY

-  These are my 3 best friends
-  I wish I could be these people's friends
-  I play with these people at recess and lunch
-  These are the popular kids in our class
-  These are the smartest kids in class





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).

CIVICS

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

3-5 Benchmark 1 Understands how Americans are united by the values, principles, and beliefs they share rather than by ethnicity, race, religion, class, language, gender, or national origin.

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

K-2 Benchmark 1 Knows that a responsibility is a duty to do something or not to do something.

3-5 Benchmark 3 Knows private character traits that contribute to the health of American democracy such as individual responsibility, self-discipline/self-governance, honesty, persistence, and compassion.

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

LIFE SKILLS

Standard 2 Uses conflict-resolution techniques.

Pre-K Benchmark 1 Uses acceptable methods to resolve conflicts and disagreements with peers.

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).

ART

Standard 5 Understands the characteristics and merits of one's own artwork and the artwork of others.

Pre-K Benchmark 1 Discusses and evaluates the intentions and meanings of his or her own artwork and the work of others.

K-4 Benchmark 2 Knows how people's experiences (e.g., cultural background, human needs) can influence the development of specific artworks.

K-4 Benchmark 3 Understands that specific artworks can elicit different responses.

5-8 Benchmark 1 Distinguishes among multiple purposes for creating works of art.

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).

Acknowledgments

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Photography Credits

Pg. 1 Matt Ludke

Pg. 2 Aaron Clamage

Pg. 4 Matt Ludke

Pg. 9 Aaron Clamage (top); Matt Ludke (bottom)

Pg. 11 Aaron Clamage

Pg. 12 Matt Ludke (top); Aaron Clamage (bottom)





A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

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