

# Say Their Names

A toolkit to help foster productive conversations about race and civil disobedience

**“In a racist society, it is not enough to not be non-racist, we must be anti-racist”** - Angela Davis.

*Say Their Names*. Tyre Nichols, George Floyd, Breonna Taylor, Ahmaud Arbery, and the [countless others](#) that came before.

If you are planning on talking to your students or children about racial violence or civil disobedience, please first read [“Don’t Say Nothing”](#) by Jamilah Pitts. This piece illustrates how vital it is to engage young people in conversations about race and racism, and Ms. Pitts lays out the argument better than we ever could.

We hope that you take time to read, reflect, and engage with both the young people and adults in your life in conversations around how we can confront racism every day. Safeguarding our young people means that we all must do the work to think and act equitably, show up for our Black students and colleagues, interrogate our own biases, and live an actively anti-racist life.

We must always focus on our shared humanity, and prioritize learning and talking about the root causes of racial justice protests and interracial activism. Below are suggestions and strategies for educators and parents on having conversations with young people in school and at home about race, racism, racial violence, understanding biases, and how to take action for racial justice.

If you have suggestions for any lessons or activities, please share them with us [here](#).

*For more information on social emotional support and guidance, contact the CPS Office of Social and Emotional Learning at [OSEL@cps.edu](mailto:OSEL@cps.edu) or your [Network SEL Specialist](#).*

*For more information on resources, protocols, and practices for civil discourse, youth voice, civic learning and engagement, or K–12 social science, contact the CPS Department of Student Voice and Engagement [CivicLife@cps.edu](mailto:CivicLife@cps.edu). Social Science educators should contact the Department of Social Science,*

*For information on the CPS Equity Framework and supporting tools and resources, please visit [cps.edu/equity](https://cps.edu/equity).*

## Included in this document:

- [Where to start? Guidance for CPS stakeholders](#)
- [Resources for Realizing Our Commitment to Anti-racist Education](#)

## Where to start? Guidance for CPS staff, families, and community members.

Note: This is a living document and will be updated on an ongoing basis.

### Make a commitment to:

- Taking care of the mental and emotional health of our youth, our colleagues, and ourselves.
- Listen. Talking about race, racial violence, racism, Black Lives Matter, and elevating youth voices.
- Paying close attention to news, media, and other information sources.
- Working to be actively anti-racist.

### Take care of yourself. Take care of others.

- [Consider the mental and emotional health of our young people, our colleagues, and ourselves.](#)

### Educate yourself.

- Research to better understand racial justice issues, and do not rely on Black people to explain their feelings or their knowledge.

### Engage our youth.

- Acknowledge what has happened. Acknowledge this is hard. Show that you care, and tell our youth you are here for them. Be patient and understanding.
- Hold space for youth to reflect and to share how they feel. Acknowledge the issues behind the current moment and the pain folks are feeling.

Classroom activities	Possible facilitation ideas to engage students remotely
Open with acknowledgement	<ul style="list-style-type: none"> <li>• Ask students - <i>If how you are feeling were a color, what color would it be?</i> Choose one <a href="#">colorful image</a> to present to spark interest and/or ideas for what color they are thinking about.</li> <li>• Create a slide with 3-4 <a href="#">emojis</a> OR <a href="#">images</a>, and ask students to choose the emoji or image that best represents how they are feeling.</li> <li>• Ask students to select a song that best describes how they are feeling. Ask them to share part of the lyrics with the class either on chat or the part of the song.</li> <li>• Have students answer with <a href="#">sticky note slides</a> - <i>What are you thinking? How are you feeling?</i></li> </ul>
Engage in free form discussions	<ul style="list-style-type: none"> <li>• Have students engage in a <a href="#">Connections protocol</a> to verbally share and connect with their peers.</li> <li>• Hold a <a href="#">Talking Circle</a> (<a href="#">virtual modifications</a>).</li> <li>• Have students engage in an “I believe,” discussion. You can have them choose between, “always true”, “sometimes true” and “rarely true.” The statements can address a variety of inclusion topics or be narrowed to fit your goals or the students involved. (For example, you can adapt this to be only about race or current events). You can modify this activity for remote learning by having students write in the chat, turn camera on if the answer is always true, off if rarely</li> </ul>

	<p>true, or use one of the chrome extensions for sometimes true. For more ideas on how to get students to open up about identity or privilege, use this this source, <a href="#">7 Easy Activities That Encourage Students to Open Up About Identity and Privilege</a></p>
<p>Close with self-care and a sense of hope</p>	<ul style="list-style-type: none"> <li>● Have students create a <a href="#">self-care plan</a> for themselves. Check-in with students regularly to see how they are doing with their plans.</li> <li>● Ask students to help you create a self-care plan for the classroom. Ask, “What type of activities or actions should we take when we want to discuss current events?”</li> <li>● Have students work on a Re-Imagine Activity. Ask students to write or discuss how they would love society to be.</li> <li>● Heart, Head, and Feet Activity: What are you thinking (Head) feeling (Heart) or ready to do? (feet) Ask students to choose one or all three.</li> </ul>

- Find more [instructional protocols and activities](#) here.
- Remember not to take symptoms of [trauma](#) (anger, withdrawal, distance, irritability) personally. If a young person does not want to talk or share, that is okay. Acknowledge their feelings and support youth where they are.
- [Learn about and pay attention to media and information.](#)
- [Talk and learn about how to be actively anti-racist.](#)

### Resources for Realizing Our Commitment to Anti-racist Education:

1. [Consider the mental and emotional health of our youth, our colleagues, and ourselves.](#)
  - How can I support youth through this trauma?
  - How can I use restorative practices to host healing spaces?
  - Where can I find resources for myself and my colleagues?
2. [Talk about race, racial violence, racism, and Black Lives Matter.](#)
  - What resources can I use to help young people understand the context of the present-day?
  - How can I start conversations about these topics and support youth?
  - How do I support Black youth without inducing further trauma?
  - How do I talk about this with non-black youth?
  - How do I talk about this with elementary-aged youth?
  - How do I show up for my Black colleagues?
3. [Pay close attention to media and information.](#)
  - How is this story being told, and why is this important?
  - How should I consume media at this moment? What questions should we be asking ourselves?
  - How do we hold the media accountable? How are we accountable for the information we share?

4. **Be actively anti-racist.**

- What does it mean to be anti-racist and why is it important?
- How can I be an anti-racist educator?
- As a person of color, how can I be an anti-racist ally to the Black community?
- How can I be an anti-racist parent?

5. **Re-Imagining Community & Police Relationships**

- How are others currently discussing and working on re-imagining community and police relationships?

6. **Resistance Movements: Advocacy, Activism, Organizing**

- How have people of color been at the forefront of resisting and fighting injustice?
- How have youth been at the forefront of resisting and fighting injustice?
- How can we take more action?

**Consider the mental and emotional health of our youth, our colleagues, and ourselves.**

Violence has an impact on all of us—especially on our mental health. Emotional responses may manifest in different ways, including anger, irritability, grief, and hopelessness. We should be aware of signs of trauma or distress not only for our youth, but also for ourselves and our colleagues.

How can I support young people through this trauma?		
Title/Resource	Description	Link
When We Normalize Racism And Bigotry, We Do Violence To Our Mental Health	This brief statement from Mental Health America calls attention to the impact of violence (including witnessing violent events in media reports) on our mental health, and especially the mental health of marginalized communities. The statement also contains links with additional information and resources.	<a href="#">When We Normalize Racism And Bigotry, We Do Violence To Our Mental Health</a>
Addressing Race and Trauma in the Classroom: a Resource for Educators	This resource from the National Child Traumatic Stress Network (NCTSN) is designed to help educators understand the interplay of race and trauma in the classroom. The guide reviews historical trauma and racial trauma, explains the impact of trauma on different age groups, and offers supplemental resources.	<a href="#">NCTSN: Addressing Race &amp; Trauma in the Classroom</a>
Managing Strong Emotional Reactions to Traumatic Events: Tips for Families and Teachers	This resource from the National Association of School Psychologists provides a brief review of anger—a common reaction to trauma—and reminds adults of how the reactions of children and youth are influenced by adult responses.	<a href="#">NASP: Managing Strong Emotional Reactions to Trauma</a>
Mindfulness Techniques for Students and Staff	Calm Classroom is a simple and accessible way to integrate mindfulness into the classroom or home culture. Mindfulness is the ability to pay attention to our present moment. The daily practice of mindful breathing, stretching, focusing, and relaxation exercises cultivates a greater sense of self-awareness, mental focus, and emotional resilience within educational and personal spaces.	<a href="#">Keep Calm &amp; Practice Calm Classroom</a>

How can I use restorative practices to host healing spaces?

Title/Resource	Description	Link
How to Host a Virtual Circle	Guidance on how to facilitate and adapt the model of an in-person circle for a virtual, online setting. Previous experience facilitating in-person circles is helpful but not necessary.	<a href="#">How to Host a Virtual Circle</a>
Circle Forward	Sample scripts for hosting talking circles from the Circle Forward book specifically related to grief, loss, and trauma.	<a href="#">Circle of Grief, Loss, and Trauma</a>

Where can I find resources for myself and my colleagues?

Title/Resource	Description	Link
Radical Self-Care in the Face of Mounting Racial Stress	This article from Psychology Today provides steps for cultivating hope during times of distress and provides self-care strategies for adults.	<a href="#">Psychology Today: Radical Self Care in the Face of Mounting Racial Stress</a>
The American Nightmare	This thinkpiece provides insight to the mental, social, and historical impacts of systemic racism in America on Black people and how we have arrived at our current state in America.	<a href="#">The American Nightmare</a>
Your Black Colleagues May Look Like They're Okay -- Chances Are They're Not	This article highlights the stressors of working while Black during a pandemic in which race is both a factor and a trigger. This article supports empathetic thinking and social awareness.	<a href="#">Your Black Colleagues May Look Like They're Okay- Chances Are They're Not</a>
Detour Spotting for White Anti-racists	How can white allies monitor their own patterns of behavior through an anti-racist lens in order to not perpetuate white supremacy?	<a href="#">Detour Spotting for White Anti-racists</a>
Avoiding Racial Equity Detours	Describes four detours to racial equity work and how we can identify and avoid them.	<a href="#">Avoiding Racial Equity Detours</a>

## Talk about race, racial violence, racism, and Black Lives Matter.

*“Our lives begin to end the day we become silent about things that matter.”- Dr. Martin Luther King Jr.*

These resources explore our responsibility as educators, parents, and civic actors to discuss race, racial violence, racism, and Black Lives Matter with youth, as well as resources to help us do this work.

Please note that schools and teachers should provide families and youth with an opt-out option. No matter how well-planned and expertly-facilitated these conversations are, they can be re-traumatizing to Black youth.

What resources can I use to help young people understand the context of the present-day?		
Title/Resource	Description	Link
Recommended news outlets to use in the classroom	To provide up-to-date information on current events as it relates to racial violence and civil disobedience, we recommend these news outlets to use with your young people. To engage in critical analysis of media information look at Section 3: Pay Close Attention to Media and Information.	<a href="#">PBS Newshour</a> <a href="#">NPR</a> <a href="#">Newsela</a> <a href="#">NYT Learning Network</a> <a href="#">Listenwise</a>
Listenwise Blog: Teaching about Race & Racism this Fall Using Audio Stories	Listenwise wrote a blog post in response to George Floyd’s death and police violence towards Black Americans (ie: George Floyd, Breonna Taylor, Ahmaud Arbery, Tony McDade, etc). Here they offer a curated list of resources to support educators in creating intentional spaces for students and community members to engage more meaningfully in discussions about race and racism.	<a href="#">Teaching about Race &amp; Racism this Fall Using Audio Stories</a>
Facing History and Ourselves: Policing and the Legacy of Racial Injustice	This series of Teaching Ideas is designed to help students think critically about the long and troubling history between law enforcement and Black Americans. Use these Teaching Ideas to help your students bring a historical lens to these complex issues, engage with nuanced sources that reflect a range of experiences with policing, and consider ways to build a society that ensures the safety of all people.	<a href="#">Facing History and Ourselves: Policing and the Legacy of Racial Injustice</a>
Ted Talk: The Urgency of Intersectionality	This Ted Talk video is led by Kimberle Crenshaw, founder of the African American Policy Forum and the #SayHerName campaign. Within this Ted Talk, Kimberle Crenshaw speaks to why it is important that we recognize the experiences and injustice experienced by Black Women as well as all those who are disproportionately marginalized because of more than one component of their identity.	<a href="#">Ted Talk: The Urgency of Intersectionality</a>

How do I start the conversations about these topics and support youth?		
Title/Resource	Description	Link
Facing History and Ourselves: Teaching In The Wake Of Violence	This resource is a guide for teachers on navigating conversations with their students after news of a mass	<a href="#">Teaching In The Wake Of Violence</a>

	shooting, terrorist attack, police violence, and other violent events.	
Teaching Tolerance: Black Lives Matter Still Matters	This resource outlines why it is important to teach young people of all races about the Black Lives Matters movement, its origins, and its continued relevance.	<a href="#">Black Lives Matter Still Matters</a>
Talking About Race. The National Museum of African American History and Culture	Talking about race, although hard, is necessary. These tools and guidance are designed to empower your journey and inspire conversation. Many of the tools for educators are PK-12. And there are great resources for individual work, no matter your role.	<a href="https://nmaahc.si.edu/learn/talking-about-race">https://nmaahc.si.edu/learn/talking-about-race</a>
Violent protests are not the story. Police violence is.	This article provides information about the root causes of the protests and emphasizes why we need to focus on police brutality and racial discrimination.	<a href="#">Violent protests are not the story. Police violence is</a>

How do I support Black youth without inducing further trauma?		
Title/Resource	Description	Link
Teaching Tolerance: Black Minds Matter	This resource outlines the impact of racial disparities in mental health access and treatment and how schools and educators can play a major role in helping to mitigate those disparities.	<a href="#">Black Minds Matter</a>
Teaching Tolerance: Don't Say Nothing. Silence Speaks Volumes. Our Students Are Listening.	This resource outlines the importance and duty of educators to acknowledge and discuss race and racism with youth.	<a href="#">Don't Say Nothing. Silence Speaks Volumes. Our Students Are Listening.</a>
Teaching Tolerance: Ending Curriculum Violence	This article from Teaching Tolerance explores how despite the best intentions, teachers can create "curriculum violence" that can have detrimental effects on our youth.	<a href="#">Ending Curriculum Violence</a>
Teaching Tolerance: Let's Talk! Teaching Black Lives Matter Webinar	Teaching Tolerance proudly presents our four-part webinar series Let's Talk! This series covers a range of critical topics that can be difficult to discuss with students and colleagues. This sequel to <i>Let's Talk! Discussing Black Lives Matter in the Classroom</i> , reviews the education related policy demands within the Movement for Black Lives' platform: Invest-Divest and Community Control. Participants will receive resources and a framework for bringing the Black Lives Matter movement into their classrooms. This webinar features EduColor's Awo Okaikor Aryee-Price.	<a href="#">Let's Talk! Teaching Black Lives Matter</a>

How do I talk about race, racial violence, racism, and Black Lives Matter with non-black youth?		
Title/Resource	Description	Link
Anti-Defamation League: How Should I Talk About Race in My Mostly White Classroom?	This resource provides guidance and considerations for how to engage in reflection and discussion on race and racism with white youth.	<a href="#">How Should I Talk About Race in my Mostly White Classroom?</a>
Safe Space Radio: Tips and Strategies “Talking to White Kids about Race and Racism”	This resource provides tips for educators and parents on how to have a conversation on race and racism with white youth.	<a href="#">Tips and Strategies: Talking to White Kids about Race and Racism</a>
Letters For Black Lives: An Open Letter Project on Anti-Blackness	This resource includes letters written by Asian American and Latinx American youth to their parents about the importance of centering Black lives in any discussion on race, discrimination, and injustice. It is an example of how non-black students can engage in learning and reflection on race, racism, and Black Lives Matter.	<a href="#">Letters For Black Lives</a>
New York Times: A Conversation on Race	This resource includes a series of videos on different racial and ethnic groups describing their experiences with racism, including the following: <ul style="list-style-type: none"> <li>● A Conversation with my Black Son</li> <li>● A Conversation About Growing Up Black</li> <li>● A Conversation With Black Women on Race</li> <li>● A Conversation with Latinos on Race</li> <li>● A Conversation with Asian-Americans on Race</li> <li>● A Conversation with Native Americans on Race</li> <li>● A Conversation with White People on Race</li> <li>● A Conversation with Police on Race</li> </ul>	<a href="#">A Conversation on Race</a>
Why Are All the Black Kids Sitting Together in the Cafeteria? (And Other Conversations about Race)	The chapter from Beverly Daniel Tatum’s book “Defining Racism: Can We Talk?” explores the definition of racism, its cost, and impact.	<a href="#">Why Are All the Black Kids Sitting Together in the Cafeteria?</a>

How do I talk about this with elementary-aged youth?		
Title/Resource	Description	Link
Teaching Tolerance: Y’all Still Don’t Hear Me Though	This text for grades 6-8 features a 2015 essay by Lecia J. Brooks as she recounts her perspective as a protester who participated in the Los Angeles Race Riots that followed the trial of those who had committed police brutality against activist Rodney King. Her account details the pervasiveness of police brutality and why demonstrators protest against it.	<a href="#">Y’all Still Don’t Hear Me Though</a>
Children Community School: Social Justice	This site contains resources and considerations for how to discuss race and social justice topics including racism, police	<a href="#">Children Community School:</a>



Resources	brutality, and protests with youth.	<a href="#">Social Justice Resources</a>
Edutopia: Teaching Young Children About Bias, Diversity, and Social Justice	This resource contains five strategies for engaging youth in learning and discussion on bias, diversity, and social justice.	<a href="#">Teaching Young Children About Bias, Diversity, and Social Justice</a>
Oakland Library: Talking to Kids about Racism and Justice, a list for Parents, Educators, and Caregivers (Pre-K and up)	This resource provides a list of educational resources to engage young people (Pre-K and up) in learning about racism and justice.	<a href="#">Talking to Kids about Racism and Justice, A list for Parents, Educators, and Caregivers</a>

### Pay close attention to media and information.

Media has power. What we see and hear shapes what we think, how we see ourselves, and how we engage with the world around us. Teaching young people at all ages critical media and information literacy skills is key for preparing youth for civic life.

How is this story being told, and why is this important?		
Title/Resource	Description	Link
Facing History and Ourselves: How Journalists Minimize Bias	This lesson from Facing History and Ourselves asks youth to consider how biases and stereotypes influence the way we interpret the world around us and how both journalists and media consumers address issues of bias in themselves and others.	<a href="#">How Journalists Minimize Bias</a>
5 Key Questions and Concepts that can Change the World	It is important that we cultivate critical media dispositions and skills in our youth so that they consume information effectively.	Edutopia: <a href="#">Social Media and 5 Key Concepts</a>  Free lessons from the <a href="#">Center for Media Literacy</a> using 5 Key Concepts/Questions that can be used with students every day.

How should I consume media at this moment? What questions should we be asking ourselves?		
Title/Resource	Description	Link
Teaching Tolerance: Living with the Bear	This article discusses how constant exposure to violence via social media is harming our youth, and how we can give	<a href="#">Living with the Bear</a>

	them the support they need.	
Teaching Tolerance: Teaching Students about Confirmation Bias	This article focuses on concerns about the impact of fake news by helping youth know and understand confirmation bias (our tendency to more readily believe information that supports—or confirms—our existing worldviews and to exclude information that might contradict previously held assumptions).	<a href="#">Teaching Students about Confirmation Bias</a>
Teaching Tolerance: A Classroom Discussion About the Media, Trust, and Knowledge	This article encourages students to think through problems in the contemporary media landscape to help them become more active, open-minded knowledge-seekers.	<a href="#">A Classroom Discussion About the Media, Trust, and Knowledge</a>

How do we hold the media accountable? How are we accountable for the information we share?		
Title/Resource	Description	Link
Vox: Media Coverage of Protests Sure Looks Different when Demonstrators are White	This article examines how the media covers protests when the demonstrators are white.	<a href="#">Vox: Media coverage of protests sure looks different when demonstrators are white</a>
When They See Us: Improving the Media’s Coverage of Black Men and Boys	This article shows how media coverage shapes the ability of individuals and communities to receive fair and equal justice and how persistent trends of distorted media depictions of Black men and boys contribute to negative stereotypes, inequitable treatment, and unequal opportunities.	<a href="#">When They See Us: Improving the Media’s Coverage of Black Men and Boys</a>
When Reporting on Movement Actions, Revolutionary Joy Must Be Given the Same Space As the Struggle	This article is written by a CPS Graduate and discusses the importance of balanced media coverage for movement actions and protests.	<a href="#">When Reporting on Movement Actions, Revolutionary Joy Must Be Given the Same Space As the Struggle</a>

## Be actively anti-racist.

*“In a racist society, it is not enough to not be non-racist, we must be anti-racist” - Angela Davis.*

These resources explore what it means to be anti-racist and its importance to our role as educators, parents, and civic actors. We must first listen, then learn, discuss, and act.

What does it mean to be anti-racist and why is it important?		
Title/Resource	Description	Link

National Museum of African American History and Culture: Being Anti-racist	This hand-out explores and offers guidance on the the following topics: <ul style="list-style-type: none"> <li>• What does it mean to be anti-racist?</li> <li>• Becoming an anti-racist as a white person.</li> <li>• Becoming an anti-racist as a person of color.</li> </ul>	<a href="#">Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing</a>
Teaching Tolerance: White Anti-Racism: Living the Legacy	A conversation about power, privilege, identity, and what it means to be anti-racist with community activists including: <ul style="list-style-type: none"> <li>• Diane Flinn, a white woman and managing partner of Diversity Matters.</li> <li>• Georgette Norman, an African American woman and director of the Rosa Parks Library and Museum.</li> <li>• Sejal Patel, a South Asian American woman and community organizer in South Asian immigrant communities.</li> <li>• Yvette Robles, a Chicana and Community Relations Manager in Los Angeles.</li> </ul>	<a href="#">White Anti-Racism: Living the Legacy</a>
The importance of Anti-Racist Work Within the LGBTQ+ Community	This article discusses the direct connection between gay rights and the Civil Rights Movement led by the black community. It honors the contribution of queer activists of color and calls upon the queer community to support anti-racist causes.	<a href="#">Pride Cannot-And Must Not--Exist Without Anti-Racist Work</a>

How can I be an anti-racist educator?		
Title/Resource	Description	Link
ASCD: How to be an Anti-Racist Educator	Included in this article are five actions we can take to be anti-racist educators for our youth, including “Engage in Vigilant Self-Awareness,” “Study and Teach Representative History,” and “Talk about Race with Youth.”	<a href="#">How to be an Anti-Racist Educator</a>
Edutopia: Creating an Anti-Racist Classroom	This resource helps us to reflect on our own biases and about our own practices in the classroom as we engage in anti-racist work.	<a href="#">Creating an Anti-Racist Classroom</a>

As a person of color, how can I be an anti-racist ally to the Black community?		
Title/Resource	Description	Link
Research shows that a majority of Americans support the Black Lives Matter Movement	In this report the Pew Research Center finds that across racial and ethnic groups, a majority of Americans say both anger over George Floyd’s death and broader racial issues contributed to protests among other significant findings.	<a href="#">Amid Protests, Majorities Across Racial and Ethnic Groups Express</a>

		<a href="#">Support for the Black Lives Matter Movement</a>
How Asians Can Show Up for the Black Community Right Now	Here is a list of ways to take action and stand up in allyship with the Black community. Through these actions, individuals can engage in continuous work on being anti-racist and take steps in dismantling white supremacy.	<a href="#">20+ Allyship Actions for Asians to Show Up for the Black Community Right Now</a>
Hispanic Coalition vows to fight anti-black racism	Acknowledging racism within our community is not enough, in this article several prominent Hispanic organizations and leaders commit to 4 major actions in their support for black lives.	<a href="#">Latinos must acknowledge our own racism, then we must pledge to fight it</a>
How Native Communities Are Standing in Solidarity for Black Lives Matter	Native Women Lead is an organization that is committed to using their networks and spaces to fight for justice and liberation. They share ways on how indigenous communities can organize and stand in solidarity for Black lives.	<a href="#">Native Women Lead with Solidarity for Black Lives Matter</a>

How can I be an anti-racist parent?		
PBS Social: How to Talk to Your Kids about Anti-Racism-A List of Resources	A list of resources offered by partners in public media and the education space, plus other trusted sources. Some items are articles or curations offered by institutions and academic experts, while others are collective works by community members. They help us embrace the wealth of knowledge spilling out of formal and informal systems to educate each other toward a more inclusive future.	<a href="#">How to Talk to Your Kids about Anti-Racism-A List of Resources</a>
Anti-Racism Books for Kids	This article suggests books by age group that can help you start conversations with your children about why people are protesting, and also includes stories with Black people at the center and of Black joy.	<a href="#">These Books Can Help You Explain Racism and Protest to Your Kids</a>
How White Parents Can Talk About Race	NPR's Michel Martin talks to Jennifer Harvey, author of Raising White Kids: Bringing Up Children in a Racially Unjust America, about how to talk with white kids about racially-charged events.	<a href="#">'Raising White Kids' Author on How White Parents Can Talk About Race</a>
A Community-Collected List of Books for Young People that Center on the Collective Value of All Black Lives	The Chicago Public Library has a featured list of books that center on the collective value of all Black lives. Collective value means that “all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status or location matter.”	<a href="#">SPS Black Lives Matter: Trans-Affirming, Queer Affirming and Collective Value</a>

## Re-Imagining Community & Police Relationships

It is not only important to have conversations with our young people about WHY there is a need for change, it is also important to discuss WHAT those changes may look like. Use the resources below to engage young people in conversations around other cities who have engaged in the work of re-imagining police and community relationships.

How are others currently discussing and working on re-imagining community and police relationships?		
Title/Resource	Description	Link
CAHOOTS': How Social Workers And Police Share Responsibilities In Eugene, Oregon	This audio from WBEZ discusses how an organization (CAHOOTS) shares responsibilities with the police in Oregon by responding to calls with an EMT or nurse, and crisis workers with several years of training in mental health.	<a href="#">CAHOOTS': How Social Workers And Police Share Responsibilities In Eugene, Oregon</a>
Mayor London Breed pushes San Francisco reforms: Police no longer will respond to noncriminal calls	This article from the LA Times explains how San Francisco police officers will be replaced with trained, unarmed professionals to respond to calls for help on noncriminal matters involving mental health, the homeless, school discipline and neighbor disputes, as part of a new wave of police reforms.	<a href="#">London Breed pushes San Francisco reforms: Police no longer will respond to noncriminal calls</a>
Denver Police Testing Idea of Civilian Teams Responding To Some 911 Calls	Listen to this news report from Denver, CO about how the Denver police department is developing a pilot program that would dispatch civilian teams to certain 911 calls. Instead of a police officer, a team of mental health workers and medics would respond.	<a href="#">Denver Police Testing Idea of Civilian Teams Responding To Some 911 Calls</a>
The Invisible Institute-Police Project	This website discusses how for the past four years, the Mandel Clinic and the Invisible Institute have been engaged in an inquiry into youth-police interactions on the South Side of Chicago.	<a href="#">Youth/Police Conference</a>
Research by Mikva Challenge's Mayoral Youth Commission-Summer 2016	Read the recommendations of a diverse group of students who come from all over the city of Chicago to help bridge the gap between decision makers and youth on youth-police relationships.	<a href="#">Mikva Challenge Mayoral Youth Commission</a>
What's the alternative to police in schools? Restorative justice.	Read this article to learn how proper training in Restorative Justice practices in schools can lead to improving school climate and an overall decrease in school suspensions and a drop in serious incident reports.	<a href="#">What's the alternative to police in schools? Restorative justice.</a>

## Resistance Movements: Advocacy, Activism, Organizing

In addition to learning and discussing the history of race and racism in the United States it is important to center resistance. It is important for students to understand how BIPOC (Black, Indigenous, People of Color) and BIPOC

Youth have exercised their authority and agency to challenge racism and help ensure the democratic ideals of this country are true. Learning about resistance movements also helps move students to a place of action so they too can feel they have the power to challenge injustice.

How have people of color been at the forefront of resisting and fighting injustice?		
Title/Resource	Description	Link
NPR's Code Switch Podcast: Outside Agitator	In this podcast NPR hosts sit down with Professor Peniel Joseph from the University of Texas at Austin to discuss the continued tactic of delegitimizing protests, movements, and activists.	<a href="#">NPR's Code Switch Podcast: Outside Agitator</a>
New York Times: 1619 Project	This series of essays aims to reframe the country's history placing the consequence of chattel slavery, as well as the contributions and resistance of Black Americans at the very center of our national narrative.	<a href="#">New York Time's 1619 Project</a> <a href="#">The 1619 Project Curriculum Pulitzer Center</a>
Teaching Resistance in Dangerous Times	This resource from Zinn Education Project include lessons that: <ul style="list-style-type: none"> <li>● Show how social movements have organized and made strides even during dangerous times.</li> <li>● Help students explore other moments in history when elites have mobilized to roll back racial and economic progress.</li> <li>● Highlight examples of "divide and conquer" politics.</li> </ul>	<a href="#">Teaching Resistance in Dangerous Times</a>
Facing History and Ourselves' "Understanding #takeaknee and Athlete Activism" Lesson Plan	This lesson plan explores athlete activism and the role of #takeaknee in influencing the national dialogue around racial injustice. This lesson also explores the historical role athlete activism has played in social movements. This lesson includes several primary and secondary sources as well as activity suggestions.	<a href="#">Understanding #takeaknee and Athlete Activism</a>

How have youth been at the forefront of resisting and fighting injustice?		
Title/Resource	Description	Link
Rethinking Schools: Teaching SNCC: The Organization at the Heart of the Civil Rights Revolution	This resource provides information to help learn the history of how young students risked their lives to build a multigenerational movement against racism and for political and economic power.	<a href="#">Rethinking Schools: Teaching SNCC "The Organization at the Heart of the Civil Rights Revolution"</a>
Existence Is Resistance: Supporting Student-Led	This article from Teaching Tolerance helps teachers encourage students to take action against injustice and offers	<a href="#">Existence Is Resistance:</a>

Social Change	ways to support students- the author includes five practical lessons she's learned in doing just that.	<a href="#">Supporting Student-Led Social Change</a>
"Youth are Powerful" Diego Garcia, 18, Has Been Mobilizing His Latino Community in Fight for Social Justice	Read Diego Garcia (18)'s story and perspective on activism and organizing.	<a href="#">"Youth are Powerful" Diego Garcia, 18, Has Been Mobilizing His Latino Community in Fight for Social Justice</a>
Douglas Park Will Be Renamed For Frederick Douglass, Park District Board Says: 'We Have Heard You'	Learn about the efforts led by West Side students who lobbied for changing the name of Douglas Park for years, and the eventual unanimous vote by the Park District Board to do so.	<a href="#">Douglas Park Will Be Renamed For Frederick Douglass, Park District Board Says: 'We Have Heard You'</a>
Listen: Chicago youth leaders Miracle Boyd and China Smith reflect on activism, trauma, and growth	Read and reflect on the perspectives of these two young activists currently organizing in Chicago.	<a href="#">Listen: Chicago youth leaders Miracle Boyd and China Smith reflect on activism, trauma, and growth</a>

How can we take more action?		
Title/Resource	Description	Link
"How to Support Black Lives Matter, Wherever You are" by Time Out	This article explores 8 ways for anyone to continue to support Black Lives Matter and includes lists of organizations working to support Racial justice.	<a href="#">How to Support Black Lives Matter, Wherever You are</a>
Black Led Chicago Community Organizations working for Racial Justice	Use this list to explore Black Led Chicago Community Organizations working for Racial Justice. There are numerous ways to be involved with these organizations and partner with or support that they are doing. A few of these organizations are also youth led and could serve as a case-study in youth participation, action, and organizing.	<ul style="list-style-type: none"> <li>- <a href="#">Assata's Daughters</a></li> <li>- <a href="#">Chicago Equity and Transformation</a></li> <li>- <a href="#">Chicago Alliance Against Racist and Political Repression</a></li> <li>- <a href="#">Good Kids Mad City</a></li> <li>- <a href="#">My Block My Hood My City</a></li> <li>- <a href="#">The TRiiBE</a></li> <li>- <a href="#">Brave Space Alliance</a></li> <li>- <a href="#">Gray Matter Experience</a></li> <li>- <a href="#">Black Lives Matter Chicago</a></li> <li>- <a href="#">Southsiders Organized for Unity and Liberation</a></li> <li>- <a href="#">#LetUsBreathe Collective</a></li> </ul>

		<ul style="list-style-type: none"><li>- <a href="#"><u>West Side Justice Center</u></a></li><li>- <a href="#"><u>Resident Association of Greater Englewood (R.A.G.E.)</u></a></li><li>- <a href="#"><u>Chicago West Community Music Center</u></a></li><li>- <a href="#"><u>Affinity Community Services</u></a></li><li>- <a href="#"><u>i.c. stars</u></a></li><li>- <a href="#"><u>Black Youth Project 100</u></a></li><li>- <a href="#"><u>True Star Media</u></a></li><li>- <a href="#"><u>Crossroads Fund</u></a></li><li>- <a href="#"><u>Black Girls Break Bread</u></a></li></ul>
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