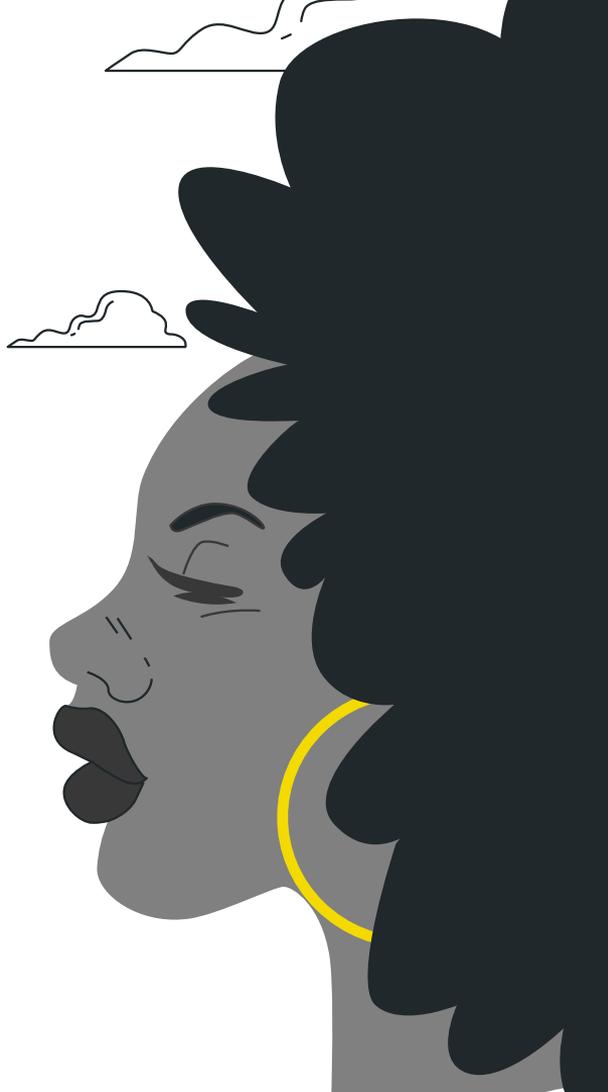


BLACK LIVES MATTER AT SCHOOL



Week of Action: Jan. 31 - Feb. 4, 2022



OVERVIEW

Based on feedback from last year and all that's been going on this year, the BLM at School committee has chosen to lighten the student facing load for the week of action. Rather than offering a whole bunch of activities for educators to lead with their classes each day, we've compiled **a list of movies** for each grade band that we've matched to the [13 guiding principles of the BLM movement](#). For each movie we've put together **a discussion guide** to help educators facilitate critical conversations connecting the media they've engaged with to the movement. As a follow up activity, we've also paired each movie with an [essay contest](#) and a [door decorating contest](#). Student winners of the essay contest will win a free BLM @ School shirt and have their essay published in the Boston Union Teacher newspaper. Class winners of the door decorating contest will receive a free field trip in the spring (transportation costs funded by the BTU, who will also provide 4 chaperones).

On the educator end, we're **launching a workshop series** in partnership with the Telescope Network where educators can join 1.5 hour sessions to earn PDPs. There will be **7 sessions** between February and May, centered around the 13 guiding principles. Participants will receive a free shirt, but for folks who want to purchase shirts we're selling them for \$11. You can order them through venmo (@BLMatBTU), just make sure to include your full name, shirt size, and school site, so we can mail it.

LINKS TO GRADE BAND ACTIVITIES

Early Ed (K0 - Gr1)

Elementary (Gr. 2- 4)

Middle Grades (Gr. 5 - 7)

Early High School (Gr. 8 - 10)

Upper High School (Gr. 11 & 12)

The movies we recommend in this guide are all available on one or more of the following platforms

- Amazon Prime
- Disney+

During the week of action **only**, each platform will be accessible to educators using the login information below. Happy viewing!

Username:BLMatBTU or BLM@btu.org
Password:BLMboson2022!

EARLY ED



SPEAKING TO EARLY ED STUDENTS ABOUT BLM @ SCHOOL PRINCIPLES

Here are some kid-friendly ways to teach the BLM @ School [Principles](#)!

Here are some [posters](#) you can put up too, along with other [languages](#)!

For your reference, here is the [adult version](#).

SOUL (PG)



Watch this movie on Disney+

Summary

“Joe Gardner is a middle school teacher with a love for jazz music. After a successful gig at the Half Note Club, he suddenly gets into an accident that separates his soul from his body and is transported to the You Seminar, a center in which souls develop and gain passions before being transported to a newborn child. Joe must enlist help from the other souls-in-training to get back to Earth.” This movie depicts the struggle between being grateful for what you have in life and listening to your heart to find your ‘spark.’ This movie handles some big themes in a cartoon kid-friendly way.”

SOUL DISCUSSION GUIDE

Collective value

Everybody is important and everybody has a spark to give to this world

Black villages

Were there people in Joe's community that helped him? Was anyone else proud of Joe for getting his music gig? Do you go to a barber shop like Joe? Who in your community helps you feel loved and proud?

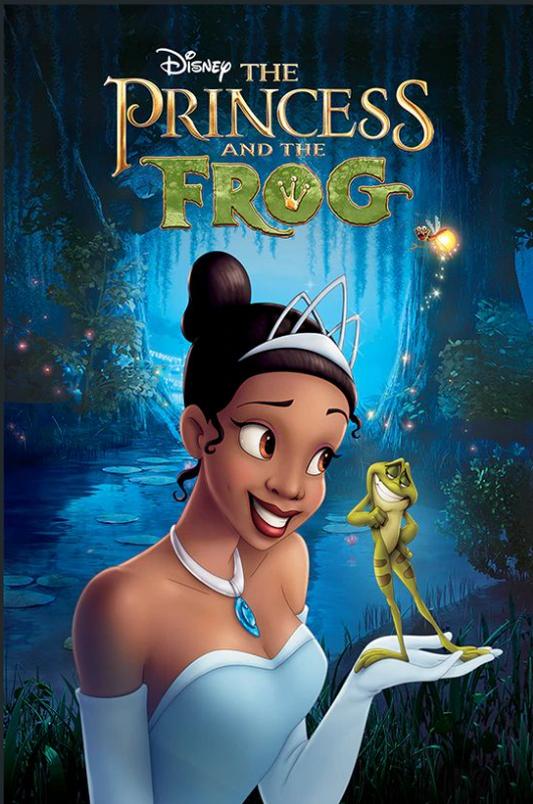
Empathy & Restorative justice

Did people understand 22? Who tried to understand 22? What did 22 need to be able to find happiness?

Black Families

Can you have people in your family that aren't related to you by blood? What does a family do for each other? Do you think there were characters in this story that helped each other?

THE PRINCESS AND THE FROG (PG)



Summary

“Hardworking and ambitious, Tiana (Anika Noni Rose) dreams of one day opening the finest restaurant in New Orleans. Her dream takes a slight detour when she meets Prince Naveen (Bruno Campos), who has been turned into an amphibian by evil Dr. Facilier. Mistaking her for a princess and hoping to break the spell, Naveen plants a kiss on poor Tiana -- thereby turning her into a frog as well. The pair hop along on an adventure through the bayous to seek the help of a powerful voodoo priestess.”

Watch this movie on Disney+

THE PRINCESS AND THE FROG DISCUSSION GUIDE

Collective value

Did people believe in Tiana and think she could have her dream? Why not? (Did people think she was strong enough? Did she have enough money?) Why do you think things were harder for her?

Loving engagement

Did Tiana kick out the crocodile and firefly because they were different? How did Tiana show she cared about her friends and family? Should you be kind to people that aren't your family too?

Black women

Were things in life easier for Tiana or Charlotte? Why do you think that is (She had more money, she had a dad, she was a princess, she was white, people think she was prettier, she wanted to marry the prince) Tiana is a strong, independent, Black woman and she was able to get her dream because SHE worked hard and never gave up. What is your dream that you don't want to give up on?

Black villages

Were there people in Tiana's community that helped her? Was anyone else proud of Tiana for getting her restaurant? Who in your community helps you feel loved and proud?

Empathy & Restorative justice

Did Prince Naveen understand how hard Tiana needed to work? Why not? Do you think Naveen understood Tiana's struggle more after being a frog with her? Do you think Naveen learned some empathy?

Black Families

Can you have people in your family that aren't related to you by blood? What does a family do for each other? Do you think there were characters in this story that helped each other?

ELEMENTARY



SPEAKING TO STUDENTS ABOUT BLM @ SCHOOL PRINCIPLES

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You can also find a Week of Action Starter Kit [here](#). The starter kit is chock-full of information, if you're pressed for time, we recommend starting with:

1. Introduction to the BLM in School Week of Action
2. BLM in School Week of Action National Demands
3. The Thirteen Guiding Principles of BLM
4. How to Talk to Young Children About the BLM Guiding Principles
9. FAQs

SOUL (PG)



Watch this movie on Disney+

Summary

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SOUL DISCUSSION GUIDE

Collective value

What do you think the theme or central message of this movie is? What principle do you think it matches up with?

Black villages

How did Joe's community uplift him? What effect did that have on him? Who in your community helps you feel loved and proud?

Empathy

Where did we see characters showing empathy in this movie? What effect did it have?

RUBY BRIDGES (PG)



Summary

“This film presents the real-life tale of young Ruby Bridges (Chaz Monet), one of the first African-American children to attend an integrated school in the Deep South. At only age 6, Ruby is selected to attend an all-white school in New Orleans, causing an uproar in the racially divided region. Among the people who try to help Ruby adjust to the tense situation are teacher Barbara Henry (Penelope Ann Miller) and Dr. Robert Coles (Kevin Pollak), a child psychiatrist.”

Watch this movie on Disney+

RUBY BRIDGES DISCUSSION GUIDE

Empathy

In one scene, Ruby runs back down to the crowds and seems to say something to the crowds but we later learn that she was actually praying for them. Her daily prayer is “Please God, forgive these people because even if they say those mean things they don’t know what they’re doing. So you can forgive them just like you did those folks along time ago when they said terrible things about you.” I wonder what you think about that? What do you learn about Ruby’s faith?

Intergenerational

Ruby was six-years-old. Do you think that is too young to play a major role in fighting for justice?

Black Women

Why do you think the NAACP chose Ruby, a 6-year old girl, instead of an older girl or a boy?

MIDDLE GRADES





SPEAKING TO MIDDLE GRADE STUDENTS ABOUT BLM @ SCHOOL PRINCIPLES



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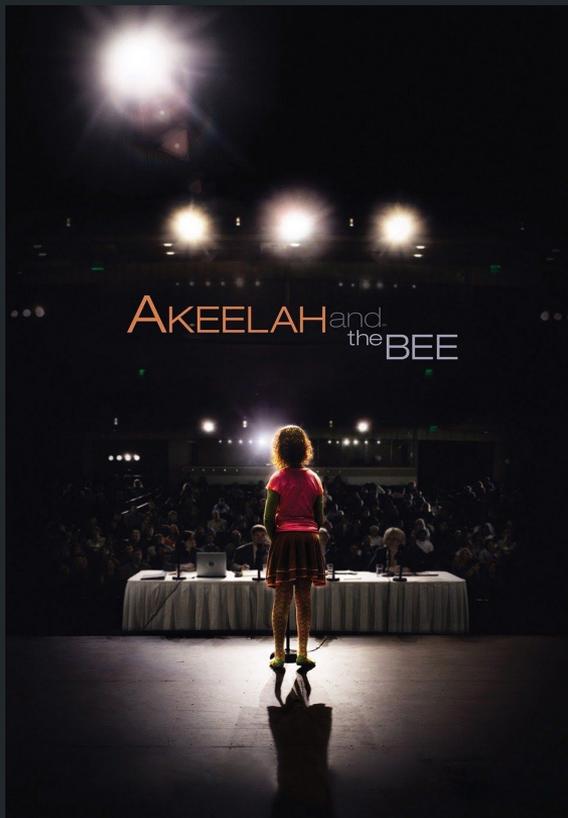
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AKEELAH AND THE BEE (PG)

*THIS FILM HAS A FEW SWEARS IN IT



Watch this movie on Amazon Prime

Summary

“Akeelah, an 11-year-old girl living in South Los Angeles, discovers she has a talent for spelling, which she hopes will take her to the National Spelling Bee. Despite her mother's objections, Akeelah doesn't give up on her goal. She finds help in the form of a mysterious teacher, and along with overwhelming support from her community, Akeelah might just have what it takes to make her dream come true.”

AKEELAH AND THE BEE DISCUSSION GUIDE

Loving engagement

Where do we see characters being engaged lovingly in this movie? Where do we not see that? How would things be different if they were (think about Akeelah's interactions with the doctor.. Think about their school, and Akeelah's home life, her times in the spelling bee)...

In the middle of the movie, we see Georgia begin to push Akeelah away even though they're supposed to be best friends. What prevents us from engaging lovingly in moments where we want to encourage those we care about? What can support us in doing so?

At 37:00 Akeelah speaks about not feeling cared for at school...what does it mean to be engaged lovingly by your school system (not just your peers or your teacher, but the whole system itself)

Black women

Think about Akeelah's relationship with her mom. How does the movie portray her mom? Have you seen that portrayal of black women other places? Where might that concept come from and what are its effects?

Black villages

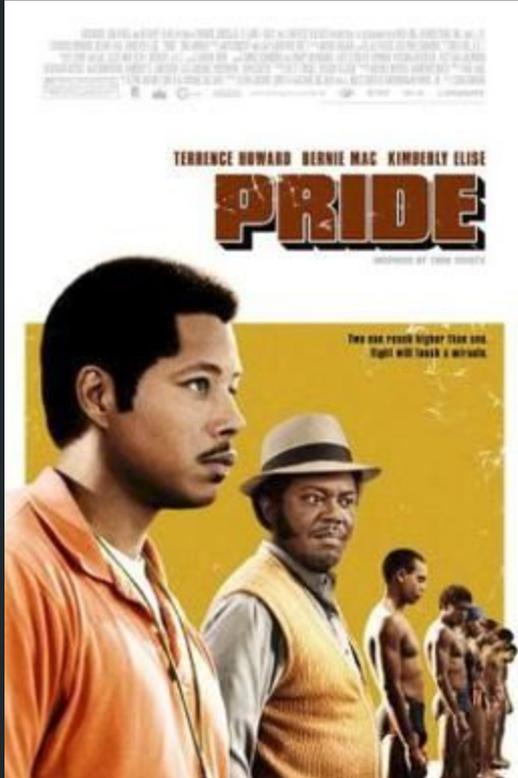
When the professor says he can no longer coach Akeelah for the bee, Akeelah's mom consoles her by saying that she will have 5,000 coaches. What did she mean by this? How did it affect Akeelah?

Black Families

Throughout the movie we see that Akeelah's mom often has to miss out on important moments in Akeelah's education because of her job. Is our school/classroom uplifting of black families? What would it look like for our classroom/school to embody this principle? (emphasizing that when we welcome and support black families we welcome and support *all* families)

PRIDE (PG)

*THIS FILM HAS A FEW SWEARS IN IT



Watch this movie on Amazon Prime

Summary

“In 1970s Philadelphia, Jim Ellis, who is driven by a love of competitive swimming, fixes up an abandoned pool building with the help of a janitor named Elston. But when city officials mark the place for demolition, he fights back by founding an all-black swim team. Facing racism, violence and a hostile city official, Jim struggles to prepare his novice swimmers for the state championships.”

*Based on a true story

PRIDE DISCUSSION GUIDE

Collective value

At 55:00, we see the team discussing the outcome of their first meet. What would the guiding principles suggest about Coach Ellis' response? (respond to the concept of having to prove themselves or work harder because they were black and losing community resources like the rec center because they weren't competitive or didn't take things seriously enough)

Loving engagement

Where do we see characters being engaged lovingly in this movie? Where do we not see that? How might things be different if they were?

Something about the concept of tough love...does it align with loving engagement..why/why not?

At 1:02:00, we see Coach Ellis share with Elson how much he believes in the team immediately after he punishes them for Andre being late instead of engaging them lovingly. What prevents us from engaging lovingly in moments where we want to encourage those we care about? What can support us in doing so?

Black women

Think about Hakim's relationship with his sister. How does the movie portray her? Have you seen that portrayal of black women other places? Where might that concept come from and what are its effects?

Restorative justice

Early in the movie we see Coach Jim indicate that he had never been arrested, and we see how it affects his reception later in the movie. What does this movie suggest about restorative justice as an alternative to the carceral (prison) system?

Later, Coach Ellis puts himself "on suspension" for making a mistake, how does this align with the guiding principles? What would have been a more restorative way to handle his "mistake" and why might it have had more favorable results?

QUEEN OF KATWE (PG)



Watch this movie on Disney+

Summary

“Living in Katwe, Uganda, is a constant struggle for 10-year-old Phiona (and her family. Her world changes one day when she meets Robert Katende , a missionary who teaches children how to play chess. Phiona becomes fascinated with the game and soon becomes a top player under Katende's guidance. Her success in local competitions and tournaments opens the door to a bright future and a golden chance to escape from a life of poverty.”

*Based on a true story

QUEEN OF KATWE DISCUSSION GUIDE

Collective value

After Brian's accident, we see Phiona's family escaping from the hospital. What would it look like for systems (medical, financial, educational, etc) to value folks of all different backgrounds? What is standing in the way of that collective value now?

Black women

After the national meet Phiona asks Coach if the boy she was playing against let her win. What does that suggest about how our beliefs about Black women impact them? Share about a time when you were in a position where you felt similarly or where you shared those beliefs.

Black families

Do you think Phiona has a good mom? What does the principle of Black families suggest to us about mothers in her situation?

Empathy

Mrs. Kimbale kicked Phiona's family out of the house when they couldn't pay rent. What would it have looked like for her to show empathy to the family? What reasons do we have for showing empathy when things aren't going our way?

Intergenerational

At 1:05:00 Coach chided Phiona for the moves she was making, but she shows him another way to win. What would it have looked like for him to model the principle of intergenerational spaces? What effects do you think it would have?

EARLY HIGH SCHOOL



SPEAKING TO EARLY HIGH SCHOOL STUDENTS ABOUT BLM @ SCHOOL PRINCIPLES

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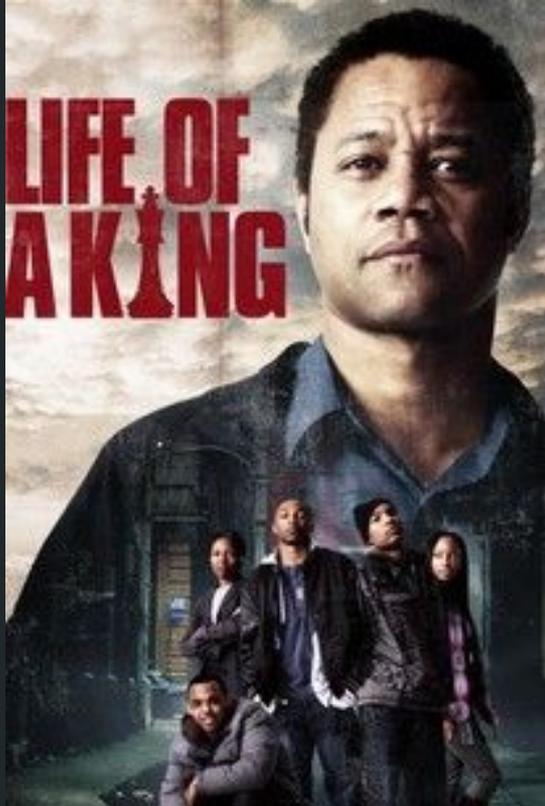
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LIFE OF A KING (PG-13)

*THIS FILM DEPICTS DEATH BY A GUNSHOT WOUND



Watch this movie on Amazon Prime

Summary

“The unlikely true story of Eugene Brown and his one-man mission to give inner-city kids of Washington D.C. something he never had – a future. He discovered a multitude of life lessons through the game of chess during his 18-year incarceration for bank robbery. After his release and reentry into the workforce, Eugene developed and founded the Big Chair Chess Club to get kids off the streets and working towards lives they never believed they were capable of due to circumstances. From his daring introductory chess lessons to group of unruly high school students in detention to the development of the Club and the teens’ first local chess competitions, this movie reveals his difficult, inspirational journey and how he changed the lives of a group of teens with no endgame.”

LIFE OF A KING DISCUSSION GUIDE

Collective value

When Eugene and Tahime go on the radio to talk about the chess tournament, Eugene makes the point that the game wasn't stolen from them because they didn't play by the rules. How would the rules of that tournament align with the principle of collective value? What are some spaces in your life where collective value is upheld? How so? What are some spaces where it is not? How so? How would you change those spaces to reflect collective value?

Loving engagement

Where do we see characters being engaged lovingly in this movie? Where do we not see that? How would things be different if they were

What does the number of students who were always in detention suggest about the loving engagement in their school?

At 33:57 we see Marco lash out at his dad Eugene, what makes it hard sometimes to accept being engaged lovingly? What might we need to help us do so?

Restorative justice

During the first detention scene, we see the teacher run out of the classroom scared once Clifton puts his hands on her. What would it look like to exemplify the principle of restorative justice in a threatening situation? What reasons would we have for doing so?

What does the principle of restorative justice suggest about the concept of detention?

Empathy

How would you describe Clifton? What does it look like to show empathy to someone like Clifton? What effect do you think it would have? What if it didn't have that effect?

UPPER HIGH SCHOOL



SPEAKING TO UPPER HIGH SCHOOL STUDENTS ABOUT BLM @ SCHOOL

PRINCIPLES

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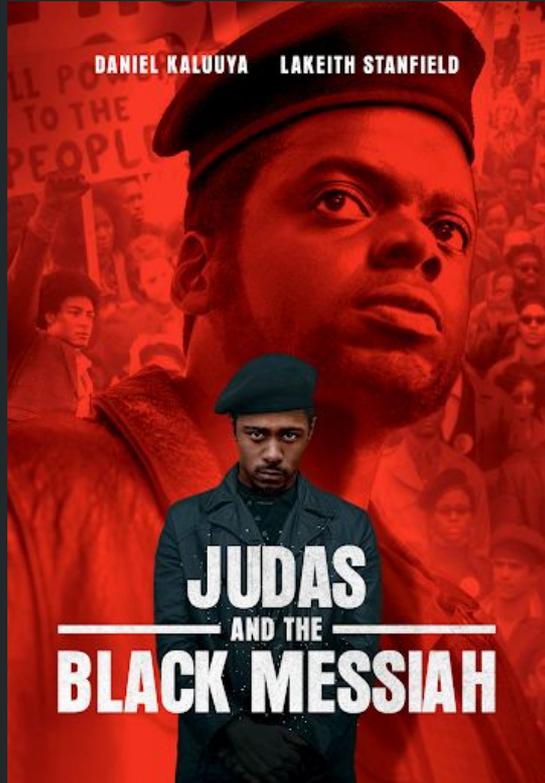
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JUDAS AND THE BLACK MESSIAH (R)

(VIOLENCE, LANGUAGE THROUGHOUT)



Watch this movie on Amazon Prime

Summary

“Judas and the Black Messiah tells the story of William O’Neal a street hustler who gets picked up after impersonating an FBI agent while trying to steal a car. Once arrested, FBI Agent Roy Mitchell gives him a choice between facing jail time or cooperating. A young local revolutionary with a growing presence and following, Fred Hampton leader of the Illinois chapter of the Black Panthers is viewed as a possible emerging ‘Black Messiah’. Fearing this, the FBI gives O’Neal the task of becoming a Judas, infiltrating the Illinois chapter of the Black Panther Party and getting close to Fred Hampton. (Judas was a disciple of Jesus Christ, believed to be the Messiah, who in exchange for personal gain betrayed Jesus to the people that would crucify him.)”



JUDAS AND THE BLACK MESSIAH

DISCUSSION GUIDE



Restorative Justice

Reflect/react to this quote from Fred Hampton: “We’re going to fight racism not with racism, but we’re going to fight with solidarity.”

Black Villages

The film shows the Black Panther Party’s free breakfast program. Why do you think this program was so important to the party?

Black Women

What role do you see Black women playing in this film?

Empathy

In the scenes where Fred Hampton meets with the Young Patriots Organization and Young Lords Organization, how does Hampton connect with the members of these groups despite their different backgrounds and experiences?

Unapologetically Black

What are some of the strongly held beliefs of the Black Panther Party and of Fred Hampton in the film? How do they compare to your own beliefs?

MOONLIGHT DISCUSSION GUIDE

Collective value

Where did you see aspects of Chiron's identity intersect and how are those intersections important to the experiences he has throughout his life?

Black families/ Black villages

A key element of the film is that Chiron finds family outside of his home in Juan and Theresa. They could be called "chosen family." How do you think about the concept of family? Do you have a "chosen family" in your life? Why might some folks gravitate to/find value in "chosen family"?

We often imagine parents in simplistic ways and struggle to make space for parents who do not show up in schools in ways that we typically imagine or expect. For example, we struggle to make space for parents who work two or more jobs, who are unable to visit the school site during traditional school hours, or who, as we see in the film, struggle with addiction and illness. How can schools better serve families like Chiron's? What does allyship look like in these circumstances?

LGBTQ-Affirming

There are a number of ways that people talk about Chiron's sexuality in veiled terms (e.g. "how he walks," "soft," etc.). What are some of the veiled terms regarding sexuality or gender that you have heard expressed in society? What effect might this kind of veiled language have on LGBTQ+ and non LGBTQ+ youth? Explain your reasoning.

Empathy

During one of the film's most memorable and jarring scenes, Little asks Juan, "what's a faggot?" While Juan's answer has, frequently been highlighted for showing compassion and unconditional love, what do you believe enabled Little to feel comfortable enough to ask the question? What kinds of steps can we all take to empower peers/students to feel comfortable enough to ask such questions?

Restorative Justice

In what ways did the school administrator in Moonlight convey untrustworthiness or a lack of safety, despite trying to present an understanding face? What reaction from them would have been more effective?

CONTEST CRITERIA



ESSAY CONTEST CRITERIA

Directions:

Choose one of the discussion prompts to expand on in an essay. Make sure to respond to all parts of the prompt.

Criteria	3	2	1	Score
Understanding of the topic: To what extent did the writer demonstrate a clear understanding of the question and respond with details about his/her experience?	Key concepts related to the question and the story are identified and fully defined; excellent use of literary techniques such as comparison and contrast	Key concepts are partially identified and defined; statement that viewpoints exist but little use of supporting details	Complete lack of reference to the question and the story; irrelevant information; unsupported statements, incomplete details	
Effectiveness in presenting a point-of-view: To what extent did the writer present their point of view?	Point-of-view fully presented and supported by many facts/details	Point-of-view expressed but limited use of facts/details	Point of view not present/ no facts or details	
Literary style, grammar and spelling	Literary style completely clear and effective, excellent grammar and spelling/ Varied sentence structure, essay well developed and cohesive	Use of literary technique to convey main ideas but lacking clarity. Sentence structure lacks variety but essay mostly developed	Irrelevant and/or incorrect information, main ideas unclear, grammar and spelling errors consistent throughout essay	

Upload essays [here](#) with student name and school. No submissions will be accepted after Friday, Feb. 4

DOOR DECORATING CONTEST CRITERIA

Directions:

Choose one of the guiding principles to represent on your classroom door.

Decorations will be judged on how completely the space is covered and how clearly the visuals communicate and celebrate the theme.

Upload submissions [here](#) with class and school name.

No submissions will be accepted after Friday, Feb. 4.