



Reading to End Racism of Boulder School Coordinator's Guide

***Supporting Boulder Valley School District's goal of
promoting and valuing diversity.***

*"...to help eliminate racism
through interactive
personal and literary programs
that educate and empower youth."*

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Attachments: Program Evaluation Forms

- a. Teacher Feedback Form
- b. Student Feedback Forms
- c. Reader Feedback Form

Reading to End Racism of Boulder, Inc. is a collaborative effort among:

- *Boulder Public Library*
- *Boulder Valley School District*
- *Native American Rights Fund*
- *Center for Diverse Communities*
- *Women's International League for Peace and Freedom*

Reading to End Racism of Boulder School Coordinator Guidelines

Thank you for your interest in coordinating the *Reading to End Racism of Boulder, Inc.* (RERB) project in your school. This project supports the Boulder Valley School District's goal of promoting and valuing diversity, and assists in achieving state standards.

RERB is designed to provide engaging and age-appropriate forums in which to explain and explore racism with students. It gives students an opportunity to listen to literature, personal stories and insights regarding racism; to allow them the opportunity to discuss racism; and to demonstrate to the students the importance of reading. Students are encouraged to brainstorm and come up with their own ideas to help eliminate racism. The following are suggestions that will help the event run smoothly in your school.

Ahead of time

Discuss the program with the school staff. The teachers must be engaged in the program for it to work, and the more enthusiastic they are, the more successful it will be. Introducing the program at a faculty meeting is the best way to build interest. The RERB Council would be pleased to provide someone to meet with the staff and explain the program.

Create a schedule. Scheduling should be completed two weeks prior to the RERB event. Have teachers sign up for reading sessions. Then create a class schedule for your RERB Council contact so that readers can be assigned. Let us know the grade level, class subject and teacher's full name and room number for each class scheduled. Readers may be scheduled to do more than one session, but grouping two or more classes together during one session does not allow for maximum participation during the discussion time. We request that an entire school experience the program during one or two days to make it feel special and exciting to the students. In the middle school this is best done through Language Arts and Social Studies classes.

Prepare Teachers. Add your name as the contact in the space provided and distribute the *Program Information* and *Tips for Teachers* to each participating teacher. *Remember to stress to teachers that the effect of RERB will be maximized if the students are prepared beforehand.*

On the day of the Event

Prepare Evaluations. We have included teacher, student and reader evaluation forms in this packet. Please make enough copies of the evaluations for all participants.

- Student Feedback forms – White paper
- Teacher Feedback forms – Yellow paper
- Reader Feedback forms – Blue paper

The Readers will collect these forms at the end of their sessions. When we have tallied the forms, the student and teacher forms will be returned so that teachers can utilize the information in their classes.

Prepare RERB Tables. Please have two tables in a conspicuous place (near the front office or the entrance of the school) with packets identified for each participating class which contain the evaluation sheets for Students, Teacher, and Reader(s). One of

these tables will display books from our collection that our Readers will use during the Reading Event. This will showcase what is happening, giving a focal point for the day's activities. Please provide some snacks and drinks for our Readers; our volunteers really appreciate something to drink after their hard work in the classroom. HAVE FUN!

Follow-up

Remember to include a follow-up discussion of the event in a faculty-wide meeting 2-4 weeks afterwards. Invite the faculty to discuss and exchange their plans for classroom activities. Refer to the Curriculum Guide as a good source of ideas.

RERB Council contact: _____ Phone _____

_____ e-mail _____ Fax _____

Reading to End Racism of Boulder Program Information for Teachers

Who Are We?

In support of Boulder Valley School District's goal of promoting and valuing diversity, local schools are participating in a community initiative titled *Reading to End Racism of Boulder, Inc.* (RERB).

The RERB project is designed to provide engaging and age-appropriate forums to explain and explore racism with students. It gives students an opportunity to listen to literature, personal stories and insights regarding racism, and allows them the opportunity to discuss racism. During sessions students are encouraged to come up with their own ideas to help eliminate racism.

The *Reading to End Racism Boulder* project is a local collaborative effort forged among the Women's International League for Peace and Freedom, the Boulder Public Library's Outreach Program, Boulder Valley School District Office of Institutional Equity, Multi-cultural Education and the Center for Diverse Communities and Native American Rights Fund.

Classroom presentations are led by volunteers who are concerned with racism. They may be artists, educators, elected officials, police officers, school board members, parents, high school students and other community members.

Reading to End Racism of Boulder Tips for Teachers

1. Prepare your students. The RERB session will be more effective if you prepare your students by introducing the topic of racism at least several days in advance.

Definitions For Teachers:

There are many definitions of the following terms. We offer these for your consideration and contemplation as you prepare your class for their participation in the Reading to End Racism of Boulder event. Below, you will find more suitable definitions for your students.

Prejudice: An attitude, opinion or feeling formed without adequate prior knowledge, thought, or reason. Prejudice can be for or against any person, group, sex, or object. Prejudice thinking is frequently based on stereotypes.

Racism: Race prejudice *plus* the back-up of institutional power used to the advantage of one race/ethnicity and to subordinate other races or ethnic groups. The critical concept differentiating racism from prejudice is the “back-up of institutional power.” Racism involves having the power to carry out systematic discriminatory practices through the implicit or explicit cooperation of societal institutions of our society. For example, a police officer who arrests people of color more frequently than Anglos in similar situations, a store owner who has people of color followed when they come into their store, and a waitress who ignores people of color when they wait to be served.

Institutional Racism: Institutional arrangements of a society used to benefit a particular race/ethnicity at the expense of other races or ethnicities. Institutional racism can be intentional or unintentional. When one race/ethnicity dominates the major institutions of a society, that race/ethnicity has the power to impose its prejudice to the detriment of other races or ethnicities. Institutions have great power to reward and penalize such as excluding people of color from positions of control and leadership. Institutions reward by providing career opportunities for some people and foreclosing them from others, and by the way they distribute social goods. Institutions determine who receives training and skills, medical care, formal education; who can exert political influence; who receives moral support, and self respect, productive employment, fair treatment by the law, decent housing, self confidence and the promise for a secure future for self and children.

Examples of institutional racism would be when businesses are allowed to dump toxic waste in neighborhoods of color, when judges sentence people of color more harshly than Anglos, and when schools offer preferential admissions procedures to Anglos.

Definitions for Students: (*Suggestion: ask for students' examples after you have gone over these definitions*)

Prejudice: When someone is being pre-judged or discriminated against based on incomplete or inaccurate knowledge. Prejudice thinking is frequently based on stereotypes.

Race/Ethnicity: Any one of the groups into which the world's population can be divided on the basis of physical characteristics such as skin color, or distinctive cultural traits.

Racism: Any attitude, action or institutional structure that systematically treats people or a group of people as though they were lesser because of their race or ethnicity. For example, a sales person or

waitress who ignores a person of color waiting to be served, and a policeman who arrests people of color more frequently than Anglos in similar situations.

Institutions: *(This term is only appropriate for third grade and up)* Relatively stable social and economic arrangements and practices through which collective actions are taken. Examples of institutions are government, business, unions, schools, churches, courts, police, restaurants. *For lower elementary, these examples may be more helpful:* recreation centers, stores, churches, restaurants, etc.

Institutional Racism: When practices of an institution benefit the people in power and withhold rights from others based on their race or ethnicity. Examples of institutional racism would be when businesses are allowed to dump poisonous waste in neighborhoods of color, judges sentence people of color more harshly than Anglos, and schools do not accept qualified student of color.

Additional Event Information

2. Please plan to be present during the event so that you can assist in connecting the experience to the class subject matter and, if necessary, to assist the Reader.

3. In order to help improve the RERB project we ask that you and your class complete the RERB evaluations toward the end of the session and turn them over to the reader.

4. Please prepare your class preceding the event and debrief the experience in the days following the reading. Encourage your students to express feelings, concerns, ideas or memories which surfaced during the reading. Possibilities for follow-up activities include drawing pictures or writing poems or stories about what they learned or felt during the reading session or discussion. Consider using relevant stories in your read-aloud time and integrating the subject into classroom studies. Perhaps the students could write letters to the reader, principal, sponsors, or even to the local newspaper. A family oral history project regarding ancestry has been a popular student assignment, and can interface with many curriculum goals. Your school coordinator has an expanded list of pre and post classroom activities for your use, including more definitions and action plans.

5. Check with your school librarian for assistance in finding reading materials. Related literature or video tapes may also be checked out of the Boulder Public Library or by your school librarian from the BVSD Office of Institutional Equity and Multi-cultural Education.

If you have questions or would like to have assistance in bringing other Readers to your class, please contact one of the RERB Council members listed on your Reading to end Racism Roster. Thank you for your support of the Reading to End Racism Boulder project.

Your School Coordinator is:

Reading to End Racism of Boulder

Reminder Email/Note to Teachers

Dear (Name of Teacher),

On (date), Readers from Reading to End Racism of Boulder will come to your classrooms. Please do not send children out of your room during this time. Please remind students of the event the day before and follow up in days to come. Let me know of any significant concerns which arise from discussions about racism. There are evaluation forms which students 3rd-5th are asked to complete and there is one for you, too. The Readers will bring those to your rooms. Assist the students in completing them by the end of the session, and then they go to the RERB Reader after the presentation. Invite your Reader to have refreshments located at the RERB table. There will be a display of appropriate library books in the front of the school for your use in follow-up activities.

Let's make this a significant event for the kids.

Thank you!

(Name of School Site Coordinator)

Sample Notice for School Newsletter

On (date) , (school) students will be participating in Reading to End Racism of Boulder, Inc. (RERB), a district-wide anti-racism education program. Using literacy strategies and engaging presentations, trained volunteers will visit individual classrooms to facilitate discussions to help understand racism and help end it. Reading to End Racism of Boulder, Inc. supports both BVSD and Colorado state standards of promoting and valuing diversity. Books which depict a variety of cultures and races will be on display in the library all week and in the main hall on the day of the event. You are invited to stop by the RERB table on (date) to meet RERB program coordinators, look over useful literature, and learn more about the program.

If you or someone you know is interested in becoming a volunteer "Reader," please contact (your RERB Coordinator) at (phone number) or (email) for more information. A Reader Training is required and will be offered on (date/time). Your participation will be a valuable experience for you and your student.

Reading to End Racism of Boulder Sample Letter to Parents

Dear Family,

On (date) _____, our class is participating in a program called Reading to End Racism of Boulder, Inc., a reading program designed to arouse awareness about issues of race. The primary goals of this program are to improve relations among people and to provide students and educators with tools to combat prejudice and discrimination in their daily lives.

The lessons in the Reading to End Racism of Boulder, Inc. Curriculum Guide help develop a child's sense of belonging and self-worth. We will be doing some projects that work best with the involvement of a family member. Your child may need your help with an occasional activity. You can help your child by sharing parts of your heritage or supplying a special item from home that your child can display in class. All items will be returned. There will also be opportunities for you to participate in class activities with your child should you choose to do so.

We hope you will support the concepts that our class will be exploring: appreciating differences among people and working to end prejudice and discrimination. Your involvement will help your child appreciate the importance of these ideas and will also help your child appreciate his or her place in our nation's pluralistic history.

We thank you on behalf of the school, the Boulder Valley School District and the Reading to End Racism of Boulder, Inc. program.

Reading to End Racism of Boulder Sample Letter to Spanish Speaking Parents

Estimadas familias,

El día _____ nuestra clase participará en un programa de lectura llamado *Reading to End Racism of Boulder, Inc.* que fue diseñado para concientizar a los niños acerca de los asuntos raciales. Las metas principales de este programa son mejorar las relaciones humanas y enseñar a los estudiantes y educadores cómo luchar contra los prejuicios y la discriminación en sus vidas diarias.

Las lecciones de *Reading to End Racism of Boulder, Inc.* ayudan a desarrollar el amor propio de los niños y un sentido de pertenencia a la comunidad. Algunos de nuestros proyectos dan mejores resultados con la participación de un familiar del estudiante. Es posible que su hijo(a) necesite su apoyo con algunas de las actividades. Por ejemplo, puede ayudar a su hijo(a) hablándole acerca de su herencia cultural o proporcionándole algún objeto especial de su casa que pueda mostrar en la clase. Por supuesto que se devolverá cualquier objeto que le preste. Si usted lo desea, podrá también participar con su hijo(a) en las actividades de la clase.

Esperamos que usted apoye las ideas que nuestra clase va a explorar: apreciar las diferencias entre las distintas personas y hacer lo posible para eliminar los prejuicios y la discriminación. Su participación ayudará a su hijo(a) a apreciar la importancia de estas ideas y también a comprender su lugar en la historia de nuestra nación pluralista.

La escuela, el Distrito Escolar del Valle de Boulder y el programa *Reading to End Racism of Boulder, Inc.* le agradecen su colaboración.

Reading to End Racism, Boulder

CONTACT: _____

VALID UNTIL: _____

FOR IMMEDIATE RELEASE

On (date), (name) school is participating in a community initiative titled *Reading to End Racism of Boulder, Inc.* in support of the Boulder Valley School District's goal of promoting and valuing diversity. This program also assists schools in meeting state standards.

The *Reading to End Racism of Boulder, Inc.* project provides engaging and age-appropriate forums in which to explain and explore institutional racism with students. It will give students an opportunity to listen to literature, personal stories and insights regarding racism; to allow them the opportunity to discuss racism; and to demonstrate the power of literature and importance of reading.

Classroom presentations are led by volunteers solicited throughout the community, all of whom are committed to the elimination of racism. These "Readers" serve as powerful role models for students. Among the variety of professions represented are police officers, artists, elected officials, educators, school board members and administrators. The presentations are engaging, interactive and employ literacy strategies to improve comprehension. During the class discussions students are encouraged to brainstorm and come up with their own ideas to end racism. Some of their ideas generated have been:

"stick up for other people," "learn about other cultures," "talk to and educate racist people," and "use the media to publicize the problem."

During the 2003-04 school year, approximately 9,300 middle and elementary school students in Boulder Valley participated in RERB. The results of computed evaluations were extremely encouraging. An average of 75% of the students responded "4" or "5" out of a possible 5 that they had an increased understanding of racism. An average of 85% of participating students responded "4" or "5" out of a possible 5 that they would intervene when they heard racist comments.

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For more information about *Reading to End Racism of Boulder, Inc.* or to volunteer as a classroom Reader, please contact:

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Reading to End Racism of Boulder School Site Coordinator's Check List

Your RERB Council representative will go over this checklist with you in advance of your school's RERB event.

Date of RERB Event: _____

- ___ 1. Provide RERB Council contact with a class schedule including
 - grade level
 - subject
 - period/time beginning and ending
 - full name of teacher
 - room number
 - number of students in each class
 - interior map of school with room numbers and teachers names

- ___ 2. Distribute to teachers both the *Program Information* and *Tips for Teachers*.

- ___ 3. Write press release (refer to sample in *Guide*) and distribute to local papers ten days to one week before event.

- ___ 4. Participate in promotional activities such as: school marquis, school newsletter, PA announcements, student-generated posters, PTO newsletter.

- ___ 5. Arrange to have two RERB tables placed by front entry.

- ___ 6. Request school Media Specialist to select books for one RERB table.

- ___ 7. Arrange for payment of program fees.

- ___ 8. Arrange with PTO to have hospitality refreshments for Readers.

- ___ 9. Copy feedback forms. (Make sure to have most recently updated forms)
 - student on white paper (for grades 3 and up *only*)
 - teacher on yellow paper
 - reader on blue paper

- ___ 10. Collate one packet for every Reader with:
 - one map of classrooms
 - necessary number of student feedback forms
 - one teacher feedback form
 - one reader feedback form

- 11. Include a debriefing of the event within one month at your school's faculty meeting.

Reading to End Racism, Boulder Feedback Form

Please circle the appropriate number and add your comments.

	Strongly Disagree		Maybe		Strongly Agree
1. The class had a good discussion about racism today.	1	2	3	4	5
2. I learned a lot today.	1	2	3	4	5
3. I will pay more attention to my own comments & actions.	1	2	3	4	5
4. I will take action to help end racism.	1	2	3	4	5
5. Rate this session overall from 1 (not good) to 5 (great)	1	2	3	4	5

6. Please list ways to help end racism.

Things I will do:

a.

b.

c.

7. Feedback for the Reader and any other comments you may have:

School _____ Date _____ Grade _____ Period _____

Teacher _____ Reader(s) _____

Book _____

Reading to End Racism, Boulder. Feedback Form

Please list ways to help end racism.

Things I will do:

a.

b.

c.

Please circle the number you think fits best.

	No		Maybe		Yes
1. The class had a good discussion about racism.	1	2	3	4	5
2. I learned a lot today.	1	2	3	4	5
3. I will be respectful to all people.	1	2	3	4	5
4. I will be an ally when someone is being picked on because of his or her race.	1	2	3	4	5

5. Is there anything you would like to say to the Reader?
You may use this space to write or draw a picture about your feelings or about the discussion.

School _____ Date _____ Grade _____

Teacher _____ Reader(s) _____

Book _____

Reading to End Racism, Boulder Feedback Form

School _____ Date _____ Grade _____ Period _____

Teacher _____ Reader(s) _____

Book _____

Please circle the appropriate number and add your comments. **1 = Not True Very True = 5**

- 1. The *Reading to End Racism* project was well explained to me.

1	2	3	4	5
---	---	---	---	---

- 2. The "Tips for Teachers" sheet was helpful to me.

1	2	3	4	5
---	---	---	---	---

- 3. The Reader's presentation was engaging and age-appropriate.

1	2	3	4	5
---	---	---	---	---

- 4. The Reader's selection of material was effective.

1	2	3	4	5
---	---	---	---	---

- 5. Did the Reader help the students have a better understanding of racism?

1	2	3	4	5
---	---	---	---	---

- 6. I would recommend the program to other teachers.

1	2	3	4	5
---	---	---	---	---

- 7. Please list your plans for follow-up.*

8. Feedback for the Reader:

9. Feedback for the RERB Organizers:

****There is an RERB Curriculum Guide with post event activities, for your consideration, which is available from your site-coordinator or school librarian.***

Reading to End Racism of Boulder, Inc. Feedback Form

Activity/Activities you used:

Feedback for the Teacher:

Feedback/Suggestions for RERB:

Please circle the appropriate number and add your comments. **1 = Not True Very True = 5**

- | | | | | | |
|---|---|---|---|---|---|
| 1. For new Readers, was your training helpful for you today? | 1 | 2 | 3 | 4 | 5 |
| 2. The class was well prepared. | 1 | 2 | 3 | 4 | 5 |
| 3. Did you contact the Teacher beforehand, and if so, did it help you in your presentation? | 1 | 2 | 3 | 4 | 5 |
| 4. The Teacher was helpful. | 1 | 2 | 3 | 4 | 5 |

School _____ Date _____ Grade _____ Period _____

Teacher _____ Reader(s) _____

Book _____

Formulario de evaluación de Reading to End Racism, Boulder

Encierre en un círculo la respuesta apropiado y agrega **En desacuerdo Quizás Muy de**
tus comentario.

acuerdo

- | | | | | | |
|--|---|---|---|---|---|
| 1. La clase tuvo una buena discusión de racismo. | 1 | 2 | 3 | 4 | 5 |
| 2. Aprendí mucho hoy. | 1 | 2 | 3 | 4 | 5 |
| 3. Me cuidaré en mis comentarios y acciones. | 1 | 2 | 3 | 4 | 5 |
| 4. Tomaré acciones en contra del racismo. | 1 | 2 | 3 | 4 | 5 |
| 5. Evalúa esta session en general 1 (no muy buena) a 5 (excelente) | 1 | 2 | 3 | 4 | 5 |

6. Haga una lista de cosas para terminar con el racismo.
Cosas que haré:

a.

b.

c.

7. Comentarios para el lector o comentarios en general sobre el programa:

Escuela _____ Fecha _____ Grado _____ Período _____

Maestro (a) _____ Lector(es) _____

Libro _____

Formulario de evaluación de *Reading to End Racism, Boulder*

Haz una lista de maneras de terminar con el racismo.
Cosas que puedo hacer:

- a.
- b.
- c.

Encierra en un círculo la respuesta que crees más apropiada.

	No		Quizás		Sí
1. Tuvimos una buena discusión sobre el racismo.	1	2	3	4	5
2. He aprendido mucho hoy.	1	2	3	4	5
3. Voy a respetar a todo tipo de person.	1	2	3	4	5
4. Voy a ayudar a cualquier persona que está siendo atacado por su raza.	1	2	3	4	5

5. ¿Hay algo que te gustaría decirle al lector?
Puedes usar este espacio para hacer un dibujo sobre tus sentimientos o sobre la discusión.

Escuela _____ Fecha _____ Grado _____

Maestro(a) _____ Lector(es) _____

Libro: _____