



# Colorful Pages

## LESSON PLANS

# #BlackLivesMatter

**K-8 Distance Learning Activities  
for Justice for George Floyd**

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# #BlackLivesMatter

## K-8 Distance Learning Activities for Justice for George Floyd

By: Kaitlin Kamalei Brandon

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**Grade Levels:** K-8

**Content Areas:** Ethnic Studies, Distance Learning

**Featured Book:** [\*Something Happened in Our Town: A Child's Story About Racial Injustice\*](#), by Marianne Celano PhD, Marietta Collins PhD, Ann Hazzard PhD

**Section on The Spectrum of Multicultural Literature:** Conversation

**Lesson Summary:** Another tragedy has struck our country with the murder of George Floyd. All lives cannot matter until Black Lives Matter. We need to help our families and students discuss race, racism, and Black Lives Matter in order to create an inclusive and anti-racist community, especially in these times.

In these Distance Learning Activities, students and you will learn about and process: Black Lives Matter, racial injustice, and the murder of George Floyd. To do this, you will use discussions and videos or read alouds. Then, students will get the chance to take action and stand up for Black Lives Matter and George Floyd by picking a Black Lives Matter Project to do. There are four choices for them to pick from including: art, writing, and letter writing.

### Lesson Objectives:

- Students can process and understand the racial injustice of the killing of George Floyd.
- Students can understand what Black Lives Matter means.
- Students can take action to stand up for Black Lives Matter and George Floyd.

### Materials:

- *Something Happened in Our Town* (physical book or YouTube Read Aloud)
- “Why Black Lives Matter NOW – Ellis Fearon” YouTube Video [Older Kids]
- Project Choices Worksheets (see blog post at [www.colorfulpages.org](http://www.colorfulpages.org))
- Paper
- Pencils, crayons, and/or art supplies

## PARENT/TEACHER DIRECTIONS

If you **ARE** able to do a live lesson or work together with the kids:

1. Introduction Circle: Start discussions about what happened and how they are processing through things.
  - a. Ask students: “What do you know about what has been happening in the news? What questions do you have?”
    - i. Prioritize your Black students and community members, if they want to share
    - ii. Do NOT force anyone to share! If there is silence, that is okay
  - b. Share what has been happening this week (in an age appropriate way that still acknowledges the racism and injustice). Share how you all are going to be discussing and standing up for Black Lives Matter today.
  - c. Take a moment for silence for George Floyd
  - d. Ask students: “How do you feel? Why?”
    - i. Prioritize your Black students and community members, if they want to share
    - ii. Do NOT force anyone to share! If there is silence, that is okay
2. Read Aloud or YouTube Video: Read/watch one of the two medias together to gain more knowledge Black Lives Matter and racial injustice (use your knowledge of your students/kids and what they will need in this moment to pick out which to use)
  - a. Media Options:
    - i. *Something Happened in Our Town* (physical book or YouTube Read Aloud):  
<https://www.youtube.com/watch?v=lcOhOFGcWm8>
    - ii. “Why Black Lives Matter NOW – Ellis Fearon” YouTube Video:  
<https://www.youtube.com/watch?v=A7EZWBIPUUQ>
  - b. Pause reading or watching in order to ask questions to promote understanding. Some questions you can ask are:
    - i. *How is \_\_\_\_\_ feeling? Why?*
    - ii. *Is \_\_\_\_\_ fair or unfair? Why?*
    - iii. *What is racism? What happened that is racist?*
    - iv. *What does Black Lives Matter mean? Why don't we say, “All Lives Matter”?*
3. Discussion: Ask kids, “What can we do to show that Black Lives Matter in our community?”
  - a. Call on kids to share their ideas
  - b. If you are able to, write or type their ideas down for them to see

4. **Black Lives Matter Project**: Introduce the project and make clear that we are doing this to stand up for Black Lives Matter and George Floyd
  - a. Explain and model the different project choices:
    - i. Do the “Black Lives Matter means...” writing worksheet [pick the age appropriate one]
    - ii. Do the “Black Lives Matter means...” art worksheet
    - iii. Write to George Floyd’s family
    - iv. Write to the city council about #BlackLivesMatter
  - b. Have students chose their project and work on it
5. **Closing Circle**: Recap the learning they did about Black Lives Matter and the racial injustice of the killing of George Floyd.
  - a. Take a moment for silence for George Floyd again
  - b. End by repeating: “Black Lives Matter! We stand with you!”

### If you **ARE NOT** able to do a live lesson or work together with kids:

On your online learning platform or in an email to parents, post:

- An Introduction to the Project (feel free to use the “Lesson Summary” from above)
- YouTube Video Links (pick one or both based on your students’ age range and needs):
  - *Something Happened in Our Town* YouTube Read Aloud:  
<https://www.youtube.com/watch?v=lcOhOFGcWm8>
  - “Why Black Lives Matter NOW – Ellis Fearon” YouTube Video:  
<https://www.youtube.com/watch?v=A7EZWBIPUUQ>
- Directions for the Black Lives Matter Project
- Worksheets for the Project Choices

Make sure to let families know you are here to help them process through things! We are stronger together. We can fight injustice together.

### Notes:

- Prioritize your Black students and community members, if they want to share.
- Do NOT force anyone to share! If there is silence, that is okay.
- Check in with your Black families and community members to let them know you are here for them. Give them the option to opt-out of the lesson/activities if it brings up too much trauma for their family.

- Please take this time to examine your own implicit bias as an educator and/or parent. Check out the resources below to continue our work towards racial justice.

### **Resources to Check Out:**

- <https://www.naacp.org>
- <https://blacklivesmatteratschool.com>
- <https://blacklivesmatter.com>
- <https://www.tolerance.org>
- <https://www.equityliteracy.org>
- <http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>