

February 6, 2019
Early Release Day

Black Lives Matter Activity

Prep: Post Compass Corner signs (Feeling, Thinking, Acting, Believing) in four corner of the classroom before students arrive.

Introduce the activity by letting students know that D65 is participating in *The Black Lives Matter At School Week of Action* during the week of February 4-8, and Nichols is making Black Lives Matters the theme during February Black History Month. Ask students to raise their hands if they have heard of the Black Lives Matter movement.

- 1) Use the [BLM Template Slide](#) and ask students to brainstorm what they know (or what they think they know) about Black Lives Matter. Try to get as many voices into the room as possible. Write all the information that is shared *above the line* on the template. Don't worry about whether or not the information is accurate. Write everything on the board as long as it is respectful and appropriate. (10 minutes)
- 2) Explain that we are now going to watch a short video about the Black Lives Matter movement. Ask students to pay attention to any new information they learned about the movement that they did not know before:
[Black Lives Matter: How a hashtag defined a movement](#) (7:48)

After the video, point out the Compass Corner signs posted in the room. Ask students to move to the corner of the room that best represents where they are after watching the video. Provide a brief reminder of each quadrant if necessary. Give students 2-3 minutes to share with their peers in their small group why they chose that location. Then have 2 students from each corner report out on what their small group discussed. When calling on students to report out, try to call on two students who represent diverse perspectives.

Ask students to return to their seats and then ask what new information they learned about BLM. Write the new information *below the line*. Again, seek as many voices as possible. This is your opportunity to correct any misinformation and/or add important details students may have missed. (20 minutes)

- 3) Connect BLM to Nichols & Evanston. Ask students what connections can be made between BLM and Nichols & Evanston. If students struggle to make connections, ask if they are aware of the incident with Lawrence Crosby, a Northwestern PhD student, and the Evanston Police.
Facilitator Resource: [Chicago Tribune Article](#) (10 minutes)

4) Consider having students reflect on BLM in Evanston and at Nichols by journaling their response to the prompt Black Lives Matter When We... Responses can be confidential, shared in a circle, and/or posted in the classroom. (10 minutes)