Let’s Talk About Being Kind

Grades 1-4
Honolulu Theatre for Youth (HTY) is Hawaii’s non-profit professional theatre company created to provide theatre and drama education programs that make a difference in the lives of Hawaii’s young people and families. Founded in 1955, HTY has been touring plays statewide since the 1960s and annually reaches audiences across all 6 major Hawaiian Islands. As the only professional non-profit theatre in the State, the company has long played a leading role in the region, but has recently expanded into various types of new media and reached well over 3 million views in the last year.

A MESSAGE FROM HONOLULU THEATRE FOR YOUTH:

“Thank you so much for your interest in this episode of our television program The HI Way. As a company with a 65 year history of serving families, teachers and students in Hawaii we feel that one of our primary functions is to appropriately include young people in the most important conversations.

This episode is our collective, creative response to Asian American hate. The majority of our company is Asian-American and many are Pacific Islander. We understand that we represent just a small number of the great variety of voices that are stepping up to speak out in this moment. We are deeply honored to be a part of these voices and envision a world where young people from every corner of the country, and certainly Hawai‘i, join these voices and advocate for a more inclusive national identity.”

RESOURCES AND CITATIONS

• https://membership.htyweb.org/stronger-together/
• https://www.nokidhungry.org/blog/dyk-patsy-mink-empowering-women-and-girls
• https://www.timeforkids.com/g56/this-is-patsy-takemoto-mink/
• https://en.wikipedia.org/wiki/Patsy_Mink#/media/File:Patsymink.jpg
• https://upload.wikimedia.org/wikipedia/commons/a/a7/Sock-puppet.jpg
SOUTH CAROLINA ACADEMIC STANDARDS

SC State Academic Standards for Health and Safety Education

TM-1.1.1 Identify good character traits (e.g., honesty, respect for self, respect for others, dependability, responsibility).
M-1.1.2 Describe characteristics that are positive about yourself.
M-1.1.3 Identify ways that individuals are unique.
M-2.1.3 Describe good character traits (e.g., honesty, respect for self, respect for others, dependability, responsibility).
M-3.1.1 Identify examples of mental, emotional, social, and physical health.
M-3.2.1 Identify sources that both positively and negatively influence an individual’s mental, emotional, and social health behaviors.
M-4.8.1 Encourage others to use active bystander behaviors when appropriate (e.g., bullying, cyberbullying, ATOD use).

ABOUT THE LESSON

Teachers, our world is filled with humans being treated unjustly due to differences. We see it in our schools and speak to our students regularly about being kind and “filling one another’s buckets”. The lesson below is one that will help start some of those difficult classroom conversations and hopefully assist you in finding the right words with a focus on educating our students about Asian American hate. The students will be able to gain a better understanding of Asian American hate, equality, and acceptance for all, as well as steps to be an active bystander when others are treated unjustly.

Watch the video created by Honolulu Theatre for Youth with your class. The video will help explain Asian American hate and help students understand we are all from somewhere, and we are all different. Differences are what make us unique and special. Not only will it help open those difficult conversations, but it will also introduce your students to the amazing Patsy Mink, the first woman of color in the U.S. House of Representatives.

Once you talk through the video with your students, there is a role-playing lesson to help your students learn what to do when they encounter racial discrimination or any unjust situation. You can work as a class or break into small groups. Please note this lesson is applicable for Grades 1–4. You may adjust or omit the questions and/or the role playing activity to fit your specific age range.
Let's Talk About Being Kind

(CCLICK THE IMAGE TO WATCH THE LESSON)
LESSON

Let’s talk about being kind to one another. **Why are some people treated differently because of the color of their skin?**

Keoki, the puppet in Stronger Together is a witness to his friend, Mr. Chen, being pushed down and told to, “Go back to China.” It is shocking to see someone push another person and call them a name because they look different.

**Have you ever seen someone be treated differently because they look different or act differently? Why do you think some people think that way? What do you do in this situation? Are you an active bystander, which is a person who witnesses a situation and takes steps to speak up or step in?**

When Keoki speaks with his Grandma Tu-Tu, which is Hawaiian for grandmother, about what happened to Mr. Chen, she says, “When bad things happen, people need to blame someone.”

**What do you think of that statement? Do you agree?**

The video explains what it means to be Asian American. An Asian American is a citizen or resident of the U.S. of Asian birth or descent.

**What nationality are you? Do you know all of the places your family originated?**

If you are unsure, go home and ask your parents or grandparents. **Compile a list of all of the places your family is from and put stickers on the globe in your classroom.**

The music video is about the political figure **Patsy Mink**. Mink was the first woman of color ever elected into the U.S. House of Representatives (she helped make laws). That was a big deal in 1965. She paved the way for other women to be a part of the U.S. Government.

Patsy Mink helped write the Title IX Bill, which called for equality between boys and girls. Patsy Mink said, “**We must assure that schools all across this country implement and integrate into their curriculum, policies, goals, programs, activities, and initiatives to achieve education equity for women and girls.**”

The bill she wrote made sure boys and girls were treated exactly the same at school. It’s difficult to think of a time when boys and girls were not treated the same. **Do you ever see people treat boys and girls differently? Learn more about Patsy Mink here.**

People can be treated differently for multiple reasons, not just being a boy or girl or the color of their skin. Differences are what make us unique, not something to make fun of. **Share with your group one thing about you that is different and makes you unique.**
ACTIVITY

Stronger Together closes with the song, “No Hate in the 808”. 808 is the area code for phone numbers in Honolulu, Hawai’i where Stronger Together was filmed and created. Our area code is 843. With your small group, write a three-verse song called, “You and Me in the 843”. Write three verses of the song about being kind to one another in our community. Share with your class.

Let's make our own puppet and role play how to respond if we see something like what happened to Mr. Chen. Older students can write a scenario and make a puppet show they share with younger students at school, act out the role-playing with classmates, or create a virtual production on their one-on-one device.

Teachers, for this activity use what you have in your classroom. An old sock from home, a paper lunch sack, yarn, buttons, markers, glue, or make finger puppets with a drawing of a face glued to the top with a pipe cleaner.

1. Place students in groups of threes.

2. Have students talk through a scenario. “Think of a time you saw someone being unkind to someone else. How can you be an active bystander?” Remind students the meaning of active bystander, a person who witnesses a situation and takes steps to speak up or step in so it stops.

3. Two of the students will role play the conversation. The third student will play the role of active bystander and step in to stop the negative situation using their words only.

4. Give students 15 minutes to discuss roles and then time to share with the class.

5. Have the students end the activity with ways we can continue to spread kindness and stick up for one another, especially in our classroom.

Today we learned about kindness and accepting differences. We know who Asian Americans are, how Patsy Mink helped promote equality between girls and boys, and how we can spread kindness and not treat others differently. Spread kindness for you and me in the 843.

EXAMPLE SCRIPT:

PUPPET 1 (GLENGDA, UNKIND STUDENT )
“Get out of my way, four eyes!”

PUPPET 2 (VAL, STUDENT WITH GLASSES)
“I am not four eyed, I just wear glasses.”

PUPPET 3 (KEN, ACTIVE BYSTANDER)
“Hey Glenda, it is not cool to be unkind to someone because of their glasses, glasses are cool. I have always wanted glasses. You are not being nice.”

Ken and Val walk off together while Glenda is left alone.

Sock Puppet Rion, CC BY 3.0, via Wikimedia Commons
CHECK THESE OUT

The Best 9 Children’s Books To Combat Asian Racism With Tips To Raise Anti-Racists taken from Little Feminist

How Children Perceive Differences at Each Age and Stage

<table>
<thead>
<tr>
<th>2- to 3-year-olds may:</th>
<th>4-year-olds may:</th>
<th>5-year-olds may:</th>
<th>6- to 7-year-olds may:</th>
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<tr>
<td>★ notice and ask about other adults’ physical characteristics, although they are still more interested in their own.</td>
<td>★ show more interest in how they are alike and different from other children; construct theories about what causes physical and cultural differences.</td>
<td>★ show an awareness of additional characteristics, such as different socioeconomic classes and age groups.</td>
<td>★ have absorbed much of their family’s classification systems for people, but still get confused about why specific people are put into one or another category by adults.</td>
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<td>★ notice other children’s specific cultural acts. For example: Elena speaks differently from me; Mel eats with chopsticks.</td>
<td>★ begin to classify people into groups by physical characteristics (same gender; same color).</td>
<td>★ demonstrate heightened awareness of themselves and others as members of a family and curiosity about how families of other children and teachers live. How can Sam have two daddies?</td>
<td>★ use prevailing biases, based on aspects of identity, against other children.</td>
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<td>★ exhibit fears about skin-color differences or the presence of physical disabilities.</td>
<td>★ be confused about the meaning of adult categories for what “goes together.” For example, how can a light-skinned child have a dark-skinned parent? Why are children called black when their skin isn’t black?</td>
<td>★ continue to construct theories to classify or explain differences among classmates.</td>
<td>★ begin to understand that others also have ethnic identities and lifestyles, as they come to understand their own emerging group identity.</td>
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How Children Perceive Differences at Each Age and Stage Developmental Chart