

February 11, 2009

BEAT IT! DEFEAT IT! RACIST COOKIES! WE WON'T EAT IT!

On Thursday, January 17th, Fox 5 News in New York City reported a story about a baker in Greenwich Village who was selling "Drunken Negro Head" cookies, yes, you read correctly, which he claimed to have created "in honor of President Obama".
http://www.myfoxny.com/dpp/news/090122_Racist_Cookies_in_Honor_of_Barack_Obama.



In response, the seniors in the Undergraduate Childhood Teacher Education Program at New York University brainstormed the following units and lesson plans that can be used in elementary school classrooms. There are 6 week-long units, and 4 of them have one individual lesson plan that goes with it.



The class also protested the bakery and encourages others to do the same. Video of the protest can be seen here:

<http://www.vimeo.com/3099047>

<http://www.youtube.com/watch?v=la3RXoS62kY>

Questions or comments? Contact bree@nyu.edu

Unit 1: Changing the face of racism		Teacher:	Grade: 3-5
Unit Description: Our unit addresses a recent problem with racism in our community, compares it to racism in our country's past, and teaches children that they can take action against social injustices.		Standards Addressed:	
Enduring Understandings	Essential Questions	Subjects Integrated:	
SWUT racism is an issue that has affected us in the past and the present. SWUT individuals can take action to address social injustices.	Has (and if so, how) the depiction/reaction on/of racism changed throughout the past century? What tools can we use to express our ideas on social injustices? Do you think racism still exists today? How?	Social Studies, Science, Literacy	
Day	Daily Lesson Summary	Assessment: How will you know students reached understanding	
Monday	Teacher will read aloud <u>Freedom on the Menu</u> and learn about the Greensboro sit-ins. Students will discuss the reactions of African Americans to racism in a restaurant. Students will be asked to reflect in their journals on the question: Do you think racism still exists today? How?	Students' journals, discussion input, and informal observations.	
Tuesday	Teacher will active prior knowledge by revisiting the discussion yesterday. The video about the racist bakery in Greenwich Village will be shown, and students will be engaged in a discussion on their reactions and compare/contrast the activists' responses in both situations. Teacher can record responses on a poster. Questions: Has (and if so, how) the depiction/reaction on/of racism changed throughout the past century?	Discussion input, poster, post-its, venn diagrams	
Wednesday	Teacher will revisit the discussion from the day before, focusing on the actions taken by both groups against racism. The teacher will propose 4 or 5 possible social action projects. Some suggestions would be to bake "tolerance" or "equality" cookies to speak out against the racist cookies, make posters/flyers, and make a photo slideshow/documentary of people's responses to the news story. Students will be asked to choose one and write a rationale for why it is the best one (For homework). Questions: What tools can we use to express our ideas on social injustices?		
Thursday	Students will return with their choices, and the teacher will tally the votes. The class will complete the proposal sheet and make a plan for action.	Proposal sheet	
Friday	The class will present the proposal in small groups to the school, principal, teachers, community, etc., encouraging other students to take action as well. They will travel to classrooms and read the proposal to drum up support to promote their ideas.	Proposal sheet	

Lesson Plan		Subject: Literacy	Teacher:	Day # <u> 2 </u>								
Lesson Objectives: Students will compare and contrast reactions to racism in various situations.		Students will engage in: <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Independent practice</td> <td><input type="checkbox"/> Partner work</td> </tr> <tr> <td><input type="checkbox"/> Small group work</td> <td><input type="checkbox"/> Whole group</td> </tr> <tr> <td><input type="checkbox"/> Project work</td> <td><input type="checkbox"/> Centers</td> </tr> <tr> <td><input type="checkbox"/> Other:</td> <td></td> </tr> </table>			<input type="checkbox"/> Independent practice	<input type="checkbox"/> Partner work	<input type="checkbox"/> Small group work	<input type="checkbox"/> Whole group	<input type="checkbox"/> Project work	<input type="checkbox"/> Centers	<input type="checkbox"/> Other:	
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Time	Teachers Role	What are students doing?	Materials									
3-5 minutes	Class Starter: Have students talk in pairs about their reactions to <u>Freedom on the Menu</u> , and talk about how they would feel in that situation. They can use post-its to record a short response.	Discussing with a pair, writing notes on post-its	Post-its, pens/pencils									
10 minutes	Review/ Connections to prior knowledge: Activating prior knowledge about the discussion yesterday. Questions to ask: What did we see yesterday? How was racism addressed in Greensboro?	Discussing the read aloud yesterday.	<u>Freedom on the Menu</u>									
<u> 15 </u> minutes	Learning Activity/ Lesson: Teacher will show the Racist Bakery video, and allow 5-10 minutes for students' immediate reactions. Students will then discuss racism in the situation and the activists' reactions. The teacher will record it on a chart. Questions to ask: How was this act an act of racism? How did people react to it?	Contributing ideas to a class chart.	Chart, markers.									
<u> 10 </u> minutes	Potential Independent Practice: Students will go off in pairs and use a Venn diagram to compare/contrast Greensboro and the racist bakery. They may refer to the class created chart and post-its.	Filling out a Venn Diagram in pairs	Venn Diagrams, pens/pencils, post-its, poster									
<u> 5 </u> minutes	Closure: Venn Diagram share, with the teacher noting valuable examples. Questions to ask: Did you have similar items compared/contrasted? Is this comparison/contrast valid?	Discussing the Venn Diagrams, sharing.	Venn Diagrams, pens, pencils, posters, post-its									
Homework assigned:												

Unit 2: Beat it, Defeat it! Taking Social Action on Racism Today		Grade: 5
Unit Description This unit is about exploring the history of racism and taking notice to how it is still prevalent in today's society. It will also look at ways to respond appropriately and effectively to racist situations.		Standards Addressed:
Enduring Understandings	Essential Questions	Subjects Integrated:
Students will understand that: - Racism and stereotypes still exist today. - With freedom of speech comes personal responsibility. - There are different ways to respond effectively to social injustice.	- Does freedom of speech give you the right to say anything you want? Why/Why not?	Literacy: reading and writing Social Studies Art
Day	Daily Lesson Summary	Assessment: How will you know students reached understanding
Monday	Read aloud introducing the issue of racism. What is racism? Introduce vocabulary for the unit.	Students will respond to questions asked throughout read aloud. They will also engage in discussion about racism, beginning to explore its meaning and implications. Students will also use vocabulary words in sentences to convey their understanding of terms introduced.
Tuesday	Launch book clubs containing books with different manifestations of racism.	Students will engage in discussion about the prevalence of racism in their book within book clubs. They will respond to guiding questions distributed by teacher as well as questions posed by one another.
Wednesday	Simulation activity on racism. Discussion on what causes racism and how it is manifested in society. In book clubs: Students will begin making a collage to convey how racism affects the life of the main character in their book.	Students will take part in the activity and offer their thoughts/opinions during a reflective discussion afterwards. They will also create and share their collages with the class and describe how it conveys the negative effects of racism.
Thursday	Interview family member about experiences with racism. Share those experiences with class.	Students will take turns sharing their interviews, informing their classmates of a time when a family member experienced the effects of racism.
Friday	Show video clip. Free response to video clip in journals. Share responses with class: What did you see? How did it make you feel? Etc. Brainstorm ideas for taking action. Present ideas with class.	Students will write in their journals, writing in response to the video clip. They will then share their journal responses and take part in a larger discussion about reactions to the video clip. After discussion, students will get into partnerships and brainstorm ideas for taking action in response to the socially unjust incident. Partnerships will then share their ideas with the rest of the class in a whole group meeting on the rug.

Lesson Plan		Subject: Literacy--Writing		Day # _5_			
Lesson Objectives Students will be able to: <ul style="list-style-type: none"> - Discuss racism in regards to the video clip - Plan and write ways to engage in social action in response to situation 			Students will engage in: <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Small group work <input checked="" type="checkbox"/> Project work <input type="checkbox"/> Other: </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Partner work <input checked="" type="checkbox"/> Whole group <input type="checkbox"/> Centers </td> </tr> </table>			<input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Small group work <input checked="" type="checkbox"/> Project work <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Partner work <input checked="" type="checkbox"/> Whole group <input type="checkbox"/> Centers
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Time	Teachers Role	What are students doing?		Materials			
3-5 minutes	Class Starter: Show video clip	Watching video clip on the rug.		-computer w. web -video clip			
5 minutes	Review/ Connections to prior knowledge: Free Response Journal: Students will write in their journals in response to the video clip. Such responses can include any form of written expression (i.e. poetry, song lyrics, story, etc.) Questions to ask: How did watching this video clip make you feel? How does it connect to what we have been learning about racism? Have you ever experienced these feelings before? Have you ever had an experience like this before?	Students are at their seats writing in their journals.		-journals -pens -pencils			
10 minutes	Learning Activity/ Lesson: Discussion: The students will engage in a whole class discussion about their responses to the video. The teacher will chart key points made by students during discussion. Questions to ask: Why are the baker's actions unjust? Who was hurt by his actions? How? Why? Who (what group of people) was targeted?	Students are taking part in a whole-class discussion on the rug.		-chart paper -markers			
20 minutes	Potential Independent Practice: With a partner, students will brainstorm ways to educate others about this incident in a socially just way and develop a plan of action.	Students are working with a partner to brainstorm possible ways to take action and effectively address this issue. Partnerships have the freedom to be in various areas of the classroom- some being on the rug and others at their seats.		-pens -pencils -markers -paper -clipboards			
10 minutes	Closure: Students will present their ideas with the entire class. Students will have an opportunity to give constructive comments to one another in order to make their ideas	Students will reconvene as a whole class on the rug to share their ideas for taking action.		-small preliminary projects to share			

	<p>even stronger.</p> <p>Questions to ask: Why have chosen to take this form of action? How does it address this issue?</p>		
<p>Homework assigned: Students will share/inform a family member of this incident. Students should be ready to share the responses of their family members when they return to class the following day.</p>			<p>-paper for students to jot down notes and record responses of family members</p>

Unit 3: Taking Action for a Yummy Cause

Grade: 4/5

<p>Unit Description Students will explore the issue of social injustice through an incident that happened in their own backyard. They will work collaboratively to engage with their fellow community members as they address the issue and share knowledge with others.</p>	<p>Standards Addressed: <u>NYS Social Studies</u> <i>Standard 1: History of the United States and New York</i> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and NY. <i>Standard 5: Civics, Citizenship, and Government</i> Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. <u>NYS The Arts</u> <i>Standard 1: Creating, Performing, and Participating in the Arts</i> Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. <u>NYS English Language Arts</u> <i>Standard 1: Language for Information and Understanding</i> Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information. <i>Standard 2: Language for Literary Response and Expression</i> Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation. <i>Standard 3: Language for Critical Analysis and Evaluation</i> Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</p>
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Enduring Understandings	Essential Questions	Subjects Integrated:
<ul style="list-style-type: none"> -SWUT bringing change through social/community action is possible -SWUT one person's actions can impact a whole community -SWUT there are many ways to have your voice heard -SWUT importance of working as a team towards a common goal 	<ul style="list-style-type: none"> -What are people's rationales for committing acts of racism? -Why do people go along with, or not speak out against, unjust actions? 	<ul style="list-style-type: none"> English Language Arts Drama/The Arts Social Studies

Day	Daily Lesson Summary	Assessment: How will you know students reached understanding
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Monday	<ul style="list-style-type: none"> -Activating prior knowledge: Conversation about Barack Obama and how/if they think racism will/has changed now that he has been elected president. -Motivating activity: Watch first news clip about racist cookie salesman -Class discussion about reactions to video and brainstorm ways they feel they could take action 	<p>Students will:</p> <ul style="list-style-type: none"> -Pay attention to video -Be engaged in discussion -Develop a class chart of ideas and reactions
Tuesday	<ul style="list-style-type: none"> -Split class into groups: letter writing to BBB, interviewers (customers, residents, owner of bakery), surveyors (customers, residents), speakers (Town Hall) -Let students discuss and plan in groups how they plan to implement their ideas -Groups will share their plans with the whole class and receive feedback—chart information gathered -HW: brainstorm new ideas and modifications 	<p>Students will:</p> <ul style="list-style-type: none"> -Create an accurate comparison chart looking at how they feel they can take action and what they are doing to take action -Provide appropriate feedback to their peers
Wed.	<ul style="list-style-type: none"> -Refine plans based on input from classmates and homework assignment -Begin writing a draft of interviews, surveys, and letters 	<p>Students will:</p> <ul style="list-style-type: none"> -Comprehensively put ideas together into interview/survey/letter
Thursday	<ul style="list-style-type: none"> -Finalize interviews, surveys, and letters -Town Hall group will generate list of people to invite & make posters -Class discussion about appropriate and safe behavior when taking action—role play 	<p>Students will:</p> <ul style="list-style-type: none"> -Role playing scenarios to demonstrate what they have gathered from the class discussion
Friday	<ul style="list-style-type: none"> -GO OUT INTO THE FIELD!!!—interview, survey -Letter writers will look up contacts and mail letters -Town Hall group will send invitations & post flyers in community 	<p>Students will:</p> <ul style="list-style-type: none"> -Demonstrate appropriate behavior -Return with adequate, completed information
Mon	<ul style="list-style-type: none"> -Group presentations about findings -Class discussion about where to go from here 	<p>Students will:</p> <ul style="list-style-type: none"> -Articulate their findings and contribute to class discussion
Tuesday	<ul style="list-style-type: none"> -Create new groups with 1 member from action group in each -New groups will discuss findings and help speaker draft speech 	<p>Students will:</p> <ul style="list-style-type: none"> -Be actively engaged in discussion -Share information with each other -Working cooperatively to produce a powerful speech
Wed	<ul style="list-style-type: none"> -Peer edit speeches 	<p>Students will:</p> <ul style="list-style-type: none"> -Implement mechanics of Standard English

Thursday	-Dress rehearsal/run through of Town Hall—speakers practice -EVENING: Town Hall	Students will: -Feel adequately prepared -Demonstrate appropriate behavior
Fri.	-Debrief -Watch 2 nd news clip and discuss	Students will: -Contribute to discussion by sharing ideas/personal reflections -Compile all that has been discussed/practiced throughout unit

Lesson Plan		Subject: Racism Today	Day # <u>1</u>	
Lesson Objectives: -Students will recognize examples of racism in their community -Students will brainstorm ways to involve the community to create change -Students will brainstorm ways to get involved in the community to create change			Students will engage in: <input type="checkbox"/> Independent practice <input type="checkbox"/> Partner work <input checked="" type="checkbox"/> Small group work <input checked="" type="checkbox"/> Whole group <input checked="" type="checkbox"/> Project work <input type="checkbox"/> Centers Other: _____	
Time	Teachers Role	What are students doing?	Materials	
3-5 minutes	<u>Class Starter/Connection:</u> -Obama’s election and racism—Has it changed? Do you think it will? How?	-Conversation on the rug	-Chart paper -Marker	
15 minutes	<u>Review/ Connections to prior knowledge:</u> -Watch 1 st clip about racism occurring at pastry shop <i>Questions to ask:</i> What are the residents’ responses? What is the baker’s reaction like? How does this relate to our conversations about racism in the past?	-Actively watching video clip -Recording reactions	-Video -Computer -Projector	
15 minutes	<u>Learning Activity/ Lesson:</u> -Contextualize video—why is this wrong? -Discuss ways to react by involving community -Chart brainstorming ideas <i>Questions to ask:</i> Is this wrong? Why? What can we, as active community members, do to help create a more positive living environment?	-Discussion on rug	-Chart paper -Markers	
2 minutes	<u>Closure:</u> -Tell students we will be putting some of these into action			
<u>Homework assigned:</u> Choose 1 idea from the brainstorming chart completed in class and develop it into a more thorough class project.				

Unit 4: No More Racist Cookies!

Unit Description

Students will conduct research on a current event involving a bakery and the racist cookies it sold. Students will then create PSAs to raise awareness for the issue of racism and stereotypes in their community.

Enduring Understandings	Essential Questions	Subjects Integrated:
1. SWUT prejudices and stereotypes still exist in today's society. 2. SWUT freedom of speech should be used responsibly and respectfully. 3. SWUT individuals have the power to take action in order to create change.	1. What kind of things can we do to stand up to prejudices and stereotyping that we encounter in our communities? 2. What different ways does racism and discrimination manifest itself in our society? 3. Are there any boundaries to freedom of speech? What are they?	<ul style="list-style-type: none"> • Reading • Writing • Social Studies • Media & Arts

Day	Daily Lesson Summary	Assessment: How will you know students reached understanding
Monday	- Watch news clip on the bakery - Have students begin exploring the issue of the racist cookie from the bakery (look at different resources discussing this issue) - Locate bakery on the map, discuss the type of community it is located in	-Observe conversations -Take notes on students comments/questions
Tuesday	- Students will learn what the purpose and format of a PSA is - Watch and read transcripts of sample PSAs - Finish research on the bakery - Organize students into groups to begin brainstorming ideas for their own PSAs: What message do you want to get across to the community?	-Observe/take notes on conversations within groups -Checklist with the group share of their own PSA messages (Is the messaging clear/beginning to develop? Is the message appropriate for this issue?)
Weds	- Students will begin to write their first draft of their group's PSA scripts	-Collect first drafts to make sure that students/groups are all on target (meet individually with groups throughout the lesson to check in)
Thursday	- Continue to revise and edit the PSA scripts -Plan the filming aspect of the PSA (setting, who will be doing what, etc.)	-Meet individually with groups throughout the lesson to check in and make sure that they are considering all of the different aspects that go into making a PSA
Friday	- Film PSAs	**Note: This unit would ideally take place over at least a two week period so that students would have enough time to explore the issue at hand, explore different PSAs, different PSA styles, and artistic elements that go into creating a PSA.

Lesson Plan		Subject: Writing, Arts, and Social Studies		Day # 2	
Lesson Objectives			Students will engage in:		<input type="checkbox"/> Whole group
<ul style="list-style-type: none"> - Students will understand the purpose of using PSAs - Students will be able to write their own PSA 			<input type="checkbox"/> Small group work		
			<input type="checkbox"/> Project work		
Time	Teachers Role	What are students doing?		Materials	
3-5 minutes	Class Starter: Show one sample of a PSA.	Students are sitting on the rug watching the PSA.		Sample PSA Laptop & projector	
7 minutes	Review/ Connections to prior knowledge: Facilitate discussion on where students may have seen this particular PSA or other PSAs. Record ideas on the board. Questions to ask: Why might people air PSAs? What's the purpose of this PSA? What is its message and/or purpose? Who is the target audience? Have you ever seen other PSAs?	Students are sitting on the rug and are participating in the discussion/answering questions.		White board Markers	
15 minutes	Learning Activity/ Lesson: Divide students into groups. Provide each group with a different transcript of a PSA. Have students discuss purpose and message of transcripts. Then show each group the actual PSA. Questions to ask: What was the message of the PSA? How was the PSA effective in comparison to just the transcript? Did your experience differ from reading the transcript to watching the PSA? How/why do you think that is?	Students should move into the desk/table areas and work in their project groups. Discussing the transcript and then the PSA. Students should come up with a few interesting thoughts to share with the class.		Sample PSAs PSA transcripts	
20 minutes	Group Work: Have students begin brainstorming messages and target audiences for their own PSA.	Students should be brainstorming and charting their ideas onto paper.		Large paper Markers	
___ minutes	Closure: Share brainstorming ideas and/or thoughts from watching the PSA.	Students will return to the rug to present their ideas to the rest of the class		Brainstorming Charts	
Homework assigned: Continue to think about what message you want to convey through your group's PSA.					

Unit 5: Freedom of Expression		Grade: 5
Unit Description The unit explores the rights given to us by the Constitution (in particular Freedom of Speech and Expression) and whether or not these rights could be taken too far.		Standards Addressed:
Enduring Understandings	Essential Questions	Subjects Integrated:
Students will understand that freedom of expression leads to a strong accountability of actions.	1) Can we distinguish the line between freedom of expression and the “isms?” 2) As a society, how can we hold people accountable for their actions?	
Day	Daily Lesson Summary	Assessment: How will you know students reached understanding
Monday	Students will be shown the clip of the bakery incident. Students will discuss what happened, what they understood about what happened, and their reactions.	Students will be assessed through what issues are brought up during the discussion.
Tuesday	Examine past examples of how freedom of expression has been used. Can the students come up with similar incidents that could be compared to what they saw the previous day.	Examples that are brought up would assess what the students understand about what Freedom of expression is. This will lead into the next day where students will be focusing on the Constitution.
Wednesday	Students will explore Constitutional rights, looking closely at freedom of speech and expression. What do these “freedoms” give us the right to do? Can we take these too far or should we really be able to say and do anything we want, even if it’s at the expense of others?	Students will be asked how they perceive the bakery event now that they have an understanding of the rights we are entitled to.
Thursday	Brainstorm ideas about what could be done (ex: murals, letters, petitions, protests, etc.) Come up with a list and then hold a vote to choose what the class will be doing.	
Friday	Students will work on what the class chose as their project to take action.	

Unit 6: Recipes of Respect		Grade:
Enduring Understandings		Essential Questions
<ul style="list-style-type: none"> SWUT that anti-racist actions must be present in all aspects of life. SWUT intolerable behavior should and can be countered.		<ul style="list-style-type: none"> What is a peaceful protest? Can people change? Is violence an effective way of going about countering unjust behavior?
Subjects Integrated:		
Day	Daily Lesson Summary	Assessment: How will you know students reached understanding
Monday	To launch the unit, students will watch the news video clips. Role play – visit the idea of how we can alter threatening reactions and protest peacefully. *Send parent letter requesting involvement*	Students will generate a T-chart. What did they say and/or do? How did it make the other group feel?
Tuesday	Present students with various scenes from the news clips. Extract still images from the video and place them around the classroom. Then have students look at/analyze them. What do they notice? What is happening in the scene?	Class discussion: What is happening in the scene? (i.e. protesting, passing out fliers...)
Wednesday	Show historical examples of peaceful protests, especially when one side plays the other side's game (use the same tools to achieve a different purpose). Students will begin to think about names for baked goods keeping in mind the vocabulary relevant to social justice.	Class discussion. Reflective writing. Students participate in a word gallery game. Once they learn various terms, they will go around the classroom wall, read different mini scenarios – identify and label what is happening in the scenario. (i.e. Billy didn't want to play with John because he is Christian--> the label would then be, discrimination and/or social injustice)
Thursday	Continuation of Day 3. Preparation for Day 5. Students will create chants/make posters/fliers to invite and advertise for the bake sale.	Chants, posters, fliers, discussions.
Friday	Organize a bake sale in front of the bakery. Students will sell their baked goods while displaying posters and handing out fliers that teach others to be tolerant and respectful of all people. The fliers will explain their reasoning and how they went about planning this bake sale protest. Students will encourage people to boycott the racist bakery and learn to accept and respect everyone.	Self Love Strudel Respect for Others Rugula Exploring Issues of Social Justice FLAN Social Movement Muffins Social Change Cheesecake Social Action Shortcake Seasonals: Tolerance Tart, Social Trifles Truffles, Equality Éclair Diversity Doughnut